

## STATE MONITORING FORMAT

(To be completed by SPD and sent to NCERT)

Quarter under Report	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; border: 1px solid black; text-align: center;">I</td> <td style="width: 25%; border: 1px solid black; text-align: center;">II</td> <td style="width: 25%; border: 1px solid black; text-align: center;">III</td> <td style="width: 25%; border: 1px solid black; text-align: center;">IV</td> </tr> </table>	I	II	III	IV	Year	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; border: 1px solid black; text-align: center;">2</td> <td style="width: 25%; border: 1px solid black; text-align: center;">0</td> <td style="width: 25%; border: 1px solid black; text-align: center;">1</td> <td style="width: 25%; border: 1px solid black; text-align: center;">4</td> </tr> </table>	2	0	1	4	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border: 1px solid black; text-align: center;">1</td> <td style="width: 50%; border: 1px solid black; text-align: center;">5</td> </tr> </table>	1	5
I	II	III	IV											
2	0	1	4											
1	5													

Period of quarter: **July to September**

### 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. State .....**KERALA**.

Number of CRCs in the state.....**1385**.....Number of CRCCs submitted CMFs.....**1385**.

Number of BRCs in the state.....**159**.....Number of BRCCs submitted BMFs.....**159**

Number of Districts in the state.....**14**.....Number of Districts submitted DMFs.....**14**.

2. (a) Number of schools in the State

I - V	6530	VI - VIII	630	I - VIII	2163	Any other	2581	<b>Total</b>	<b>11904</b>
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- (b) Number of schools which filled up SMFs

I - V	<b>6530</b>	VI - VIII	630	I - VIII	2163	Any other	2581	<b>Total</b>	<b>11904</b>
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3. (i) Number of Teachers:

In Position

Required Posts

(as per RTE Norms)

(a) Primary Teachers	(i) Regular	<b>60992</b>	Required Posts (as per RTE Norms)	<b>62044</b>
	(ii) Contractual	<b>1052</b>		
(b) Upper Primary Teachers	(i) Regular	<b>66907</b>	Required Posts (as per RTE Norms)	<b>72197</b>
	(ii) Contractual	<b>5290</b>		

(ii)

Primary

Upper Primary

(a) How many government schools in the state have a pupil teacher ratio above 1:30 in primary school and above 1:35 in upper primary school?

Nil

Nil

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

NA

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

NA

**Section B: Attendance Information**

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

Month: .....SEPTEMBER 2014.....

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	9423			9423			9423		
II	9423			9423			9423		
III	9423			9423			9423		
IV	9423			9423			9423		
V	4770			4770			4770		
VI	4783			4783			4783		
VII	4783			4783			4783		
VIII	2502			2502			2502		
<b>Total</b>									

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

136206

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

- **Nutritious Noon meal programme implemented all schools in the state**
- **Transportation facilities provided all schools in the state and almost all schools have their on school bus. In tribal areas govt. introduced programme like 'Gotra Sarathi' for conveyance of ST students.**
- **RTE Campaign introduced in all schools in the state and special focus to Tribal areas.**

- **Parents conference conducted in all schools in the state for preventing the dropouts in the state. Class PTA and MPTA conducted every month, child friendly atmosphere, special training for dropout conducted in the district idukki, wayanad, Palakkad, Malappuram, Thiruvananthapuram, Kollam, Kottayam, Ernamkulam and Kozhikkodu.**
- **Making schools into Child friendly launched 'Clean School, Smart Children' programme in the state.**
- **Supply of Uniforms**
- **Focus -15 a new programme implemented in the state for strengthening students enrolment and improving the quality in academic activities and school infrastructure.**
- **Special training has implemented for children from out of school children special training has given to them as age appropriated child to our main stream in the state.**

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

Boys:

654

Girls:

574

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

Own schools	Other centres (NGO)	Residential centres	Any Other .....
38	--	-	-

(c) Number of children dropped out of special training programmes upto last quarter

NIL

### Section C: Curriculum Transaction

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

11904

Within one week	Within one month	After one month
11904	-	-

1. What is SPD doing to improve system for timely distribution of textbooks?

- **Review meeting conducted Deputy Directors Education, District project officers and text book officer collecting the correct position of distribution of text books**

- **Collecting anticipating data from each district for the textbooks**
- **Convergence meeting with educational officers and text book authorities at various levels.**
- **Timely monitoring online entries of text book indent and distribution status.**
- **Communication from time to time has given to concerned higher authorities for filling the gaps.**
- **Proper monitoring by field visits.**

2. No. of teachers who received Teacher/ (TLM) Grant and have utilised it\*

	Received %	Utilised %
Percentage of primary teachers	NIL	NIL
Percentage of upper primary teachers	NA	NA

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

- **Maths Kit supplied to all schools in the states and using these into the classroom to improve the maths learning activities except Palakkad and Kozhikkodu District.**
- **Regular SRG meeting and use of Cluster and BRC Resources, vacation training cluster meeting etc.**
- **‘Metric Mela’ in primary classes and supplementary additional material worksheet for early Arithmetics and early reading and writing skills.**
- **‘Sastra Congress’ and ‘Ganitholsavam’ in the UP Classes to improve Maths and Science .**
- **Primary classes Language acquisition material ‘Mazhavillu’ and Mathematics material ‘Minnaminni’ supplied for improving reading and writing skills mathematical skills.**
- **Theatre games introduced in UP Classes for strengthening the girls students in the state.**
- **Connecting day celebrations with curricular activities.**

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

- ✚ **Adaptation of Curricular Teaching manual & TLM, onsite support from RT, worksheets, building, blocks and models.**
- ✚ **Providing bridge material ,evaluation tools ,barrier free environment**
- ✚ **Proper seating arrangement for VI, HI and OH pupils**
- ✚ **Activity oriented workbooks**
- ✚ **Provide services of RT's in classrooms for classroom adaptation and remedial teaching.**
- ✚ **Every school provides Ramp and Rail, adapted toilets, barrier free environment for CWSN children.**
- ✚ **ICT ensure involvement of CWSN in all activities**
- ✚ **Social adaptation learning activities are conducted.**
- ✚ **Programmes like 'Kalikootam' and 'Sahavasa camp' has organized to develop life skill.**
- ✚ **'Sayanthana Vedi' –Parental orientation programme conduted to empower the parents of CWSN children.**
- ✚ **World disabled day celebrates for to develop their confidence building.**
- ✚ **Sand tray and Big picture in primary level**
- ✚ **Usage of special picture cards and storytelling method in the classroom**

**Section D: Continuous and Comprehensive Evaluation**

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

- ❖ **By conducting different activities in reading writing and Mathematical operations**
- ❖ **Verifying students note Books, Portfolio and the class room products at the time of class room observation**
- ❖ **Verify TM, CCE recoding of the teacher and reflection note of the TM.**
- ❖ **Assessing the periodic tests, Term end evaluation performance and QMTs**
- ❖ **Attending the SRG meetings, CPTA, SMC meetings and interacting with HMs, Teachers & Parents.**
- ❖ **Monitoring & Supervision notes of HM and Educational Officers.**

**Section E: Teacher Training**

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

- ❖ Using ICT facilities – Virtual experience - Showing (a) Science experiments in the class room (b) Geometry in maths
- ❖ Preparing process based TM & Making appropriate TLM
- ❖ Better usage of maths kit provided by SSA to UP classes. Maths fest named as Ganitholsav (Fest), Balasathra Congress at school level CRC level & BRC level.
- ❖ Effective use of Lab & Science corners in LP & UP classes.
- ❖ Preparing additional early reading and writing material Mazhavil (Rainbow) for Class I, II.
- ❖ Adaptation of class room strategies and TLM for the inclusive education.

15. Key suggestions for upcoming training programmes provided at the District level.

- ✚ Early reading and early writing
- ✚ In-depth training on content areas of Maths, Social Science & Basic Science, CCE training
- ✚ Virtual experiences – Especially in Basic Science in Basic Science and Social Science.
- ✚ Special Focus on Inclusive education.
- ✚ ICT for better curriculum transaction.
- ✚ Strategies for transaction of new TBs in Std 2,4,6 & 8 to be revised
- ✚ Special empowerment training for teachers handling English in LP & UP classes.
- ✚ Empowerment of Trainers in the field inclusive education.
- ✚ Empowerment of RTs for imparting training to teachers at CRC, BRC, State level.
- ✚ Newly promoted HMs, Educational Officers.

**Section F: Functioning of SMC**

Number %

16. Number of schools having School Management Committees (SMCs) in the State.	11901	100
17. (a) Number of schools where School Development Plans have been prepared.	11901	100
(b) Number of schools involving SMCs in preparation of this plan.	11901	100
(c) Action taken on schools that did not involve SMCs.		

NA

Number %

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

11901	100
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 (b) Action taken for coverage of SMCs not trained.  
 NA

**Section G: Learners' Assessment**

19. Please aggregate pupil assessment data of schools in the format used in schools and enclose the same (CCE format).

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

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

11904	100
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 (ii) Number of schools in State with low pupil achievement level 

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SARVA SHIKSHA ABHIYAN KERALA									
QUALITY MONITORING FORMAT									
Learners' Assessment					AC YEAR : 2014-15		TERM : 2		
STATE CODE		32		STATE NAME		KERALA			
Class*	Subject*	No. Of children assessed*	Grade*	BOYS		GIRLS		TOTAL	
				No	%	No	%	No	%
1	Integration	242878	A	79971	66.46	88188	71.96	168159	69.24
			B	25652	21.32	22540	18.39	48192	19.84
			C	10748	8.93	8833	7.21	19581	8.06
			D	3132	2.6	2337	1.91	5469	2.25
			E	818	0.68	659	0.54	1477	0.61
			Total	120321	49.54	122557	50.46	242878	100
	English	243960	A	71767	59.15	80253	65.44	152020	62.31
			B	28314	23.34	25516	20.81	53830	22.07
			C	14505	11.96	11927	9.73	26432	10.83
			D	5068	4.18	3675	3	8743	3.58
			E	1675	1.38	1260	1.03	2935	1.2
			Total	121329	49.73	122631	50.27	243960	100
	Arabic	94106	A	28315	61.07	32032	67.1	60347	64.13
			B	11110	23.96	10254	21.48	21364	22.7
			C	4982	10.74	3976	8.33	8958	9.52
			D	1573	3.39	1149	2.41	2722	2.89

			E	386	0.83	329	0.69	715	0.76
			Total	46366	49.27	47740	50.73	94106	100
2	Integration	249308	A	52656	42.41	64096	51.22	116752	46.83
			B	38255	30.81	35367	28.26	73622	29.53
			C	23497	18.92	18562	14.83	42059	16.87
			D	8734	7.03	6327	5.06	15061	6.04
			E	1029	0.83	785	0.63	1814	0.73
			Total	124171	49.81	125137	50.19	249308	100
	English	249186	A	48308	38.95	59017	47.15	107325	43.07
			B	37957	30.61	36208	28.93	74165	29.76
			C	26426	21.31	21555	17.22	47981	19.26
			D	10086	8.13	7524	6.01	17610	7.07
			E	1241	1	864	0.69	2105	0.84
			Total	124018	49.77	125168	50.23	249186	100
	Arabic	96241	A	25590	53.41	29632	61.31	55222	57.38
			B	13492	28.16	11962	24.75	25454	26.45
			C	6436	13.43	5053	10.45	11489	11.94
			D	2116	4.42	1438	2.98	3554	3.69
			E	276	0.58	246	0.51	522	0.54
			Total	47910	49.78	48331	50.22	96241	100
3	Language (MALAYALAM / TAMIL/ KANNADA)	262672	A	45945	34.97	61633	46.94	107578	40.96
			B	35441	26.98	34528	26.3	69969	26.64
			C	26671	20.3	20717	15.78	47388	18.04
			D	16313	12.42	10489	7.99	26802	10.2
			E	6996	5.33	3939	3	10935	4.16
			Total	131366	50.01	131306	49.99	262672	100
	Mathematics	261938	A	49258	37.8	55506	42.17	104764	40
			B	36246	27.81	36155	27.47	72401	27.64
			C	25043	19.22	23304	17.71	48347	18.46
			D	13877	10.65	11762	8.94	25639	9.79
			E	5895	4.52	4892	3.72	10787	4.12
			Total	130319	49.75	131619	50.25	261938	100
	EVS	262354	A	58628	44.89	71147	54	129775	49.47
			B	33354	25.54	31221	23.7	64575	24.61
			C	21728	16.64	17582	13.34	39310	14.98
			D	11736	8.99	8457	6.42	20193	7.7
			E	5155	3.95	3346	2.54	8501	3.24
			Total	130601	49.78	131753	50.22	262354	100
	English	263561	A	46567	35.77	62067	46.54	108634	41.22
			B	34449	26.46	33332	24.99	67781	25.72
			C	26558	20.4	21982	16.48	48540	18.42
			D	15305	11.76	11082	8.31	26387	10.01



			E	7306	5.61	4913	3.68	12219	4.64
			Total	130185	49.39	133376	50.61	263561	100
	Arabic	100856	A	19730	39.67	25300	49.49	45030	44.65
			B	14306	28.76	13426	26.26	27732	27.5
			C	9171	18.44	7453	14.58	16624	16.48
			D	4314	8.67	3099	6.06	7413	7.35
			E	2215	4.45	1842	3.6	4057	4.02
			Total	49736	49.31	51120	50.69	100856	100
4			Language (MALAYALAM / TAMIL/ KANNADA)	269849	A	42742	31.65	60492	44.87
	B	40024			29.64	39178	29.06	79202	29.35
	C	32612			24.15	23628	17.53	56240	20.84
	D	17419			12.9	10133	7.52	27552	10.21
	E	2244			1.66	1377	1.02	3621	1.34
	Total	135041			50.04	134808	49.96	269849	100
	Mathematics	269709			A	54410	40.34	59655	44.25
			B	41478	30.75	41623	30.87	83101	30.81
			C	26091	19.34	23304	17.29	49395	18.31
			D	11196	8.3	8846	6.56	20042	7.43
			E	1717	1.27	1389	1.03	3106	1.15
			Total	134892	50.01	134817	49.99	269709	100
	EVS	269780	A	51858	38.56	65233	48.22	117091	43.4
			B	39413	29.31	37593	27.79	77006	28.54
			C	27556	20.49	21919	16.2	49475	18.34
			D	13676	10.17	9161	6.77	22837	8.47
			E	1984	1.48	1387	1.03	3371	1.25
			Total	134487	49.85	135293	50.15	269780	100
	English	269869	A	39293	29.32	52847	38.9	92140	34.14
			B	40229	30.02	40965	30.15	81194	30.09
			C	33927	25.32	28593	21.05	62520	23.17
			D	18136	13.53	11970	8.81	30106	11.16
			E	2421	1.81	1488	1.1	3909	1.45
			Total	134006	49.66	135863	50.34	269869	100
	Arabic	100966	A	19792	39.34	25753	50.83	45545	45.11
			B	16521	32.84	15295	30.19	31816	31.51
			C	9965	19.81	7116	14.05	17081	16.92
D			3472	6.9	2046	4.04	5518	5.47	
E			554	1.1	452	0.89	1006	1	
Total			50304	49.82	50662	50.18	100966	100	
5	Language (MALAYALAM / TAMIL/ KANNADA)	207418	A	25093	24.35	36470	34.95	61563	29.68
			B	23512	22.81	26207	25.12	49719	23.97
			C	21938	21.28	20018	19.18	41956	20.23
			D	21042	20.41	15006	14.38	36048	17.38

		E	11487	11.14	6645	6.37	18132	8.74
		Total	103072	49.69	104346	50.31	207418	100
Arabic	68507	A	11409	33.08	15708	46.17	27117	39.58
		B	8845	25.65	8629	25.37	17474	25.51
		C	6904	20.02	5473	16.09	12377	18.07
		D	5173	15	3171	9.32	8344	12.18
		E	2157	6.25	1038	3.05	3195	4.66
		Total	34488	50.34	34019	49.66	68507	100
Urdu	21622	A	5654	47.92	5865	59.71	11519	53.27
		B	3097	26.25	2179	22.18	5276	24.4
		C	1717	14.55	1048	10.67	2765	12.79
		D	1001	8.48	580	5.91	1581	7.31
		E	331	2.81	150	1.53	481	2.22
		Total	11800	54.57	9822	45.43	21622	100
Sanskrit	45447	A	12489	55.68	15203	66.05	27692	60.93
		B	5237	23.35	4436	19.27	9673	21.28
		C	2648	11.81	2076	9.02	4724	10.39
		D	1576	7.03	1014	4.41	2590	5.7
		E	479	2.14	289	1.26	768	1.69
		Total	22429	49.35	23018	50.65	45447	100
English	313347	A	31949	20.38	44955	28.71	76904	24.54
		B	32150	20.51	36104	23.06	68254	21.78
		C	33055	21.09	31839	20.33	64894	20.71
		D	35996	22.96	28271	18.05	64267	20.51
		E	23601	15.06	15427	9.85	39028	12.46
		Total	156751	50.02	156596	49.98	313347	100
Hindi	313734	A	83177	53.04	101579	64.74	184756	58.89
		B	32289	20.59	27028	17.23	59317	18.91
		C	22236	14.18	16221	10.34	38457	12.26
		D	14279	9.1	9189	5.86	23468	7.48
		E	4845	3.09	2891	1.84	7736	2.47
		Total	156826	49.99	156908	50.01	313734	100
Mathematics	317317	A	31279	19.82	39489	24.76	70768	22.3
		B	33027	20.93	39157	24.55	72184	22.75
		C	35641	22.59	34851	21.85	70492	22.22
		D	37196	23.57	30938	19.39	68134	21.47
		E	20657	13.09	15082	9.45	35739	11.26
		Total	157800	49.73	159517	50.27	317317	100
Social Science	313477	A	32141	20.5	44328	28.29	76469	24.39
		B	32882	20.97	36487	23.28	69369	22.13
		C	33986	21.68	32636	20.83	66622	21.25
		D	35987	22.95	28688	18.31	64675	20.63

			E	21781	13.89	14561	9.29	36342	11.59
			Total	156777	50.01	156700	49.99	313477	100
Basic Science	311335	A	30468	19.54	38730	24.92	69198	22.23	
		B	31153	19.98	35007	22.52	66160	21.25	
		C	32970	21.15	32614	20.98	65584	21.07	
		D	37691	24.18	31802	20.46	69493	22.32	
		E	23620	15.15	17280	11.12	40900	13.14	
		Total	155902	50.08	155433	49.92	311335	100	
6	Language (MALAYALAM / TAMIL/ KANNADA)	223066	A	28237	25.41	43840	39.16	72077	32.31
			B	27389	24.65	29416	26.28	56805	25.47
			C	25570	23.01	20996	18.75	46566	20.88
			D	23250	20.92	14295	12.77	37545	16.83
			E	6669	6	3404	3.04	10073	4.52
			Total	111115	49.81	111951	50.19	223066	100
	Arabic	70623	A	10801	30.23	15001	43	25802	36.53
			B	9986	27.95	9498	27.22	19484	27.59
			C	8236	23.05	6448	18.48	14684	20.79
			D	5383	15.06	3213	9.21	8596	12.17
			E	1328	3.72	729	2.09	2057	2.91
			Total	35734	50.6	34889	49.4	70623	100
	Urdu	21959	A	4002	34.12	4910	47.99	8912	40.58
			B	3271	27.89	2699	26.38	5970	27.19
			C	2456	20.94	1642	16.05	4098	18.66
			D	1617	13.79	776	7.58	2393	10.9
			E	382	3.26	204	1.99	586	2.67
			Total	11728	53.41	10231	46.59	21959	100
	Sanskrit	46466	A	8082	35.74	11537	48.36	19619	42.22
			B	6280	27.77	6314	26.47	12594	27.1
			C	4381	19.38	3578	15	7959	17.13
			D	3246	14.36	1991	8.35	5237	11.27
E			622	2.75	435	1.82	1057	2.27	
Total			22611	48.66	23855	51.34	46466	100	
English	337240	A	34012	20.15	50385	29.91	84397	25.03	
		B	35996	21.33	40817	24.23	76813	22.78	
		C	37398	22.16	35323	20.97	72721	21.56	
		D	44372	26.29	31581	18.75	75953	22.52	
		E	16995	10.07	10361	6.15	27356	8.11	
		Total	168773	50.05	168467	49.95	337240	100	
Hindi	337714	A	30660	18.22	48053	28.37	78713	23.31	
		B	32928	19.56	38879	22.95	71807	21.26	
		C	37463	22.26	37154	21.93	74617	22.09	
		D	46725	27.76	33075	19.53	79800	23.63	

7	Mathematics	337071	E	20545	12.21	12232	7.22	32777	9.71
			Total	168321	49.84	169393	50.16	337714	100
			A	31882	18.89	39029	23.19	70911	21.04
			B	35475	21.02	39195	23.29	74670	22.15
			C	40412	23.94	39389	23.41	79801	23.67
			D	45278	26.82	39115	23.24	84393	25.04
			E	15751	9.33	11545	6.86	27296	8.1
	Total	168798	50.08	168273	49.92	337071	100		
	Social Science	338018	A	30285	17.97	44608	26.32	74893	22.16
			B	36166	21.46	42093	24.84	78259	23.15
			C	40734	24.17	38874	22.94	79608	23.55
			D	45201	26.82	34193	20.17	79394	23.49
			E	16146	9.58	9718	5.73	25864	7.65
			Total	168532	49.86	169486	50.14	338018	100
	Basic Science	335335	A	34745	20.64	48483	29.03	83228	24.82
			B	37350	22.19	42413	25.4	79763	23.79
			C	39370	23.39	37045	22.18	76415	22.79
			D	41889	24.89	30216	18.09	72105	21.5
			E	14969	8.89	8855	5.3	23824	7.1
			Total	168323	50.2	167012	49.8	335335	100
	Language (MALAYALAM / TAMIL/ KANNADA)	240768	A	31298	25.87	48013	40.09	79311	32.94
			B	30162	24.93	32354	27.02	62516	25.97
			C	27147	22.43	21823	18.22	48970	20.34
			D	22657	18.72	13101	10.94	35758	14.85
E			9741	8.05	4472	3.73	14213	5.9	
Total			121005	50.26	119763	49.74	240768	100	
Arabic	73090	A	11175	29.98	15388	42.96	26563	36.34	
		B	9985	26.79	9662	26.97	19647	26.88	
		C	8474	22.74	6447	18	14921	20.41	
		D	5565	14.93	3250	9.07	8815	12.06	
		E	2072	5.56	1072	2.99	3144	4.3	
		Total	37271	50.99	35819	49.01	73090	100	
Urdu	22131	A	4293	35.9	5238	51.49	9531	43.07	
		B	3489	29.18	2690	26.44	6179	27.92	
		C	2325	19.44	1390	13.66	3715	16.79	
		D	1369	11.45	645	6.34	2014	9.1	
		E	482	4.03	210	2.06	692	3.13	
		Total	11958	54.03	10173	45.97	22131	100	
Sanskrit	46865	A	11434	49	14949	63.53	26383	56.3	
		B	5768	24.72	4936	20.98	10704	22.84	
		C	3375	14.46	2264	9.62	5639	12.03	
		D	2051	8.79	1063	4.52	3114	6.64	

			E	705	3.02	320	1.36	1025	2.19
			Total	23333	49.79	23532	50.21	46865	100
	English	355734	A	34690	19.34	49240	27.91	83930	23.59
			B	37752	21.05	42923	24.33	80675	22.68
			C	39537	22.05	37613	21.32	77150	21.69
			D	41827	23.32	31309	17.75	73136	20.56
			E	25523	14.23	15320	8.68	40843	11.48
			Total	179329	50.41	176405	49.59	355734	100
	Hindi	354455	A	34423	19.3	53235	30.23	87658	24.73
			B	37356	20.94	43068	24.46	80424	22.69
			C	40332	22.61	36354	20.65	76686	21.63
			D	43147	24.19	29985	17.03	73132	20.63
			E	23111	12.96	13444	7.63	36555	10.31
			Total	178369	50.32	176086	49.68	354455	100
	Mathematics	354885	A	29513	16.5	36028	20.46	65541	18.47
			B	34478	19.28	36823	20.91	71301	20.09
			C	40355	22.57	39396	22.38	79751	22.47
			D	46148	25.81	40853	23.2	87001	24.52
			E	28328	15.84	22963	13.04	51291	14.45
			Total	178822	50.39	176063	49.61	354885	100
	Social Science	357062	A	36701	20.33	51974	29.44	88675	24.83
			B	36838	20.41	41329	23.41	78167	21.89
			C	41431	22.95	37592	21.29	79023	22.13
			D	41723	23.11	30834	17.46	72557	20.32
			E	23816	13.19	14824	8.4	38640	10.82
			Total	180509	50.55	176553	49.45	357062	100
	Basic Science	355223	A	39833	22.27	48962	27.76	88795	25
			B	39545	22.11	42250	23.95	81795	23.03
			C	41324	23.11	39119	22.18	80443	22.65
			D	38205	21.36	31701	17.97	69906	19.68
			E	19942	11.15	14342	8.13	34284	9.65
			Total	178849	50.35	176374	49.65	355223	100
8	Language (MALAYALAM / TAMIL/ KANNADA)	291621	A	18421	12.5	23020	15.96	41441	14.21
			A+	15037	10.2	17431	12.08	32468	11.13
			B	20530	13.93	23867	16.55	44397	15.22
			B+	19399	13.16	23693	16.43	43092	14.78
			C	18087	12.27	15978	11.08	34065	11.68
			C+	18691	12.68	18654	12.93	37345	12.81
			D	11918	8.09	6525	4.52	18443	6.32
			D+	16169	10.97	10877	7.54	27046	9.27
			E	9128	6.19	4196	2.91	13324	4.57
			Total	147380	50.54	144241	49.46	291621	100.00

Arabic	73388	A	4742	12.5	5195	14.66	9937	13.54
		A+	4547	11.98	4949	13.97	9496	12.94
		B	4764	12.55	4764	13.44	9528	12.98
		B+	4820	12.7	4974	14.04	9794	13.35
		C	4528	11.93	4317	12.18	8845	12.05
		C+	4740	12.49	4565	12.88	9305	12.68
		D	3030	7.98	1909	5.39	4939	6.73
		D+	4436	11.69	3530	9.96	7966	10.85
		E	2344	6.18	1234	3.48	3578	4.88
		Total	37951	51.71	35437	48.29	73388	100.00
Urdu	12122	A	969	15.38	1056	18.14	2025	16.71
		A+	1023	16.24	1144	19.65	2167	17.88
		B	780	12.38	754	12.95	1534	12.65
		B+	919	14.59	880	15.12	1799	14.84
		C	670	10.63	508	8.73	1178	9.72
		C+	685	10.87	717	12.32	1402	11.57
		D	362	5.75	209	3.59	571	4.71
		D+	665	10.56	403	6.92	1068	8.81
		E	227	3.6	151	2.59	378	3.12
		Total	6300	51.97	5822	48.03	12122	100.00
Sanskrit	22292	A	1753	16.65	2452	20.84	4205	18.86
		A+	1841	17.49	2685	22.82	4526	20.30
		B	1265	12.02	1465	12.45	2730	12.25
		B+	1550	14.73	1925	16.36	3475	15.59
		C	994	9.44	864	7.34	1858	8.33
		C+	1088	10.34	1166	9.91	2254	10.11
		D	684	6.5	377	3.2	1061	4.76
		D+	864	8.21	619	5.26	1483	6.65
		E	487	4.63	213	1.81	700	3.14
		Total	10526	47.22	11766	52.78	22292	100.00
English	391782	A	19505	9.82	23391	12.11	42896	10.95
		A+	13516	6.8	15951	8.26	29467	7.52
		B	25826	13	28239	14.62	54065	13.80
		B+	23485	11.82	26008	13.47	49493	12.63
		C	25543	12.86	24818	12.85	50361	12.85
		C+	25335	12.75	26183	13.56	51518	13.15
		D	20838	10.49	15124	7.83	35962	9.18
		D+	25915	13.05	22040	11.41	47955	12.24
		E	18688	9.41	11377	5.89	30065	7.67
		Total	198651	50.70	193131	49.30	391782	100.00
Hindi	390684	A	18111	9.2	21816	11.26	39927	10.22
		A+	13909	7.06	16467	8.5	30376	7.78

			B	22874	11.61	26060	13.45	48934	12.53
			B+	20342	10.33	23757	12.26	44099	11.29
			C	24808	12.6	24937	12.87	49745	12.73
			C+	23684	12.02	25870	13.35	49554	12.68
			D	23625	11.99	18121	9.35	41746	10.69
			D+	26433	13.42	23137	11.94	49570	12.69
			E	23176	11.77	13557	7	36733	9.40
			Total	196962	50.41	193722	49.59	390684	100.00
	Mathematics	391753	A	16151	8.14	18597	9.62	34748	8.87
			A+	11668	5.88	13471	6.97	25139	6.42
			B	22751	11.47	25135	13	47886	12.22
			B+	19990	10.08	21872	11.31	41862	10.69
			C	25448	12.83	25729	13.31	51177	13.06
			C+	24284	12.24	24654	12.75	48938	12.49
			D	25335	12.77	21027	10.88	46362	11.83
			D+	28576	14.4	25481	13.18	54057	13.80
			E	24208	12.2	17376	8.99	41584	10.61
			Total	198411	50.65	193342	49.35	391753	100.00
	Social Science	392048	A	18313	9.23	21707	11.21	40020	10.21
			A+	13907	7.01	16890	8.72	30797	7.86
			B	23971	12.08	26244	13.55	50215	12.81
			B+	21343	10.76	23723	12.25	45066	11.50
			C	26200	13.21	26437	13.65	52637	13.43
			C+	24408	12.3	25443	13.14	49851	12.72
			D	22683	11.43	17166	8.86	39849	10.16
			D+	27579	13.9	23495	12.13	51074	13.03
			E	19999	10.08	12540	6.48	32539	8.30
			Total	198403	50.61	193645	49.39	392048	100.00
	Basic Science	397417	A	19021	9.44	22053	11.26	41074	10.34
			A+	15843	7.86	16660	8.5	32503	8.18
			B	24897	12.35	27510	14.04	52407	13.19
			B+	21613	10.73	23746	12.12	45359	11.41
			C	27857	13.82	28237	14.41	56094	14.11
			C+	25385	12.6	25833	13.19	51218	12.89
			D	22873	11.35	17361	8.86	40234	10.12
			D+	26798	13.3	23245	11.87	50043	12.59
			E	17231	8.55	11254	5.74	28485	7.17
			Total	201518	50.71	195899	49.29	397417	100.00

## **Primary**

By analyzing the assessment data it shows that

- More than 66% of total students are in Grade A in STD 1<sup>st</sup>, 23% students in Grade B and 8.73% students are in Grade C.
- A very limited number of students are still on D Grade.
- In 2<sup>nd</sup> STD also the number of students those who got A Grade is more than 50%.
- In 3<sup>rd</sup> and 4<sup>th</sup> STD the students those who got A Grade is 47%.
- In Mathematics it is more than 50%.
- Considering the 2<sup>nd</sup> Language number of students who got A Grade in more than 40%.

Generally the students those who got A Grade in Primary level is comparatively more than the upper primary level. A few number of children are still on low level of achievement.

We have to prepare some action plans/activity packages to enhance the low level achievers.

## **Upper Primary**

- In upper primary level the student those who got A grade is 30%-40% in all subject.
- Most of the children felt hard spots in mathematics on upper primary level.
- The we had done the class wise comparison the number of A, B grade holders less in std. VII.

To enhance the low level achievers in science and maths we had to prepare some other activities.



## Part-II

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

1. a) Number of classrooms (teaching) observed by the CRCCs in the last quarter:  
**Range : 7200...to 9600**

2. School visits by CRCCs:

Number of times visits were made to each school      Number of CRCCs visited

(i)Once in a month

1180

(ii)Once in two months

10

(iii)Once in three months

(iv)Once in four to six months

3 Suggestions provided by the CRCCs to improve classroom teaching

- ❖ **Ensure the slots for ICT in classroom process**
- ❖ **TLM Preparation.**
- ❖ **Incorporating Day Celebrations with classroom activities.**
- ❖ **Usage of Worksheets**
- ❖ **Ensuring Child Friendly Classrooms.**
- ❖ **Ensuring teaching manual preparation with micro level planning.**
- ❖ **Team teaching and reflection page preparation.**

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

Number      %

0

0

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

0

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

0

(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.

- **Onsite Support**
- **Academic monitoring and CCE activities**
- **Teacher Training and HM Training**
- **SMC/PRI Training**
- **Material preparation**
- **Empowering CRCCs**
- **Team Teaching**
- **Inclusive Education Support**

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

159
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3. Number of times each school was visited by BRCCs on an average.

3
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4. Write five examples of professional support provided by the BRC to teachers during the last quarter.

- **conducting Action Research**
- **Preparation of worksheets.**
- **Cluster level Training**
- **Seminars & Workshops**
- **Learners Achievement**

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

- ✚ **Through discussion with parents in CPTA**
- ✚ **Quality Monitoring Tools**
- ✚ **Observing Portfolios**
- ✚ **SRG minutes and records**
- ✚ **CPTAs & SEPs**

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

2
---

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

100	%
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(c) List major issues emerging from the programmes.

- **Ensuring learning outcomes at the expected level to the implementation of CCE is not attained.**
- **Lack of ICT Training to LP teachers.**
- **Lack of Sufficient multimedia facilities to cope up with training needs.**
- **Teachers are not competent enough in communicative english**
- **Adaptation of inclusive curriculum are not effective to regular teachers**

7. (a) How many in-service teacher training programmes /workshops were organized for teachers of upper primary classes in the following subjects during last quarter?

(i) Mathematics

2

(ii) Science

2

(iii) Social Science

2

(iv) Language

2

(v) Arts Education

2

(vi) Health and Physical Education

2

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

100

%

(c) List major issues emerging from the programmes.

- **Lack of sufficient ICT equipments to all training classes.**
- **Lack of Lab and Library facilities**
- **Teachers have to prepare lots of learning materials without TLM grant.**
- **Even though teachers are taking more than one subject , they are attending only for one subject.**

## 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.

14

(a) The institutions involved

**General Education Departments, DIET, DPO, BRCs, CRCs**

(b) Members of 'quality' monitoring

**Deputy Director of Education (DDE), DIET Principals and Faculty members, District Project Officers, District Educational Officers, Asst. Educational Officers, Block Programme Officers, BRC Trainers, CRC Co-ordinators, IEDC Resource Teachers, LSG Members , SMC/PTA mebers.**

(c) Role of BRC/CRC in quality monitoring

- **Teacher empowerment programmes**
- **Team Teaching.**
- **Observations of Class room process and follow ups**
- **Teacher empowerment programmes**
- **onsite support**
- **Analysis of QMT data and dissemination**
- **BRC / CRC Review and Planning**
- **Action plan for clarification of hard spots**

(d) Role of DPO in 'quality' monitoring

- **District level Planning and providing guidelines to BRCs / CRCs**
- **Implementation of monitoring Tool, Organize training to Educational Officers**
- **Overall monitoring and District consolidation of QMT to form DMF**
- **Providing feedback and follow up activities**
- **District level convergence of Educational Officers**
- **Random verification and checking of QMT data**

Number of districts  
providing interventions

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

(a) Training of resource persons on RTE Act 2009

14

(b) Training of Resource Persons on Pedagogy and Assessment

14

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

14

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

6

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

14

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

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

29

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

- 1. Training on CCE**
- 2. Training on revised curriculum of 2,4,6 and 8 classes**
- 3. Training on ICT enabled learning at CRC level**
- 4. Curriculum adaptation for CWSN**
- 5. Training to newly recruited teachers / Trainers / CRC Co-ordinators**
- 6. Training in SDP and AWPB for teachers and SMC members.**
- 7. Provide guidelines for conducting action research**

5. (a) How often do DPOs and DIETs hold coordination meetings or coordinate between themselves for SSA activities (Please  $\checkmark$  mark)

Number of districts coordinating:		
Mostly	Sometimes	Never
$\checkmark$		

(b) If there are problems, give details

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

- **Training programmes to empower BRCs/CRCCs**
- **Continuation of CCE training**
- **Training in Action Research and Impact Study.**
- **Preparation of Evaluation Tool.**
- **Research Studies**
- **Material Development**
- **Resource support**

## 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 (Std. I to IV)	<b>2013-14</b>	<b>2014-15</b>
Textbooks	<b>2013-14</b>	<b>2014-15</b>
Upper Primary: Syllabi (V to VII)	<b>2013-14</b>	<b>2014-15</b>
Textbooks	<b>2013-14</b>	<b>2014-15</b>

3. Please furnish details of common training modules in use, if any, in training of different functionaries at primary and upper primary levels in the State

<i>Modules</i>	<i>Pry/Upper Pry</i>	<i>Year of development</i>
Training on Continuous and comprehensive assessment (2 Days) <i>(Intervention Teacher Training)</i>	Primary level training - Class wise Upper primary level – Subject wise	<b>2014-15</b>
Training to SRG conveners and HMs on Child right	One day – All parents of Primary and Upper Primary schools	<b>2014-15</b>

Training to CRC Co-ordinators on class room observation & Teacher empowerment	2 day Training for all CRCCs in state	<b>2014-15</b>
Training on Revised curriculum approach and Evaluation. Management training (5 Days ) (Managing self & others, Positive attitude, visionary, motivation, creativity & innovation, team building & collaboration, communication skill & presentation skill, stake holders interaction, time management, stress management, problem solving & decision making, empathy & emotional balance & work ethics.	Primary and Upper Primary Teachers	<b>2014-15</b>
SMC and PRI Training on Quality	3 Days to SMC and PRI members	<b>2014-15</b>

4. Status of CRCs/BRCs in the State:

	<i>Sanctioned Posts</i>	<i>In Position</i>
CRCs	<b><u>1385</u></b>	<b><u>1385</u></b>
BRCs	<b><u>159</u></b>	<b><u>159</u></b>

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

(a) DIETs: Involvements:

- **Conducting review meeting at BRC**
- **Module for Teacher Training**
- **Educational Officers Training**
- **Evaluation tool preparation**



- **Quality Tracking**
- **On site Support**

(b) SCERT: Involvement:

**Revision of Curriculum, Preparation of text book, Training modules and hand books, Impact studies and action researches, preparation evaluation tools.**

**Problems: -Needs more Co-ordination in Planning, Implementation and monitoring**

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

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

Yes ✓	<input type="checkbox"/>
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(b) If yes, when was last meeting held? What were the main recommendations? (Please attach copies of minutes and action taken)

14.11.2014

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

**Quality tracking was conducted at school level, CRC level, BRC level, District level & State level.**

**3 days training was given to CRC Co-ordinators to give on-site support in class rooms. CCA Training was given to all teachers for 2 days to ensure quality education. Try out is conducted by CRCCs/BRC Trainers on CCA. District specific innovative activities and school attachment programmes like**

- **Mazhavillu ( Enhancing easily reading and writing ).**
- **Matric mela (For developing Maths skill in Std. III and IV)**
- **Balasasthra Congress (For developing scientific thought attitude and aptitude in UP classes.**

- **Ganitholsavam (UP Maths)**
- **Clean campus Smart Children Programme**

(b) Progress of these programmes during the quarter

**Teachers are trying to record CCA based on class room evidences (Class room products, worksheets, port-folios etc.). Teachers are developing adapted activities in their class rooms. Creativity of the students has increased.**

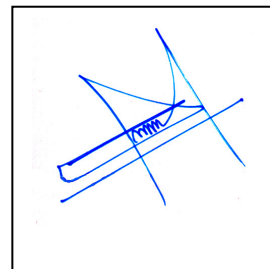
9. State key problems encountered/ identified during the quarter by the State, in the context of quality parameters:

**Special training for teachers in CCE and life kits**

**Advanced ICT Training for Primary Teachers**

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

Find problems in maintaining the toilets in schools . Mojar Govt. Schools buildings are more than fifty years . They need major repair. 20 % schools are dilapidated and require new school buildings



**Name & Signature of SPD**

**Date: 2.12.2014**