

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

Cycle under Report

I	II
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 Period of Cycle: June to August Year

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General Guidelines:

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

Part-I

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

Section A: School Information

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

2. (a) Number of schools in the State

I - V	22,53
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I-VII	9,445
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I - VIII	12,377
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Others	1,667
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Total	46,023
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(b) Number of schools which filled up SMFs

I - V	22,451
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VI - VIII	9,346
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I - VIII	12,288
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Others	1,121
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Total	45,206
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3. Number of Teachers:

In Position

Required Posts
(as per RTE Norms)

(a) Primary Teachers

(i) Regular

53 362

12 975

(ii) Temporary

91

(b) Upper Primary Teachers

(i) Regular

1 23 317

25 408

(ii) Temporary

216

Section B: Enrolment and Attendance4. Information about enrolment and attendance of students during current session in the State
(All Govt Schools):

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

Class	Number of schools with average attendance of :								
	Boys			Girls			Total		
	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%
I	1,36,527	37,993	15,378	1,53,818	35,757	17,999	2,90,345	73,750	33,377
II	1,38,562	37,674	16,197	1,60,055	33,294	18,434	2,98,617	70,968	34,631
III	1,41,201	37,277	15,129	1,50,849	31,950	16,752	2,92,050	69,227	31,881
IV	1,46,975	34,848	15,317	1,55,494	31,263	16,601	3,02,469	66,111	31,918
V	1,45,676	36,854	14,156	1,55,330	30,490	15,254	3,01,006	67,344	29,410
VI	1,39,972	32,593	13,332	1,51,482	28,921	14,115	2,91,454	61,514	27,447
VII	1,46,119	34,706	13,288	1,53,471	29,895	14,169	2,99,590	64,601	27,457
VIII	57,500	17,336	6,290	66,485	14,336	9,243	1,23,985	31,672	15,532
Total	10,52,532	2,69,281	1,09,086	11,46,984	23,05,906	1,32,567	21,99,516	5,05,187	2,31,653

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

1 39 288

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

Boys:

6 894

Girls:

5 692

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

Own schools	Other centers (NGO)	Residential centers	Any Other
815	42	101	46

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

SDMC members visit to children's home

Mothers meeting

Meena activities

Parents meeting

Conducting cultural and educational competition

Improvement the school environment

Samudaya datta Shala Programme

Prabath Peri

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

Section C: Curriculum Transaction

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

1987

(b) Problems

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

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

Within one week	Within one month	After one month
30,306	7,150	304

10. Reasons for late distribution of text books:

Late distribution of Department of Education.

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

2013-14 PAB not approved Teachers Grant

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

(2013-14 PAB not approved)

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

Unit wise TLM preparation

Activity based learning

Remedial Teaching

Teacher pre-preparation

Individual wise attention

Utilization of TLM

Technology Based Learning

Identification of slow learner

Subject wise TLM utilization

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

Activity based learning

Remedial teaching

Individual attention

Technology based learning

Identification of slow learner

Section D: Continuous and Comprehensive Evaluation

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

Verification of CCE documents

Individual marks register

Student Answer sheets

Question paper blue prints

Consolidated marks register

Individual examine the student

Home work/Class work verification

Subject wise random student verification

Section E: Teacher Training

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

Student participated in the classroom transaction

Preparing teaching learning material related to the competencies.

Handling heterogeneous groups

Continues comprehensive evaluation CCE

Dimension and feed back at the meetings.

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

Deputing lectures at the block level training compulsory.

Stress on quality improvement

Monitoring by CRP/BRC's

Adoption to the new syllabi

Observation of classes during visit.

Section F: Functioning of SMC

18. Number of schools having School Management Committees (SMCs) in the district.	43,689
19. (a) Number of schools where School Development Plans have been prepared.	45,703
(b) Number of schools involving SMCs in preparation of this plan.	45,703
20. Number of SMCs which were given training about their roles and functions.	55,242

Section G: Learners' Assessment

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

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

Number of schools of the State which provided this information:

:Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
I	Language		A	65677	47.68	70204	51.46	135881	50
			B	52781	38.32	47628	34.91	100409	36
			C	19294	14.01	18590	13.63	37884	14
			Total	137752		136422		274174	
	Mathematics		A	65098	48.24	71547	51.05	136645	
			B	50705	37.57	49618	35.41	100323	
			C	19145	14.19	18974	13.54	38119	
			Total	134948		140139		275087	
	EVS		A	76525	56.57	79260	56.95	155785	
			B	43216	31.95	45149	32.44	88365	
			C	15530	11.48	14767	10.61	30297	
			Total	135271		139176		274447	
II	Language		A	71469	52.27	75467	53.60	146998	
			B	47598	34.81	47088	33.45	94796	
			C	17671	12.92	18234	12.95	35905	
			Total	136738		140789		277699	

	Mathematics		A	67946	46.69	67183	50.19	135530	
			B	49993	34.35	47133	35.21	96975	
			C	27601	18.96	19544	14.60	39055	
			Total	145540		133860		271560	
	EVS		A	77488	56.50	78113	55.32	156607	
			B	44159	32.20	47355	33.54	90615	
			C	15490	11.30	15733	11.14	30688	
			Total	137137		141201		277910	
III	Language		A	73466	52.73	73598	53.65	147070	
			B	50154	36.00	47391	34.55	96935	
			C	15699	11.27	16181	11.80	31877	
			Total	139319		137170		275882	
	Mathematics		A	67554	48.48	69727	49.95	137281	
			B	53330	38.27	52238	37.42	105638	
			C	18470	13.25	17639	12.64	36103	
			Total	139354		139604		279022	
	EVS		A	77660	55.63	77164	55.78	154824	
			B	47455	34.00	44442	32.13	91873	
			C	14476	10.37	16723	12.09	30693	
			Total	139591		138329		277390	
IV	Language		A	74622	53.92	74656	54.64	149278	
			B	47916	34.62	46924	34.34	94840	
			C	15866	11.46	15061	11.02	30927	
			Total	138404		136641		275045	
	Mathematics		A	71216	51.49	72462	52.73	143678	
			B	48004	34.71	47524	34.59	95528	
			C	19085	13.80	17423	12.68	36508	
			Total	138305		137409		275714	

	EVS		A	76561	55.12	76613	55.91	153174	
			B	46257	33.30	44674	32.60	90931	
			C	16077	11.57	15737	11.48	31814	
			Total	138895		137024		275919	
V	First Language		A	74244	52.31	74740	52.61	148504	
			B	48725	34.33	47851	33.68	96130	
			C	18966	13.36	19468	13.70	38096	
			Total	141935		142059		282730	
	Second Lanauage		A	59495	46.88	59858	46.75	121020	
			B	43262	34.09	44557	34.80	87519	
			C	24148	19.03	23637	18.46	47454	
			Total	126905		128052		255993	
	Mathematics		A	65776	48.26	68544	50.34	133896	
			B	48316	35.45	47313	34.75	95266	
			C	22206	16.29	20293	14.90	42133	
			Total	136298		136150		271295	
	Science		A	63993	51.51	63071	50.66	127063	
			B	41175	33.14	42218	33.91	83280	
			C	19068	15.35	19217	15.43	37892	
			Total	124236		124506		248235	
	Social Science		A	67873	52.03	66928	51.96	134374	
			B	43679	33.48	42720	33.17	86202	
			C	18905	14.49	19160	14.87	37781	
			Total	130457		128808		258357	

*Add all classes and all subjects

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

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

Number of schools which provided this information:

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total		
				No.	%	No.	%	No.	%	
VI	First Language		A	36075	21.16	35699	21.04	71774		
			B	24817	14.56	23764	14.01	48581		
			C	12080	7.09	12095	7.13	24175		
			D	69366	40.69	69203	40.78	138569		
			E	28151	16.51	28921	17.04	57072		
			Total			170489		169682		340171
		Second Lanauage		A	50259	41.33	49513	41.03	99772	
			B	39196	32.24	39401	32.65	78597		
			C	21269	17.49	21211	17.58	42480		
			D	8051	6.62	8044	6.67	16095		
			E	2819	2.32	2499	2.07	5318		
			Total		121594		120667		242261	
		Mathematics		A	50937	38.20	52304	39.57	103241	
			B	43002	32.25	41369	31.30	84371		
			C	23978	17.98	23387	17.69	47365		
	D		9228	6.92	9474	7.17	18702			
	E		6183	4.64	5653	4.28	11836			
		Total		133328		132187		265515		
	Science		A	52441	39.32	51986	39.05	104427		
		B	42885	32.15	43002	32.31	85887			
		C	23175	17.38	23046	17.31	46221			
		D	8078	6.06	9062	6.81	17140			
		E	6796	5.10	6315	4.74	13111			
		Total		133375		133111		266486		
	Social Science		A	54112	40.83	53881	40.41	107993		
		B	42509	32.07	42609	31.95	85118			
		C	22420	16.92	22197	16.65	44617			
		D	7869	5.94	8788	6.59	16657			
		E	5630	4.25	5866	4.40	11496			
		Total		132540		133341		265881		
VII	First Language		A	58258	42.51	57836	42.58	115525		
			B	39342	28.71	40826	30.05	79816		
			C	25838	18.86	23197	17.08	48724		
			D	9093	6.64	9284	6.83	18104		
			E	4499	3.28	4695	3.46	9191		
		Total		137030		135838		271360		

	Second Lanauage		A	49185	38.76	51349	40.17	99114	
			B	40010	31.53	37865	29.62	77280	
			C	25642	20.21	25904	20.26	51118	
			D	9624	7.58	9330	7.30	18645	
			E	2446	1.93	3394	2.65	5536	
			Total	126907		127842		251693	
	Mathematics		A	52874	38.20	52786	38.85	104756	
			B	41819	30.22	42377	31.19	82420	
			C	26105	18.86	24383	17.94	50019	
			D	11508	8.32	10624	7.82	21785	
			E	6091	4.40	5712	4.20	11461	
			Total	138397		135882		270441	
	Science		A	55219	40.24	54395	40.03	109650	
			B	39539	28.82	40937	30.12	81256	
			C	24577	17.91	24205	17.81	48800	
			D	11608	8.46	9622	7.08	20830	
			E	6267	4.57	6736	4.96	12650	
			Total	137210		135895		273186	
	Social Science		A	56091	40.44	55803	40.73	111599	
			B	41234	29.73	40665	29.68	81899	
			C	26436	19.06	24272	17.72	50708	
			D	8718	6.29	9441	6.89	16738	
			E	6219	4.48	6815	4.97	12640	
			Total	138698		136996		273584	
VIII	First Language		A	35507	43.42	34213	42.12	69335	
			B	22715	27.78	24235	29.84	46649	
			C	14507	17.74	12615	15.53	27323	
			D	4992	6.10	5157	6.35	10149	
			E	4054	4.96	4999	6.15	7570	
			Total	81775		81219		161026	
	Second Lanauage		A	30267	39.07	30293	39.59	60527	
			B	23522	30.36	22019	28.78	45501	
			C	15709	20.28	15813	20.66	31484	
			D	6477	8.36	6285	8.21	12735	
			E	1496	1.93	2111	2.76	3606	
			Total	77471		76521		153853	
	Mathematics		A	31792	39.50	32082	40.52	63884	
			B	24266	30.15	24603	31.07	48418	
			C	14743	18.32	13582	17.15	28355	
			D	6554	8.14	5674	7.17	12196	
			E	3128	3.89	3242	4.09	6333	
			Total	80483		79183		159186	

	Science		A	32887	39.85	33195	40.91	65984	
			B	23651	28.66	23045	28.40	46701	
			C	14670	17.78	14964	18.44	29428	
			D	8107	9.82	6826	8.41	14907	
			E	3210	3.89	3109	3.83	6275	
			Total	82525		81139		163295	
	Social Science		A	33731	42.49	32377	40.66	66049	
			B	22824	28.75	24304	30.52	47128	
			C	15042	18.95	13905	17.46	28937	
			D	4242	5.34	5049	6.34	9046	
			E	3556	4.48	3991	5.01	7516	
			Total	79395		79626		158676	

*Add all classes and all subjects

** Upper Pry: Grades A= 80% and above, B= 65%-79%, C= 50%-64%, D=35%-49%, E= below 35%

Part-II

(To be consolidated by SPD using information from DMF Part II filled up by DPO. Please fill up blank spaces by adding information of all blocks)

1. (a) Number of classroom on an average observed by the CRCCs in the last cycle.

17,785

(b) Mention five good practices reported by the CRCCs

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

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

- **Implementation of CCE**
- **Preparation of Lesson Plan**
- **Reading, Writing Mathematical skills implementation.**
- **Guidance to utilize geo-kit effectively.**

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

Yes

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

School list Enclosed

5. Support needed by CRCCs from the BRCC.

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

Part-III

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

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

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

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

174

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

16,485

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

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

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

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

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

(a) Mathematics

3235

(b) Science

3229

(c) Social Science

3205

(d) Language

3512

(e) Arts Education

3118

(f) Health and Physical Education

346

Part-IV

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

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

(a) The institutions involved : **Schools/Clusters/BRC's/DIETs**

(b) Members of 'quality' monitoring: **Head Master/CRC/BRP/BRC/APC/S.I./DIET Nodal officers**

(c) Role of BRC/CRC in quality monitoring : **Observation, guidance**

(d) Role of DPO in 'quality' monitoring : **Review, Meetings, Trainings, Inspections, Guidance**

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

Number of districts responding

(a) Training of resource persons on RTE Act 2009

30

(b) Training of Resource Persons on Pedagogy and Assessment

30

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

30

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

9

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

Number of districts responding

(a) Once in a month

0

(b) Once in two months

0

(c) Once in three months

0

(d) Once in four-six months

0

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

(a) Number of schools visited on an average

2,949

(b) Mention the feedback from field on 'quality'. State five priority areas, where intervention in next cycle is required.

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

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

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

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

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

Part-V

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

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

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

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

	Initiated	Completed
Primary: Syllabi	2005	2009
Textbooks	2009	3,5,8,9 Classes text books
Upper Primary: Syllabi	2005	2009
Textbooks	2009	3,5,8,9 Classes text books

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

Modules	Pry/Upper Pry	Year of development
RTE		2010/11
CCE		2010/11
KCF-2009		2009
NCF-2009		2009

4. Status of CRCs/BRCs in the State:

	Sanctioned Posts	In Position
CRCs	4,103	
BRCs	203	

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

a. DIETs: Involvement

- **Training**
- **Research**
- **Advocacy**
- **Surveys**
- **Monitoring and Supervision of schools**

Problems: **DIET faculty need capacity building on various functions that they are expected to perform. National level umbrella which serve them periodically and systematically, in the state is needed (Eg. NCERT/NUEPA/KV)**

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

Problems: **No problems**

6. To what extent following structures met State's expectations in providing desired support for quality improvement of educational processes (Please rate on 5 point scale).

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

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

Yes

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

SSA/REMS/SRG met on

8. (a) Major programmes / activities of SSA for quality enhancement during the year 2012-13.

- **Educational technology**
- **Training and material development**
- **Radio Programmes**
- **In-service teachers Training**
- **Supply of drawing books crayons**
- **Nali-kali plastic and wooden materials**
- **Enhancement of geography teaching learning programme**
- **LEP programmes**
- **Mobile Science Lab**
- **Science Centre**

(b) **Progress of these programmes**

- **Distribution Nali-kali supporting materials**
- **2013-14 1, 2, 3 std Govt school students distributed drawing books and crayons**
- **Geography kits comprising of 8 charts, 9 maps and 4 modules**
- **Distributed geo-kit.**
- **Printing and supply of progress card under CCE**
- **4 Districts implemented in mobile labs**
- **Work book and supplementary books distributed Nali-Kali classes.**
- **Distribution Teacher Source Book**

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

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

8. Issues identified by the State for National level intervention if any (for NCERT or Dept. of School Education & Literacy, MHRD).

As under 9 and 5

Date:

Name & Signature