

# STATE MONITORING FORMAT

(To be completed by SPD and sent to NCERT)

<b>STMF</b>
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Quarter under Report 

I	II	III	IV√
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 Year 

2	0	1	4
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1	5
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Period of Quarter:- Jan. to March 2015.

**General Guidelines:**

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

### Part-I

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

**Section A: School Information**

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

2. (a) Number of schools in the cluster

I-V 12533	VI-VIII 4776	I-VIII 13	Any other	-	-	<b>Total 17322</b>
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(b) Number of schools which filled up SMFs

I-V 12290	VI-VIII 4663	I-VIII 13	Any other	-	-	<b>Total 16766</b>
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3. Number of Teachers:

	In Position		Required Posts (as per RTE Norms)
(a) Primary Teachers	(i) Regular	26902	28970
	(ii) Contractual	265	
(b) Upper Primary Teachers	(i) Regular	12178	10320
	(ii) Contractual	0	

**Section B: Attendance Information**

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

Month:- March 2015

Class	Number of Schools with average daily attendance of :								
	Boys			Girls			Total		
	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%
I	9482	2808	0	10312	1978	0	19794	4786	0
II	10491	1799	0	11001	1289	0	21492	3088	0
III	10700	1590	0	11250	1040	0	21950	2630	0
IV	10929	1361	0	11489	801	0	22418	2162	0
V	10937	1353	0	11637	653	0	22574	2006	0
VI	3952	711	0	4109	554	0	8061	1265	0
VII	4011	652	0	4121	542	0	8132	1194	0
VIII	4102	561	0	4152	511	0	8254	1072	0
<b>Total</b>	<b>64604</b>	<b>10835</b>	<b>0</b>	<b>68071</b>	<b>7368</b>	<b>0</b>	<b>132675</b>	<b>18203</b>	<b>0</b>

5. Number of Children with Special Needs (CWSN) in government schools in the State. 11263

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

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

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

Boys: 921

Girls: 649

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

Own schools	Other centers (NGO)	Residential centers	Any Other -----
49	-	01	

**Section C: Curriculum Transaction**

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

17322
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Within one week	Within one month	After one month
5265	8721	2780

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

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

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

	Received %	Utilised %
	2014-15	
Percentage of primary teachers	0	0
Percentage of upper primary teachers	0	0

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

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

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

Involving CWSN in all teaching learning processes with other children, two days training provided to all teachers on inclusive education in the year 2013-14. Teaching of CWSN with other children.

**Section D: Continuous and Comprehensive Evaluation**

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

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

**Section E: Teacher Training**

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

- (i) Activity Based Learning is using by teachers.
- (ii) Providing opportunity to solve problem and help as a facilitator.
- (iii) Involving students in making of TLM and its use.
- (iv) Using the method of Project work and Bal Shodh etc.
- (v) Involving students in co-curricular activities.
- (vi) Action research to improve teaching learning process etc.

**15. Suggestion for upcoming training programmes provided at the District level:-**

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

**Section F: Functioning of SMC**

Number %

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

17126	100
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**17. (a) Number of schools where School Development Plans have been prepared.**

17126	100
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(b) Number of schools involving SMCs in preparation of this plan. 

17126	100
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(c) Action taken on schools that did not involve SMCs:-

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

Number %

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

17126	100
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(b) Action taken for coverage of SMCs not trained:-

Almost all SMCs have been trained.

**Section G: Learners' Assessment**

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

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

Number %	
12290	98.06

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

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

1359	11.05
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**EXAMPLE: (Please do not use this format. Provide information in format used in your schools)**

**Class I-V**

Class	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
I	Hindi	84139	A	10849	25.88	11123	26.35	21972	26.11
			B	22819	54.43	23083	54.68	45902	54.55
			C	8259	19.70	8006	18.97	16265	19.33
			<b>Total</b>	<b>41927</b>	<b>100.00</b>	<b>42212</b>	<b>100.00</b>	<b>84139</b>	<b>100.00</b>
I	English	83982	A	9511	22.69	9802	23.31	19313	23.00
			B	23475	56.00	23300	55.40	46775	55.70
			C	8937	21.32	8957	21.30	17894	21.31
			<b>Total</b>	<b>41923</b>	<b>100.00</b>	<b>42059</b>	<b>100.00</b>	<b>83982</b>	<b>100.00</b>
I	Urdu	5701	A	607	21.93	643	21.92	1250	21.93
			B	1726	62.36	1843	62.84	3569	62.60
			C	435	15.72	447	15.24	882	15.47
			<b>Total</b>	<b>2768</b>	<b>100.00</b>	<b>2933</b>	<b>100.00</b>	<b>5701</b>	<b>100.00</b>
II	Hindi	87674	A	12151	27.88	12168	27.60	24319	27.74
			B	23742	54.47	24029	54.50	47771	54.49
			C	7693	17.65	7891	17.90	15584	17.77
			<b>Total</b>	<b>43586</b>	<b>100.00</b>	<b>44088</b>	<b>100.00</b>	<b>87674</b>	<b>100.00</b>
II	Maths	87558	A	11016	25.32	11316	25.69	22332	25.51
			B	24007	55.18	24016	54.52	48023	54.85
			C	8487	19.51	8716	19.79	17203	19.65
			<b>Total</b>	<b>43510</b>	<b>100.00</b>	<b>44048</b>	<b>100.00</b>	<b>87558</b>	<b>100.00</b>
II	English	87561	A	10656	24.46	11037	25.09	21693	24.77
			B	24113	55.35	24086	54.75	48199	55.05
			C	8797	20.19	8872	20.17	17669	20.18
			<b>Total</b>	<b>43566</b>	<b>100.00</b>	<b>43995</b>	<b>100.00</b>	<b>87561</b>	<b>100.00</b>
II	Urdu	7650	A	651	19.24	984	23.06	1635	21.37
			B	2184	64.56	2660	62.34	4844	63.32
			C	548	16.20	623	14.60	1171	15.31
			<b>Total</b>	<b>3383</b>	<b>100.00</b>	<b>4267</b>	<b>100.00</b>	<b>7650</b>	<b>100.00</b>
III	Hindi	88879	A	12077	27.61	12057	26.71	24134	27.15
			B	23899	54.65	24743	54.81	48642	54.73
			C	7759	17.74	8344	18.48	16103	18.12
			<b>Total</b>	<b>43735</b>	<b>100.00</b>	<b>45144</b>	<b>100.00</b>	<b>88879</b>	<b>100.00</b>
III	Maths	89661	A	11038	24.84	10700	23.66	21738	24.24

Class	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
			B	24145	54.34	24874	55.00	49019	54.67
			C	9249	20.82	9655	21.35	18904	21.08
			<b>Total</b>	<b>44432</b>	<b>100.00</b>	<b>45229</b>	<b>100.00</b>	<b>89661</b>	<b>100.00</b>
III	English	88957	A	10113	23.11	10122	22.40	20235	22.75
			B	24545	56.09	25316	56.02	49861	56.05
			C	9105	20.81	9756	21.59	18861	21.20
			<b>Total</b>	<b>43763</b>	<b>100.00</b>	<b>45194</b>	<b>100.00</b>	<b>88957</b>	<b>100.00</b>
III	Hamara Parivesh	88982	A	12759	29.11	12685	28.09	25444	28.59
			B	23653	53.97	24368	53.97	48021	53.97
			C	7415	16.92	8102	17.94	15517	17.44
			<b>Total</b>	<b>43827</b>	<b>100.00</b>	<b>45155</b>	<b>100.00</b>	<b>88982</b>	<b>100.00</b>
III	Sanskrit	79225	A	9921	25.07	9877	24.91	19798	24.99
			B	21581	54.54	21329	53.79	42910	54.16
			C	8070	20.39	8447	21.30	16517	20.85
			<b>Total</b>	<b>39572</b>	<b>100.00</b>	<b>39653</b>	<b>100.00</b>	<b>79225</b>	<b>100.00</b>
III	Urdu	10094	A	976	21.88	1359	24.13	2335	23.13
			B	2794	62.63	3468	61.57	6262	62.04
			C	691	15.49	806	14.31	1497	14.83
			<b>Total</b>	<b>4461</b>	<b>100.00</b>	<b>5633</b>	<b>100.00</b>	<b>10094</b>	<b>100.00</b>
IV	Hindi	91180	A	12547	27.98	12703	27.41	25250	27.69
			B	24654	54.98	25364	54.74	50018	54.86
			C	7642	17.04	8270	17.85	15912	17.45
			<b>Total</b>	<b>44843</b>	<b>100.00</b>	<b>46337</b>	<b>100.00</b>	<b>91180</b>	<b>100.00</b>
IV	Maths.	91241	A	10894	24.25	10856	23.43	21750	23.84
			B	25264	56.25	26076	56.29	51340	56.27
			C	8757	19.50	9394	20.28	18151	19.89
			<b>Total</b>	<b>44915</b>	<b>100.00</b>	<b>46326</b>	<b>100.00</b>	<b>91241</b>	<b>100.00</b>
IV	English	91401	A	10237	22.81	10451	22.47	20688	22.63
			B	25280	56.33	26372	56.69	51652	56.51
			C	9363	20.86	9698	20.85	19061	20.85
			<b>Total</b>	<b>44880</b>	<b>100.00</b>	<b>46521</b>	<b>100.00</b>	<b>91401</b>	<b>100.00</b>
IV	Hamara Parivesh	91320	A	13474	30.02	13354	28.75	26828	29.38
			B	24682	55.00	25566	55.05	50248	55.02
			C	6723	14.98	7521	16.19	14244	15.60
			<b>Total</b>	<b>44879</b>	<b>100.00</b>	<b>46441</b>	<b>100.00</b>	<b>91320</b>	<b>100.00</b>
IV	Sanskrit	82934	A	10841	26.35	10702	25.61	21543	25.98
			B	22441	54.55	23194	55.49	45635	55.03
			C	7857	19.10	7899	18.90	15756	19.00
			<b>Total</b>	<b>41139</b>	<b>100.00</b>	<b>41795</b>	<b>100.00</b>	<b>82934</b>	<b>100.00</b>
IV	Urdu	9493	A	1167	24.58	1117	23.54	2284	24.06

Class	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
			B	2818	59.36	2933	61.80	5751	60.58
			C	762	16.05	696	14.66	1458	15.36
			<b>Total</b>	<b>4747</b>	<b>100.00</b>	<b>4746</b>	<b>100.00</b>	<b>9493</b>	<b>100.00</b>
V	Hindi	94001	A	13552	29.32	13765	28.81	27317	29.06
			B	25096	54.29	25747	53.89	50843	54.09
			C	7578	16.39	8263	17.30	15841	16.85
			<b>Total</b>	<b>46226</b>	<b>100.00</b>	<b>47775</b>	<b>100.00</b>	<b>94001</b>	<b>100.00</b>
V	Maths.	94029	A	11785	25.50	11265	23.56	23050	24.51
			B	25787	55.80	26866	56.19	52653	56.00
			C	8645	18.71	9681	20.25	18326	19.49
			<b>Total</b>	<b>46217</b>	<b>100.00</b>	<b>47812</b>	<b>100.00</b>	<b>94029</b>	<b>100.00</b>
V	English	94913	A	11992	25.46	11306	23.65	23298	24.55
			B	26099	55.41	26778	56.01	52877	55.71
			C	9009	19.13	9729	20.35	18738	19.74
			<b>Total</b>	<b>47100</b>	<b>100.00</b>	<b>47813</b>	<b>100.00</b>	<b>94913</b>	<b>100.00</b>
V	Hamara Parivesh	94636	A	14436	31.10	14736	30.57	29172	30.83
			B	24810	53.44	25342	52.56	50152	52.99
			C	7178	15.46	8134	16.87	15312	16.18
			<b>Total</b>	<b>46424</b>	<b>100.00</b>	<b>48212</b>	<b>100.00</b>	<b>94636</b>	<b>100.00</b>
V	Sanskrit	88124	A	11708	27.32	12914	28.53	24622	27.94
			B	23467	54.76	24101	53.24	47568	53.98
			C	7683	17.93	8251	18.23	15934	18.08
			<b>Total</b>	<b>42858</b>	<b>100.00</b>	<b>45266</b>	<b>100.00</b>	<b>88124</b>	<b>100.00</b>
V	Urdu	7236	A	834	25.03	1123	28.77	1957	27.05
			B	2011	60.35	2239	57.35	4250	58.73
			C	487	14.62	542	13.88	1029	14.22
			<b>Total</b>	<b>3332</b>	<b>100.00</b>	<b>3904</b>	<b>100.00</b>	<b>7236</b>	<b>100.00</b>

\*Add all classes and all subjects

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

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

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

4663

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

Science

609

(b) Mathematics

660

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

**Class - VI- VIII**

Class	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
VI	Hindi	89575	A	7543	17.99	8773	18.41	16316	18.21
			B	11652	27.79	14048	29.48	25700	28.69
			C	11927	28.45	13340	28.00	25267	28.21
			D	8735	20.83	8897	18.67	17632	19.68
			E	2068	4.93	2592	5.44	4660	5.20
			<b>Total</b>	<b>41925</b>	<b>100.00</b>	<b>47650</b>	<b>100.00</b>	<b>89575</b>	<b>100.00</b>
VI	English	89322	A	6410	15.39	7887	16.54	14297	16.01
			B	11206	26.91	12679	26.59	23885	26.74
			C	12096	29.05	13788	28.92	25884	28.98
			D	9430	22.64	10117	21.22	19547	21.88
			E	2503	6.01	3206	6.72	5709	6.39
			<b>Total</b>	<b>41645</b>	<b>100.00</b>	<b>47677</b>	<b>100.00</b>	<b>89322</b>	<b>100.00</b>
VI	Maths.	89290	A	6244	14.98	7239	15.21	13483	15.10
			B	11071	26.55	12539	26.35	23610	26.44
			C	12495	29.97	13782	28.96	26277	29.43
			D	9425	22.60	10503	22.07	19928	22.32
			E	2460	5.90	3532	7.42	5992	6.71
			<b>Total</b>	<b>41695</b>	<b>100.00</b>	<b>47595</b>	<b>100.00</b>	<b>89290</b>	<b>100.00</b>
VI	Science	89412	A	7510	17.99	8029	16.85	15539	17.38
			B	11625	27.84	13318	27.95	24943	27.90
			C	12764	30.57	13947	29.27	26711	29.87
			D	7920	18.97	9473	19.88	17393	19.45
			E	1938	4.64	2888	6.06	4826	5.40
			<b>Total</b>	<b>41757</b>	<b>100.00</b>	<b>47655</b>	<b>100.00</b>	<b>89412</b>	<b>100.00</b>
VI	Social Studies	89366	A	8212	19.71	9007	18.88	17219	19.27
			B	12136	29.12	13489	28.28	25625	28.67
			C	12170	29.21	13573	28.46	25743	28.81
			D	7486	17.96	9087	19.05	16573	18.55
			E	1666	4.00	2540	5.33	4206	4.71
			<b>Total</b>	<b>41670</b>	<b>100.00</b>	<b>47696</b>	<b>100.00</b>	<b>89366</b>	<b>100.00</b>
VI	Sanskrit	85631	A	7111	17.69	8020	17.65	15131	17.67
			B	11102	27.62	12570	27.67	23672	27.64
			C	11782	29.31	13432	29.56	25214	29.44
			D	8336	20.74	8799	19.37	17135	20.01
			E	1865	4.64	2614	5.75	4479	5.23
			<b>Total</b>	<b>40196</b>	<b>100.00</b>	<b>45435</b>	<b>100.00</b>	<b>85631</b>	<b>100.00</b>
VI	Urdu	13107	A	1060	16.65	1130	16.77	2190	16.71



Class	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
			B	1945	30.54	1695	25.15	3640	27.77
			C	1374	21.58	1803	26.75	3177	24.24
			D	1428	22.42	1266	18.79	2694	20.55
			E	561	8.81	845	12.54	1406	10.73
			<b>Total</b>	<b>6368</b>	<b>100.00</b>	<b>6739</b>	<b>100.00</b>	<b>13107</b>	<b>100.00</b>
			<b>Total</b>	<b>6368</b>	<b>100.00</b>	<b>6739</b>	<b>100.00</b>	<b>13107</b>	<b>100.00</b>
VII	Hindi	91240	A	8215	19.28	9316	19.16	17531	19.21
			B	12154	28.52	14059	28.92	26213	28.73
			C	12143	28.49	14168	29.14	26311	28.84
			D	7811	18.33	8598	17.68	16409	17.98
			E	2296	5.39	2480	5.10	4776	5.23
			<b>Total</b>	<b>42619</b>	<b>100.00</b>	<b>48621</b>	<b>100.00</b>	<b>91240</b>	<b>100.00</b>
VII	English	91174	A	6758	15.88	7603	15.64	14361	15.75
			B	11040	25.95	12891	26.51	23931	26.25
			C	12558	29.52	14307	29.42	26865	29.47
			D	9355	21.99	10469	21.53	19824	21.74
			E	2836	6.67	3357	6.90	6193	6.79
			<b>Total</b>	<b>42547</b>	<b>100.00</b>	<b>48627</b>	<b>100.00</b>	<b>91174</b>	<b>100.00</b>
VII	Maths.	91409	A	6602	15.43	7330	15.08	13932	15.24
			B	11072	25.87	12489	25.69	23561	25.78
			C	12391	28.95	14488	29.80	26879	29.41
			D	9968	23.29	10927	22.48	20895	22.86
			E	2764	6.46	3378	6.95	6142	6.72
			<b>Total</b>	<b>42797</b>	<b>100.00</b>	<b>48612</b>	<b>100.00</b>	<b>91409</b>	<b>100.00</b>
VII	Science	90968	A	7514	17.64	8295	17.15	15809	17.38
			B	11723	27.52	13266	27.42	24989	27.47
			C	12918	30.33	14807	30.61	27725	30.48
			D	8083	18.98	9237	19.10	17320	19.04
			E	2357	5.53	2768	5.72	5125	5.63
			<b>Total</b>	<b>42595</b>	<b>100.00</b>	<b>48373</b>	<b>100.00</b>	<b>90968</b>	<b>100.00</b>
VII	Social Studies	90970	A	8206	19.29	8948	18.47	17154	18.86
			B	11863	27.89	13985	28.87	25848	28.41
			C	12790	30.07	14595	30.13	27385	30.10
			D	7709	18.13	8524	17.60	16233	17.84
			E	1962	4.61	2388	4.93	4350	4.78
			<b>Total</b>	<b>42530</b>	<b>100.00</b>	<b>48440</b>	<b>100.00</b>	<b>90970</b>	<b>100.00</b>
VII	Sanskrit	87315	A	7305	17.93	8196	17.60	15501	17.75
			B	11449	28.11	12795	27.47	24244	27.77
			C	12198	29.94	14180	30.44	26378	30.21
			D	7776	19.09	8832	18.96	16608	19.02

Class	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
			E	2008	4.93	2576	5.53	4584	5.25
			<b>Total</b>	<b>40736</b>	<b>100.00</b>	<b>46579</b>	<b>100.00</b>	<b>87315</b>	<b>100.00</b>
VII	Urdu	13036	A	1084	17.80	1145	16.48	2229	17.10
			B	1711	28.10	1970	28.36	3681	28.24
			C	1406	23.09	2095	30.16	3501	26.86
			D	1727	28.36	1561	22.47	3288	25.22
			E	162	2.66	175	2.52	337	2.59
			<b>Total</b>	<b>6090</b>	<b>100.00</b>	<b>6946</b>	<b>100.00</b>	<b>13036</b>	<b>100.00</b>
VIII	Hindi	94689	A	8847	19.79	10056	20.12	18903	19.96
			B	12949	28.97	14759	29.53	27708	29.26
			C	13017	29.12	14528	29.06	27545	29.09
			D	7927	17.73	8551	17.11	16478	17.40
			E	1963	4.39	2092	4.19	4055	4.28
			<b>Total</b>	<b>44703</b>	<b>100.00</b>	<b>49986</b>	<b>100.00</b>	<b>94689</b>	<b>100.00</b>
VIII	English	94560	A	7089	15.87	8104	16.24	15193	16.07
			B	11838	26.50	13495	27.05	25333	26.79
			C	13549	30.33	14738	29.54	28287	29.91
			D	9716	21.75	10552	21.15	20268	21.43
			E	2481	5.55	2998	6.01	5479	5.79
			<b>Total</b>	<b>44673</b>	<b>100.00</b>	<b>49887</b>	<b>100.00</b>	<b>94560</b>	<b>100.00</b>
VIII	Maths.	94530	A	7001	15.72	7398	14.80	14399	15.23
			B	11066	24.85	13027	26.06	24093	25.49
			C	13152	29.53	14937	29.88	28089	29.71
			D	10068	22.61	10999	22.00	21067	22.29
			E	3248	7.29	3634	7.27	6882	7.28
			<b>Total</b>	<b>44535</b>	<b>100.00</b>	<b>49995</b>	<b>100.00</b>	<b>94530</b>	<b>100.00</b>
VIII	Science	94545	A	7844	17.63	8688	17.36	16532	17.49
			B	12213	27.45	14414	28.79	26627	28.16
			C	13637	30.65	14669	29.30	28306	29.94
			D	8654	19.45	9725	19.43	18379	19.44
			E	2139	4.81	2562	5.12	4701	4.97
			<b>Total</b>	<b>44487</b>	<b>100.00</b>	<b>50058</b>	<b>100.00</b>	<b>94545</b>	<b>100.00</b>
VIII	Social Studies	94697	A	8972	20.10	9649	19.28	18621	19.66
			B	12871	28.83	14910	29.79	27781	29.34
			C	13113	29.37	14644	29.26	27757	29.31
			D	7686	17.22	8656	17.29	16342	17.26
			E	2000	4.48	2196	4.39	4196	4.43
			<b>Total</b>	<b>44642</b>	<b>100.00</b>	<b>50055</b>	<b>100.00</b>	<b>94697</b>	<b>100.00</b>
VIII	Sanskrit	91114	A	8051	18.66	9004	18.77	17055	18.72

Class	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
			B	11897	27.58	13551	28.25	25448	27.93
			C	12910	29.92	14060	29.31	26970	29.60
			D	8130	18.84	8963	18.68	17093	18.76
			E	2155	5.00	2393	4.99	4548	4.99
			<b>Total</b>	<b>43143</b>	<b>100.00</b>	<b>47971</b>	<b>100.00</b>	<b>91114</b>	<b>100.00</b>
VIII	Urdu	3982	A	242	14.91	406	17.21	648	16.27
			B	497	30.62	775	32.85	1272	31.94
			C	436	26.86	706	29.93	1142	28.68
			D	369	22.74	396	16.79	765	19.21
			E	79	4.87	76	3.22	155	3.89
			<b>Total</b>	<b>1623</b>	<b>100.00</b>	<b>2359</b>	<b>100.00</b>	<b>3982</b>	<b>100.00</b>

\*Add all classes and all subjects

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

## Part-II

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

1. Number of classrooms (teaching) observed by the CRCCs in the last quarter:

Range 60 to 90

2. School visits by CRCCs:

Number of times visits were made to each school

Number of CRCCs visiting

(i) Once in a month

757

(ii) Once in two months

85

(iii) Once in three months

46

(iv) Once in four to six months

-

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

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

Number %

0 0

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

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

0	0
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(b) What has been done to address this issue?

NA

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

0
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(b) What has been done to address this issue?

NA

### Part-III

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

1. Five important specific functions that BRCs performed in the district.

(i) Organized meetings at BRC to review the activities assigned to CRC Cs and solve their Academic problems.

(ii) Provided on site support to schools and CRCs.

(iii) Worked as link between CRC and DPO.

(iv) Organized teachers' professional development programmes.

(v) Presented demonstration lessons in the schools.

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

95
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3. Number of times each school was visited by BRCs on an average.

2
---

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

(i) Organized in service teachers training programmes at BRC.

(ii) Acts as a Master Trainer for In service teachers trainings.

(iii) Presented demonstration lessons before teachers and students.

(iv) Observed and suggested to maintain the progress of students learning.

(v) Solved the problems of CRCCs presented before them.

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

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

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

Primary teachers organized in last quarter.

4

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

20

(c) List major issues emerging from the programmes.

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

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

(i) Mathematics

1

(ii) Science

1

(iii) Social Science

-

(iv) Language

-

(v) Arts Education

-

(vi) Health and Physical Education

-

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

20

(c) List major issues emerging from the programmes.

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

#### Part-IV

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

1. Number of districts having 'quality monitoring' mechanism.

13

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

(b) Members of 'quality' monitoring:- SCERT/DIETs faculty, DPO, BEOs/DyEOS, BRCCos, CRCCos etc.

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

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

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

(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 organizing Meetings

(a) Once in a month

13

(b) Once in two months

-

(c) Once in three months

-

(d) Once in four-six months

-

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

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

30

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

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

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

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

(b) If there are problems, give details

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

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

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

### Part-V

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

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

(a) State Government

(b) NCERT

(Maths Class  
6-8 Only)

(c) Private publishers

(d) Any other.....

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

	Initiated	Completed
Primary: Syllabi	2006	2006

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

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

Modules	Pry/Upper Pry	Year of development
Shaikshik Sarokar-1 { CCE (5 days) Hindi Language, Maths (5 days)/ELM (5 days)}	Pry+Upper Pry	2012-13
Shaikshik Sarokar-2 { CCE (3 days), Gender Sensitization (2 days), Inclusive Education (2 days)	Pry+Upper Pry	2013-14
Early Language, Maths and CCE, for Class 1 & 2		2014-15
EVS & Maths for Class 3 to 5		
Science for Class 6 to 8		
Maths for Class 6 to 8		

4. Status of CRCs/BRCs in the State:

	Sanctioned Posts	In Position
CRCs	994	994
BRCs	95	95

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

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

Problems- NA



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

Problems:- NA

6. To what extent following structures met State’s expectations in providing desired support for quality

Improvement of educational processes (Please rate on 5 point scale).

	Least	1	2	3	4	5	Greatest
CRCs		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
BRCs		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
DIETs		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
DPO		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
SCERT		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

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

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

Last meeting of SRG held on- 01.07.2014 Copy of minutes is attached.

8. (a) Major programmes/activities of SSA for quality enhancement during the current year 2014-15

- Curriculum/lessons divided subject wise/month wise for the completion of syllabus timely.
- Flex of learning indicators subject wise and class wise established in all P.S.
- In service teachers training on Early Language, Maths and CCE, for Class 1 & 2, EVS & Maths for Class 3 to 5, Science for Class 6 to 8, Maths for Class 6 to 8 etc.
- SLDP for head teacher on NUEPA module.
- Workbooks/activity books provided to all students.
- Project English started in 300 P.S.
- QMTs used for monitoring of quality.

➤ Learning Level Assessment of students etc.  
(b) Progress of these programmes during the quarter  
25% target of In Service Teachers training achieved, organized training workshop for Resource persons of SLDP, organized Room to Read steering Committee meeting, meeting with CII-Jubilant Bhartiya Foundation, QMTs filled for fourth quarter.

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


- Lack of sufficient funds for quality activities.
- Insufficient experts to conduct SLAS.
- Shortage of academic and administrative staff due to cuts in fund of management, REMS and LEP by PAB in year 2014-15.

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

- School Grant and Maintenance Grant should be increased at least four times.
- TLM Grant is required from PAB (not sanctioned for year 2013-14 & 2014-15).
- Sufficient fund is required for management, REMS and LEP activities to run quality interventions.
- Support from NCERT is required for conducting SLAS/Research studies etc.

Date: 14/7/2015



  
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अपर राज्य परिचालना निदेशक  
उत्तराखण्ड सभी के लिए शिक्षा परिषद  
उत्तराखण्ड, देहरादून