

QUALITY MONITORING PROGRAMME

State Monitoring Format ***2015-16***

3rd Semester (January to March)
State Report of Karnataka

State Project Director Office, Nrupatunga Road,
New Public Offices, K.R.Circle, Bangalore – 560 001

☎ : 080-22104170, 22126718

☎ : 080-22483580, 22248470

WEB SITE: (<http://www.schooleducation.kar.nic.in>)

E-mail ID: ssaqmtuni14@gmail.com

Karnataka Geographical Information

Area	1,91,791 sq. Km (eight largest state in India)
Length	760 Km. (north-south)
Breadth	420 Km. (east-west)
Females per 1000 males	968 females
Capital	Bangalore
Literacy	75.60%
Female Literacy	68.13%
Climate	Semi-tropical
Seasons Summer	March to May (18oC to 40oC)
Winter	Oct to Dec (14oC to 32oC)
South -West Monsoon	June to August
North-East Monsoon	October to December
Rainfall	500 mm to over 4000 mm. Agumbe in the Sahyadris receives the second heaviest annual rainfall (7600 mm) in India
Physiography	Karavali, the Coastal Plain; Sahyadris, the Western Ghats; Malnad, the Transitional Belt; the Southern Plateau; the Northern Plateau; the Eastern Ghats.
Traditional products	Tropical Evergreen, Tropical Semi-evergreen, Dry Deciduous (Malnad), Dry Deciduous (plateau),
Prime Industries	Electronics, Computer Engineering, Aeronautics, Machine Tools, Watch-making, Electrical Engineering, Aluminium, Steel
Major Crops	Ragi, Jowar, Rice, Sugarcane, Coconut, Groundnuts, Manganese, Maganesite
Major Minerals	Gold (90% of India's production), iron ore, manganese, maganesite
Roads	Total length of roads: 1,22,489 kms
National Highways	2,357 kms
State Highways	28,311 kms
Major District roads	2,090 kms
Languages	Kannada, Telugu, Tamil, Urdu, Marathi, Tulu, Kodava, Konkani, Hindi

STATE MONITORING FORMAT

(To be completed by SPD and sent to NCERT)Z

Cycle under Repo

III

 Period of Cycle: **January to March**

Year

2
0
1
5
1
6
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

Section A: School Information

SI No	Particulars	No
1	Educational Districts	34
2	Educational Blocks	204
3	Clusters	4103
4	EBB Blocks	74
5	KGBV Schools (SSA)	71
6	KKGBV Schools (STATE)	68
7	Adharsha Vidyalayas (Model Schools)	74
8	Girls Hostels (RMSA)	74
9	CALC Schools (SSA)	4301

2. (a) Number of schools in the cluster

SI No	Class wise	No of Schools
1	I-V	22578
2	VI-VIII	2362
3	I-VIII	7888
4	I-VII	15800
5	VI-VII	1257
5	Any Other	413
	Total	50298

(b) Number of schools which filled up SMFs

Sl No	Class wise	No of Schools
1	I-V	21913
2	VI-VIII	853
3	I-VIII	7054
4	I-VII	16774
5	VI-VII	2066
5	Any Other	123
	Total	47111

Number of Teachers:		In Position	Required Posts (as per RTE Norms)
(a) Primary Teachers	(i) Regular	48126	53425
	(ii) Temporary	0	
(b) Upper Primary Teachers	(i) Regular	149111	150610
	(ii) Temporary	0	

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

Class 1-5	Class 6-7	Class 1-8
21957	1257	7587

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

NIL

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

0

Section B: Enrolment and Attendance

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

Month: February 2016

2015-16 Classwise Enrolment and Attendance				
Class	Enrolment		Attendance	
	Boys	Girls	Boys	Girls
I	221635	240150	213820	237506
II	227252	254525	213544	249565
III	233881	256471	224380	244883
IV	236163	254539	228524	236136
V	238501	241688	219998	229171
VI	229118	234067	226060	227937
VII	229429	235948	222111	229377
VIII	105093	110348	91760	96141
Total	1721072	1827736	1640197	1750716

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	32147	5345	1703	31177	5461	1598	41037	8894	3050.5
II	31823	5536	1486	31915	6155	1534	42810	9388	2799.5
III	31593	4936	1297	30774	5727	1508	42287.5	8823.5	2631
IV	32062	4862	1295	31476	5476	1530	43344	8570	2674
V	32273	4663	1591	30043	5388	1712	52369.5	8388	3176
VI	21749	4006	1330	21506	4946	1067	31801	7858.5	2323
VII	20607	3988	1153	21512	4337	1162	31579	7295	2233.5
VIII	9394	2150	703	10252	2627	814	16118.5	4364.5	1464

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

86793

6. Steps taken by the schools to improve student attendance:

- SDMC members visit to children's home
- Counseling to parents and students
- Orientation to parents about RTE
- Conducted awareness rally regarding quality education (Prabath Peri)
- Interacting with parents regarding the irregularity of their Wards/Villages
- Conducting cultural and educational competition
- Improvement the school environment
- Samudaya datta Shala Programme
- Implementation of Govt incentive schemes (MMS, Free Text Book and Uniform, Rs. 2 for Ist std girl child, Scholarship etc.,)
- Peer visits to absented students home to bring back their friends to school
- Monitoring of irregular students by Head Master frequently
- Appointing ECOs as attendance authority.
- OOSC 7 days.

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

Boys:

4638

Girls:

3934

Total

8572**(b) Number of centres where these children are undergoing special training.**

Own schools	Other centres (NGO)	Residential centres (Govt)	Non Residential centres (Govt.)	Any Other
4677	74	671	0	36

SECTION C: CURRICULUM TRANSACTION**8. Number of schools distributing textbooks at different times after beginning of session:**

Within one week	Within one month	After one month
29279	3521	114

- **Timely distribution (within one week, after one month)**

Within one week of opening of school for the academic year, the text books were distributed in all the schools.

Some schools had received text books in the month of May

- **Reasons for late distribution (listing-in descending order)**

Since state government has introduced new text books for few classes, only a few text books reached late to the schools.

- **Receipt of textbooks by all children**

All children have received the textbooks.

- **Receiving textbooks by all children 100%**

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

- Unit wise TLM preparation
- Activity based learning
- Remedial Teaching
- Teacher pre-preparation
- Individual attention
- Utilization of TLM
- Technology Based Learning
- Identification of slow learner
- Subject wise TLM utilization
- Improvement in interaction levels of learners process are:-
- School-based guidance provided by BEO/BRCs/ECs/BRPs/CRPs, other higher officers DIET faculty on their visits to schools, are implemented in classroom situations.
- Suggestions given by BRG and CRG in their monthly interactions are incorporates in their teaching strategies.

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

- Special educators' services are used to educate these children
- Use of innovative methods
- Physical infrastructure is accordingly provided (ramps)
- Special coaching is given by subject teachers
- Individual attention provided as far as possible
- Teachers training

Section D: Continuous and Comprehensive Evaluation**11. How are CRCCs monitoring the progress of pupils' learning?****Percentage of schools receiving support from CRCCs -100%**

- Model lessons in various subjects
- Frequent visit to check student learning outcomes
- Verification of CCE documents
- Individual marks register
- Student Answer sheets
- Question paper as per blue prints
- Consolidated marks register
- Individual examine the student
- Home work/Class work verification
- Subject wise random student verification
- Diagnosing the achievement of slow learner and remedial classes.

Section E: Teacher Training**12. Ways in which training inputs were used by the teachers. Give prominent five 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.
- Orientation about usage of new textbooks. "Rachana" for fifth and eighth standard helped them in transacting the curriculum efficiently in the classroom.
- Change in their attitude towards class room teaching-learning process,
- Usage of TLM,
- Better comprehension of CCE and recording the performance of the child using different assessment tools.
- In planning new innovation in teaching-learning process.

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

- The training programmes should be conducted in summer/October vacation.
- The duration of training period must be reduced.
- Trainings are to be conducted at cluster level.
- Need based training
- Non residential training programmes should be encouraged.

Section F: Functioning of SMC

14. Number of schools having School Management Committees (SMCs) in the district.	44321
15. (a) Number of schools where School Development Plans have been prepared.	33871
(b) Number of schools involving SMCs in preparation of this plan.	39508
16. (a) Number of SMCs which were given training about their roles and functions	1187
(c) Trained members)	265926

Section G: Learners' Assessment

17. 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:

47111

EXAMPLE:

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
I	Language	233442	A	32816	29.40	34416	29.45	67232	28.80
			A+	34799	31.40	37849	32.44	72648	31.12
			B	16028	13.04	14205	12.73	30233	12.95
			B+	26319	23.14	25192	22.17	51511	22.07
			C	7067	3.02	4751	3.21	11818	5.06
			Total	117029	100.00	116413	100.00	233442	100.00
	Mathematics	226015	A	33122	29.05	33917	29.64	67039	29.66
			A+	31916	29.80	35798	30.64	67714	29.96
			B	16043	14.06	15710	13.55	31753	14.05
			B+	23690	23.29	25181	22.73	48871	21.62
			C	5402	3.80	5236	3.45	10638	4.71
			Total	110173	100.00	115842	100.00	226015	100.00
	EVS	231552	A	34447	29.95	35876	30.80	70323	30.37
			A+	36868	33.25	39009	33.44	75877	32.77
			B	14049	12.28	14098	12.12	28147	12.16
			B+	23484	21.65	24668	20.90	48152	20.80
			C	4624	2.87	4429	2.73	9053	3.91
			Total	113472	100.00	118080	100.00	231552	100.00
II	Language	241430	A	33037	29.39	35943	29.39	68980	28.57
			A+	36149	31.38	38596	32.43	74745	30.96
			B	17259	13.10	16387	12.76	33646	13.94
			B+	26372	23.10	26022	22.21	52394	21.70
			C	5917	3.03	5748	3.22	11665	4.83
			Total	118734	100.00	122696	100.00	241430	100.00
	Mathematics	241643	A	35172	29.01	34638	29.59	69810	28.89

			A+	32816	29.79	36832	30.62	69648	28.82
			B	18067	14.07	17758	13.58	35825	14.83
			B+	25757	23.32	28082	22.76	53839	22.28
			C	6409	3.80	6112	3.46	12521	5.18
			Total	118221	100.00	123422	100.00	241643	100.00
	EVS	242787	A	33192	29.92	36587	30.77	69779	28.74
			A+	37902	33.27	41554	33.45	79456	32.73
			B	14503	12.27	15316	12.13	29819	12.28
			B+	26523	21.67	26320	20.92	52843	21.77
			C	5914	2.86	4976	2.73	10890	4.49
			Total	118034	100.00	124753	100.00	242787	100.00

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
III	Language	249541	A	35286	29.44	36838	29.36	72124	28.90
			A+	38470	31.30	39643	32.43	78113	31.30
			B	17446	13.10	17430	12.76	34876	13.98
			B+	27011	23.12	26841	22.23	53852	21.58
			C	5731	3.03	4845	3.22	10576	4.24
			Total	123944	100.00	125597	100.00	249541	100.00
	Mathematics	245113	A	35886	28.99	36263	29.56	72149	29.43
			A+	34935	29.78	36840	30.62	71775	29.28
			B	17897	14.08	18202	13.59	36099	14.73
			B+	26713	23.34	28016	22.77	54729	22.33
			C	5360	3.81	5001	3.46	10361	4.23
			Total	120791	100.00	124322	100.00	245113	100.00
	EVS	244297	A	35521	29.91	37084	30.74	72605	29.72
			A+	40136	33.27	41706	33.46	81842	33.50
			B	14912	12.27	15688	12.13	30600	12.53
			B+	25124	21.69	25653	20.94	50777	20.78
			C	4554	2.86	3919	2.72	8473	3.47
			Total	120247	100.00	124050	100.00	244297	100.00
IV	Language	257768	A	36653	29.37	37920	29.35	74573	28.93
			A+	37771	31.33	39883	32.44	77654	30.13
			B	18441	13.12	17421	12.77	35862	13.91
			B+	29390	23.15	29244	22.24	58634	22.75
			C	5746	3.03	5299	3.20	11045	4.28
			Total	128001	100.00	129767	100.00	257768	100.00
	Mathematics	257935	A	37693	28.97	38430	29.54	76123	29.51
			A+	34957	29.78	36181	30.62	71138	27.58
			B	18730	14.08	18649	13.60	37379	14.49
			B+	31457	23.35	30614	22.78	62071	24.06
			C	5806	3.81	5418	3.46	11224	4.35

			Total	128643	100.00	129292	100.00	257935	100.00
	EVS	254775	A	37246	29.90	38778	30.73	76024	29.84
			A+	40348	33.28	41271	33.47	81619	32.04
			B	16169	12.27	16269	12.13	32438	12.73
			B+	28187	21.70	28427	20.95	56614	22.22
			C	4386	2.86	3694	2.73	8080	3.17
			Total	126336	100.00	128439	100.00	254775	100.00

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
V	First Language	253335	A	37205	28.92	36217	29.58	73422	28.98
			A+	38646	30.84	38936	33.23	77582	30.62
			B	17231	13.22	16967	12.79	34198	13.50
			B+	28775	22.68	28061	21.19	56836	22.44
			C	5745	4.33	5552	3.21	11297	4.46
			Total	127602	100.00	125733	100.00	253335	100.00
	Second Language	248879	A	37358	29.55	36815	29.28	74173	29.80
			A+	32878	28.34	33303	28.88	66181	26.59
			B	19037	14.65	18114	14.54	37151	14.93
			B+	29912	22.85	29201	23.23	59113	23.75
			C	6290	4.60	5971	4.06	12261	4.93
			Total	125475	100.00	123404	100.00	248879	100.00
	Mathematics	255142	A	37632	29.59	37446	30.05	75078	58.85
			A+	34974	29.21	36150	30.19	71124	55.75
			B	18959	14.49	17507	13.45	36466	28.58
			B+	30644	23.26	30377	23.13	61021	47.83
			C	5666	3.45	5787	3.18	11453	8.98
			Total	127875	100.00	127267	100.00	255142	200.00
	Science	222821	A	32872	28.70	32174	28.80	65046	29.19
			A+	32432	32.42	32847	32.79	65279	29.30
			B	16813	13.43	16054	12.68	32867	14.75
			B+	24961	22.06	25360	22.62	50321	22.58
			C	4865	3.39	4443	3.11	9308	4.18
			Total	111943	100.00	110878	100.00	222821	100.00
	Social Science	247082	A	36701	30.14	35917	30.51	72618	29.39
			A+	37897	30.82	36970	30.90	74867	30.30
			B	17327	13.33	16430	13.59	33757	13.66
			B+	27296	22.57	27467	22.07	54763	22.16
			C	5630	3.13	5447	2.93	11077	4.48
			Total	124851	100.00	122231	100.00	247082	100.00

*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:

47111

EXAMPLE:

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
VI	First Language	227185	A	32914	28.69	31548	28.87	64462	28.37
			A+	34875	30.79	34729	31.60	69604	30.64
			B	15574	13.37	14482	13.35	30056	13.23
			B+	27660	23.81	27643	22.81	55303	24.34
			C	3845	3.34	3915	3.36	7760	3.42
			Total	114868	100	112317	100	227185	100.00
	Second Language	228406	A	30939	27.60	32102	29.09	63041	27.60
			A+	31516	27.36	31684	28.06	63200	27.67
			B	18014	15.46	16392	14.41	34406	15.06
			B+	29738	25.10	27892	24.23	57630	25.23
			C	5301	4.48	4828	4.22	10129	4.43
			Total	115508	100.00	112898	100.00	228406	100.00
	Third Language	214153	A	30043	28.32	29768	28.79	59811	27.93
			A+	30543	28.60	30225	29.22	60768	28.38
			B	15994	15.14	14963	14.62	30957	14.46
			B+	26385	23.81	25082	23.14	51467	24.03
			C	6015	4.13	5135	4.24	11150	5.21
			Total	108980	100.00	105173	100.00	214153	100.00
	Mathematics	230114	A	31424	27.90	31520	28.21	62944	27.35
			A+	33049	29.01	32660	29.69	65709	28.55
			B	16837	14.72	17057	14.48	33894	14.73
			B+	29586	24.25	29225	23.68	58811	25.56
			C	4465	4.12	4291	3.95	8756	3.81
			Total	115361	100.00	114753	100.00	230114	100.00
	Science	223515	A	30293	28.44	31504	28.52	61797	27.65
			A+	33261	29.07	33036	29.97	66297	29.66
			B	15569	14.45	16065	14.40	31634	14.15
			B+	27768	23.91	27463	22.98	55231	24.71
			C	4230	4.12	4326	4.13	8556	3.83
			Total	111121	100.00	112394	100.00	223515	100.00
	Social Science	222802	A	31191	28.36	31556	28.73	62747	28.16
			A+	34299	30.00	34986	31.49	69285	31.10
			B	15040	13.85	15975	13.35	31015	13.92
			B+	26003	23.70	26108	22.85	52111	23.39
			C	3904	4.10	3740	3.57	7644	3.43
			Total	110437	100.00	112365	100.00	222802	100.00

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
VII	First Language	226101	A	30546	28.60	30681	28.81	61227	27.08
			A+	35002	30.80	36067	31.61	71069	31.43
			B	15825	13.36	16020	13.31	31845	14.08
			B+	28075	23.89	26145	22.89	54220	23.98
			C	3794	3.36	3946	3.38	7740	3.42
			Total	113242	100.00	112859	100.00	226101	100.00
	Second Language	223851	A	30938	27.54	31160	29.02	62098	27.74
			A+	29770	27.33	30438	28.01	60208	26.90
			B	17892	15.46	17173	14.42	35065	15.66
			B+	29013	25.18	27747	24.31	56760	25.36
			C	4967	4.50	4753	4.24	9720	4.34
			Total	112580	100.00	111271	100.00	223851	100.00
	Third Language	211572	A	29543	28.28	29469	28.73	59012	27.89
			A+	29484	28.56	30385	29.18	59869	28.30
			B	15988	15.14	15798	14.62	31786	15.02
			B+	26112	23.86	25359	23.21	51471	24.33
			C	4910	4.15	4524	4.26	9434	4.46
			Total	106037	100.00	105535	100.00	211572	100.00
	Mathematics	225345.4	A	29282.39	27.85	30693	28.15	59975.39	26.61
			A+	31195	28.98	34247	29.66	65442	29.04
			B	16808	14.71	16873	14.47	33681	14.95
			B+	28617	24.31	27419	23.74	56036	24.87
			C	5093	4.15	5118	3.98	10211	4.53
			Total	110995.4	100.00	114350	100.00	225345.4	100.00
	Science	219230	A	29539	28.40	30513	28.44	60052	27.39
			A+	30930	29.08	33138	29.98	64068	29.22
			B	16480	14.43	16552	14.39	33032	15.07
			B+	26582	23.96	26279	23.05	52861	24.11
			C	4676	4.13	4541	4.15	9217	4.20
			Total	108207	100.00	111023	100.00	219230	100.00
	Social Science	216177	A	30537	28.42	30717	28.66	61254	28.34
			A+	31389	29.95	32679	31.60	64068	29.64
			B	15688	13.83	14739	13.34	30427	14.08
			B+	26287	23.68	25781	22.81	52068	24.09
			C	4309	4.12	4051	3.59	8360	3.87
			Total	108210	100.00	107967	100.00	216177	100.00

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
VIII	First Language	84209	A	12225	28.56	12194	28.77	24419	29.00
			A+	12563	30.81	13139	31.62	25702	30.52
			B	4986	13.34	5058	13.30	10044	11.93
			B+	10149	23.92	9991	22.91	20140	23.92
			C	1997	3.37	1907	3.39	3904	4.64
			Total	41920	100.00	42289	100.00	84209	100.00
	Second Language	82176	A	11497	27.50	11692	28.81	23189	28.22
			A+	11024	27.34	11473	28.08	22497	27.38
			B	5831	15.45	5743	14.46	11574	14.08
			B+	10634	25.21	10286	24.39	20920	25.46
			C	2090	4.51	1906	4.25	3996	4.86
			Total	41076	100.00	41100	100.00	82176	100.00
	Third Language	74750	A	11100	28.25	10316	28.69	21416	28.65
			A+	11130	28.56	10898	29.19	22028	29.47
			B	5314	15.14	5001	14.62	10315	13.80
			B+	9241	23.89	8449	23.23	17690	23.67
			C	1649	4.16	1652	4.27	3301	4.42
			Total	38434	100.00	36316	100.00	74750	100.00
	Mathematics	82873	A	11052	27.81	10717	28.11	21769	26.27
			A+	12579	28.99	12154	29.67	24733	29.84
			B	5861	14.70	6734	14.46	12595	15.20
			B+	10030	24.34	9644	23.77	19674	23.74
			C	2045	4.16	2057	3.99	4102	4.95
			Total	41567	100.00	41306	100.00	82873	100.00
	Science	81291	A	12061	28.38	10209	28.42	22270	27.40
			A+	12565	29.07	11737	29.96	24302	29.90
			B	6113	14.44	5359	14.39	11472	14.11
			B+	9936	23.99	9070	23.08	19006	23.38
			C	2315	4.13	1926	4.15	4241	5.22
			Total	42990	100.00	38301	100.00	81291	100.00
	Social Science	79825	A	11474	28.41	10226	28.65	21700	27.18
			A+	12906	29.94	12268	31.60	25174	31.54
			B	5346	13.83	4968	13.33	10314	12.92
			B+	9556	23.69	8717	22.81	18273	22.89
			C	2375	4.13	1989	3.60	4364	5.47
			Total	41657	100.00	38168	100.00	79825	100.00

*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 classrooms (teaching) observed by the CRCCs in the last quarter.

Range (Minimum)

12909

to (Maximum)

15652

(b) Number of special training centres for out of school children visited and observed by the CRCCS.

Range (Minimum)

2534

to (Maximum)

2319

2. School Visits by CRCCS:

Number of times visits were made to each school

Number of CRCCs visiting

(i) Once in a month

3249

(ii) Once in two month

854

(iii) Once in three month

0

(iv) Each school could not be visited

0

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

12309

(b) Mention five good practices reported by the CRCCs

- Teaching learning materials are developed based on the competencies by teachers.
- Use of scientific method, and lab in the science classes
- Students learning achievement mentioned in the visitors note.
- CCE is implemented no fear of examination.
- Efficient utilization of all the incentives given by the Dept.
- To monitor the AV equipment.
- Proper utilization of library books, sports materials, news paper etc.,

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

- Implementation of CCE
- Monitoring variation of CCE documents, individual marks register, student answer sheets, consolidated mark register.
- Classwork verification.
- Subjectwise random student verification.
- Preparation of Lesson Plan
- Reading, Writing Mathematical skills implementation.
- Guidance to utilize geo-kit effectively.
- Using questions and style of interaction during classroom transactions.
- Comprehension of difficult concepts in teaching-learning process.
- Usage of TLM according to the need of the unit.

- Conduct of an activity in classroom.
- Maintaining CCE documents and child profile.

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

21

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

0

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

- DIET faculty to schools, CRCs and BRCs visited frequently.
- The purposes of visits are to assess achievement level of the children.
- To monitor the school records maintained by the HM.
- To provide the academic support to teacher.
- Additional teacher deputed to concerned schools.
- Engage additional class hours.

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

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

Not Applicable

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.

- Ensuring PTR as per the norms of RTE act.
- Streamlining admission process for ensuring admissions to disadvantage groups.
- Conducting awareness programme about RTE.
- Providing professional support.
- Review of training progress of their cluster.
- Review of administrative issues like admissions, OOSC strategies, Utilization of funds.
- Monitoring and supervision.
- Acts as a resource person.

2. BRCCs prepared a schedule for visit of schools?

01

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

32

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

- To use training inputs beneficially
- Observing the actual lessons of teachers.
- Teachers to avoid absenteeism
- Discussion on issues related to quality education
- Planning training programmes and its affective implementation in schools.
- Model classes in various subjects.
- Random check for monitoring

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

- Model classes in various subjects
- Frequent visit to check quality of pupils
- 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

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

149107

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

93.42%

Class	Title	Target	Achievement	Percentage
1 to 3 rd Std	Nali-Kali training	65668	60418	92.00
4 to 5 th Std	In-service teachers training	59871	56397	94.20
6 to 8 th Std	Maths and Science	34064	32292	94.80
Total		159603	149107	93.42

(c) List major issues emerging from the programmes.

- Insufficient training fund
- Insufficient residential facilities.
- Non-availability of RPs due to overlapped programmes.
- Training should be need-based.
- The unit cost is very less.
- More emphasis on district specific programmes
- No proper feed back in the implementation of training concept in the actual classroom situation.
- Activity-based trainings are required.
- Ensuring availability of teachers (school wise) as per prescribed RTE Norms.
- Training programmes interrupts the routine school activities.
- Ensuring utilization of available learning time meaning fully by the learners.

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

(a) Mathematics

0

(b) Science

0

(c) Social Science

0

(d) Language

0

(e) Arts Education

0

(f) Health and Physical Education

0

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

93.42%

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

- Duration of the training programme must be reduced to school working hours.
- The duration of training period must be reduced.
- Cluster sharing meetings should be arranged only after the training as per MHRD Norms.
- To organize activity based training rather than refresh training.
- The no of training days are less 5+5 days. Aspects should be concerned in these days only.

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 and workshops
(d) Role of DPO in 'quality' monitoring: Review, Meetings, Trainings, Inspections, Guidance | <div style="border: 1px solid black; padding: 5px; display: inline-block;">32</div> |
|--|---|

- | | |
|--|---|
| 2. What kind of 'quality' interventions was provided at district level in the last quarter? | <div style="border: 1px solid black; padding: 5px; display: inline-block;">Number of districts responding</div> |
| (a) Training of resource persons on RTE Act 2009 | <div style="border: 1px solid black; padding: 5px; display: inline-block;">9</div> |
| (b) Training of Resource Persons on Pedagogy and Assessment | <div style="border: 1px solid black; padding: 5px; display: inline-block;">16</div> |
| (c) Training of SMC members on 'School Development Plan' | <div style="border: 1px solid black; padding: 5px; display: inline-block;">5</div> |
| (d) Training of 'Educators' for special training of children admitted to age-appropriate classes | <div style="border: 1px solid black; padding: 5px; display: inline-block;">5</div> |

- | | |
|--|---|
| 3. Number of districts organising meetings of BRC, CRC and Head Teachers to understand the problems of district. | <div style="border: 1px solid black; padding: 5px; display: inline-block;">Number of districts responding</div> |
| (a) Once in a month | <div style="border: 1px solid black; padding: 5px; display: inline-block;">20</div> |
| (b) Once in two months | <div style="border: 1px solid black; padding: 5px; display: inline-block;">12</div> |
| (c) Once in three months | <div style="border: 1px solid black; padding: 5px; display: inline-block;">0</div> |
| (d) Once in four-six months | <div style="border: 1px solid black; padding: 5px; display: inline-block;">0</div> |

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

(a) Number of schools visited on an average

50%

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

- 1) Proper utilization of TLM for newly introduced textbook.
- 2) Emphasis Spasta Odu (legible reading), Shudda Baraha (proper writing), Sarala Ganitha (simple Mathematics),
- 3) Development of reading corner in each schools.
- 4) Proper utilization of science clubs, lab-in box in teaching-learning process.
- 5) More emphasis should be given to co-curriculum areas such as yoga, normal education, value education, life skills, health and hygiene etc.,
- 6) Teachers and students attendance should be given top priority.

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

If there are problems, give details

Once in 2 Month

- Communication problem
- DIET is only academic body.

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

- (1) Research areas.
- (2) Monitoring and supervision.
- (3) Organizing in-service teacher training programmes.
- (4) Helps in professional growth of the teachers.

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	2005	2009
Textbooks	2009	3,5,6,8,9,10 Classes text books
Upper Primary: Syllabi	2005	2009
Textbooks	2009	3,5,6, 8,9,10 Classes text books

Revision of all text books for all classes are revised and would be put to use from 2017-18 academic year.

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		2010/11-2013-14
KCF-2009		2009

4. Status of CRCs/BRCs in the State as on April :

	<i>Sanctioned Posts</i>	<i>In Position</i>
CRCs	4,103	3728
BRCs	204	185

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)

- 1) Curriculum and T.B. preparation.
- 2) Preparation and distribution of training modules.
- 3) Expertise opinion.

- 4) organizing training programmes through diets.
- 5) Monitoring and supervisions.
- 6) Testing and evaluation.

b. SCERT: Involvement: SCERT manages all SSA teacher trainings/SDMC trainings manage Radio/Edusat programme. SCERT is the academic authority.

Problems: DSERT requires dedicated academic cadres. Capacity buildings of teacher educators need to be taken up.

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

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

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

Yes, There is a quality assurance call in SSA headed by JD officer.

8. (a) Major programmes / activities of SSA for quality enhancement during the year 2015-16.

- TALP
- Training and material development
- In-service teachers Training
- Enhancement of geography teaching learning programme
- Supply of Geo-kit
- Supply of maths kit
- LEP programmes - supply of work books to students
- Mobile Science Lab
- Science Centre
- Media and documentation
- OOSC
- CWSN

(c) Progress of these programmes

- Distribution Nali-Kali supporting materials. .
- Geography kits comprising of 8 charts, 9 maps and 4 modules
- Printing and supply of progress card under CCE
- 4 Districts has core Science centres
- 1 District has integrated mega science centre
- 1 District is yet to implement Apex Creativity Science Centre
- 17 Districts implemented in mobile labs
- 16 Districts implemented mini Science centres
- 3 Districts implemented lab in box programme

- | |
|--|
| <ul style="list-style-type: none">▪ 6 Districts of Hyderabad Karna taka region has implemented Ganitha Kalika Andolana by supplying maths kit to all Schools▪ Work book and supplementary books distributed Nali-Kali classes.▪ Distribution Teacher Source Book▪ RTE implementation. |
|--|

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

1. Regular training to teachers is been given but not on the based on problem solving, hence it affects the quality of Education.
2. Training should be given for new text books but not possible due to short of their days.
3. Handholding support to slow learners/inclusive education students.
4. OOSC mainstreaming.

State Project Director
Sarva Shiksha Abhiyan

The present study attempted to understand how the Quality Monitoring Tools used in Karnataka serving it intended, with specific objectives. The present executive summary intends to articulate the implications of the outcomes of the study to different stakeholders.

Implications for stakeholders: Based on the above study, each of the findings to seen in terms of what it implies for different stake holders and presented as follows.

I Implications for Educational Planners and Administrators: The findings of the study have the following implications for educational planners and administrators.

- (1) Since the PTR is not appropriate at UPS level, there is a need for undertaking massive teacher rationalization in the state especially at UPS level. This also has implications for providing subject specific teachers at Upper Primary level as per the RTE act 2009.
- (2) Since Quality Classroom Process in an unfinished agenda, state must be motivated to be reflective in it's efforts in understanding and undertaking improved initiatives towards ensuring quality education.
- (3) BRCs and CRCs have shortage of space and facilities for conducting training programmes. This need to be addressed on apriority as this is a serious issue.

II Implications for State Functionaries: The findings of the study have the following implications for

State functionaries.

- (1) Rationalization of teachers at UPS is to be undertaken on apriority basis in the state.
- (2) School-based training policies and implementation have to be rearticulated as they are not happening now.
- (3) Efforts must be made to ensure that all textbooks reach all learners in time as that is nor happening now.
- (4) Since teachers feel that they find it difficult to complete the portions as they are taken away from school, for several other activities, state has to minimize their digressions.
- (5) Since Quality Classroom Process is an unfinished agenda, state must be reflective in it's efforts in understanding and undertaking improved initiatives towards ensuring quality education.
- (6) Assessment of training needs is not systematic in the state. Alternative strategies have to be evolved, tried out, tested and the best methodology must be put in place.
- (7) BRCs and CRCs have shortage of space and facilities for conducting training programmes. This needs to be addressed on apriority as this is a serious issue.

III Implications for District Functionaries: The findings of the study have the following implications for district functionaries.

- (1) Rationalization of teachers at UPS level has to be attempted at UPS level on a top priority district administration.
- (2) More boys tend to absent in schools than girls. Therefore there is a need to monitor student's attendance on a priority basis.
- (3) Since the mainstreaming activities are ineffective, district needs to refocus on its modus operandi and try to be more effective.
- (4) School-based training, policies and implementation have to be rearticulated as they are not effective.

- (5) Efforts must be made ensure that all textbooks reach all learners in time as that is not happening now. Proper assessment of requirements of books to be done systematically and distribute them on time.
- (6) Since teachers feel that they find it difficult to complete the portions as they taken away from school, for several other activities, efforts must be made to minimize these digressions.
- (7) Since Quality Classroom Process is an unfinished agenda, districts must be reflective in its efforts in understanding and undertaking improved initiatives towards ensuring quality education.
- (8) Assessment of training needs is not systematic. Alternative strategies have to be evolved, tried out, tested and the best methodology must be put in place.
- (9) BRCs and CRCs have shortage of space and facilities for conducting training programmes. This needs to be addressed on apriority as this is a serious issue.
- (10) Since the BRCs and CRCs have voiced their concern that they have difficulty in getting resource persons for their training programmes, the district must prepare them to act as confident and competent RPs themselves.

IV Implications for Block Functionaries: The findings of the study have the following implications for block level functionaries.

- (1) Admitting, Students throughout the year is new culture, which needs to be understood and accomplished. The CRCs and the HMs need to be trained as they are findings it difficult to do it.
- (2) Since the mainstreaming activities are ineffective, block needs to refocus on its modus operandi and try to be more effective.
- (3) School-based training implementation has to be rearticulated as they are not effective.
- (4) Efforts must be made to ensure that all textbooks reach all learners in time as that is not happening now. Proper assessment of requirements to be noted systematically and distribute them on time.
- (5) Since teachers feel that they find it difficult to complete the portions as they are taken away from school, for several other activities, efforts must be made to minimize these digressions.
- (6) Since Quality Classroom process is an finished agenda, block must be reflective in its efforts in understanding and undertaking improved initiatives towards ensuring quality education.
- (7) Assessment of training needs is not systematic, alternative strategies have to be evolved, tried out, tested and the best methodology must be put in place.
- (8) Since BRCs have shortage of space and facilities for conducting training programmes, they need to plan their training differently such that these problems get addressed adequately.
- (9) Since CRCs have shortage of space and facilities for conducting training programmes they need to be trained to plan their training differently such that these problems get addressed adequately.
- (10) Since the BRCs and CRCs have voiced their concern that they have difficulty in getting resource persons for their training programmes, it is clear that they do not know that they themselves have to act as RPs. So BRPs have to equip themselves and train CRPs to function as fully functional CRPs.

V Implications for Cluster Functionaries: The findings of the study have the following implications for cluster level functionaries.

- (1) Schools need to be sufficiently empowered to arrest absenteeism among students.
- (2) Strategies need to be worked out cluster level meetings about arresting the absenteeism among students to schools.
- (3) Good practices used by schools in arresting absenteeism of students needs to be shared which should serve as motivators for other schools too.
- (4) Since the mainstreaming activities are ineffective, cluster needs to refocus on its modus operandi and try to be more effective.
- (5) School-based trainings are not effective. Therefore, CRPs will have to equip themselves better in providing onsite support.
- (6) Efforts must be made to ensure that all textbooks reach all learners in time as that is not happening now. Proper assessment of requirements to be noted systematically and facilitate the block in sending the required indent correctly and distribute them on time on receiving them.
- (7) Since teachers feel that they find it difficult to complete the portions as they are taken away from school, for several other activities, CRCs must train teachers to accomplish their tasks with careful planning and execution without making it an issue.
- (8) Since Quality Classroom Process is an unfinished agenda, cluster must work closely with schools in assuring quality by their reflective practices. (6) Assessment of training, needs is not systematic in the state. Alternative strategies have to be evolved, tried out, tested and the best methodology must be put in place.
- (9) Assessment of training needs is not systematic. Alternative strategies have to be evolved, and the best methodology must be put in place.
- (10) Since the CRCs have shortage of space and facilities for conducting training programmes, they need to plan their training differently such that these problems get addressed adequately.
- (11) Since the CRCs have voiced their concern that they have difficulty in getting resource persons for their training programmes, it is clear that they do not know that they themselves have to act as RPs. So CRPs have to equip themselves to function as fully functional CRPs.

VI Implications for HMs: The findings of the study have the following implications for HMs.

- (1) Students' regular attendance is an issue, especially among boys. This needs to be monitored seriously.
- (2) Admitting students throughout the year is new culture, which needs to be understood and accomplished. Needed clarifications should be sought from the higher ups.
- (3) Since Quality Classroom Process is an unfinished agenda, schools must be reflective in its efforts in understanding and undertaking improved initiatives towards assuring quality education.
- (4) Training needs have to be communicated to CRC periodically, which helps in proper planning of the training programmes which can benefit teachers.

VII Implications for SDMCs: The findings of the study have the following implications for SDMC members

- (1) Student's regular attendance is an issue, especially among boys. This needs to be monitored seriously by SDMCs.
- (2) Since Quality Classroom process is an unfinished agenda, SDMCs must exert pressure on schools to ensure quality education.

VIII Implications for Schools: The findings of the study have the following implications for school teachers.

- (1) Student's regular attendance is an issue, especially among boys. This needs to be monitored seriously.
- (2) Admitting students throughout the year is new culture, which needs to be understood and accomplished. Needed clarifications should be sought from the higher-ups
- (3) Since Quality Classroom process is an unfinished agenda, every school must be reflective in its efforts in understanding and undertaking improved initiatives towards ensuring quality education.

It is desirable that the above implications reach educational functionaries in enabling them to work for systemic changes at different levels.