

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

Quarter under Report 

	<b>II</b>		
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Year 

<b>2</b>	<b>0</b>	<b>1</b>	<b>3</b>
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<b>1</b>	<b>4</b>
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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: State Information**

1. (a) No. of CRCs **6973**, BRCs: **1137** , Districts: **23** ,State Andhra Pradesh

2. (a) Number of schools in the State

<b>I - V</b>	<b>56592</b>	<b>VI-VIII</b>	<b>10917</b>	<b>I - VIII</b>	<b>2739</b>	<b>I - VII</b>	<b>6246</b>	Any other	<input type="text"/>	<input type="text"/>	<b>Total</b>	<b>76494</b>
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(b) Number of schools which filled up SMFs

<b>I - V</b>	<b>56592</b>	<b>VI-VIII</b>	<b>10917</b>	<b>I - VIII</b>	<b>2739</b>	<b>I - VII</b>	<b>6246</b>	Any other	<input type="text"/>	<input type="text"/>	<b>Total</b>	<b>100 %</b>
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3. Number of Teachers:

In Position

Required Posts  
(as per RTE Norms)

(a) Primary Teachers

(i) Regular **152668**

**6709**

(ii) Contractual

(b) Upper Primary Teachers

(i) Regular **87840**

**14408**

(ii) Contractual

**Section B: Attendance Information**

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

Month: August

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%
<b>I</b>	25418	27416	12743	25419	27002	13156	50837	54418	67161
<b>II</b>	24419	26489	14669	25412	25841	14324	49831	52330	66999
<b>III</b>	27810	28794	8973	27912	29716	7949	55722	58510	67483
<b>IV</b>	24123	28416	12998	24893	28213	12471	49016	56629	69627
<b>V</b>	25129	26423	14025	26456	27451	11670	51585	53874	67899
<b>VI</b>	6526	7865	5511	6529	7923	5450	13055	15788	21299
<b>VII</b>	6741	7120	6041	6689	7240	5980	13430	14360	20401
<b>VIII</b>	5121	4526	4009	5021	4652	3983	10142	9178	13187
<b>Total</b>	145287	157049	78969	148331	158038	74983	293618	315087	394056
<b>%</b>	<b>38.1</b>	<b>41</b>	<b>21</b>	<b>38.9</b>	<b>41.1</b>	<b>19.6</b>	<b>29.2</b>	<b>31.4</b>	<b>39.29</b>

$$\text{Average attendance of the month} = \frac{\text{Sum of students present in the month}}{\text{Number of working days}}$$

$$\text{Percentage of average attendance} = \frac{\text{Average attendance of month} \times 100}{\text{Enrolment of students}}$$

$$\text{Average of Attendance of Total Children of all classes} = \frac{\text{Sum of Total No. of students present in the month}}{\text{Number of Working Days}}$$

5. Number of Children with Special Needs (CWSN) in government schools in the State. **176193**

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

Boys:

Girls:

Total: **45723**

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

	No. of centers	No. of children enrolled
Centers in schools where enrolled		
Other non-residential centers by NGOs	338	10453
Residential centers	367	17662
Any Other Seasonal hostels	70	2850
<b>Total</b>	<b>775</b>	<b>30965</b>

(c) No. of out of school children not yet admitted into STCs: above age of 16: **31,691**

(d) Number of visits to the centers by CRCCs/SCHMs in the last Quarter.	4250
(e) % of centers covered by CRCCs visits in the last quarter	60
(f) Average NO. Of visits by MEOs to the centers in the last quarter:	3528
(g) % of coverage of centers by MEOs in the last quarter:	51
(h) Total No. of centers visited by DPO in the last quarter:	916
(i) Average No. of visits by DPO to the centers in the last quarter:	13

(j) Number of children dropped out of special training programmes up to last quarter.

(k) % of Children dropped out of Special Training programme up to last quarter.

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 absentees pupils parents.**
- (iv) **The cluster resource persons visited the houses of absentees children.**

### 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	%
32543	42.54	38857	50.79	5094	6.65

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 1<sup>st</sup> week of the academic year.

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

**TLM Grant not received in the academic year 2013-2014**

	Received %	Utilised %
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) **Adopting child friendly and child centered class room practices**
- (ii) **Making 100% utilization of time with quality TLM.**
- (iii) **Proper use of Dictionaries, Modules, Atlas and other TLM**
- (iv) **Focous on preparation of of the Teacher lesson plan and Dairy**
- (v) **Taking efforts in all round development of children**
- (vi) **Keeping special focus on low achievers with the specific teaching strategies.**

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

- (i) **Giving special training with the help of IERTs**
- (ii) **Taking special efforts on CwSN children in learning**
- (iii) **By providing special equipments with the help of RVM.**
- (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 features like construction of ramps, low height benches etc.**
- (vii) **Making provision for CWSNchildren to leran with normal children by promoting collaborative learning , group learning.**

**Section D: Continuous and Comprehensive Evaluation**

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

Government: **76,494** % **100**

(b) Number of schools maintaining pupil wise progress report cards in the State: **76494, %100**

(c) Number of schools sharing students' report cards with parents in the State : **54310, %71**

(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 monitoring the learning process**

(iv) **Giving suggestions and instructions adopting learning centered strategies and CCE**

**Section E: Teacher Training**

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

(i) *Performing individual, Group and whole class activities in the class room instructions*

(ii) *Preparing Teaching Learning Materials and using in class room transaction*

(iii) *Adopting effective classroom transaction process activities, projects*

(iv) *Undertaking remedial teaching on continuum basis*

(v) *Adopting the process of pupil interaction methods*

(vi) *putting efforts in transaction of textbooks in the spirit of pedagogical practices reflected in the text books.*

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

(i) *Should be given before the commencement of classes*

(ii) *Need training in health education*

(iii) *Need training on Montessori method of teaching*

(iv) *All teachers should be oriented in all subjects*

**Section F: Functioning of SMC**

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

Number	%
76494	100

Number %

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

76494	100
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(b) Number of schools involving SMCs in preparation of this plan.

76494

(c) Action taken on schools that did not involve SMCs.

0

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

76494

100 %

(e) Action taken for coverage of SMCs not trained.

0

18. Implementation of following Activities in the Schools in the State:

(A) Performance indicator of Teachers/ Head Masters

53589

%

70

(B) Innovative activities in school:

65893

%

86

(C) Read Programme (Children Library)

65767

%

85

(D) Talent search Activities

52246

%

68

(E) School activities as per academic calendar

68628

%

89

### 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 - 65577**

(ii) Number of schools in State with low pupil achievement level - **14523**

#### Class I

Class*	Subject*	No. of Schools assessed	No. of children assessed	Grade**	Boys		Girls		Total	
					No.	%	No.	%	No.	%
I	Languages (Telugu/ Urdu)	65577	784114	A+	31907	8	34266	9	66173	8
				A	66376	17	72042	18	138418	18
				B+	89068	23	95037	24	184105	23
				B	83475	22	89233	22	172708	22
				C	113827	30	108883	27	222710	28
				TOTAL	<b>384653</b>	<b>100</b>	<b>399461</b>	<b>100</b>	<b>784114</b>	<b>100</b>
	English			A+	24655	6	30785	7.7	55440	7.1
			A	59188	15	63479	15.9	122667	15.6	

				B+	84428	22	91767	23.0	176195	22.5
				B	82283	21	87942	22.0	170225	21.7
				C	134099	35	125488	31.4	259587	33.1
				Total	<b>384653</b>	<b>100</b>	<b>399461</b>	<b>100</b>	<b>784114</b>	<b>100</b>
	Mathematics			A+	31193	8.1	35037	8.8	66230	8.4
				A	64915	16.9	74393	18.6	139308	17.8
				B+	88936	23.1	95665	23.9	184601	23.5
				B	84282	21.9	84970	21.3	169252	21.6
				C	115327	30.0	109396	27.4	224723	28.7
				Total	<b>384653</b>	<b>100</b>	<b>399461</b>	<b>100</b>	<b>784114</b>	<b>100</b>

## Class II

Class*	Subject*	No. of Schools assessed	No. of children assessed	Grade**	Boys		Girls		Total	
					No.	%	No.	%	No.	%
II	Languages (Telugu/ Urdu)	65577	776259	A+	33413	8.9	37919	9.5	71332	9.2
				A	68865	18.3	78240	19.5	147105	19.0
				B+	91456	24.3	97854	24.4	189310	24.4
				B	76627	20.4	80569	20.1	157196	20.3
				C	105471	28.1	105845	26.4	211316	27.2
				<b>TOTAL</b>	<b>375832</b>	<b>100</b>	<b>400427</b>	<b>100</b>	<b>776259</b>	<b>100</b>
	English			A+	25855	6.9	32528	8.1	58383	7.5
				A	59302	15.8	65625	16.4	124927	16.1
				B+	87137	23.2	95000	23.7	182137	23.5
				B	83790	22.3	88225	22.0	172015	22.2
				C	119748	31.9	119049	29.7	238797	30.8
				<b>Total</b>	<b>375832</b>	<b>100</b>	<b>400427</b>	<b>100</b>	<b>776259</b>	<b>100</b>
	Mathematics			A+	32227	8.6	37718	9.4	37727	9.4
				A	70264	18.7	79791	19.9	79811	19.9
				B+	91948	24.5	100441	25.1	100466	25.1
				B	81575	21.7	84371	21.1	84392	21.1
				C	99818	26.6	98106	24.5	98131	24.5
				<b>Total</b>	<b>375832</b>	<b>100.0</b>	<b>400427</b>	<b>100.0</b>	<b>400527</b>	<b>100.0</b>

## Class III

Class*	Subject*	No. of Schools assessed	No. of children assessed	Grade**	Boys		Girls		Total	
					No.	%	No.	%	No.	%
III	Languages (Telugu/ Urdu)	65537	778592	A+	27305	7	33560	8	60865	8
				A	65511	18	76808	19	142319	19
				B+	94994	25	103376	26	198370	25
				B	81179	22	85119	21	166298	21
				C	104316	28	106424	26	210740	27
				<b>TOTAL</b>	<b>373305</b>	<b>100</b>	<b>405287</b>	<b>100</b>	<b>778592</b>	<b>100</b>
	English			A+	21984	6	33352	8	55336	7
				A	55667	15	62700	16	118367	15
				B+	89308	24	99259	24	188567	25
				B	83397	22	89309	22	172706	22
				C	122949	33	120667	30	243616	31
				<b>Total</b>	<b>373305</b>	<b>100</b>	<b>405287</b>	<b>100</b>	<b>778592</b>	<b>100</b>
	Mathematics			A+	32670	9	40131	10	72801	9
				A	69961	19	80706	20	150667	19
				B+	94085	25	102872	25	196957	25
				B	78270	21	85709	21	163979	21
				C	98319	26	95869	24	194188	25



				Total	<b>373305</b>	<b>100</b>	<b>405287</b>	<b>100</b>	<b>778592</b>	<b>100</b>
	EVS			A+	25091	7	32046	8	57137	8
		A	62687	17	75708	19	138395	19		
		B+	92997	25	105059	26	198056	25		
		B	81057	21	90102	22	171159	21		
		C	111473	30	102372	25	213845	100		
		Total	<b>373305</b>	<b>100</b>	<b>405287</b>	<b>100</b>	<b>778592</b>	<b>100</b>		

#### Class IV

Class*	Subject*	No. of Schools assessed	No. of children assessed	Grade**	Boys		Girls		Total		
					No.	%	No.	%	No.	%	
IV	Languages (Telugu/ Urdu)	<b>65577</b>	<b>786703</b>	A+	28621	8	35204	9	63825	8	
				A	67254	18	83564	20	150818	19	
				B+	97391	26	105215	26	202606	26	
				B	78235	20	82177	20	160412	20	
				C	105549	28	103493	25	209042	27	
				TOTAL	<b>377050</b>	<b>100</b>	<b>409653</b>	<b>100</b>	<b>786703</b>	<b>100</b>	
	English				A+	23917	6.3	29122	7.1	53039	6.7
					A	58199	15.4	67980	16.6	126179	16.0
					B+	90513	24.0	99847	24.4	190360	24.2
					B	82923	22.0	90513	22.1	173436	22.0
					C	121498	32.2	122191	29.8	243689	31.0
					Total	<b>377050</b>	<b>100</b>	<b>409653</b>	<b>100</b>	<b>786703</b>	<b>100</b>
	Mathematics				A+	29841	8	35420	9	65261	8
					A	70208	19	82803	20	153011	19
					B+	96036	25	106147	27	202183	26
					B	80180	21	89892	21	170072	22
					C	100785	27	95391	23	196176	25
					Total	<b>377050</b>	<b>100</b>	<b>409653</b>	<b>100</b>	<b>786703</b>	<b>100</b>
EVS				A+	27963	7	34479	8	62442	8	
				A	63905	17	77588	19	141493	18	
				B+	95088	26	105180	26	200268	25	
				B	80193	21	89963	22	170156	22	
				C	109901	29	102443	25	212344	27	
				Total	<b>377050</b>	<b>100</b>	<b>409653</b>	<b>100</b>	<b>786703</b>	<b>100</b>	

**Class V**

Class*	Subject*	No. of Schools assessed	No. of children assessed	Grade**	Boys		Girls		Total	
					No.	%	No.	%	No.	%
V	Languages (Telugu/ Urdu)	65577	766379	A+	32590	9	39175	10	71765	9
				A	72106	19	87293	22	159399	20
				B+	92766	25	98326	25	191092	25
				B	72550	20	74241	18	146791	20
				C	100241	27	97091	25	197332	26
				<b>TOTAL</b>	<b>370253</b>	<b>100</b>	<b>396126</b>	<b>100</b>	<b>766379</b>	<b>100</b>
	English			A+	26694	7	32893	8	59587	8
				A	60612	16	75086	19	135698	17
				B+	87916	24	96960	24	184876	25
				B	79974	22	84283	22	164257	21
				C	115057	31	106904	27	221961	29
				<b>Total</b>	<b>370253</b>	<b>100</b>	<b>396126</b>	<b>100</b>	<b>766379</b>	<b>100</b>
	Mathematics			A+	35423	10	41975	11	77398	10
				A	71632	19	85619	22	157251	21
				B+	92814	25	101944	26	194758	25
				B	74862	20	80118	19	154980	20
				C	95522	26	86470	22	181992	24
				<b>Total</b>	<b>370253</b>	<b>100</b>	<b>396126</b>	<b>100</b>	<b>766379</b>	<b>100</b>
EVS			A+	30573	8	37014	9	67587	9	
			A	67786	18	83334	21	151120	20	
			B+	90592	24	98226	25	188818	25	
			B	76970	21	83964	21	160934	20	
			C	104332	29	93588	24	197920	26	
			<b>Total</b>	<b>370253</b>	<b>100</b>	<b>396126</b>	<b>100</b>	<b>766379</b>	<b>100</b>	

(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: **VI-VIII 19902**

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

(a) Science

3243

(b) Mathematics

4215

**Class VI**

Class*	Subject*	No. of Schools assessed	No. of children assessed	Grade**	Boys		Girls		Total		
					No.	%	No.	%	No.	%	
VI	Languages (Telugu/ Urdu)	19902	717528	A+	23994	6.9	29028	7.9	53022	7.4	
				A	51207	14.6	63163	17.2	114370	15.9	
				B+	76004	21.7	82696	22.5	158700	22.1	
				B	79306	22.7	81274	22.1	160580	22.4	
				C	119474	34.1	111382	30.3	230856	32.2	
				<b>TOTAL</b>	<b>349985</b>	<b>100</b>	<b>367543</b>	<b>100</b>	<b>717528</b>	<b>100</b>	
	English				A+	20869	6.0	25309	6.9	46178	6.4
					A	48886	14.0	55965	15.2	104851	14.6
					B+	74832	21.4	83775	22.8	158607	22.1
					B	78836	22.5	89360	24.3	168196	23.4
					C	126562	36.2	113134	30.8	239696	33.4
					<b>TOTAL</b>	<b>349985</b>	<b>100</b>	<b>367543</b>	<b>100</b>	<b>717528</b>	<b>100</b>
	Hindi				A+	26991	7.7	32515	8.8	59506	8.3
					A	57622	16.5	66935	18.2	124557	17.4
					B+	75258	21.5	82821	22.5	158079	22.0
					B	71333	20.4	73711	20.1	145044	20.2
					C	118781	33.9	111561	30.4	230342	32.1
					<b>Total</b>	<b>349985</b>	<b>100</b>	<b>367543</b>	<b>100</b>	<b>717528</b>	<b>100</b>
	Mathematics				A+	22940	6.6	26710	7.3	49650	6.9
					A	49991	14.3	60129	16.4	110120	15.3
					B+	74292	21.2	83251	22.7	157543	22.0
					B	75468	21.6	79135	21.5	154603	21.5
					C	127294	36.4	118318	32.2	245612	34.2
					<b>Total</b>	<b>349985</b>	<b>100</b>	<b>367543</b>	<b>100</b>	<b>717528</b>	<b>100</b>
	General Science				A+	22983	6.6	26874	7.3	49857	6.9
					A	49640	14.2	57607	15.7	107247	14.9
B+					73293	20.9	81631	22.2	154924	21.6	
B					77256	22.1	80908	22.0	158164	22.0	
C					126813	36.2	120523	32.8	247336	34.5	
<b>Total</b>					<b>349985</b>	<b>100</b>	<b>367543</b>	<b>100</b>	<b>717528</b>	<b>100</b>	
Social Science				A+	24333	7.0	30334	8.3	54667	7.6	
				A	49828	14.2	58693	16.0	108521	15.1	
				B+	75434	21.6	83687	22.8	159121	22.2	
				B	78625	22.5	81195	22.1	159820	22.3	
				C	121765	34.8	113634	30.9	235399	32.8	
				<b>Total</b>	<b>349985</b>	<b>100</b>	<b>367543</b>	<b>100</b>	<b>717528</b>	<b>100</b>	

## Class VII

Class*	Subject*	No. of Schools assessed	No. of children assessed	Grade**	Boys		Girls		Total		
					No.	%	No.	%	No.	%	
VII	Languages (Telugu/ Urdu)	19902	725002	A+	25671	7.2	30376	8.2	56047	7.7	
				A	53680	15.1	67066	18.1	120746	16.7	
				B+	79093	22.3	85963	23.2	165056	22.8	
				B	77881	22.0	79492	21.5	157373	21.7	
				C	118324	33.4	107456	29.0	225780	31.1	
				TOTAL	<b>354649</b>	<b>100</b>	<b>370353</b>	<b>100</b>	<b>725002</b>	<b>100</b>	
	English				A+	21112	6.0	26280	7.1	47392	6.5
					A	49698	14.0	58345	15.8	108043	14.9
					B+	77636	21.9	85408	23.1	163044	22.5
					B	80293	22.6	83123	22.4	163416	22.5
					C	125910	35.5	117197	31.6	243107	33.5
					TOTAL	<b>354649</b>	<b>100</b>	<b>370353</b>	<b>100</b>	<b>725002</b>	<b>100</b>
	Hindi				A+	23751	6.7	27937	7.5	51688	7.1
					A	50015	14.1	58606	15.8	108621	15.0
					B+	73983	20.9	81078	21.9	155061	21.4
					B	76762	21.6	81480	22.0	158242	21.8
					C	130138	36.7	121252	32.7	251390	34.7
					Total	<b>354649</b>	<b>100</b>	<b>370353</b>	<b>100</b>	<b>725002</b>	<b>100</b>
	Mathematics				A+	22554	6.4	29204	7.9	51758	7.1
					A	50096	14.1	58159	15.7	108255	14.9
					B+	75339	21.2	83973	22.7	159312	22.0
					B	78679	22.2	82740	22.3	161419	22.3
					C	127981	36.1	116277	31.4	244258	33.7
					Total	<b>354649</b>	<b>100</b>	<b>370353</b>	<b>100</b>	<b>725002</b>	<b>100</b>
	General Science				A+	24948	7.0	29537	8.0	54485	7.5
					A	52487	14.8	62026	16.7	114513	15.8
B+					76100	21.5	85859	23.2	161959	22.3	
B					76908	21.7	80761	21.8	157669	21.7	
C					124206	35.0	112170	30.3	236376	32.6	
Total					<b>354649</b>	<b>100</b>	<b>370353</b>	<b>100</b>	<b>725002</b>	<b>100</b>	
Social Studies				A+	26692	7.5	30601	8.3	57293	7.9	
				A	53778	15.2	62909	17.0	116687	16.1	
				B+	78263	22.1	87309	23.6	165572	22.8	
				B	77707	21.9	81492	22.0	159199	22.0	
				C	118209	33.3	108042	29.2	226251	31.2	
				Total	<b>354649</b>	<b>100</b>	<b>370353</b>	<b>100</b>	<b>725002</b>	<b>100</b>	

### Class VIII

Class*	Subject*	No. of Schools assessed	No. of children assessed	Grade**	Boys		Girls		Total	
					No.	%	No.	%	No.	%
VIII	Languages (Telugu/ Urdu)	19902	718726	A+	26635	7.5	32928	9.0	59563	8.3
				A	53328	15.1	67116	18.4	120444	16.8
				B+	78671	22.3	83773	22.9	162444	22.6
				B	76900	21.8	75321	20.6	152221	21.2
				C	117706	33.3	106348	29.1	224054	31.2
				<b>TOTAL</b>	<b>353240</b>	<b>100</b>	<b>365486</b>	<b>100</b>	<b>718726</b>	<b>100</b>
	English			A+	21729	6.2	26911	7.4	48640	6.8
				A	47626	13.5	55371	15.1	102997	14.3
				B+	76079	21.5	83425	22.8	159504	22.2
				B	75903	21.5	85566	23.4	161469	22.5
				C	131903	37.3	114213	31.2	246116	34.2
				<b>TOTAL</b>	<b>353240</b>	<b>100</b>	<b>365486</b>	<b>100</b>	<b>718726</b>	<b>100</b>
	Hindi			A+	25880	7.3	30119	8.2	55999	7.8
				A	48180	13.6	55744	15.3	103924	14.5
				B+	70142	19.9	76824	21.0	146966	20.4
				B	70762	20.0	74497	20.4	145259	20.2
				C	138276	39.1	128302	35.1	266578	37.1
				<b>Total</b>	<b>353240</b>	<b>100</b>	<b>365486</b>	<b>100</b>	<b>718726</b>	<b>100</b>
	Mathematics			A+	23523	6.7	27444	7.5	50967	7.1
				A	47705	13.5	58003	15.9	105708	14.7
				B+	71375	20.2	79036	21.6	150411	20.9
				B	76194	21.6	78625	21.5	154819	21.5
				C	134443	38.1	122378	33.5	256821	35.7
				<b>Total</b>	<b>353240</b>	<b>100</b>	<b>365486</b>	<b>100</b>	<b>718726</b>	<b>100</b>
	General Science			A+	24171	6.8	29169	8.0	53340	7.4
				A	49745	14.1	60188	16.5	109933	15.3
B+				73735	20.9	83588	22.9	157323	21.9	
B				79056	22.4	79230	21.7	158286	22.0	
C				126533	35.8	113311	31.0	239844	33.4	
<b>Total</b>				<b>353240</b>	<b>100</b>	<b>365486</b>	<b>100</b>	<b>718726</b>	<b>100</b>	
Social Science			A+	26097	7.4	30352	8.3	56449	7.9	
			A	51191	14.5	60665	16.6	111856	15.6	
			B+	76912	21.8	85821	23.5	162733	22.6	
			B	77153	21.8	76871	21.0	154024	21.4	
			C	121887	34.5	111777	30.6	233664	32.5	
			<b>Total</b>	<b>353240</b>	<b>100</b>	<b>365486</b>	<b>100</b>	<b>718726</b>	<b>100</b>	

## Part-II

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

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

2 (a) School visits by CRCCs:

*Number of times visits were made to each school*

*Number of CRCCs visiting*

(i) Once in a month

2
---

(ii) Once in two months

--

(iii) Once in three months

--

(iv) Once in four to six months

--

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

**(i) Conducting the complex meetings effectively as per the agenda**

**(ii) Performing one model lesson effectively by teachers**

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

**(iv) Utilization of Teaching Learning Material**

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

Number %

5672	7
------	---

5(a) How many schools are having less than 60% coverage of the syllabus ? **5421 % 7**

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

**(i) The Mandal Educational Officers / CRCs are reviewing on this issue in CRC / MRC meetings.**

**(ii) Deputing the teachers where subject teachers are needed and fallen vacant.**

6. (a) Number of DPOs who are not providing QMTs regularly **0**

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

### 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) Working as Bridge to CRCs / Schools to DPO**

**(ii) Monitoring the schools and CRC meetings**

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

**(iv) Academic Monitoring of schools**

**(v) Conducted review meeting with Head Masters on Academic Activities**

**(vi) Ensuring the Implementation of continuous comprehensive Evaluation in Schools**

**(vii) Improvement of children attendance**

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

No.	%
932	81

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) Support provided in preparation of teaching learning material**

**(ii) Support provided in writing of period / Lesson plans**

**(iii) Support provided in organization of multi grade teaching**

**(iv) Support provided in recording of children progress in formative assessment**

**(V) Support provided in Grading of children**

**(vi) Supported to conduct Formative / Summative tests**

**(vii) Teleconferences conducted on CCE.**

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

**(i) Cross verifying the children progress recorded in regularly**

**(ii) Rectifying the gaps identified in grading of children as per assessment tools**

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

2

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

50

(c) List major issues emerging from the programmes.

**(i) Difficulty in maintaining multi class Teaching**

**(ii) Not much awareness in implementing of CCE along with TLP**

**(iii) Teacher trainings should be conducted before starting of the academic year.**

**(iv) Irregularities and absenteeism of children**

**(v) Difficulty in conducting activities and projects in teaching learning process**

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

2

(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?

20

(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) Children's participation in teaching learning process is low**

**(v) Lack of abilities in dealing English medium classes**



## 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 **DPOs, DIETS, BRCs, CRCs**
- (b) Members of 'quality' monitoring **Pos, DIET Lecturers, Mandal Educational Officers, Cluster Resource coordinators**
- (c) Role of BRC/CRC in quality monitoring, **Reviews, trainings, Academic support**
- (d) Role of DPO in 'quality' monitoring **Reviews, trainings, Release of Grants, Academic support**
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 organizing meetings of BRC, CRC and Head Teachers to understand the problems of district.
- (a) Once in a month
- (b) Once in two months
- (c) Once in three months
- (d) Once in four-six months
4. Field visits (schools) by DPOs during last quarter:
- (a) Number of schools visited by DPOs on an average
- (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) Support through action Research to solve class room problems
- (ii) Academic support to the teachers in providing professional skills
- (iii) support in conducting and maintaining multigrade classes

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

Number of districts coordinating :			
23			
Mostly ✓	Sometimes	Never	Total

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

(i) inadequate Teaching staff in DIETS

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

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

(i) **Regular Monitoring of Schools**

(ii) **Conduct of Meeting with Head Masters and MEOs**

**7. Do school buildings have minimum required infrastructure arrangement?**

Yes	<b>No</b>
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	<b>No</b>	<b>%</b>
(a) Number of schools without safe drinking water facilities	15639	20
(b) Number of schools without separate toilets for boys/ girls	19730	25
(c) Schools without barrier free access	18116	23
(d) Schools without boundary wall	35978	47

## 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="checkbox"/> |
| (b). NCERT              | <input type="checkbox"/>            |
| (c). Private publishers | <input type="checkbox"/>            |
| (d). Any other.....     | <input type="checkbox"/>            |

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

	Initiated	Completed
Primary: Syllabi	<b>2011-2012</b>	<b>2013-14</b>
Textbooks	<b>2011-2012</b>	<b>2013-14</b>
Upper Primary: Syllabi	<b>2012-13</b>	<b>2013-14</b>
Textbooks	<b>2012-13</b>	<b>2013-14</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>
(i) CCE	<b>PS &amp; UPS</b>	<b>2013-14</b>
(ii) RTE	<b>PS &amp; UPS</b>	<b>2013-14</b>
(iii) 4 Subject wise modules(iv & V) (Telugu, English, Maths & EVS)	<b>Primary</b>	<b>2013-14</b>
(iv) 6 Subject wise modules(vi & Vii)	<b>upper primary</b>	<b>2012-13</b>
(v) Early reading & Maths	<b>Primary</b>	<b>2013-14</b>
(vi) Early reading and Maths	<b>upper primary</b>	<b>2013-14</b>
(vii) 4 modules on revised text books on class III primary		<b>2013-14</b>
(viii) 3 Modules on revised Text Books of class I & II Primary		<b>2013-14</b>

4. Status of CRCs/BRCs in the State:

	<i>Sanctioned Posts</i>	<i>In Position</i>	<i>% in position</i>
CRCs	<b>6973</b>	<b>6973</b>	<b>100</b>
BRCs/MRC	<b>1137 (co-ordinators)</b>	<b>1137</b>	<b>100</b>

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

a. DIETs: Involvement

- (i) conducting of teacher trainings
- (ii) Monitoring of schools

**Problems**

- (i) **Insufficient staff due to lack or requirement**
- (ii) **Non- involvement of principals and Diet faculty in academic activities at District level**
- (iii) **Non- allocation and release of SSA budget directly to DIETs**

b. SCERT: Involvement

- (i) **Preparation of Modules**
- (ii) **Conducting of TOTs**
- (iii) **Monitoring of teacher trainings**

Problems

- (i) \_\_\_\_\_
- (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		○	○	√	○	○	

Yes	
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7. (a) Does the State have State Resource Group to advice on Quality?  
(b) If yes, when was last meeting held? What were the main recommendations? (Please attach copies of minutes and action taken) **The last meeting was held on 11.02.2014**

- (i) Recommended topics/issues for teacher trainings 2014-15**
- (ii) proposed activities for early reading & mathematics**

8 (a) Major programmes / activities of SSA for quality enhancement during the current year-**2013-2014**

- (i) Class readiness and School readiness**
- (ii) Orientation on CCE**
- (iii) 3 day training to all teachers Subject English and Maths**
- (iv) Workshop on TLM development**
- (v) School Leadership conferences for Mandal education Officers, and Head Masters and Mandal Resource Group (MRG)**

- (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) Teacher attendance**
- (ii) Vancy positions of Mandal Educational Officers**
- (iv) Vacancy position in DIETs**
- (v) Implementation learning centered class room practices**
- (vi) 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) Leadership Development programmes for Head Masters**

**(ii) Review –cum orientation on CCE implantation**

**Date:**

**Name & Signature**