

Section B: Attendance Information

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

Class	Number of students 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	41.11	29.83	29.07	44.48	29.47	26.06	42.85	29.64	27.51
II	49.75	23.31	26.94	53.94	22.68	23.38	51.93	22.98	25.09
III	52.81	22.15	25.04	56.94	21.17	21.90	54.97	21.64	23.39
IV	56.45	21.46	22.09	60.42	20.49	19.08	58.55	20.95	20.50
V	56.98	21.41	21.61	61.46	19.52	19.02	59.33	20.42	20.25
VI	47.18	31.24	21.57	54.20	28.43	17.37	50.87	29.76	19.36
VII	50.80	27.78	21.42	58.32	24.47	17.21	54.81	26.01	19.17
VIII	47.16	28.84	24.00	56.44	25.31	18.25	52.03	26.99	20.98
Total	50.35	25.58	24.07	55.78	23.83	20.39	53.20	24.66	22.13

b). Information about attendance of teachers during last month in the State:

Sl.No	Name of the District	Above 80%	60% - 79%	Below 60%
1	ADILABAD	86.16	7.90	5.94
2	NIZAMABAD	72.20	8.35	3.51
3	KARIMNAGAR	93.76	9.87	4.20
4	MEDAK	79.68	8.50	6.39
5	HYDERABAD	20.11	13.61	2.57
6	RANGAREDDI	69.68	10.48	3.06
7	MAHBUBNAGAR	94.54	7.94	4.28
8	NALGONDA	90.71	9.25	3.68
9	WARANGAL	97.30	9.95	3.60
10	KHAMMAM	79.02	8.07	4.48
Total		86.63	9.06	4.31

C). District wise Teacher Performance

Sl.No	Name of the District	PINDICS			
		Not meeting the expected standard	Approaching the expected standard	Approached the expected standard	Beyond the expected standard
1	ADILABAD	4.72	57.46	37.44	0.38
2	NIZAMABAD	0.58	49.93	48.68	0.81
3	KARIMNAGAR	1.43	47.93	49.82	0.81
4	MEDAK	1.57	54.37	43.45	0.62
5	HYDERABAD	0.43	58.31	40.37	0.89
6	RANGAREDDI	0.91	47.35	51.15	0.58
7	MAHBUBNAGAR	1.45	54.38	43.95	0.23
8	NALGONDA	1.05	43.78	54.49	0.68
9	WARANGAL	1.18	46.31	51.70	0.80
10	KHAMMAM	1.25	43.02	54.47	1.25
Total		1.57	49.66	48.09	0.68

5. Number of Children with Special Needs (CWSN) in government schools in the State. **23229**

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

Boys: 3818

Girls: 5614

Total: **9432**

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

	No. of children enrolled
Centers in schools where enrolled	7567
Other non-residential centers by NGOs	202
Residential centers	274
Any Other Seasonal hostels	0

c)	No. of out of school children not yet admitted into STCs: above age of 16:	342
d)	Number of visits to the centers by CRCCs/SCHMs in the last Quarter.	315
e)	% of centers covered by CRCCs visits in the last quarter	92
	Average NO. Of visits by MEOs to the centers in the last quarter:	305
f)	% of coverage of centers by MEOs in the last quarter:	89
g)	Total No. of centers visited by DPO in the last quarter:	285
h)	Average No. of visits by DPO to the centers in the last quarter:	83
i)	Number of children dropped out of special training programmes up to last quarter.	36
j)	% of Children dropped out of Special Training programme up to last quarter	4.6

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

- (i) Collected cell phone Numbers of Parents and contacting the Absentees Pupils Parents
- (ii) SMC members has given responsibilities to talk with regular absentees parents
- (iii) Conducted meetings with the parents of absentee's pupils parents.
- (iv) The cluster resource persons visited the houses of absentee's children.
- (v) Online school monitoring is in operation, the monitoring officers monitoring the attendance details through online.

Section C: Curriculum Transaction

8. Number of schools distributing textbooks at different times after beginning of Academic year:

Within one week	%	Within one month	%	After one month	%
25019	89	2494	9	590	2

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

- (i) SPO is coordinating with Director; Text books Press & Commissioner & Director School Education to distribute the books to all pupils in the state in the 1st week of the academic year.

TLM Grant not approved in the academic year 2014-2015

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

	Received %	Utilized %
Percentage of primary teachers	<input type="text"/>	<input type="text"/>
Percentage of upper primary teachers	<input type="text"/>	<input type="text"/>

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

- (i) Effort is being made in the schools to adopt LEP strategies for improvement teaching learning Process such as focus on child centered pedagogy wing. Activity based teaching, project based learning, discussion centered collaborative learning.
- (ii) Making 100% utilization of time with quality TLM.
- (iii) Focus on Proper use of Dictionaries, Atlas and other TLM
- (iv) emu ring teaching plans by every teacher
- (v) Improving multi-grade teaching class room by better planning and management.

- (vi) Keeping special focus on low Performing learners by under taking remedial teaching.
12. Specific efforts made for making classrooms inclusive (CWSN).
- (i) Giving special training to the children with the help of IERTs on social behaviors
 - (ii) Taking special efforts by teachers for CwSN children in learning
 - (iii) By providing special equipments with the help of SSA.
 - (iv) Making the children to sit in front rows.
 - (v) Taking special efforts in making the CwSN children to associate with normal children.
 - (vi) By providing special physical amenities like construction of ramps, low height benches etc.

Section D: Continuous and Comprehensive Evaluation

13. (a) Number of schools which have received Formats given by the State/UT

Yes	
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- Government 29026 % 100
- (b) Number of schools maintaining pupil wise progress report cards in the State: 28103 % 97
- (c) Number of schools sharing students' report cards with parents in the State : 20025 % 72
- (d) How are CRCCs monitoring the progress of pupils' learning?
- (i) Conducting review meetings once in a month on progress of pupils
 - (ii) Providing appropriate academic guidance in TLP
 - (iii) Conducting frequent visits and checking the learning process
 - (iv) Giving suggestions and instructions in adopting CCE for better learning of children.

Section E: Teacher Training

14. Ways in which training inputs were used by the teachers. Write five prominent examples.
- (i) To carry effective classroom transaction process through collaborative learning.
 - (ii) Adoption discussion approaches other interventions**
 - (iii) Adopting the process of pupil interaction methods
 - (iv) Understood the structure of the textbook and the process of transaction of textbooks successfully
 - (v) In adopting CCE procedures in assessment of children.
15. Suggestions for upcoming training programmes provided at the District level.
- Should be given before the commencement of New year
 - Need training in Physical education
 - Need training in multi-grade teaching
 - Need training on Montessori method of teaching

- Need training on personality development programmes.
- Need training on in teacher commitment
- Need training on English at all levels
- training in EVS and Social studies

Section F: Functioning of SMC

	Number	%
16. Number of schools having School Management Committees (SMCs) in the State.	27424	97
17. (a) Number of schools where School Development Plans have been prepared.	25529	90
(b) Number of schools involving SMCs in preparation of this plan.	24540	87
(c) Action taken on schools that did not involve SMCs.		

	Number	%
(d) Number of SMCs which were given training about their roles and functions.	23084	82
(e) Action taken for coverage of SMCs not trained.		

18. Implementation of following Activities in the Schools in the State:	No. %	
	a. Performance indicator of Teachers/ Head Masters	25563
b. Innovative activities in school	26291	93
c. Read Programme (Children Library)	26450	94
d. Talent search Activities in the school	23260	82
e. Conduct of School activities as per academic calendar	26971	95

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 %

(i) Number of schools of the State which provided this information: **1 to V - 24367**

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

Class*	Subject*	No. of Schools assessed	No. of children assessed	Grade**	Boys		Girls		Total	
					No.	%	No.	%	No.	%
I	Languages (Telugu/Urdu)	24367	225477	A+	1931	1.77	2445	2.10	4376	1.94
				A	9277	8.51	11398	9.79	20675	9.15
				B+	21630	19.83	24971	21.45	46601	20.64
				B	28330	25.98	31075	26.69	59405	26.33
				C	44583	40.88	43302	37.20	87885	39.04
				Abs	3312	3.04	3223	2.77	6535	2.90

Class*	Subject*	No. of Schools assessed	No. of children assessed	Grade**	Boys		Girls		Total	
					No.	%	No.	%	No.	%
	Mathematics	24367	234706	TOTAL	109063	100.00	116414	100.00	225477	100.00
				A+	2261	2.07	2807	2.41	5068	2.24
				A	9409	8.63	11338	9.74	20747	9.18
				B+	20747	19.02	23686	20.35	44433	19.68
				B	25924	23.77	28464	24.45	54388	24.11
				C	47419	43.48	46893	40.28	94312	41.88
				Abs	3303	3.03	3226	2.77	6529	2.90
	Total			109063	100.00	116414	100.00	225477	100.00	
	English			A+	1646	1.51	2028	1.74	3674	1.63
				A	7712	7.07	9320	8.01	17032	7.54
				B+	19478	17.86	22540	19.36	42018	18.61
				B	24577	22.53	26516	22.78	51093	22.66
				C	52323	47.98	52779	45.34	105102	46.66
				Abs	3327	3.05	3231	2.78	6558	2.91
Total		109063	100.00	116414	100.00	225477	100.00			
II	Languages (Telugu/Urdu)	A+	2704	2.41	3751	3.07	6455	2.74		
		A	12893	11.47	17017	13.91	29910	12.69		
		B+	26610	23.67	30712	25.11	57322	24.39		
		B	28960	25.77	31185	25.50	60145	25.63		
		C	31950	28.43	30908	25.27	62858	26.85		
		Abs	9283	8.26	8733	7.14	18016	7.70		
		TOTAL	112400	100.00	122306	100.00	234706	100.00		
	Mathematics	A+	3293	2.93	4082	3.34	7375	3.13		
		A	12943	11.52	15883	12.99	28826	12.25		
		B+	25452	22.64	29185	23.86	54637	23.25		
		B	26099	23.22	29111	23.80	55210	23.51		
		C	35353	31.45	35339	28.89	70692	30.17		
		Abs	9260	8.24	8706	7.12	17966	7.68		
		Total	112400	100.00	122306	100.00	234706	100.00		
English	A+	2335	2.08	2965	2.42	5300	2.25			
	A	10341	9.20	12913	10.56	23254	9.88			
	B+	24554	21.85	28438	23.25	52992	22.55			
	B	25815	22.97	28720	23.48	54535	23.22			
	C	40088	35.67	40557	33.16	80645	34.41			
	Abs	9267	8.24	8713	7.12	17980	7.68			
	Total	112400	100.00	122306	100.00	234706	100.00			
III	Languages (Telugu/Urdu)	24367	244477	A+	2576	2.22	3647	2.84	6223	2.53
				A	13477	11.60	17953	13.99	31430	12.80
				B+	29725	25.59	34382	26.79	64107	26.19
				B	29633	25.52	32878	25.62	62511	25.57
				C	31280	26.93	30322	23.63	61602	25.28
				Abs	9448	8.14	9156	7.13	18604	7.63

Class*	Subject*	No. of Schools assessed	No. of children assessed	Grade**	Boys		Girls		Total	
					No.	%	No.	%	No.	%
	Mathematics	24367	231406	TOTAL	116139	100.00	128338	100.00	244477	100.00
				A+	2921	2.52	3778	2.94	6699	2.73
				A	13372	11.51	16616	12.95	29988	12.23
				B+	28049	24.15	32345	25.20	60394	24.68
				B	27512	23.69	31002	24.16	58514	23.92
				C	34838	30.00	35476	27.64	70314	28.82
				Abs	9447	8.13	9121	7.11	18568	7.62
	Total			116139	100.00	128338	100.00	244477	100.00	
	English			A+	1911	1.65	2510	1.96	4421	1.80
				A	9872	8.50	12458	9.71	22330	9.10
				B+	26189	22.55	30660	23.89	56849	23.22
				B	27983	24.09	31598	24.62	59581	24.36
				C	40759	35.10	41996	32.72	82755	33.91
				Abs	9425	8.12	9116	7.10	18541	7.61
				Total	116139	100.00	128338	100.00	244477	100.00
	EVS			A+	1819	1.57	2516	1.96	4335	1.76
				A	9983	8.60	13293	10.36	23276	9.48
				B+	28172	24.26	33414	26.04	61586	25.15
				B	28839	24.83	32140	25.04	60979	24.94
				C	37621	32.39	37566	29.27	75187	30.83
				Abs	9705	8.36	9409	7.33	19114	7.84
Total		116139	100.00	128338	100.00	244477	100.00			
IV	Languages (Telugu/Urdu)	A+	2501	2.29	3661	2.99	6162	2.64		
		A	14040	12.87	19621	16.05	33661	14.46		
		B+	29249	26.80	34628	28.32	63877	27.56		
		B	27524	25.22	30070	24.59	57594	24.91		
		C	28482	26.10	27335	22.35	55817	24.23		
		Abs	7333	6.72	6962	5.69	14295	6.21		
		TOTAL	109129	100.00	122277	100.00	231406	100.00		
	Mathematics	A+	2686	2.46	3642	2.98	6328	2.72		
		A	13506	12.38	17816	14.57	31322	13.47		
		B+	28078	25.73	32800	26.82	60878	26.28		
		B	25738	23.58	29039	23.75	54777	23.67		
		C	31830	29.17	32064	26.22	63894	27.69		
		Abs	7291	6.68	6916	5.66	14207	6.17		
		Total	109129	100.00	122277	100.00	231406	100.00		
	English	A+	1682	1.54	2430	1.99	4112	1.76		
		A	9667	8.86	13135	10.74	22802	9.80		
		B+	25723	23.57	30432	24.89	56155	24.23		
		B	26701	24.47	30411	24.87	57112	24.67		
C		38074	34.89	38960	31.86	77034	33.38			
Abs		7282	6.67	6909	5.65	14191	6.16			

Class*	Subject*	No. of Schools assessed	No. of children assessed	Grade**	Boys		Girls		Total	
					No.	%	No.	%	No.	%
	EVS			Total	109129	100.00	122277	100.00	231406	100.00
				A+	1942	1.78	2797	2.29	4739	2.03
				A	10998	10.08	15236	12.46	26234	11.27
				B+	28647	26.25	34143	27.92	62790	27.09
				B	26810	24.57	30078	24.60	56888	24.58
				C	33428	30.63	33099	27.07	66527	28.85
				Abs	7304	6.69	6924	5.66	14228	6.18
				Total	109129	100.00	122277	100.00	231406	100.00
V	Languages (Telugu/Urdu)	24367	227381	A+	3174	2.95	4631	3.86	7805	3.41
				A	15910	14.80	21723	18.12	37633	16.46
				B+	29797	27.71	34834	29.06	64631	28.39
				B	25402	23.63	27283	22.76	52685	23.19
				C	25756	23.96	23835	19.89	49591	21.92
				Abs	7479	6.96	7557	6.30	15036	6.63
				TOTAL	107518	100.00	119863	100.00	227381	100.00
				Mathematics	A+	3519	3.27	4591	3.83	8110
	A				15308	14.24	19624	16.37	34932	15.30
	B+				28530	26.54	32794	27.36	61324	26.95
	B				23859	22.19	26511	22.12	50370	22.15
	C				28828	26.81	28803	24.03	57631	25.42
	Abs				7474	6.95	7540	6.29	15014	6.62
	Total				107518	100.00	119863	100.00	227381	100.00
	English			A+	2130	1.98	2787	2.33	4917	2.15
				A	11115	10.34	14767	12.32	25882	11.33
				B+	26822	24.95	32040	26.73	58862	25.84
				B	25596	23.81	28571	23.84	54167	23.82
				C	34365	31.96	34168	28.51	68533	30.23
				Abs	7490	6.97	7530	6.28	15020	6.62
				Total	107518	100.00	119863	100.00	227381	100.00
	EVS			A+	2583	2.40	3721	3.10	6304	2.75
				A	13491	12.55	18278	15.25	31769	13.90
				B+	29696	27.62	34956	29.16	64652	28.39
				B	25079	23.33	27148	22.65	52227	22.99
				C	29163	27.12	28209	23.53	57372	25.33
				Abs	7506	6.98	7551	6.30	15057	6.64
				Total	107518	100.00	119863	100.00	227381	100.00

(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: 4068+4561=8629

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

(a) Science : 161479 (25.7%) (b) Mathematics : 189592 (30.1%)

Class*	Subject*	No. of Schools assessed	No. of children assessed	Grade**	Boys		Girls		Total	
					No.	%	No.	%	No.	%
VI	Languages (Telugu/Urdu)	8629	205931	A+	2657	2.74	5294	4.87	7951	3.80
				A	12879	13.26	19932	18.32	32811	15.79
				B+	25646	26.40	31229	28.71	56875	27.55
				B	22090	22.74	22650	20.82	44740	21.78
				C	30118	31.00	25787	23.70	55905	27.35
				Abs	3758	3.87	3891	3.58	7649	3.72
				TOTAL	97148	100.00	108783	100.00	205931	100.00
	Mathematics			A+	3023	3.11	4764	4.38	7787	3.75
				A	12280	12.64	17030	15.66	29310	14.15
				B+	23894	24.60	29489	27.11	53383	25.85
				B	21418	22.05	23367	21.48	44785	21.76
				C	32858	33.82	30236	27.79	63094	30.81
				Abs	3675	3.78	3897	3.58	7572	3.68
				Total	97148	100.00	108783	100.00	205931	100.00
	English			A+	2289	2.36	3650	3.36	5939	2.86
				A	10060	10.36	14498	13.33	24558	11.84
				B+	22745	23.41	28462	26.16	51207	24.79
				B	22083	22.73	24256	22.30	46339	22.51
				C	36274	37.34	33998	31.25	70272	34.30
				Abs	3697	3.81	3919	3.60	7616	3.70
				Total	97148	100.00	108783	100.00	205931	100.00
	Hindi			A+	4154	4.28	6575	6.04	10729	5.16
				A	14956	15.40	21094	19.39	36050	17.39
				B+	25703	26.46	30026	27.60	55729	27.03
				B	20720	21.33	21796	20.04	42516	20.68
				C	27814	28.63	25291	23.25	53105	25.94
				Abs	3801	3.91	4001	3.68	7802	3.80
				Total	97148	100.00	108783	100.00	205931	100.00
General Science	A+	2900	2.99	4702	4.32	7602	3.65			
	A	11999	12.35	17987	16.53	29986	14.44			
	B+	26428	27.20	31710	29.15	58138	28.18			
	B	22210	22.86	23668	21.76	45878	22.31			

Class*	Subject*	No. of Schools assessed	No. of children assessed	Grade**	Boys		Girls		Total	
					No.	%	No.	%	No.	%
	Social Science	8629	217440	C	29826	30.70	26654	24.50	56480	27.60
				Abs	3785	3.90	4062	3.73	7847	3.82
				Total	97148	100.00	108783	100.00	205931	100.00
				A+	2530	2.60	4189	3.85	6719	3.23
				A	11000	11.32	16354	15.03	27354	13.18
				B+	26254	27.02	32247	29.64	58501	28.33
				B	22155	22.81	23793	21.87	45948	22.34
				C	31506	32.43	28309	26.02	59815	29.23
				Abs	3703	3.81	3891	3.58	7594	3.69
				Total	97148	100.00	108783	100.00	205931	100.00
	A+			3297	3.25	6359	5.48	9656	4.37	
	A			13957	13.75	23171	19.99	37128	16.87	
	B+			26728	26.33	33666	29.04	60394	27.69	
	B			22276	21.95	23022	19.86	45298	20.90	
C	30049	29.60	24453	21.09	54502	25.35				
Abs	5197	5.12	5265	4.54	10462	4.83				
TOTAL	101504	100.00	115936	100.00	217440	100.00				
	Mathematics	8629	217440	A+	3138	3.09	5173	4.46	8311	3.78
				A	11716	11.54	18217	15.71	29933	13.63
				B+	25335	24.96	32403	27.95	57738	26.45
				B	22399	22.07	24869	21.45	47268	21.76
				C	33676	33.18	29993	25.87	63669	29.52
				Abs	5240	5.16	5281	4.56	10521	4.86
	Total			101504	100.00	115936	100.00	217440	100.00	
	English			A+	2709	2.67	4496	3.88	7205	3.27
				A	11631	11.46	18104	15.62	29735	13.54
				B+	24776	24.41	32167	27.75	56943	26.08
				B	22461	22.13	24724	21.33	47185	21.73
				C	34702	34.19	31190	26.90	65892	30.55
				Abs	5225	5.15	5255	4.53	10480	4.84
	Total			101504	100.00	115936	100.00	217440	100.00	
Hindi	A+	3433	3.38	6043	5.21	9476	4.30			
	A	12884	12.69	20780	17.92	33664	15.31			
	B+	26250	25.86	32390	27.94	58640	26.90			
	B	21944	21.62	23393	20.18	45337	20.90			
	C	31711	31.24	28028	24.18	59739	27.71			
	Abs	5282	5.20	5302	4.57	10584	4.89			
Total	101504	100.00	115936	100.00	217440	100.00				
General Science	A+	3393	3.34	6440	5.55	9833	4.45			
	A	13021	12.83	21377	18.44	34398	15.63			
	B+	27732	27.32	34118	29.43	61850	28.37			
	B	22701	22.36	23590	20.35	46291	21.36			

Class*	Subject*	No. of Schools assessed	No. of children assessed	Grade**	Boys		Girls		Total	
					No.	%	No.	%	No.	%
	Social Science	8629	205019	C	29389	28.95	25126	21.67	54515	25.31
				Abs	5268	5.19	5285	4.56	10553	4.87
				Total	101504	100.00	115936	100.00	217440	100.00
				A+	3098	3.05	5572	4.81	8670	3.93
				A	12163	11.98	19757	17.04	31920	14.51
				B+	28372	27.95	35052	30.23	63424	29.09
				B	22419	22.09	23634	20.39	46053	21.24
				C	30234	29.79	26695	23.03	56929	26.41
				Abs	5218	5.14	5226	4.51	10444	4.82
				Total	101504	100.00	115936	100.00	217440	100.00
	A+			3356	3.45	7297	6.77	10653	5.11	
	A			14229	14.64	24331	22.56	38560	18.60	
	B+			26160	26.92	30894	28.65	57054	27.78	
	B			21228	21.84	20299	18.82	41527	20.33	
C	26962	27.74	20112	18.65	47074	23.20				
Abs	5247	5.40	4904	4.55	10151	4.97				
TOTAL	97182	100.00	107837	100.00	205019	100.00				
	Mathematics	8629	205019	A+	2713	2.79	5058	4.69	7771	3.74
				A	9981	10.27	16575	15.37	26556	12.82
				B+	23105	23.77	29668	27.51	52773	25.64
				B	21958	22.59	22870	21.21	44828	21.90
				C	34152	35.14	28677	26.59	62829	30.87
				Abs	5273	5.43	4989	4.63	10262	5.03
	Total			97182	100.00	107837	100.00	205019	100.00	
	English			A+	2632	2.71	4823	4.47	7455	3.59
				A	10673	10.98	17651	16.37	28324	13.68
				B+	23869	24.56	29860	27.69	53729	26.13
				B	21143	21.76	22510	20.87	43653	21.32
				C	33601	34.58	28082	26.04	61683	30.31
				Abs	5264	5.42	4911	4.55	10175	4.99
	Total			97182	100.00	107837	100.00	205019	100.00	
Hindi	A+	3212	3.31	6190	5.74	9402	4.52			
	A	11316	11.64	19080	17.69	30396	14.67			
	B+	24515	25.23	30188	27.99	54703	26.61			
	B	20989	21.60	21201	19.66	42190	20.63			
	C	31813	32.74	26144	24.24	57957	28.49			
	Abs	5337	5.49	5034	4.67	10371	5.08			
Total	97182	100.00	107837	100.00	205019	100.00				
General Science	A+	3261	3.36	6393	5.93	9654	4.64			
	A	11827	12.17	19939	18.49	31766	15.33			
	B+	26571	27.34	32389	30.04	58960	28.69			
	B	22263	22.91	21875	20.29	44138	21.60			

Class*	Subject*	No. of Schools assessed	No. of children assessed	Grade**	Boys		Girls		Total	
					No.	%	No.	%	No.	%
				C	28082	28.90	22402	20.77	50484	24.84
				Abs	5178	5.33	4839	4.49	10017	4.91
				Total	97182	100.00	107837	100.00	205019	100.00
	Social Science			A+	3244	3.34	6247	5.79	9491	4.57
				A	11866	12.21	19924	18.48	31790	15.34
				B+	27284	28.08	33066	30.66	60350	29.37
				B	21151	21.76	20906	19.39	42057	20.58
				C	28447	29.27	22837	21.18	51284	25.22
				Abs	5190	5.34	4857	4.50	10047	4.92
				Total	97182	100.00	107837	100.00	205019	100.00

*Add all classes and all subjects

** Upper Primary: Grades; A+= 91% -100%, A= 71%-90%, B+= 51%-70%, B=41%-50% and C = below 41%

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: 26342

2 (a) School visits by CRCCs:17703

Number of times visits were made to each school

Number of CRCCs visiting

(i) Once in a month

1217

(ii) Once in two months

276

(iii) Once in three months

164

(iv) Once in four to six months

27

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

(i) In the School complex meetings holding discussion with teachers on good class room practices.

(ii) Performing one model lesson in the visiting schools

(iii) Conducting fruitful discussions among the teachers on various classroom issues

4. Number of schools not maintaining records of pupils' progress in the schools Number %
1720 6

5. (a) Coverage of the syllabus ?

Sl.No	Name of the District	Expected 100%	80% to 60%	Less than 60%	None
1	ADILABAD	21.15	64.62	13.59	0.64
2	NIZAMABAD	36.87	57.26	5.56	0.31
3	KARIMNAGAR	54.21	43.45	2.03	0.31
4	MEDAK	22.16	67.30	10.13	0.41
5	HYDERABAD	40.01	56.43	3.20	0.36
6	RANGAREDDI	30.18	59.11	10.37	0.34
7	MAHBUBNAGAR	23.41	68.30	8.00	0.29
8	NALGONDA	45.91	50.32	3.26	0.51
9	WARANGAL	29.99	64.31	5.42	0.27
10	KHAMMAM	61.59	36.09	1.85	0.47
Total		36.23	56.87	6.51	0.39

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

(i)This issue is addressed in HMs meeting to complete the syllabus in stipulated period.

(ii)In monitoring of schools this issue is focused

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

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) Conducted Headmasters meetings

(ii) **Academic Monitoring of schools**

(iii)Working as Bridge to CRCs / Schools to DPO

(iv)Distributing NT books and other material supplied by the District Educational Officer / DPO

(v) **Implementation of continuous comprehensive Evaluation in Schools**

(vi)Monitoring of CRC meetings

(vii) Monitoring MDM.

(viii) **Improvement of children attendance**

(ix) Improvement of children achievement levels

- | | No. | % |
|--|-----|----|
| 2. Number of BRCs/MRCs who prepared a schedule for visit of schools. | 427 | 93 |
| 3. (a) Number of times each school was visited by BRCs/MRCs on an average. | 2 | |
| (b) Number of times each CRC was visited by BRC on an average | 2 | |
4. Write five examples of professional support provided by the MRC to teachers during the last quarter.
- (i) Conducted CRC meetings with Model lessons and TLM Melas
 - (ii) **Support provided in preparation of teaching learning material**
 - (iii) Supported to conduct Formative / Summative tests
 - (iv) **Support provided in writing of period / Lesson plans**
 - (v) In evolving the suitable teaching strategy for low achievers and for remedial teaching
5. How are BRCs/ MRCs monitoring the records of pupil progress in learning?
- 1. Conduct of Cross Check in 10% of schools
 - 2. Orientation on maintenance of records in pupils progress.
 - 3. Suggestions to Teachers on conduct of CCE tests.
- 6 (a) Mention the number of in-service professional development programmes for primary teachers organized in last quarter. 0
- (b) What percent of current year's target has been achieved during last quarter? 0
- (c) List major issues emerging from the programmes.
- (i) Headmasters and teachers feeling MDM scheme is distributing their teaching profession
 - (ii) Teachers trainings should be conducted before starting of the academic year
 - (iii). Most of the MEO's in charges they are unable to do proper schools monitoring because of work burden

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

- (i) Mathematics
- (ii) Science
- (iii) Social Science
- (iv) Language
- (v) Arts Education
- (vi) Health and Physical Education
- TOTAL

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

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

- (i) Some of the ROTs are not functioning in the CRCs
- (ii) Proper monitoring is not held by the UP CRCs
- (iii) Teachers should be trained before starting of the academic year.
- (iv) Training could be focused on subject enrichment
- (v) Adequate focus could be given on projects

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.

- (a) The institutions involved *District Project Office SSA O/o DEO, Dy Eos, Govt DIET*
- (b) Members of ‘quality’ monitoring *PO SSA, DEO, Dy. Eos, Principal DIET and faculty and S.Os of DPO*
- (c) Role of BRC/CRC in quality monitoring *Providing guidance to teachers to improve children achievement levels* and improvement in class room teaching
- (d) Role of DPO in ‘quality’ monitoring *Providing guidance to teachers to improve children achievement levels* and improvement of school monitoring

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

- (a) Training of resource persons on RTE Act 2009 No
- (b) Training of Resource Persons on Pedagogy and Assessment Yes
- (c) Training of SMC members on 'School Development Plan' Yes
- (d) Training of 'Educators' for special training of children admitted to age-appropriate classes No

3. Number of districts organizing meetings of BRC, CRC and Head Teachers to understand the problems of district. 10

- (a) Once in a month 10
- (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: 1989

- (a) Number of schools visited by DPOs on an average 7
- (b) Percentage of coverage of schools

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

- (i) Improvement of children achievement levels
- (ii) Organization of school activities and innovative activities
- (iii) Utilization of teaching learning material in class room transaction
- (iv). Adequate teacher Preparation

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

Number of districts coordinating :			
Mostly	Sometimes	Never	Total
10			

(b) If there are problems, give details (No Problems)

- (i) Inadequate staff in DIETS

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

- (i) Academic Monitoring of Schools in regular intervals
- (ii) Monitoring of Trainings by DIET staff.
- (iii) To conduct District research studies and Dissemination of results to all schools.
- (iv) To develop children mazine
- (v) To take lead in conduct of training at district level and sub district level

7. Do school buildings have minimum required infrastructure arrangement?

Yes	No
-----	----

	No	%
(a) Number of schools without safe drinking water facilities	18015	65
(b) Number of schools without separate toilets for boys/ girls	13238	47
(c) Schools without barrier free access	15622	55
(d) Schools without boundary wall	13606	48

Part-V

(To be completed by SPD on the basis of his/ her perceptions)

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

- (a). State Government
- (b). NCERT
- (c). Private publishers
- (d). Any other.....

2. When was the last revision of syllabi and textbooks initiated and completed in the State?

	Initiated	Completed
Primary: Syllabi	2011-2012	2013-14
Textbooks	2011-2012	2013-14
Upper Primary: Syllabi	2012-13	2013-14
Textbooks	2012-13	2013-14

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>
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4. Status of CRCs/BRCs in the State:

	<i>Sanctioned Posts</i>	<i>In Position</i>	<i>% in position</i>
CRCs	1792	1792	100
BRCs/MRC	459	459	100

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

a. DIETs: Involvement

(i) Conduct of teacher trainings ----lack of adequate staff

(ii) Monitoring of schools

Problems

(i) lack of adequate staff in SCERT and DIET, Non involment of SCERT & DIET in planning of actives

(ii)

(iii)

b. SCERT: Involvement

(i) Preparation of Modules

(ii) Conducting of TOTs

(iii) Monitoring of teacher trainings & Schools

Problems

(i) lack of sufficient staff _____

(ii) _____

(iii) _____

(iv) _____

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			√				
BRCs				√			
DIETs				√			
DPO			√				
SCERT			√				

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

Yes	
-----	--

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

i. Meeting conducted in last week of Dec 2014.

8. (a) Major programmes / activities of SSA for quality enhancement during the current year-**2014-2015**

- (i) Class readiness and School readiness
- (ii) Learning enhancement programme with a focus on 3Rs
- (iii) School complex meeting

(b) Progress of these programmes during the quarter

(i) _____

(ii) _____

(iii) _____

(iv) _____

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

- (i) Pupil
- (ii) Vacancy positions of Mandal Educational Officers
- (iii) Vacancy position in DIETs
- (iv) Implementation learning centered class room practices
- (V) Professional preparation of Teachers.

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

- i. Capacity building of educational functionaries at grass root level.
- ii. Development of performance appraisal system at different level.
- iii. Strategies on multigrade teaching, early reading and early maths interventions.

Date: 09.01.2015

Sd/-

(G. Gopal Reddy)

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