RIGHT TO EDUCATION
SARVA SHIKSHA ABHIYAN
EDUCATION FOR ALL

State of Quality Parameters
in Elementary Education

A National Report
Based on Analysis of Quality Monitoring Tools
of States and UTs

विद्यया ऽ मृतमश्नुते
NCERT

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PREFACE

A number of schemes and programmes have been launched from time to time in pursuance of the emphasis embodied in the National Policy on Education (NPE) – 1986, Programme of Action (POA) - 1992, and National Curriculum Framework (NCF) – 2005, to promote elementary education. Sarva Shiksha Abhiyan (SSA) is one of the important initiatives for achieving the goal of Universalisation of Elementary Education (UEE). The Right of Children to Free and Compulsory Education Act, 2009 implemented from 1st April 2010 provided strength and acceleration to universalise quality education for all children in the country.

To bring about qualitative improvement in education under SSA, various interventions have been initiated such as in-service teacher training, curriculum renewal, revision of textbooks, continuous and comprehensive evaluation of children, close monitoring of schools and provision of academic support to teachers on a regular basis. One of the interventions has been to monitor school activities and provide feedback through implementation of Quality Monitoring Tools (QMTs) rolled out by the NCERT and MHRD.

With the enactment of Right of Children to Free and Compulsory Act 2009, the Quality Monitoring Tools were revised in 2013 in the context of provisions and features of the RTE Act. The revised version of QMTs is more user friendly and simpler than the earlier which contained fourteen formats. The modified set of QMTs consists of seven formats to be used at the school, cluster, block, district and State levels. The revised QMTs were sent to all the States and UTs for implementation. Many States and UTs have started using these tools and are sending the filled in Quality Monitoring Tools of second and fourth quarter to the NCERT. NCERT, after analyzing the data, has been providing feedback to the States and UTs regularly.

The status of Quality Monitoring Data received from twenty four States and UTs till August 2015 have been analysed and consolidated in this national report. The report presents a comprehensive picture of the position of different States and UTs with regard to various quality components at the school, cluster, block, district and State/UT levels.

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ACRONYMS

BEO   Block Education Officer

BRC   Block Resource Centre

BRCC   Block Resource Centre Coordinator

BMF   Block Monitoring Format

CAL   Computer Aided Learning

CCE   Continuous and Comprehensive Evaluation

CRC   Cluster Resource Centre

CRCC   Cluster Resource Centre Coordinator

CWSN   Children with Special Needs

CMF   Cluster Monitoring Format

DIET   District Institute of Education and Training

DPO   District Project Officer

DMF   District Monitoring Format

FA   Formative Assessment

INP   Information Not Provided

ICT   Information and Communication Technology

KV   Kendriya Vidyalaya

MDM   Midday Meal

MHRD   Ministry of Human Resource Development

NA   Not Applicable

NCERT   National Council of Educational Research and Training

NCF   National Curriculum Framework

NGO   Non Governmental Organisation

NUEPA   National University of Educational Planning and Administration

OoSC   Out of School Children

PINDICS	Performance Indicators
PTA	Parent Teacher Association
PTR	Pupil Teacher Ratio
QMT	Quality Monitoring Tools
RIE	Regional Institute of Education
RTE	Right to Education
SA	Summative Assessment
SCERT	State Council of Educational Research and Training
SMC	School Management Committee
SMF	School Monitoring Format
STMF	State Monitoring Format
SPD	State Project Director
SPO	State Project Office
SRG	State Resource Group
SSA	Sarva Shiksha Abhiyan
ST	Scheduled Tribe
TLM	Teaching Learning Material
UP	Upper Primary
UT	Union Territories

SECTION 1

Introduction

The Ministry of Human Resource Development, Government of India entrusted NCERT to develop and initiate the mechanism of monitoring the quality dimensions of elementary education all over the country under Sarva Shiksha Abhiyan. The Department of Elementary Education, NCERT in consultation with States/UTs, MHRD, NUEPA and TSG developed a set of formats widely known as Quality Monitoring Tools (QMTs) covering various aspects of quality dimensions like Attendance of Children, Curriculum and Teaching Learning Material, Classroom Process, Learners' Assessment, Teacher and Teacher Preparation, Community Support and Participation, and Monitoring and Supervision.

The QMTs were rolled out in all States and UTs during 2005-06. Orientation programmes were organised for Key Resource Persons from all States/ UTs for undertaking this task. A multi-tiered approach has been adopted at different levels (from school to State) for this process of quality monitoring under SSA. The School Monitoring Format (SMF) is filled up at the school level and sent to (or collected by) the CRC Coordinator. The CRC Coordinator consolidates the school level format received from schools in the cluster and fills up the Cluster Level Format (CLF). On the basis of the information received from school, the CRC coordinator provides necessary feedback and onsite support to the school and the teachers for improvement in classroom process. The Cluster Level Format (CLF) is sent to the BRC Coordinator. In this way the formats from one level are sent to next level up to the State level. At each level the formats are analyzed and necessary feedback is provided to the lower level. The information gathered is thus used for improving educational processes and procedures by teachers and other functionaries at different levels (from school to State level). In this way the process of monitoring begins with progress assessment followed by diagnosing strengths and weaknesses and taking need based remedial measures by teachers, schools and related educational functionaries. The States/ UTs are required to institutionalize quality monitoring in their education system with self sustained feedback mechanism. The ultimate purpose of this process based monitoring is not to document the data but consolidate and analyze information received and utilize it for improving the quality of educational processes in schools of the States/UTs.

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The States and UTs have gradually built their capacity in the use of QMTs. The educational functionaries at different levels have started using feedback to improve the quality of educational processes and outcomes.

Soon after the implementation of Right of Children to Free and Compulsory Education (RTE) Act 2009 in the country since April 01, 2010, it was felt that the QMTs should be revised in view of the various provisions of RTE Act. During 2013 the QMTs were revised with reference to the NCF-2005, RTE Act 2009, SSA Framework 2011, Model Rules for implementation of RTE Act and the experience gained in the implementation of QMTs (2005) in the States/ UTs.

The QMTs have been prepared and implemented to achieve the following objectives:

1. To institutionalize quality monitoring system of elementary education in the States/ UTs.
2. To promote understanding of various dimensions of quality of elementary education among state, district, sub-district and school functionaries.
3. To ascertain the participation of community in functioning and monitoring of elementary education system.
4. To monitor the progress of and provide feedback on various dimensions of quality education at elementary level within and outside the classroom, and finally
5. To improve the quality of elementary education as envisaged in RTE Act 2009.

The revised QMTs consist seven simplified formats to be used at different levels – school, cluster, block, district and state. These are -

1. School Monitoring Format (SMF)
2. School Management Committee Format (SMCF)
3. Cluster Monitoring Format (CMF)
4. Classroom Observation Schedule (COS)
5. Block Monitoring Format (BMF)
6. District Monitoring Format (DMF)
7. State Monitoring Format (STMF)

The various aspects of quality covered in this are -

- Enrolment and Admission of all children
- Availability of textbooks and teaching learning material (TLM)
- Involvement of SMCs

- School development plan

- Age appropriate admission of out-of-school children

- Special training to children for age appropriate admission

- Efforts for children with special needs

- Gender Sensitive Environment

- Child friendly classroom organisation

- Provision of free expression by all children

- Participation of children in activities

- Prohibition of physical punishment or mental harassment

- Conduct and completion of curriculum

- Assessment of learning and learners' achievement

- Teachers' position

- Teacher development and capacity building

- On-site support to teachers

- Role of CRC, BRC, DIET and SCERT

- Continuous and Comprehensive Evaluation

There are four quarters of monitoring in a year, that is, the QMTs at different levels (school, cluster, block and district) are completed four times in a year – once in each quarter. At the State level, the State Monitoring Format (STMF) is completed only two times in a year – in the 2nd and the 4th quarters. A copy of the STMF is forwarded by the States and UTs to the NCERT for analysis and feedback.

The Department of Elementary Education, NCERT has received the filled in Quality Monitoring Tools from the 24 following States and UTs till August 2015.

1. Andaman and Nicobar Islands
2. Andhra Pradesh
3. Bihar
4. Chandigarh
5. Chhattisgarh
6. Dadra & Nagar Haveli
7. Daman and Diu
8. Delhi
9. Goa

10. Gujarat
11. Karnataka
12. Kerala
13. Maharashtra
14. Manipur
15. Nagaland
16. Odisha
17. Puducherry
18. Punjab
19. Sikkim
20. Tamil Nadu
21. Telangana
22. Tripura
23. Uttarakhand
24. Uttar Pradesh.

The information on various quality parameters received through the STMF have tools have been analyzed and feedback was sent to the State project offices of SSA. While the State level formats (STMF) were analysed separately for each State and UT to provide feedback for improvement, it was felt useful to have a consolidated view of different quality parameters covered under QMTs at the national level. To achieve this, the quality monitoring information received from the States and UTs upto August end of 2015 have been analysed and compiled in this document. The analysis and consolidation of the QMT data of the States/UTs is presented in section 2. Section 3 presents the summing up impression about the outcome of this quality exercise. NCERT has a QMT Portal dedicated to the Quality Monitoring Tools. The State level filled in STMFs received from the States and UTs and feedback provided by the NCERT are also available on QMT Portal http://www.ciet.nic.in/QMTs/index.php

SECTION 2

ANALYSIS OF QUALITY MONITORING DATA OF THE STATEs AND UTs (BASED ON STATE MONITORING FORMAT)

This section presents the analysis and consolidation of quality monitoring data received from the States and UTs through State Monitoring Format (STMF), received up to the second quarter of August 2015. The State Monitoring Format (STMF) has five parts. Part I contains the consolidated view of quality monitoring information sent by the schools to Cluster Resource Centres (CRCs) through School Monitoring Format (SMF). The Information in Part II presents the consolidated view of the CRC coordinators about various quality aspects communicated through Cluster Monitoring Format (CMF). Part III contains consolidated information and views on quality parameters provided by the BRC coordinators to the District Project Officers (DPO). Part IV presents information about quality parameters submitted by the DPO to the State Project Officer (SPD) of SSA. Part V contains analysis and consolidation of information on quality aspects at the level of State Project Officer.

PART I: SCHOOL BASED INFORMATION COLLECTED THROUGH SMFs

1. Participation of Schools of the States/UTs in Quality Monitoring Process

Table 1 presents information regarding the number of schools in the States and UTs involved in filling up of School Monitoring Format (SMF). A glimpse of the table reveals that schools in fifty percent of the States and UTs (except Chhattisgarh, Daman & Diu, Maharashtra, Manipur, Odisha, Puducherry, Punjab, Telangana and Uttarakhand) have 100 percent participation in the monitoring process by filling up the SMF. Bihar, Dadra & Nagar Haveli, and Uttar Pradesh did not provide any information about the number of schools, which participated in the monitoring process.

Table 1: Number of Schools in the States/UTs filling up School Monitoring Format (SMF)

Sr. No.	States/ UTs	Number of Schools					Schools filling up SMF					Differences of A and B
		Class					Class					
		I-V	VI-VIII	I-VIII	Any Other	Total (A)	I-V	VI-VIII	I-VIII	Any Other	Total (B)	
1.	Andaman & Nicobar Islands	204	57	73	0	**334**	204	57	73	0	**334**	0
2.	Andhra Pradesh	56592	10917	2739	6246	**76494**	56592	10917	2739	6246	**76494**	0
3.	Bihar	INP*	INP	INP	INP	**71762**	INP	INP	INP	INP	**INP**	INP
4.	Chandigarh	106	INP	99	INP	**107**	106	INP	99	INP	**107**	0
5.	Chhattisgarh	33622	13967	INP	INP	**47589**	24939	10475	INP	INP	**35414**	12175 (25%)
6.	Dadra & Nagar Haveli	271	113	271	INP	**INP**	271	113	271	INP	**INP**	INP
7.	Daman & Diu	53	38	INP	04	**95**	53	38	INP	00	**91**	4 (4%)
8.	Delhi	3468	565	410	616	**5059**	3468	565	410	616	**5059**	0
9.	Goa	899	249	181	2	**1331**	896	246	180	2	**1328**	3
10.	Gujarat	11698	650	43176	11198	**66722**	11698	650	43176	11198	**66722**	0
11.	Karnataka	21913	853	7054	18963	**48783**	21913	853	7054	18963	**48783**	0
12.	Kerala	6530	630	2163	2581	**11904**	6530	630	2163	2581	**11904**	0
13.	Maharashtra	52991	80	28145	23752	**104968**	52691	59	27507	22253	**102510**	2458(2%)
14.	Manipur	3146	787	3257	1604	**8796**	2980	778	3090	INP	**6848**	1948(22%)
15.	Nagaland	1823	891	INP	INP	**2714**	1823	891	INP	INP	**2714**	0
16.	Odisha	36399	4027	17918	INP	**58344**	2550	1075	1125	INP	**4750**	53594(92%)
17.	Puducherry	246	1	51	152	**450**	192	1	32	69	**294**	156 (35%)
18.	Punjab	13432	6432	106	INP	**19970**	11599	5957	52	INP	**17608**	2362 (12%)
19.	Sikkim	406	00	184	177	**767**	406	00	184	177	**767**	0
20.	Tamil Nadu	28880	8794	7452	INP	**45126**	28880	8794	7452	INP	**45126**	0
21.	Telangana	20142	4760	4413	INP	**29315**	19189	4423	4057	INP	**27669**	1646(6%)
22.	Tripura	2312	02	1202	891	**4407**	2312	02	1202	891	**4407**	0
23.	Uttarakhand	12533	4776	13	INP	**17322**	12290	4663	13	INP	**16766**	556(3%)
24.	Uttar Pradesh	113350	46133	INP	INP	**159483**	INP	INP	INP	INP	**INP**	INP

*INP- Information Not Provided

2. Position of CRCs, BRCs and Districts in the States/UTs and their Participation in Quality Monitoring Process

Table 2 presents information on the position of CRCs and BRCs in the States and UTs. A glance at the table reveals that average number of schools per CRC ranges from 5 in Chandigarh to 79 in Delhi. While the number of schools per CRC seems to be manageable by most of the States/UTs, the CRCCs in States of Delhi (79), Manipur (39) and Nagaland (22) may find it difficult to visit such a large number of schools in a cluster and observe lessons of teachers to provide on the spot guidance. Table 2 also provides information on the number of CRCs, BRCs and districts which have sent respective monitoring formats to the next higher levels. As per the table, the States and UTs except Chhattisgarh, Dadra & Nagar Haveli, Daman & Diu, Delhi, Gujarat, Kerala, Manipur and Nagaland haven't provided any information about the number of CRCs who have submitted Cluster Monitoring Format (CMF) and number of BRCs who have submitted Block Monitoring Format (BMF).It is also observed from the table that nearly two third of the States and UTs have not provided information about the number of districts which submitted District Monitoring Format(DMF) to the office of State Project Director, SSA.

Table 2: Position of CRCs, BRCs and Districts in the States/UTs

Sr. No.	States and UTs	School	CRC				BRC			Districts	
		No of schools	No. of CRCs in the State	No. of CRCs submitted CMFs	Avera-ge No. of schools per CRC	No .of BRCs in the State	No .of BRCs submitted BMFs	Aver-age No. of CRCs per BRC	No. of Distri-cts	No. of Dist. Subm-itted DMFs
1.	Andaman & Nicobar Islands	334	37	INP*	09	09	INP	4	03	INP
2.	Andhra Pradesh	76494	6973	INP	11	1137	INP	6	23	INP
3.	Bihar	71762	INP	INP	INP	INP	INP	INP	INP	INP
4.	Chandigarh	107	20	INP	5	Nil	Nil	Nil	1	INP
5.	Chhattisgarh	47589	2703	2703	18	150	150	18	27	20
6.	Dadra & Nagar Haveli	INP*	11	11	INP	1	1	11	1	1
7.	Daman & Diu	95	07	07	14	02	02	4	02	02
8.	Delhi	5059	64	64	79	8	8	8	9	9
9.	Goa	1331	110	INP	12	12	INP	9	02	INP
10.	Gujarat	66722	4268	4268	13	239	239	18	30	30
11.	Karnataka	48783	4103	INP	12	204	INP	20	34	INP
12.	Kerala	11904	1385	1385	9	159	159	9	14	14
13.	Maharashtra	104968	6170	INP	17	355	INP	17	35	INP
14.	Manipur	8796	225	225	39	35	35	6	9	9
15.	Nagaland	2714	125	125	22	46	46	3	11	11
16.	Odisha	58344	4602	INP	13	316	INP	15	30	INP
17.	Puducherry	450	34	INP	13	06	INP	6	04	INP
18.	Punjab	17608	INP	INP	INP	INP	INP	INP	22	INP
19.	Sikkim	767	111	INP	7	29	INP	4	4	INP
20.	Tamilnadu	45126	4088	INP	11	413	INP	10	30	INP
21.	Telangana	29315	1762	INP	17	467	INP	4	10	INP
22.	Tripura	4407	332	INP	13	41	INP	8	08	INP
23.	Uttarakhand	17322	994	INP	17	95	INP	10	13	INP
24.	Uttar Pradesh	159483	8249	INP	19	880	INP	9	75	INP

*INP- Information Not Provided

3. Teachers' Position in the States/UTs

The information given in Table 3 shows teachers' position in the States and UTs. The table also gives information about additional requirement of teachers as per RTE norms across the States and UTs. As per the available data, it is observed that Andhra Pradesh, Chandigarh, Dadra and Nagar Haveli, Delhi, Karnataka, Kerala, Odisha, Sikkim, Tamilnadu, Telangana, Uttarakhand and Uttar Pradesh have large number of teacher vacancies required in view of RTE Act. Nagaland has not reported any additional requirement for teachers as per RTE norms. Eleven States and UTs did not provide information about additional requirement of teachers as per RTE norms.

Table 3: Teachers' Position

Sr. No.	States/UTs	Primary Teachers in position		Upper Primary Teachers in position		Required Post (As per RTE norms)	
		Regular	Contractual	Regular	Contractual	P	UP
1.	Andaman & Nicobar Islands	1531	86 (5%)	1158	112 (9%)	INP	INP
2.	Andhra Pradesh	152668	INP	87840	INP	6709	14408
3.	Bihar	INP*	INP	INP	INP	INP	INP
4.	Chandigarh	710	783(52%)	957	651(40%)	698	775
5.	Chhattisgarh	95692	0	55623	0	INP	INP
6.	Dadra & Nagar Haveli	517	262(34%)	249	184(42%)	895	640
7.	Daman & Diu	179	30 (14%)	80	57 (42%)	INP	INP
8.	Delhi	13510	3632(21%)	11489	3969(26%)	1384	633
9.	Goa	2878	INP	4027	INP	INP	INP
10.	Gujarat	34984	INP	275071	INP	INP	INP
11.	Karnataka	62671	1214(2%)	107256	2213(2%)	87131	43259
12.	Kerala	60992	1052 (2%)	66907	5290 (7%)	62044	72197
13.	Maharashtra	310870	INP	187967	INP	INP	INP
14.	Manipur	13413	0	2646	276(9%)	INP	INP
15.	Nagaland	11680	INP	4795	INP	0	0
16.	Odisha	115833	73736(39%)	INP	INP	224330	68704
17.	Puducherry	1310	0	614	0	INP	INP
18.	Punjab	26419	5885(18%)	25943	7013(21%)	INP	INP
19.	Sikkim	4964	513(9%)	1734	558 (24%)	1500	1000
20.	Tamilnadu	116484	INP	77885	INP	2593	2217
21.	Telangana	46006	0	16383	0	54028	19544
22.	Tripura	14488	2719(16%)	8607	2769(24%)	INP	INP
23.	Uttarakhand	26902	265(1%)	12178	0	28970	10320
24.	Uttar Pradesh	173084	168043(49%)	106302	31253(23%)	248782	55157

*INP- Information Not Provided

4. Pupil – Teacher Ratio (PTR)

The PTR according to the RTE Act should be 1:30 for primary classes and 1:35 for upper primary classes. Table 4 gives information regarding the number of Government schools having higher PTR. One-third of the States and UTs namely Chhattisgarh, Dadra & Nagar Haveli, Daman & Diu, Delhi, Gujarat, Karnataka, Manipur and Punjab have provided information regarding the number of government schools having higher PTR. The State of Kerala did not report any school with adverse PTR.

Table 4: Number of Government Schools having Higher PTR

Sl. No.	States and UTs	Primary (Beyond 1:30)		Upper primary (Beyond 1:35)	
		Number of schools	Percentage	Number of schools	Percentage
1.	Andaman & Nicobar Islands	INP	INP	INP	INP
2.	Andhra Pradesh	INP	INP	INP	INP
3.	Bihar	INP	INP	INP	INP
4.	Chandigarh	INP	INP	INP	INP
5.	Chhattisgarh	6983	21	2480	18
6.	Dadra and Nagar Haveli	88	15	56	15
7.	Daman & Diu	18	32	0	0
8.	Delhi	840	22	363	37
9.	Goa	INP	INP	INP	INP
10.	Gujarat	1462	3	4498	10
11.	Karnataka	25571	56	19663	74
12.	Kerala	0	0	0	0
13.	Maharashtra	INP	INP	INP	INP
14.	Manipur	230	4	27	1
15.	Nagaland	INP	INP	INP	INP
16.	Odisha	INP	INP	INP	INP
17.	Puducherry	INP	INP	INP	INP
18.	Punjab	2248	19	1297	22
19.	Sikkim	INP	INP	INP	INP
20.	Tamilnadu	INP	INP	INP	INP
21.	Telangana	INP	INP	INP	INP
22.	Tripura	INP	INP	INP	INP
23.	Uttarakhand	INP	INP	INP	INP
24.	Uttar Pradesh	INP	INP	INP	INP

5. Teachers' Posting

5.1 Joining the Place of Posting

Table 5 shows information regarding the number of teachers who did not join their place of posting in the last quarter. As per Table 5 majority of the States and UTs haven't provided any information on this aspect. No teacher in Chhattisgarh, Delhi, Karnataka, Kerala Manipur and Punjab was available in this category.

Table 5: Number of Teachers who did not join Place of their Posting in Last Quarter

Name of States and UTs	Number of teachers who failed to join place of posting in last quarter
Chhattisgarh, Delhi, Karnataka, Kerala, Manipur, Punjab	0
Andaman & Nicobar Islands, Andhra Pradesh, Bihar Chandigarh, Dadra & Nagar Haveli, Daman & Diu, Goa, Gujarat, Maharashtra, Odisha, Puducherry, Sikkim, Tamilnadu, Telangana,Tripura, Nagaland, Uttarakhand, Uttar Pradesh	INP

5.2 Attachment of Teachers Elsewhere than Place of Posting

Table 6 presents information about number of teachers attached elsewhere than the place of posting. Most of the States and UTs haven't disclosed any information regarding the teachers who are attached elsewhere than the place of posting. Punjab has reported 594 teachers who are attached at places other than the place of posting.

Table 6: Number of Teachers Attached elsewhere than Place of Posting

Name of States and UTs	Number of teachers attached elsewhere than place of posting
Chhattisgarh, Delhi, Karnataka, Kerala, Manipur	0
Punjab	594
Andaman & Nicobar Islands, Andhra Pradesh, Bihar, Chandigarh, Dadra & Nagar Haveli, Daman & Diu, Goa, Gujarat, Nagaland, Maharashtra, Odisha, Puducherry, Sikkim, Tamil Nadu, Uttar Pradesh, Uttarakhand, Telangana, Tripura	INP

6. Students' Attendance

According to Table 7, schools in half of the States and UTs have 80 percent and above average daily attendance of students. As observed from the report, schools of six States/ UTs have an average daily attendance between 60-79%. Six States and UTs have provided inconsistent information regarding schools average daily attendance.

As schools' average daily attendance is highly correlated with learning outcomes, more efforts are to be made by the States and UTs for improving the attendance level.

Table 7: Schools' Average Daily Attendance in States/UTs

Schools with 80% and above average daily attendance*	School between 60-79% average daily attendance	Inconsistent Data
Chandigarh, Dadra & Nagar Haveli, Daman and Diu, Goa, Karnataka, Kerala, Puducherry, Punjab, Sikkim, Tamilnadu, Telangana, Uttarakhand	Andhra Pradesh, Chhattisgarh, Delhi, Gujarat, Tripura, Uttar Pradesh	Andaman & Nicobar Islands, Bihar, Maharashtra, Manipur, Nagaland, Odisha

States/UTs having more than 80 percent of schools with more than 80 percent average daily attendance maybe considered as 'Good'

Table 8 shows various steps adopted by different States and UTs to improve students' attendance level. These can be summarized in the following ways.

- Thirteen States and UTs conducted Parent Teacher meetings on a regular basis to discuss the matter of absenteeism (Andaman & Nicobar Islands, Andhra Pradesh, Chandigarh, Dadra & Nagar Haveli, Goa, Gujarat, Kerala, Manipur, Odisha, Puducherry, Tamilnadu, Telangana and Uttarakhand).
- Twelve States and UTs conducted meetings with SMCs to discuss the issues and bring out solutions related to student absenteeism (Andaman & Nicobar Islands, Andhra Pradesh, Chandigarh, Dadra & Nagar Haveli, Daman & Diu, Punjab, Goa, Gujarat, Odisha, Tamilnadu, Uttarakhand and Uttar Pradesh).
- Eleven States and UTs used home visits as a mean for raising the student's attendance (Andhra Pradesh, Chandigarh, Chhattisgarh, Dadra & Nagar Haveli, Goa, Karnataka, Nagaland, Odisha, Punjab, Tamilnadu and Telangana).
- Eight States and UTs (Andaman & Nicobar Islands, Chandigarh, Goa, Nagaland, Odisha, Puducherry, Tamilnadu and Uttarakhand) motivated students in various ways.

Effective implementation of these strategies can fulfill the goals envisaged in RTE, hence these initiatives can be adopted as a model in other states.

Table 8: Steps taken by the States/UTs to Improve Students Attendance

Sl. No.	States and UTs	Steps taken to improve students attendance
1.	Andaman & Nicobar Islands	• Regular discussion in PTA, SMC meetings about matters of attendance/absenteeism • Appreciation of good attendance by rewarding the Children
2.	Andhra Pradesh	• Collected cell phone numbers of parents and contacting the parents of absentee children • SMC members take responsibilities for talking with parents of frequently absentee children • Conducted meetings with the parents of absentee children • The cluster resource persons visited the houses of absentee children
3.	Bihar	INP
4.	Chandigarh	• Persuasion & counseling by teachers • Attendance scholarship • Activity based teaching • Meeting with SMCs to motivate parents to send their children school regularly • Appreciation to students having maximum attendance in school assembly or in front of whole class • Mid day meal, free text books and uniforms • Regular visits to motivate students & parents for regularity and punctuality • Parents teacher meetings at regular interval • Child friendly teaching learning environment
5.	Chhattisgarh	• Door to door approach has been adopted by teachers and members of SMC at village level of the concerned school for improving attendance of 6 to 14 age group normal children as well as CWSN children • An enrollment function (*Shala Pravesh Utsav*) was organized at village, cluster, block and district Level including various kinds of activities like Bal Film Show, cultural activities etc • Making educational activities interesting • Making improvement in quality of Mid Day Meal • Providing interesting books of *Barkha* series to School • Introducing 25% of textbook material in regional languages of six tribal areas in the textbooks of class 1 to 5 • Making school/class room environment child friendly

6.	Dadra & Nagar Haveli	• Discussion held during SMC meeting • Issue discussed during PTM • House visits by teachers • SMC coordinates for mainstreaming of children
7.	Daman & Diu	• Contacting parents through SMC • Try to solve student's problems • Problems were discussed in SMC meeting • Provided joyful activity based learning • Providing Mid-day Meal in varieties • Provided facilities like free text books, uniforms etc
8.	Delhi	• Students were motivated in the assembly to come regular in the schools • Parents were aware in the SMC Trainings to send their wards regularly in the schools • Online attendance system • Effective execution of mid day meal scheme
9.	Goa	• Home Visits made by BRP CWSN and converse with parents • Holding SMC /PTA meetings and counseling Programmes • Child center activities conducted for 100 % attendance under CCE • Parental awareness programme • Monthly meeting with parents • Activity based learning in schools • Interaction with students and parents • Regular monitoring of attendance • Giving extra guidance and remedial classes to weaker students • Teachers motivate and counsel the parents stressing the importance and need for educating a child • Community Awareness Programme like street play, floats etc
10.	Gujarat	• SMC meetings • Parents' contact by teachers • Utilization of beneficiary programs implemented by the State • Govt. (Transportation, escort etc.,) trainings for SMC members, • Parents meetings • Public reading • Special activities for children during SMC meetings and various public awareness events are being carried out
11.	Karnataka	• 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 • Conducting cultural and educational competition • Improvement of school environment • *Samudaya datta Shala* Programme • Implementation of Govt. incentive schemes (MMS, Free Text Book and Uniform, , Scholarship etc.,) • Peer visits to absentee students home to bring back their friends to

		school
		• Monitoring of irregular students by Head Master frequently
		• Appointing ECOs as attendance authority
12.	Kerala	• Nutritious meal programme implemented in all schools of the state
		• Transportation facilities provided in all schools in tribal areas govt. introduced programmes like *'Gotra Sarathi'* for conveyance of ST students
		• RTE Campaign introduced in all schools of the State and special focus to Tribal areas
		• Parents' conference conducted in all schools of the state for preventing the dropouts. Class PTA and MPTA conducted every month, child friendly atmosphere, conducted special trainings for dropouts
		• Making schools Child friendly, launched *'Clean School, Smart Children'* programme in the State
		• Supply of Uniforms
		• *Focus -15* a new programme implemented in the state for strengthening students enrolment and improving the quality in academic activities and school infrastructure
		• Special training has implemented for children from out of school children special training has given to them as age appropriated child to our main stream in the State
13.	Maharashtra	• Escort & transport provided to CWSN
		• Braille book, language print book provided
14.	Manipur	• Encouraging children to attend school regularly through counseling of parents during meetings
		• Regular monitoring of student attendance in the morning Assembly as well as random checking in the class by the teachers
		• Mid-day meal is distributed regularly and children are encouraged to come to the school
		• Value based education is provided in the morning assembly
15.	Nagaland	• Providing Mid-Day Meal
		• Providing Uniforms, textbooks etc
		• Counseling in the Morning Assembly
		• Highest attendance is awarded
		• Home visiting and parents are advised to send their children to school regularly
		• Conducting different activities
16.	Odisha	• Celebration of Pravesh Utsav
		• Distribution of Prize to the students having more than 90%
		• Praise to the parents of the students having regular attendance
		• Discussion in the PTA & SMC meetings
		• Personal visit of teachers to the home of child
		• Effective function of Meena cabinet & School cabinet
17.	Puducherry	• Awards given to regular students
		• Conducting Parent Teacher's meeting
		• Communicated with parents to avoid unwanted absenteee
18.	Punjab	• By making announcement in the speaker of *Gurdwaras*

		• By regular meeting with SMC regarding improvement of attendance in school • By making arrangement of lectures of learned persons in the morning assembly • By sending teachers to homes of such students
19.	Sikkim	• Establishment of regular contact with parents • Felicitating guardians whose ward's attendance is above 95% • Ensuring mid-day-meal is delectable, nutritious and palatable
20.	Tamilnadu	• Instigating child friendly atmosphere in the class rooms • Creating awareness by conducting periodical meeting with parents SMC and VEC members • Conducting Awareness Rally • Providing adequate opportunities to children to engage themselves in Computer Aided Learning (CAL) activities • Making the public aware of all the welfare schemes of the government especially the 14 priceless materials provided to school students • Arranging cultural activities to highlight the importance of education in every village • Enriching CCE activities especially co-scholastic activities in the classroom to draw the attention of students • Children can be encouraged by giving appreciation in the assembly and distributing prizes in Independence Day/Republic day celebrations • Students who are not regular in attendance can be given door- to –door counseling • Children with regular attendance can be made as a leader so that others will get motivated
21.	Telangana	• Collected cell phone numbers of parents and contacting the parents of absentee pupils • SMC members are given responsibilities to talk with parents of regular absentees • Conducted meetings with the parents of absentee pupils • The cluster resource persons visited the houses of absentee children. • Online school monitoring is in operation, the monitoring officers are monitoring the attendance details online
22.	Tripura	• Provide transport and escort allowances • Appointed resource teacher for taking special care of CWSN • Instructed teachers to improve the standard of class teaching process and make teaching joyful • Instructed teachers to involve all children in learning lesson
23.	Uttarakhand	• Conducting regular meetings with SMCs/Parents • Organising *'Sapno ki Udan'* • *'Bal Sodh Melas'* to attract parents towards the progress of their children • Counseling with parents • No mental harassment/punishment • Reward/appreciation to students having highest attendance in their class

24.	Uttar Pradesh	• Using interesting activities during teaching learning process • Organizing interesting games in schools • Identifying absentee students on regular basis, contact and follow up • Raising this issue with SMC members and discussing the same in SMC meetings • Ensuring regular participation of students in morning assembly • Organizing events like *Bal Sabha*, Birthday Greeting , National and Local Festivals

(Note: the row above continues from the previous page; a partial cell reads "• Infrastructural facilities are providing in all the schools")

7. Enrolment of Children with Special Needs (CWSN)

Table 9 shows the enrolment rate of CWSN in States and UTs. The number of CWSN varies from 1 to 4 child per school in different States and UTs except the two i.e. Chandigarh and Kerala. The enrolment rate is much higher in Chandigarh and Kerala, as 36 percent and 11 percent respectively. As CWSN constitute a significant proportion among the Out of School Children, intensive efforts should be made by the States and UTs in bringing all CWSN to schools.

Table 9: Enrolment of Children with Special Needs

Category	States and UTs	No. of State	CWSN per school
A	Goa, Manipur, Telangana, Tripura,	5	Less than one
B	Andaman & Nicobar Islands, Daman & Diu, Puducherry, Sikkim	4	01
C	Andhra Pradesh, Chhattisgarh, Gujarat, Karnataka, Odisha, UP	6	02
D	Delhi, Maharashtra , Tamil Nadu	3	03
E	Nagaland, Punjab	2	04
F	Kerala	1	11
G	Chandigarh	1	36
H	Bihar, Dadra & Nagar Haveli	2	INP

Figure 1: Children with Special Needs per School
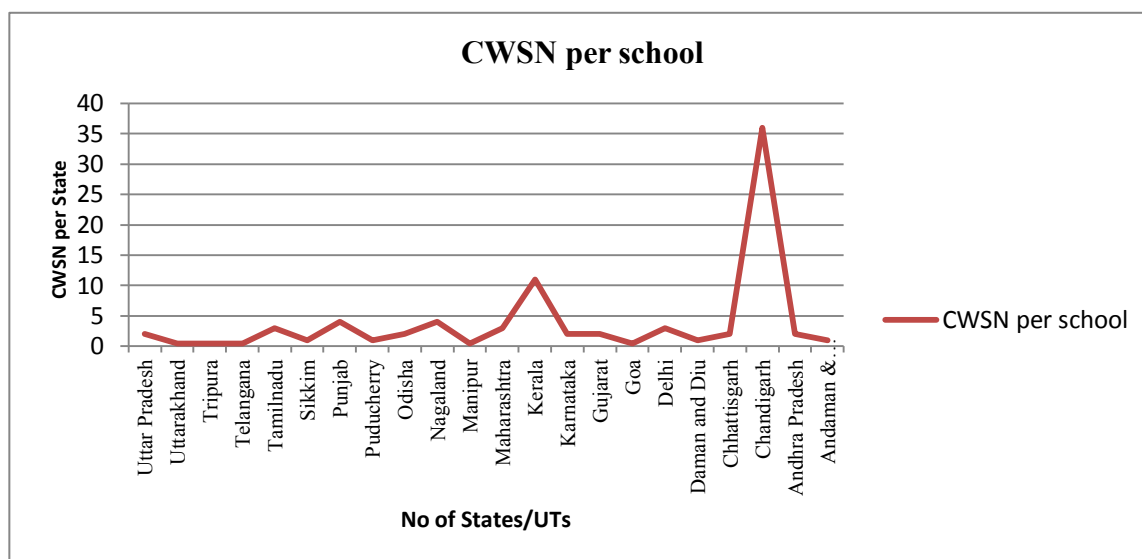
8. Out of School Children (OoSC)

   8.1 Enrolment of Out of School Children

Section 4 of the RTE act ensures the admission of Out of School Children to age appropriate classes for completing elementary education. Table 10 highlights average number of out of school children admitted to age appropriate classes in States and UTs. The situation of admission of Out of School Children in different States and UTs is not satisfactory. Chandigarh has a high average with 41 out of school children per school. Daman and Diu, Delhi, Karnataka, Sikkim and Uttar Pradesh have admitted on average 1.4, 1.3, 2, 1.3 and 1 Out of School Children respectively. Thirteen States and UTs show an average of less than one Out of School Child

per school ranging from 0.1 to 0.9 on average. Few States and UTs have either not reported any Out of School Child or did not provide information about this. The State need to take initiatives to ensure that OoSC receive special attention in admission and special training.

Table 10: Out of School Children Admitted to Age Appropriate Classes under RTE

Sl. No.	States and UTs	No. of OoSC admitted to age appropriate classes under RTE			Average OoSC per school
		Boys	**Girls**	**Total**	
1.	Andaman & Nicobar Islands	0	0	0	0
2.	Andhra Pradesh	INP	INP	45723	0.59
3.	Bihar	INP	INP	INP	INP
4.	Chandigarh	2465(56%)	1953(44%)	4418	41
5.	Chhattisgarh	5501(64%)	3160(36%)	8661	0.18
6.	Dadra & Nagar Haveli	2(10%)	18(90%)	20	INP
7.	Daman & Diu	80(61%)	51(39%)	131	1.43
8.	Delhi	3823(56%)	2950(44%)	6773	1.3
9.	Goa	0	0	0	0
10.	Gujarat	17518(49%)	18138(51%)	35656	0.53
11.	Karnataka	58417(52%)	54413(48%)	112830	2
12.	Kerala	654(53%)	574(47%)	1228	0.10
13.	Maharashtra	7815(61%)	5035(39%)	12850	0.12
14.	Manipur	3517(49%)	3542(51%)	7059	0.80
15.	Nagaland	0	0	0	0
16.	Odisha	3184(53%)	2817(47%)	6001	0.10
17.	Puducherry	68(49%)	72(51%)	140	0.47
18.	Punjab	1981(59%)	1384(41%)	3365	0.19
19.	Sikkim	613(59%)	422(41%)	1035	1.3
20.	Tamil Nadu	23083(55%)	19162(45%)	42245	0.94
21.	Telangana	1654 (37%)	2732(63%)	4386	0.14
22.	Tripura	632 (55%)	511(45%)	1143	0.25
23.	Uttarakhand	921(59%)	649(41%)	1570	0.09
24.	Uttar Pradesh	82662(53%)	73536(47%)	156196	1

8.2 Special Training for Out of School Children

Table 11 gives information about the centers through which special training programmes are provided to Out of School Children admitted in age appropriate classes. As per the data, States and UTs have put an initiative for providing special training to the Out of School Children in schools, centers run by the NGO's and the residential centers. In twelve States and UTs (Andhra Pradesh, Chhattisgarh, Delhi, Goa, Gujarat, Karnataka, Manipur, Odisha, Punjab, Tamil Nadu, Telangana and Uttarakhand) there are also some other centers which

play an important role in imparting special training programmes. The States and UTs were also asked about the number of children who have dropped out of special training programmes. Chhattisgarh and Telangana reported that 8661 and 83 children were dropped out of special training programmes till last quarter.

Table 11: Number of Special Training Centers in States and UTs

Sl. No.	States and UTs	Number of Special Training Centers				Number of children dropped out of special training programmes
		Own schools	Other Centers (NGO)	Residential Centers	Any Other	
1.	Andaman & Nicobar Islands	INP	INP	INP	INP	INP
2.	Andhra Pradesh	INP	338	367	70	INP
3.	Bihar	INP	INP	INP	INP	INP
4.	Chandigarh	182	0	0	04 centres - VTC Building Snehalya at Maloya, Chandigarh, Nari Niketan - 1 Juvenile Justice Home - 1	INP
5.	Chhattisgarh	792	01	254	72	8661
6.	Dadra & Nagar Haveli	3	INP	INP	INP	INP
7.	Daman & Diu	03	0	0	0	INP
8.	Delhi	115	35	07	Hostel -03 Madrasa- 21	0
9.	Goa	10	14	0	0	INP
10.	Gujarat	0	0	509	0	0
11.	Karnataka	23514	42	1067	INP	INP
12.	Kerala	38	INP	INP	INP	0
13.	Maharashtra	1117	0	0	0	0
14.	Manipur	519	0	68	INP	0
15.	Nagaland	0	0	0	0	0
16.	Odisha	404	0	Residential special training Centre – 99 Non-Residential Special Training Centre – 305 Seasonal Hostel - 204	0	INP
17.	Puducherry	35	NIL	NIL	NIL	INP
18.	Punjab	1095	INP	2	INP	0
19.	Sikkim	INP	INP	INP	INP	INP

20.	Tamil Nadu	0	159	1049	KGBV - 61 NCLP – 309 (IE OSC) - 0	INP
21.	Telangana	5812	INP	296	668	83
22.	Tripura	INP	INP	INP	INP	INP
23.	Uttarakhand	49	INP	01	INP	INP
24.	Uttar Pradesh	3919	INP	INP	INP	INP

9. Textbooks Distribution in Schools
9.1 Number of Schools Distributing Textbooks

Table 12 gives information about the time by which schools distribute textbooks to the students. It is noted that 100 percent schools of seven States and UTs (Chandigarh, Chhattisgarh, Daman & Diu, Gujarat, Kerala, Nagaland and Punjab) have distributed their text books within one week. It is surprising to note that some schools of Andhra Pradesh, Karnataka, Odisha, Puducherry, Telangana and Uttarakhand have distributed text books only after one month of commencement of the academic year. It can also be noted from the table that some States and UTs (Andaman & Nicobar, Karnataka and Maharashtra) haven't provided information regarding text book distribution among all schools of the state. Dadra & Nagar Haveli did not provide total number of schools due to which percentage of textbook distribution could not be calculated. The total number of schools given was less in comparison to the number of schools reported for textbook distribution in case of Goa so percentage was not calculated.

Table 12: Number of Schools Distributing Textbooks at Different Times after Beginning of Session

Sl. No.	States and UTs	Number of schools distributing textbooks at different times after beginning of session			
		Within one week	Within one month	After one month	INP
1.	Andaman & Nicobar Islands	189 (56%)	21(6%)	INP	38%
2.	Andhra Pradesh	32543 (43%)	38857 (50 %)	5094 (7%)	0
3.	Bihar	INP	INP	INP	INP
4.	Chandigarh	107(100%)	0	0	0
5.	Chhattisgarh	47589(100%)	0	0	0
6.	Dadra & Nagar Haveli	249	22	0	Data Inconsistent
7.	Daman & Diu	95(100 %)	0	0	0
8.	Delhi	INP	INP	INP	INP
9.	Goa	488	762	434	Data Inconsistent
10.	Gujarat	66722(100%)	0	0	0
11.	Karnataka	23249(48%)	4251(9%)	1573(3%)	40%
12.	Kerala	11904	0	0	0
13.	Maharashtra	87963(85%)	INP	INP	15%
14.	Manipur	0	100%	0	0
15.	Nagaland	2714(100%)	0	0	0
16.	Odisha	35%	60%	5%	0
17.	Puducherry	239(81%)	45(15%)	10(3%)	1%
18.	Punjab	17608(100%)	0	0	0
19.	Sikkim	274(36%)	491(64%)	0	0
20.	Tamil Nadu	Before reopening – 45036 Within one week- 255	38	0	0
21.	Telangana	24473(88%)	2836(10%)	357(2%)	0
22.	Tripura	1748 (40%)	2659 (60%)	0	0
23.	Uttarakhand	5265(31%)	8721(52%)	2780(17%)	0
24.	Uttar Pradesh	INP	98%	INP	2%

9.2 Steps taken for Timely Distribution of Textbook

Table 13 indicates the steps taken by the States and UTs to improve their system for timely distribution of textbooks. All the States and UTs except Bihar and Karnataka have provided information in the matter.

Some prominent steps taken by the States and UTs to improve the distribution of textbooks are summarized below:

- Planning strategies for distributing text books before reopening of schools.

- Improving coordination among SPO (SSA), Director (Edu) and other concerned officers for timely distribution of textbooks in all States and UTs.

- Continuous monitoring and review meetings to ensure the timely distribution of textbooks

Table 13: Steps Taken by the SPOs to Improve the System for Timely Distribution of Textbooks

Sl. No.	States and UTs	Steps Taken
1.	Andaman & Nicobar Islands	Free textbooks are distributed by the Department of Education
2.	Andhra Pradesh	SPO (SSA) is coordinating with Director, Text books Press and Commissioner and Director School Education to distribute the books to all pupils in the state in the 1st week of the academic year
3.	Bihar	INP
4.	Chandigarh	It is ensured that all the books are provided to students in the beginning i.e. first week of academic session except some titles which are received late from NCERT
5.	Chhattisgarh	The text books were distributed to the students before commencement of school session. The textbooks were distributed by Textbook Council directly at block level/cluster level in March-April and they distributed it to the schools before first week of June. Monitoring of providing free textbooks was done at State level as well as at District Level to ensure complete distribution
6.	Dadra & Nagar Haveli	UT will plan to place requirement order before three months of the beginning of school session to Gujarat State School Textbook Board
7.	Daman & Diu	Text books were distributed during vacation period
8.	Delhi	All the districts are distributing textbooks within one week from the commencement of the session
9.	Goa	• SCERT is looking after textbook distribution • One of the reasons of late supply of books by S.C.E.R.T is due to the fact that full set of books is provided at a time to reduce transport cost
10.	Gujarat	Blockwise list of the required textbooks received from the districts are given to GCERT. These textbooks are distributed by the Education Supervisor before re-opening of the schools. The BRCs/CRCs look after proper distribution of the books and verify the same after actual distribution as well.
11.	Karnataka	Inconsistent Information
12.	Kerala	• Review meetings are conducted • Collecting data from each district for textbooks distribution • Convergence meeting with educational officers and text book authorities at various levels • Timely monitoring, online entries of text book indent and distribution status

		• Proper monitoring by field visits
13.	Maharashtra	State level and district level Education Officers meetings were held. Video conferencing with the BEOs, spot visits were made. Brief guidelines were given to the EO, BEO and CRPs regularly for textbook distribution
14.	Manipur	• Placement of supply order is made before three months of begnning of the session • Textbooks are timely distributed in all the schools sometimes even before the session
15.	Nagaland	The SPO as the funding authority releases the fund on time
16.	Odisha	• Continuous monitoring by State level officers, District level officers, Block level officers, Cluster level officers • Timely release of transportation cost of text books to all BEOs • Regular convergence meeting with TBPM in Feb/March/April
17.	Puducherry	A separate officer is in charge of text book procurement and distribution
18.	Punjab	DPO remains in touch with all schools heads and block heads and get regular updates from state head quarter about the supply and progress of distribution of textbooks.
19.	Sikkim	SPO has requested the textbook section of the department to make the textbooks available in District Textbook Stores during winter vacation
20.	Tamil Nadu	• Indents placed to TNTB department 6 months in advance. • Books are supplied to the regional godown in every District • DPC conducts special meeting with DEEOs & AEEOs during every quarter and make them monitor effectively on distribution of textbooks before the reopening of schools. • DPC ensures the timely issue of textbooks while BRTEs visit to schools on the reopening day • Principle Secretary School Education / Chairman Text Book Society / State Project Director hold special review meetings during may to ensure the delivery of books to all centres in time. One Joint Director is nominated to each district and he monitors the activities of the district including the distribution of text books
21.	Telangana	• SPO is coordinating with Director, Text books Press & Commissioner & Director School Education to distribute the books to all pupils in the state in the 1st week of the academic year

22.	Tripura	• The academic session in Tripura starts from January every year. For timely distribution of text books SPO starts initiative in Feb/March. SPO requests SCERT to start the process of printing of text books. In the processes of printing of text books SPO extends full co-operation with SCERT. After printing, all books are sent to the Block Project Coordinators (Inspector of Schools) as per their requirement. They are also instructed to distribute text books by december every year and send report to the SPD, SSA. The SSA officials monitor the whole process
23.	Uttarakhand	• SPO/SCERT is printing books timely and providing grants funds to district for timely distribution of textbooks.SPO instructed DPOs to make textbooks available timely to the schools. Daily monitoring of F.T.B. distribution in the month of April/May
24.	Uttar Pradesh	• Government publishes tender notice for printing of free text books. After evaluation of the technical bid, financial bid is opened to know who fulfill terms and conditions of tender documents. Work is allotted at lowest price to those tenders who give consent al lowest rate. After that District Basic Education Officers are directed to issue purchase orders to the eligible selected printers/publishers • After the purchase order are issued regular monitoring is done from the text book office for timely printing of textbooks and supply of textbooks on scheduled time, verification and distribution of textbooks to the students studying in primary/junior schools • To ensure the qualitative and error free printing the textbooks are reviewed and analysed for errors and same are sent to SCERT to rectify the error for printing and publishing for the next year

10. Teaching Learning Process

Table 14 gives information on the initiatives/ strategies adopted by the teachers for improving the teaching learning process. Some major initiatives are mentioned below

- Most of the States and UTs encourage activity based learning among children (Andaman & Nicobar Islands, Chandigarh, Chhattisgarh, Dadra and Nagar Haveli, Daman and Diu, Goa, Gujarat, Karnataka, Kerala, Manipur, Nagaland, Odisha, Puducherry, Punjab, Sikkim, Tamil Nadu, Telangana, Tripura, Uttarakhand)

- Teachers in fifteen States and UTs make effective use of teaching and learning aids during classroom transaction (Andaman & Nicobar Islands, Andhra Pradesh, Chandigarh, Daman and Diu, Delhi, Goa, Gujarat, Karnataka, Nagaland, Sikkim, Tamil Nadu, Telangana, Tripura, Uttarakhand and Uttar Pradesh)

- Eight States and UTs follow a strategy of giving special focus on slow learners (Andhra Pradesh, Karnataka, Nagaland, Odisha, Tamil Nadu, Telangana, Tripura and Uttarakhand)

- Peer learning is encouraged in six States and UTs (Chandigarh, Chhattisgarh, Puducherry, Tamil Nadu, Tripura and Uttarakhand)

- Goa, Gujarat and Nagaland conducted field trips for making the teaching and learning process more enjoyable and effective

Table 14: Initiatives/Strategies adopted by Teachers for Improving Teaching and Learning Process

Sl. No.	States and UTs	Initiatives/ strategies adopted
1.	Andaman & Nicobar Islands	• Group activities to enhance pupil's involvement • Utilization of subject wise tools and techniques to develop various skills among teachers
2.	Andhra Pradesh	• Adopting child friendly and child centered class room practices • Maximum use of quality TLM • Proper use of dictionaries, modules, atlas • Focus on preparation of teacher lesson plan and diary • Making special efforts for all round development of children • Keeping special focus on low achievers with use of specific teaching strategies
3.	Bihar	INP
4.	Chandigarh	• Need based teaching approaches • Discussion/sharing of various teaching strategies during cluster level training programmes • Training inputs are used for making classroom transaction more effective • Experiential teaching /learning • Preparation and use of TLM with the help of students • Use of technology multimedia to make teaching learning process more effective • Peer/group learning • Use of reference material i.e. source books • Practice based activities

5.	Chhattisgarh	• The textbooks give ample opportunities to do peer and group learning activities • Scope for locally relevant activities and learning opportunities • Training on CCE and activity based learning helps teachers to understand the basic concepts to improve students' learning • Focus of training on Early Grade Literacy and Mathematics • Local support to teachers are provided to get children enrolled from interior areas and support teaching through mother-tongue • TV sets are provided and used to ensure smooth transition from mother-tongue to school language • Peer and group learning was made during the teaching-learning processes • Remedial teaching to the weaker students ensured • Selected tribal areas given work books to enable students to do writing practice with external support • *Bachpan* and *Balmitra* magazines for children to do reading practice
6.	Dadra & Nagar Haveli	• Teacher introduces constructive and many activities in classroom transaction • At primary level teacher introduced experimental method instead of demonstration method • Introduced group work activities for self learning
7.	Daman & Diu	• Using teaching aids/TLMs, charts, equipments, models, etc in teaching learning process • Participation/involvement of students in classroom process • Giving project works to students • Using various methods of teaching in classroom
8.	Delhi	• An awareness program has been undertaken to change the belief system • Teachers implemented the ideas in classrooms which were learnt in the teachers training • Teachers modify teaching methods according to students needs • Teachers used teaching aids to improve teaching and learning process • Teacher trainings/workshops were organised from time to time for improving teaching and learning process
9.	Goa	• Use of TLM, use of CAL during teaching • Use of projects work and use of audio visual aids • Giving individual attention to each student • Natural trails and field trips are organized • Using play way methods, flash cards • Remedial teaching • Use of worksheets by teacher • Group discussion on given topic

		• Outdoor learning is practiced • Children are encouraged to express themselves in classrooms • Positive attitude is practiced by the teacher • The teaching and learning process is child – centered
10.	Gujarat	• Story reading • Education though *Bi-sag* • Educational tours and picnics • Innovative activities • Activity based education • Life skill education • Planning of value added activities in prayers • Utilization of IT equipments in education • Practice based activities in Mathematics and Science teaching • Experiments, use of ICT technologies • Subject based TLM • Free communication between teacher and student • Education according to the local environment
11.	Karnataka	• Unit wise TLM preparation • Activity based learning • Remedial teaching • Teacher preparation before classroom teaching • Individual attention • Technology based learning • Identification of slow learners
12.	Kerala	• Maths Kit supplied to all schools in the State and using these in the classrooms to improve Maths learning activities except Palakkad and Kozhikkod District • Regular SRG meeting and use of cluster and block resources, vacation training, cluster meeting etc • '*Metric Mela*' in primary classes and supplementary additional material worksheet for early arithmetic and early reading and writing skills • '*Sastra Congress*' and '*Ganitholsavam*' in the upper primary classes to improve Maths and Science • Primary classes Language acquisition material '*Mazhavillu*' and Mathematics material '*Minnaminni*' supplied for improving reading, writing and mathematical skills • Theatre games introduced in UP Classes for strengthening the girls students in the state • Connecting day celebrations with curricular activities
13.	Maharashtra	• Revised training criteria • Rigorous selection procedure for selection of master trainers was adopted • Adopted IT in training of primary teachers

		• Appointed mentor in each training
14.	Manipur	• In-service teachers training • Teacher's effort towards achieving the mastery level of learning at the elementary level • Teaching-learning process is based on learner centered, active participation of learners by providing motivation, close, care relationship with them and play way group works • Teacher designing various sufficient learning activities, tasks which could be practiced by students in group or individually
15.	Nagaland	• Using relevant TLM in classroom teaching • Play way method • Involvement/participation of students in the classroom activity • Outdoor learning through observation • Front seat allotted to CWSN in classrooms
16.	Odisha	• Regular checking of worksheets • Teaching as per need & achievement level of students • Play way and activity based teaching learning situation • Focus on slow learners in SAHAJA programme • Conceptual clarity in MSM training
17.	Puducherry	• Encouraging peer teaching • Students involvement in group activities like project work, group discussion. • Encouraging them to solve problems at their own during teaching and learning process.
18.	Punjab	• Activity based teaching • Child friendly classroom environment • Motivation to students
19.	Sikkim	• Teachers are trying to use activities to teach the children and trying to make classroom collaborative • Involving maximum number of students to participate in classroom activities • Preparing attractive TLMs with low cost locally available materials • Adopted play way method in teaching and leaning process • Adopted Continuous and Comprehensive Evaluation in true sense
20.	Tamil Nadu	• Teaching through activities, utilizing computers, laptops and Teaching Learning Materials • Making use of dictionary in English teachings • Creating conducive atmosphere by exposing the children to simple commands and sentences in English to enhance communication skills • Conducting Science experiments related to the topics • Enhancing peer group activities at all levels

		• Improving the comprehending skill of the students by teaching through audio visual aids available in schools • Adopting the valuable teaching strategies learnt in the various training programmes conducted at CRC & BRC. • Conducting assessment using audio-visuals will improve the listening skill • Conducting memory game in order to remember different words, years and scientists name
21.	Telangana	• Effort is being made in the schools to adopt LEP strategies for improvement in teaching and learning process such as focus on child centered pedagogy, activity based teaching, project based learning, and discussion centered collaborative learning • Making 100% utilization of time with quality TLM • Focus on proper use of dictionaries, Atlas and other TLM • Ensuring teaching plans by every teacher • Improving multi-grade classroom by better planning and management • Keeping special focus on low performing learners by under taking remedial teaching
22.	Tripura	• Use TLM while teaching • Adopt active methodology • Encourage group discussion, debate and peer learning • Involve all students in learning lesson • If necessary, remedial teaching is provided to weak children
23.	Uttarakhand	• Action research • Project work • Activity based teaching and learning • Peer group learning. • Play way method • Use of TLM • Group learning • Use of songs and stories • Extra time to weak students
24.	Uttar Pradesh	• Development of basic skills of early reading, writing and numeracy in children • 1st hour of the school should be given for language teaching, for skill development of listening, speaking, reading, writing and work for development of words and expressions • 2nd hour of the school should be given for mathematics teaching, for practice of numbers and tables and also for mental mathematics • Emphasizes on development and use of TLM, use of science and mathematics kit

		- Focus on use of workbook, green board, learning corner/library - Focus on decoration of school walls through reading materials - Organising discussions and debate competition on important topics

11. Inclusive Classroom

Table 15 presents various efforts for making classrooms effective with regard to Children with Special Needs (CWSN). All the States and UTs except Bihar have submitted data relating to CWSN. Some specific efforts include providing necessary learning materials specially designed for teaching CWSN, special trainings for CWSN with the help of specialized resource teachers, learning through peer sensitization, providing equal opportunities, ensuring proper seating arrangement, providing special physical amenities like construction of ramps, low height benches, hand grills etc.

Table 15: Specific efforts made for making Classrooms Inclusive (CWSN)

Sl. No.	States and UTs	Specific efforts made for making classrooms inclusive (CWSN)
1.	Andaman & Nicobar Islands	• Sessions to impart training on inclusive education were incorporated during in-service teacher trainings
2.	Andhra Pradesh	• Giving special training with the help of IERTs • Taking special efforts for CWSN children in learning • By providing special equipments with the help of RVM. • Making the children to sit in front rows. • Taking special efforts in making the CWSN children to associate with normal children. • By providing special physical features like construction of ramps, low height benches etc. • Making provision for CWSN children to learn with normal children by promoting collaborative learning, group learning.
3.	Bihar	INP
4.	Chandigarh	• Individualized educational plan with modified curriculum to make teaching learning process CWSN friendly. • Visits of resource teachers for hand holding of general classroom teachers in respect of handling CWSN. • Seating plan as per the need of CWSN • Learning corners to facilitate the teaching learning process of CWSN. • Peer sensitization by teachers.

5.	Chhattisgarh	• Recruited number of resource teachers for children with special needs • Resource teachers visit each and every school where CWSN children are enrolled and conduct the training of other teachers
6.	Dadra & Nagar Haveli	• Teacher and other students pay more attention towards learning of CWSN. • Onsite support by special teacher and resource persons
7.	Daman & Diu	• Taking special care of CWSN students & spending more time with them. • Making the CWSN students to participate in competitions and in assembly activities. • Using available materials specially made for them.
8.	Delhi	• Classrooms have wide doors for wheel chairs for CWSN children • CWSN children are preferred to be seated in front row. • Peer sensitization programmes • Regular teachers were trained for making classroom inclusive
9.	Goa	• Sensitizing children about CWSN. • Awareness talks. • Making classroom barrier free. • Teachers are given special training. • Use of TLM in teaching learning process. • Giving equal opportunities. • Proper seating arrangement, assistive aids as per the CWSN students requirement. • Proper ventilation and lighting. • Use of Audio visual aids. • Inclusion of CWSN children in group activities, games and co curricular activities. • Allotment of extra time, giving objective type, oral questions etc. • No discrimination is done on any ground among students and repeated explanation of matter. • Personal attention provided to CWSN by the teachers. • By introducing the 'Buddy system' in the classroom and remedial teaching. • By taking help from school teachers as per requirement. • Teachers are planning their lessons as per the need of the student. • Special remedial teaching to the CWSN.
10.	Gujarat	• Keeping contact with the parents of handicapped children for his/her progress • Arrangement of resource room, resource room activity and planning of camps

		• Regular teaching through resource teacher
		• Creating school environment to accept CWSN children
		• Arrangement of school furniture
		• Bias free education for all children.
11.	Karnataka	• Special educators' services are used to educate these children
		• Use of innovative methods
		• Physical infrastructure is accordingly provided (ramps)
		• Special coaching by subject teachers
		• Individual attention provided as far as possible
		• Teachers training
12.	Kerala	• Adaptation of Curricular Teaching manual & TLM, onsite support from RT, worksheets, building, blocks and models.
		• Providing bridge material ,evaluation tools ,barrier free environment
		• Proper seating arrangement for VI, HI and OH pupils
		• Activity oriented workbooks
		• Provide services of RT's in classrooms for classroom adaptation and remedial teaching.
		• Every school provides Ramp and Rail, adapted toilets, barrier free environment for CWSN children.
		• ICT ensure involvement of CWSN in all activities
		• Social adaptation learning activities are conducted.
		• Programmes like '*Kalikoottam*' and '*Sahavasa camp'* has organized to develop life skill.
		• '*Sayanthana Vedi'* –Parental orientation programme conducted to empower the parents of CWSN children.
		• World disabled day celebrated to develop their confidence building.
		• Sand tray and Big picture in primary level
		• Usage of special picture cards and storytelling method in the classroom
13.	Maharashtra	• Used Braille books, Toys & Therapy System in classroom situation.
14.	Manipur	• Provide bridge material, evaluation tools, barrier free environment.
		• Proper seating arrangement for VI, HI and OH pupils
		• Activity oriented workbook.
		• Provide services of RT's in classrooms for classroom adaptation and remedial teaching.
15.	Nagaland	• Resource Teachers/I.E Volunteers have been attached to school where CWSN children are studying after giving orientation training at state level.
		• By making ramps and hand grills.
16.	Odisha	• Themes specific training on Braille, large print, MR, CP to regular teachers

		• Counseling & training to CWSN students as per their mental level & requirement.
		• Remedial coaching to CWSN.
		• Providing incentives, aids & appliances etc.
17.	Puducherry	Developing Self- Confidence Learning through Peer Sensitization • The capacity of teachers is enhanced for quality Teaching learning by imparting Training to teachers on Curriculum Integration for the Children
18.	Punjab	• Creating amicable atmosphere in the classroom • By arranging necessary learning materials like Braille kits, Flash cards. • By arranging comfortable furniture.
19.	Sikkim	• Ramps and disable friendly toilets are being provided in schools • Special attention by all teachers to them according to their disability • Special educators make frequent visits and give suggestions (provide onsite supports)
20.	Tamil Nadu	• Conducting IED-HUB meetings in schools where IED children are enrolled • Teaching with TLM like three dimensional pictures to make them feel by touching objects. • Paying Special attention to children with SLD (Slow Learning Disability) • Creating Opportunity for CWSN to get involved in all classroom activities. • Providing a well designed class room with various educational kits. • Avoiding the isolation of the children completely. • Making use of Individual Education plan (IEP) properly. • Maintaining the monthly growth chart of children regularly. • Ensuring the receipt of scholarships and various aids / equipments extended to the children with special needs • CWSN are mainstreamed in the regular class and given with special intervention
21.	Telangana	• Giving special training to the children with the help of IERTs on social behaviors • Taking special efforts by teachers for CWSN in learning • By providing special equipments with the help of SSA. • Making the children to sit in front rows. • Taking special efforts in making the CWSN children to associate with normal children. • By providing special physical amenities like construction of ramps, low height benches etc.

22.	Tripura	• Barrier free environment has been made for CWSN in the class.
		• Special care of CWSN is taken by the teachers.
		• Special training given to the teachers of those schools where CWSN are enrolled by the resource teachers regularly.
		• Allotted first bench for CWSN.
23.	Uttarakhand	• Involving CWSN in all teaching learning process with other children
		• Two days training provided to all children on inclusive education in the year 2013-14
		• Teaching of CWSN with other children.
24.	Uttar Pradesh	• Teachers are trained for inclusive environment during classroom teaching to prevent any type of discrimination based on physical disability, caste, gender, religion, etc.
		• Seating arrangement, use of TLM and MDM etc.
		• Participation of CWSN in Children Committee, Library, Sports etc.
		• Regular follow up and support by BRPs

12. Continuous and Comprehensive Evaluation (CCE)

Table 16 gives information on ways through which CRC coordinators are monitoring the progress of pupil's learning. Most of the States and UTs adopt the strategy of classroom observation, attendance monitoring, verification of CCE documents, portfolio, evaluation of teachers' diary and register for monitoring the progress of pupils learning. Review meetings are also conducted at regular intervals to discuss pupils' progress and constraints.

Table 16: Ways through which CRCCs are monitoring the Progress of Pupils' Learning

Sr. No.	States and UTs	Ways through which CRCCs are monitoring the progress of pupils' learning
1.	Andaman & Nicobar Islands	• Class inspection and providing feedback to subject teachers. • Spot guidance by the CRCCs to HoIs to supervise and monitor the progress of pupils' learning.
2.	Andhra Pradesh	• Conducting review meetings once in a month on progress of pupils • Providing appropriate academic guidance in TLP • Conducting frequent visits and monitoring the learning process • Giving suggestions and instructions for adopting learning centered strategies and CCE
3.	Bihar	INP
4.	Chandigarh	• Observations of classroom teaching learning process. Interaction with teachers & students to know whether desired competency level is achieved or not.
5.	Chhattisgarh	• An exhausting guideline prepared by SCERT about CCE was provided to all CRCs by the help of this CRCs monitored the progress of pupils learning. • During monitoring CRCCs approach the classes and ask questions to students according their class level. • They also observe their homework and assignment copies. • On the basis of the observations of student's profile, Report Cards, Port Folio, Evaluation Register and Teachers Diary • Follow up regarding CCE is done at school level only with individual students
6.	Dadra & Nagar Haveli	• CRCC monitor CCE formats filled by teachers and then evaluate students learning • Providing onsite support to teachers on CCE
7.	Daman & Diu	• Observance of assembly, teachers & students performance in classrooms etc. • Evaluate &observe monthly report of CCE.
8.	Delhi	• Randomly checking classwork and homework • Assess the basic knowledge of students • Ensuring students 'participation through individual and group activity • Conducting quiz sessions
9.	Goa	• Through discussion with teachers. • Random Checking of the records. • By using different methods of evaluation i.e oral, written, worksheet etc. • Revisions of pupils were taken / recitation by distributing the worksheet. • By teaching grammatical words and pronunciation / phonetics. • Observing the students in group activities. • Taking up reading, pronunciation, dictation, questions & answer and correcting them when wrong.

		• Asking students dodging tables and then to write tables to identify whether any child is lacking behind. • Visits to schools by CRPs to check the achievement of students in basic skills like listening, speaking, reading and writing. • By checking CCE report cards. • During their teaching/learning process schedule they take the feedback. • Through Quality Monitoring Tools.
10.	Gujarat	• Keeping notes for educational achievement of students during school visits and class evaluation • Solution of problems • Regular assessment of SCE forms and share the finding with the parents, evaluation of students profile and portfolio • Fortnightly assessment of SCE form A & B • CRCs are filling the necessary entries online.
11.	Karnataka	• 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.
12.	Kerala	• By conducting different activities in reading, writing and Mathematical operations • Verifying students' note books, portfolio and the class room products at the time of classroom observation • Verify TM, CCE recoding of the teacher and reflection note of the TM. • Assessing the periodic tests, Term end evaluation performance and QMTs • Attending the SRG meetings, CPTA, SMC meetings and interacting with HMs, Teachers & Parents. • Monitoring & Supervision of notes of HM and Educational Officers.
13.	Maharashtra	• Adopted CCE in each Govt. school. All teachers as well as CRC's are already trained.
14.	Manipur	• Monitoring & Supervision notes of HM and Educational Officers • Assessment reports are regularly checked and monitored by CRCCs. • CRCCs encourage the students of their particular CRC to participate in district & State level competitions. • Regular monitoring of attendance.
15.	Nagaland	• Conducting meeting with teachers • Classroom observation and assist the students in curricular and co-

		curricular activities
		• Slow learners are encouraged by the system of re-teach and re-test
16.	Odisha	• Regular verification of CCE Register
		• Observing the classroom situations.
		• Visit of DIET Faculty member
		• Discussion in Monthly Sharing Meeting
		• Asking questions to students
		• Pedagogical support to teachers
17.	Puducherry	• Periodical visit to the schools
		• Analyzing the progress reports of the students
18.	Punjab	• Through "*Pravesh Project*" at primary level.
		• Through subject specific projects in "Science, Math, English and Social Study "at upper primary level by DRPs.
		• Through district science supervisor team at upper primary level.
		• The process of evaluation/monitoring includes class inspection, arranging competition and random checking.
19.	Sikkim	• CRCCs are visiting schools and observing classrooms
		• Analyzing Quarterly Report on students' achievements
		• Conducting baseline studies at their own level
20.	Tamil Nadu	• Visiting the schools in regular intervals to monitor all the activities of schools
		• Checking the cleanliness maintained in the school campus, classroom activities with teachers support through ADEPTS
		• Assessing the achievement level of the students in Reading, Writing and Arithmetic
		• Verifying the various activities of CCE
		• Making remedial measures to make the late bloomers learn easily
		• Conducting CRC level training discussion among teachers on achievement level of children.
		• Conducting State Level & National Level Achievement Tests to know the performance of children across the State
21.	Telangana	• Conducting review meetings once in a month on progress of pupils
		• Providing appropriate academic guidance in TLP
		• Conducting frequent visits and checking the learning process
		• Giving suggestions and instructions in adopting CCE for better learning of children.
22.	Tripura	• All CRCCs are visiting school in regular manner. At the time of visiting classroom they asked question pupils to access their progress
23.	Uttarakhand	• CRCCs ask questions to students
		• Observe their exercise books
		• Home works
		• Progress registers
		• Making conversation with students
		• Asking questions of general awareness

24.	Uttar Pradesh	All NPRCCs visited at least 10 schools in a month for monitoring of student learning and provide on-site support to teachers in teaching learning process. NPRCCs also observe child profile evaluation register and workbook. They also discuss with students in local language about students experience for evaluation of students learning.

13. Teacher Training

Use of Training inputs by the teachers in Classroom

Table 17 reveals the ways in which training inputs were used by the teachers. As per the information provided five major training inputs used by teachers in all States and UTs relates to usage of relevant TLM, implementation of CCE, activity based teaching, usage of ICT and preparation of lesson plan.

Table 17: Five Prominent Examples of Training Inputs used by Teachers

Sr. No.	States and UTs	Ways in which training inputs were used by teachers. Write five prominent examples
1.	Andaman & Nicobar Islands	• Teacher properly evaluated different skills using suitable tool and techniques. • Teachers designed and used suitable TLMs. • Carrying out activities for gender equality. • Group activities in class rooms.
2.	Andhra Pradesh	• Adopting effective classroom transaction process. • Understanding the level based and level specific TLP • Adopting the process of pupil interaction methods • Understood the design of textbook and process of transaction of textbook successfully. • Understood the importance of module reading in development of TLP
3.	Bihar	INP
4.	Chandigarh	• Use of multimedia for effective teaching • Use of innovative teaching methods to make teaching learning more interesting and effective. • Peer learning/group teaching • Preparation and use of low cost TLMs • Optimum use of Maths and Science kits
5.	Chhattisgarh	• This year focus of the training was Early Grade Reading and teachers were asked to sign the following oath: - I will ensure the availability of reading corner in school - I will put the labels for different items in school to provide print-rich environment - I will make proper use of school library • Use of local language to facilitate students' learning

6.	Dadra & Nagar Haveli	• ABL introduced in primary level • Group Activity • Oral activity initiated for English verbal ability
7.	Daman & Diu	• Applied different types of innovative method of teaching. • Implementation of CCE in all Schools. • During the training, teachers are learning to prepare TLM.
8.	Delhi	• Hands on experience • Showing working models on large number of topics • Teaching beyond the boundaries of classrooms • Weekly based revision
9.	Goa	• Using various strategies of teaching with the student ability. • Conducting activities, field trips and outing etc. • Teaching aids, charts, models and power point lessons prepared. • Value based events/stories are dramatized in class. • Teachers are using worksheets based on learning indicators for better understanding of concept.
10.	Gujarat	• Necessary changes in education systems identified during the training, implementation of innovative activities in the classroom, usage of TLM • Efforts in connecting life skill education in the syllabus, Education according to ERAC activity. • Creation of innovative activities for effective practice for reading-calculation-writing. • Field visits, tours and picnics, celebration of festivals, planning of educational activities in prayer meetings have been linked to education. • Usage of ICT, education through experiments, group work, activity based projects, educational tours etc. have helped in building education.
11.	Karnataka	• Preparing teaching learning material related to competencies. • Handling heterogeneous groups • Orientation about usage of new textbooks. "*Rachana*" for fifth and eight standard helped them in transacting the curriculum efficiently in classroom. • Change in their attitude towards classroom teaching-learning process. • Better comprehension of CCE and recording the performance of the child using different assessment tools.
12.	Kerala	• Using ICT facilities • Better usage of Maths kit provided by SSA in UP classes. Maths fest named as *Ganitholsav* (Fest), *Balasasthra* Congress at school level, CRC level & BRC level. • Effective use of lab & science corners in LP & UP classes. • Preparing additional early reading and writing material *Mazhavil* (Rainbow) for Class I, II. • Adaptation of class room strategies and TLM for the inclusive education.

13.	Maharashtra	• Demonstration methodology. • Use of Technology. • Power Point Presentation. • Use of different Materials. • Reduce cascade modes.
14.	Manipur	• Judicious use of teaching aids, blackboard with neat and legible hand writing. • Designing and identification of activities and tasks for students. • Conduct of comprehensive and continuous evaluation. • Encourage students to enhance their problem solving skills, critical thinking skills, enquiry skills, observation skills, negotiation skills, effective communicative skills.
15.	Nagaland	• Use of relevant TLM. • Activity and competency learning • In making proper lesson plan • Create joyful learning environment • Continuous evaluation of pupil's performance.
16.	Odisha	• Use of different types of activities as per need of students. • Continuous & Comprehensive Evaluation of students, recording of pupil progress. • Use of different tools & techniques for evaluation in classroom situation. • Student employment in child right.
17.	Puducherry	• Create suitable situation in the class room with the help of teaching aids • Give chances to students to engage in the activities • Effective teaching by using different teaching methods in the class room after training • Using the training inputs by implementing in the class room • Exhibit aids and encourage the student to respond.
18.	Punjab	• Psychology tests learnt in pedagogy training. • By using cornucopia, flash cards and play cards. • By using Science and Math kits up to optimum level. • By arranging school level competition in Science and Math. • By using self made TLMs.
19.	Sikkim	• Teachers started using collaborative teaching techniques • Teachers are conducting Continuous and Comprehensive Assessment • Lecture method is now replaced by activity method • Conducted debates, group discussion, role play and interactive session in the classroom • Sharing of training inputs with fellow teachers
20.	Tamil Nadu	• Spoken English and Communication Skill training enables teachers and students to converse in English confidently • Mapping skill training has been developed on how to use atlas • Reinforcement training on CCE has helped the teacher to involve all the activities and all the aspects of evaluation

		• Simple Science experiments training given is much useful for doing simple experiments in the classroom which creates interest among children • Arts and craft training often used in classroom for FA(a) activities
21.	Telangana	• To carry effective classroom transaction process through collaborative learning • Adopting discussion method; activity based; project based learning especially in multigrade settings • Adopting the process of pupil interaction methods • Focus on preparation and utilisation of TLM • In adopting CCE procedures in assessment of children
22.	Tripura	• Teachers adopt subject wise different methodology of teaching they have learnt in teachers training programme. • Used TLM while teaching. • Involve all children in learning process by using active learning methodology. • Arrange for group discussion, peer learning. • Identify weak children and provide remedial teaching
23.	Uttarakhand	• Acivity Based Learning is using by teachers • Providing opportunity to solve problem and help as a facilitator • Involving students in making of TLM and its use • Using the method of Project work and Bal Shodh etc • Action research to improve teaching learning process etc
24.	Uttar Pradesh	• Teacher use word cards for vocabulary enrichment • They provide opportunity to students for sports activity and PT in schools • Teacher use easily available TLM at local level in teaching learning process • They also organise *Bal Sabha* for children meeting, encourage use of library books and participation in cultural activity in school. • Teachers do regular planning for teaching.

Teachers' Suggestion for Upcoming Training Programmes

Table 18 gives some key suggestions provided by the States and UTs for upcoming training programmes at district level. The prominent suggestions include the following

- Eleven States and UTs are of the view that training programmes should be provided before commencement of the academic sessions or during vacations (Andhra Pradesh, Chhattisgarh, Daman and Diu, Goa, Karnataka, Puducherry, Punjab, Sikkim, Telangana, Uttarakhand and Uttar Pradesh)

- Eight of the States and UTs are of the opinion that upcoming training programmes should be subject wise and linked to daily life (Chandigarh, Chhattisgarh, Dadra and Nagar Haveli, Goa, Nagaland, Sikkim, Puducherry and Tamil Nadu)

- According to eight States and UTs training may be mostly activity based (Andaman and Nicobar Islands, Dadra & Nagar Haveli, Daman & Diu, Goa, Puducherry, Punjab, Sikkim and Tripura)

- Four States and UTs are of the view that training should be provided by expert master trainers or resource persons (Chhattisgarh, Goa, Gujarat and Kerala)

Table 18: Key Suggestions for Upcoming Training Programmes Provided at the District Level

Sr. No.	States and UTs	Key suggestions for upcoming training programmes provided at the district level
1.	Andaman & Nicobar Islands	• Subject experts from NCERT/ RIE may be invited to impart training. • Training should be mostly activity based. • Faculties from SIE/SSA/DIET may be deputed to provide guidance.
2.	Andhra Pradesh	• Should be given before the commencement of classes • Need training in Physical education • Need training in multi-grade teaching • Need training on Montessori method of teaching • Need training in personality development programmes. • Need training in teacher commitment
3.	Bihar	• INP
4.	Chandigarh	• Training on subject content, addressing psychological needs and adolescent problems. • Training with focus on Information Technology. • Focus of the training should be subject content as well as latest developments in the education system. • Training on handling learning disability.
5.	Chhattisgarh	• Training should be provided by expert master trainers through SCERT. • Training program should be organized in vacation so that teaching in school should not be affected. • Training should be need based. • Teachers should decide that in which subject he/she is interested and need knowledge.
6.	Dadra & Nagar Haveli	• Subject specific training at upper primary • More activity at primary
7.	Daman & Diu	• More activities should be taken • Training should be fixed during vacation
8.	Delhi	• Need based training programme should be organised. Unique framework focused on skills, behavior and attitude.
9.	Goa	• Training programme should be conducted at the beginning of the academic year. • Key resource persons should be well versed with knowledge.

		• Timing should not be kept during exam time. • Use of new technology in training programme. • Activity based training programme. • Single Teachers Training to be conducted in the morning. • Basic computer training for primary teachers. • Preparation of TLM. • Training related to topics. • Training in English grammar,co-scholastic areas etc • Training should be in Konkani and Marathi. • Training should be related to text book and curriculum. • Subject centered subject specific. • Training on how to handle CWSN. • Training on case study. • Trainings to prepare students for Talent Search Exam. • Training should be given to operate technological instrument in a class.
10.	Gujarat	• To increase timeline for on-air trainings through bi-sag studio. • Arrangements of expert trainers for on-air trainings. • Need of soft skill development and subjective methods training. • Self-defense trainings for girls. • Planning of training package according to the needs of the teachers. • To determine subject matter according to hard points. • Selection of trainers through test of demonstration. • Arrangement of handholding during trainings
11.	Karnataka (Block level)	• 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.
12.	Kerala	• Early reading and early writing • In-depth training on content areas of Maths, Social Science & Basic Science, CCE training • Virtual experiences – Especially in Basic Science in Basic Science and Social Science Special Focus on Inclusive education • ICT for better curriculum transaction • Strategies for transaction of new textbooks for classes 2,4,6 & 8 to be revised • Special empowerment training for teachers handling English in LP & UP classes. • Empowerment of Trainers in the field of inclusive education. • Empowerment of RTs for imparting training to teachers at CRC, BRC, State level. • Newly promoted HMs, Educational Officers
13.	Maharashtra	• Reduce cascade modes.

14.	Manipur	• In-depth training on content areas of Mathematics, Social Science & CCE training. • Special Focus on Inclusive education. • ICT for better curriculum transaction.
15.	Nagaland	• More training needed in TLM. • New pedagogy training at BRC for newly appointed teacher once a year. • Topic specific training.
16.	Odisha	• Training on attitudinal changes of teachers. • More training on tools & techniques for evaluation. • Training on key competencies on each subject. • Training through slides, projectors, audio visual equipment.
17.	Puducherry	• Training to be conducted in vacation • Activity oriented training programmes can be given importance. • Innovative training may be given • Training to teachers to teach the lesson in the class room situation rather giving simple method of teaching. • Training for all teachers, for all subjects for all classes
18.	Punjab	• Training programmes should be arranged in the beginning of the academic year, i.e. in the month of April. • Project work should be given to teachers. • Teaching should be activity based. • New techniques of teaching should be given in teachers training programmes. • Teacher training programmes should be based on daily life.
19.	Sikkim	• Teachers are to be trained on teaching through activities • School heads should be involved in training • Training should be conducted in vacations • Subject-based training is to be conducted • Training to conduct Formative Assessment • Training of school heads on Quality Monitoring Tools is to be given • Training on phonetics for the teachers teaching English in primary classes
20.	Tamil Nadu	• Trainee & Trainer Modules may be supplied on or before the training • Innovative and highly qualitative trainings may be provided. • Trainings may be intended to raise the teaching quality of the teachers and the learning status of the children • English and Tamil grammar trainings may be provided. • Adequate training programmes should be arranged involving all the teachers. • Need based training like preparing e-content based on contents of the subjects and training on SUPW (Socially Useful and Productive Work)
21.	Telangana	• Should be given before the commencement of New year

Sr. No.	States and UTs		
22.	Tripura	• Need based teacher training is required. • More practical teaching then theoretical. • Enhancing level of motivation of teachers	
23.	Uttarakhand	• Innovation and case study should be included in training • Training should be organized in vacations only • Training should be need based • Training should be on making and use of TLM • Training on work education • Art Education, Physical & Health education should be included and better coordination of DIET & DPO is must • Repetition of topics in the modules should be avoided	
24.	Uttar Pradesh	• Monitoring of training needs to be more effective and regular • Completion of all training should be in a timely manner ensuring group work for the participants • In service teacher training should be conducted before the start of the teaching process in schools or at least within one month of the start of teaching process	

Note: The top of the table continues bullet points:
- Need training in Physical education
- Need training in multi-grade teaching
- Need training on Montessori method of teaching
- Need training on personality development programmes.
- Need training on in teacher commitment
- Need training on English at all levels, training in EVS and Social Studies

14. School Management Committees (SMCs)

14.1 Constitution of SMCs

Table 19 discloses the number of schools having School Management Committees in States and UTs. It is appreciable to note that 100 percent schools in the States and UTs except Karnataka, Maharashtra, Manipur, Odisha and Tamil Nadu have constituted the School management committees.

Table 19: Number of Schools having School Management Committees (SMCs) in the States/UTs

Sr. No.	States and UTs	Number of Schools having School Management Committees	
		No.	**%**
1.	Andaman & Nicobar Islands	329	99
2.	Andhra Pradesh	76494	100
3.	Bihar	INP	INP
4.	Chandigarh	107	100
5.	Chhattisgarh	46091	98
6.	Dadra & Nagar Haveli	283	100

7.	Daman & Diu	91	100
8.	Delhi	2371	INP
9.	Goa	1273	96
10.	Gujarat	33624	100
11.	Karnataka	42828	88
12.	Kerala	11904	100
13.	Maharashtra	84663	81
14.	Manipur	2762	89
15.	Nagaland	2750	100
16.	Odisha	58454	93
17.	Puducherry	450	100
18.	Punjab	17608	100
19.	Sikkim	767	100
20.	Tamil Nadu	42885	94
21.	Telangana	27260	99
22.	Tripura	4538	100
23.	Uttarakhand	17126	100
24.	Uttar Pradesh	160164	100

Training of SMCs

As mentioned in Table 20 all States and UTs except Chhattisgarh, Maharashtra, Nagaland, Odisha, Puducherry and Telangana provided training to all of their SMCs.

Table 20: Number of SMCs which were given Training about their Roles and Functions

Sr. No.	States and UTs	Number of SMCs		Action taken for coverage of SMCs not trained
		No.	%	
1.	Andaman & Nicobar Islands	331	99	INP
2.	Andhra Pradesh	76494	100	NA
3.	Bihar	INP	INP	INP
4.	Chandigarh	107	100	NA
5.	Chhattisgarh	0	0	Training modules for SMC training developed with UNICEF support and training of all the districts and block level resource persons organized. Training of SMCs planned in different rounds.
6.	Dadra & Nagar Haveli	271	96	SSA has planned to cover all SMCs during 2015-16
7.	Daman & Diu	91	100	NA
8.	Delhi	In Process	INP	INP
9.	Goa	1273	96	CRPs were asked to train them.

10.	Gujarat	33624	100	NA
11.	Karnataka	75106	INP	INP
12.	Kerala	11904	100	NA
13.	Maharashtra	589987	65	Through *Gat Samelan* and monthly meeting of SMC, remaining members will be covered
14.	Manipur	38668	100	NA
15.	Nagaland	0	0	Data's collected from the EBRCs to identified untrained SMCs members
16.	Odisha	248509	78	Review at district level meeting and plan to cover all SMC in training
17.	Puducherry	392	87	Schedule has been prepared for covering the rest SMCs
18.	Punjab	INP	INP	INP
19.	Sikkim	767	100	NA
20.	Tamil Nadu	42819	INP	100% will be achieved in next quarter
21.	Telangana	24236	88	INP
22.	Tripura	4538	100	INP
23.	Uttarakhand	17126	100	Almost all SMCs have been trained
24.	Uttar Pradesh	160164	100	NA

School Development Plan

As per Table 21 the percentage of schools which prepared School Development Plan varies from 87 percent to 100 percent except in Goa, Manipur and Sikkim. The data also discloses that in more than half of the States and UTs (Andaman and Nicobar Islands, Andhra Pradesh, Chandigarh, Chhattisgarh, Dadra & Nagar Haveli, Daman & Diu, Gujarat, Kerala, Nagaland, Puducherry, Tamil Nadu, Tripura, Uttarakhand and Uttar Pradesh) 100 percent of schools have involved SMCs in preparation of these plans.

Table 21: Preparation of School Development Plans and Involvement of SMC

Sr. No.	States and UTs	Number of schools where School Development Plans have been prepared		Number of schools involving SMCs in preparation of this plan	
		No.	%	No.	%
1.	Andaman & Nicobar Islands	318	95	331	99
2.	Andhra Pradesh	76494	100	76494	100
3.	Bihar	INP	INP	INP	INP

4.	Chandigarh	104	97	104	97
5.	Chhattisgarh	46091	98	46091	98
6.	Dadra & Nagar Haveli	283	100	283	100
7.	Daman & Diu	91	100	91	100
8.	Delhi	1104	INP	2837	INP
9.	Goa	154	12	77	6
10.	Gujarat	33624	100	33624	100
11.	Karnataka	42593	87	40046	82
12.	Kerala	11904	100	11904	100
13.	Maharashtra	INP	INP	77886	INP
14.	Manipur	INP	20	INP	20
15.	Nagaland	2750	100	2750	100
16.	Odisha	In Progress	INP	Inconsistent information	Inconsistent information
17.	Puducherry	450	100	450	100
18.	Punjab	INP	INP	INP	INP
19.	Sikkim	200	26	200	26
20.	Tamil Nadu	43240	96	42851	95
21.	Telangana	26670	96	26014	94
22.	Tripura	4310	95	4310	95
23.	Uttarakhand	17126	100	17126	100
24.	Uttar Pradesh	160164	100	160164	100

15. Learners' Achievement

Tables 22 and 23 give class wise and subject wise description of the students' achievement level in different States and UTs. It is based on the data provided in the section on Learners' Assessment in State Monitoring Format of Quality Monitoring Tools (QMTs). Achievement of children at primary level and upper primary level has been worked out by calculating the percentage of children achieving different grades in Language, Mathematics, Environmental Studies (EVS) at primary level and Language, Mathematics, Science and Social Science at upper primary level. There is no uniformity of Grades followed by different States and UTs to report achievement of students. States and UTs have used different pattern of grading like 3 Grades, 4 Grades, 5 Grades and 9 Grades.

In table, 22 and 23 figures in some cells (indicating the percentage of students achieving a particular grade) have been made bold and underlined. This figure represents that in the corresponding class and subject the number of students achieving A/higher Grades is less than 50% and hence students need improvement in achievement in that class and subject.

Table 22: Achievement of children at primary level: Percentage of children achieving different grades in Language, Mathematics and EVS in primary classes

Sl No	State/UT	Grade	Class I L	Class I M	Class II L	Class II M	Class III L	Class III M	Class III E	Class IV L	Class IV M	Class IV E	Class V L	Class V M	Class V E
1.	Andaman And Nicobar Islands	A*	**15**	**14**	**17**	15	**12**	**11**	**10**	**11**	**11**	**11**	**12**	**11**	**13**
		A	**30**	**32**	**32**	35	**26**	**31**	**30**	**27**	**27**	**30**	**28**	**28**	**33**
		B	40	41	36	35	57	40	37	35	35	34	37	37	36
		C	14	12	13	12	21	16	20	26	23	23	21	22	18
		D	1	1	2	3	2	2	2	1	3	2	3	1	0
2.	Andhra Pradesh	A+	**9**	**8**	**9**	**9**	**8**	**9**	**8**	**8**	**8**	**8**	**9**	**10**	**9**
		A	**18**	**18**	**18**	**20**	**18**	**19**	**19**	**19**	**20**	**18**	**20**	**20**	**19**
		B+	24	23	24	24	26	25	26	26	25	26	25	25	25
		B	22	21	20	21	21	21	22	20	21	22	19	21	20
		C	28	30	28	26	26	25	25	26	26	27	27	23	27
3.	Bihar		INP												
4.	Chandigarh	A	39	42	40	41									
		B	30	29	28	28									
		C	20	19	19	19									
		D	11	10	11	10									
		E	1	1	2	2									
		A1					16	14	14	14	13	13	13	11	12
		A2					15	16	15	16	15	14	16	14	15
		B1					15	18	17	16	17	16	17	15	16
		B2					15	16	16	14	16	16	16	17	16
		C1					14	15	15	14	16	16	15	17	16
		C2					14	14	13	15	15	14	14	15	15
		D					9	7	8	8	8	8	8	10	8

No.	State		1	2	3	4	5	6	7	8	9	10	11	12	13
		E1					1	1	1	1	2	1	1	2	1
		E2					0	0	0	0	0	0	0	0	1
5.	Chhattis garh	A	32	29	35	27	31	30	33	31	29	34	30	31	32
		B	44	43	43	43	43	42	41	43	43	43	44	44	43
		C	25	29	22	28	26	29	27	27	29	24	26	26	26
		D	0	0	0	2	0	0	0	0	0	0	0	0	0
		E	0	0	0	1	0	0	0	0	0	0	0	0	0
6.	Dadra & Nagar Haveli	INP													
7.	Daman and Diu	A	58	55	**45**	52	**42**	53	52	**41**	50	**47**	**38**	**44**	**41**
		B	42	45	55	48	58	47	48	59	50	53	62	56	59
		C	0	0	0	0	0	0	0	0	0	0	0	0	0
8.	Delhi	A	**31**	**31**	**26**	**26**	**27**	**29**	**31**	20	20	24	21	20	23
		B	53	54	62	62	56	54	55	47	47	52	47	47	50
		C	16	15	12	12	17	17	14	23	23	15	21	21	14
		D								8	8	8	10	10	11
		E								2	1	2	2	2	2
9.	Goa	A	44	49	42	44	36	32	37	35	33	39	**22**	**19**	**25**
		B	28	27	29	29	28	31	29	30	30	28	**26**	**24**	**23**
		C	18	16	18	18	21	23	20	20	22	20	21	25	20
		D	9	7	10	9	14	13	12	13	13	12	22	23	22
		E	1	1	1	1	1	2	2	1	1	1	9	8	10
10.	Gujarat	Not Applicable for First Term													
11.	Karnatak a	A	30	30	30	30	29	29	30	30	30	30	29	28	28
		A+	32	30	32	30	32	30	34	31	29	33	30	28	31
		B	12	14	13	14	13	14	12	13	14	11	13	15	14

		B+	23	23	23	23	23	23	21	23	24	22	24	25	23
		C	3	4	3	4	3	4	3	3	4	3	4	4	4
12.	Kerala	A	64	62	57	53	46	47	53	45	47	48	35	28	28
		B	25	26	29	30	30	31	29	32	32	31	27	26	26
		C	09	10	12	14	17	16	14	18	17	16	21	24	24
		D	02	02	02	03	06	05	04	05	04	05	15	19	19
		E	00	00	00	00	01	01	01	00	00	00	02	03	02
13	Maharashtra	A	**25**	**26**	**25**	**24**	**22**	**23**	**24**	**21**	**21**	**24**	**17**	**20**	**18**
		B	62	65	63	64	63	67	70	73	69	65	65	58	62
		C	13	09	12	12	15	11	6	6	10	11	19	21	20
14	Manipur	INP													
15	Nagaland	INP													
16	Odisha	A	29	25	31	**23**	27	**26**	26	24	25	26	**26**	**25**	28
		B	28	28	29	**26**	26	**23**	24	30	26	27	**23**	**23**	23
		C	21	19	23	27	28	22	24	27	28	23	20	24	24
		D	12	18	16	16	12	19	16	17	11	14	14	18	15
		E	10	10	1	8	7	10	10	2	10	10	7	10	10
17	Puducherry	A	71	76	69	70	51	57	54	46	48	47	45	47	45
		B	24	21	27	26	40	26	38	43	43	44	43	43	45
		C	04	03	04	03	08	07	07	10	07	08	11	09	09
		D	00	00	00	01	01	01	01	01	02	01	01	01	01
		E	00	00	00	00	00	00	00	00	00	00	00	00	00
18	Punjab	A	**21**	**21**	**23**	**23**	**24**	24	**No EVS**	**23**	**22**	**23**	**21**	**25**	**23**
		B	**24**	**24**	**25**	**25**	**25**	25	**No EVS**	**26**	**25**	**26**	**25**	**26**	**25**
		C	25	25	25	24	23	23	No EVS	22	23	23	23	22	24

		D	15	15	14	14	14	15	No EVS	14	15	14	16	13	15
		E	14	15	14	14	13	14	No EVS	14	15	14	15	13	13
19	Sikkim	A	**15**	**17**	**14**	**15**	**10**	**9**	**12**	**8**	**6**	**8**	**9**	**5**	**9**
		B	**25**	**26**	**24**	**24**	**20**	**20**	**21**	**18**	**18**	**18**	**20**	**16**	**19**
		C	30	30	30	29	30	30	30	31	32	31	32	31	31
		D	24	22	25	24	34	33	30	35	37	35	33	39	34
		E	6	5	6	7	6	8	7	7	8	8	7	10	7
20	Tamil Nadu	A	64	66	67	66	63	63	63	62	59	58	57	57	59
		B	31	29	28	29	32	32	31	33	35	36	37	37	35
		C	5	5	4	5	5	5	6	4	5	6	6	6	6
21	Telangana	A+	**5**	**6**	**7**	**7**	**4**	**5**	**6**	**5**	**4**	**7**	**7**	**4**	**5**
		A	**17**	**16**	**20**	**18**	**18**	**16**	**19**	**17**	**14**	**21**	**19**	**16**	**17**
		B+	28	26	29	28	31	28	31	29	31	29	28	31	28
		B	22	21	21	20	22	20	20	20	21	19	18	20	22
		C	23	26	18	21	18	22	18	23	24	17	21	23	23
22	Tripura	A	**23**	**32**	**34**	**33**	**32**	**31**	**32**	**30**	**33**	**32**	**30**	**33**	**23**
		B	50	42	42	42	42	41	41	43	43	43	42	42	50
		C	28	26	24	25	26	28	27	28	24	25	28	25	28
23	Uttarakhand	A	**22**	**22**	**24**	**22**	**23**	**21**	**24**	**22**	**26**	**27**	**23**	**28**	**22**
		B	53	53	54	60	56	55	55	60	54	57	58	57	53
		C	26	26	22	24	22	23	21	23	20	17	19	15	26
24	Uttar Pradesh	A	**39**	**39**	**26**	**25**	**28**	**27**	**29**	**28**	**26**	**29**	**28**	**26**	**28**
		B	40	40	49	48	48	48	48	49	48	49	49	49	49
		C	22	22	25	27	24	25	23	23	25	22	23	25	23

Table 23: Achievement of children at Upper primary level: Percentage of children achieving different Grades in Language, Mathematics, Science and Social Science in Upper Primary Classes

Sl No	State/UT	Grade	Class VI				Class VII				Class VIII			
			L	M	SC	SS	L	M	SC	SS	L	M	SC	SS
1.	Andaman and Nicobar Islands	A1	3	4	6	4	6	3	4	4	6	3	4	4
		A2	15	13	15	12	12	10	13	11	12	10	13	11
		B1	20	14	17	15	24	14	15	16	24	14	14	16
		B2	26	24	33	26	22	23	25	29	22	23	25	29
		C1	14	15	13	14	12	18	12	11	12	18	12	11
		C2	11	15	14	15	13	18	16	18	13	18	16	16
		D	9	10	9	10	8	9	10	11	8	9	11	11
		E1	1	1	1	1	1	1	1	1	1	1	1	1
		E2	2	3	3	3	2	4	3	2	2	4	3	2
2.	Andhra Pradesh	A+	**8**	**6**	**6**	**7**	**8**	**8**	**7**	**7**	**8**	**7**	**8**	**8**
		A	**15**	**14**	**13**	**13**	**15**	**20**	**20**	**20**	**17**	**14**	**15**	**16**
		B+	20	19	19	19	20	20	20	21	22	20	21	22
		B	21	18	21	20	20	20	20	20	21	21	22	21
		C	35	42	40	40	36	33	33	33	32	37	34	33
3.	Bihar	INP												
4.	Chandigarh	A1	**5**	**3**	**4**	**4**	**5**	**3**	**4**	**4**	**7**	**4**	**6**	**5**
		A2	**10**	**6**	**7**	**6**	**11**	**6**	**7**	**8**	**13**	**6**	**9**	**8**
		B1	**14**	**9**	**10**	**9**	**15**	**9**	**10**	**11**	**17**	**9**	**12**	**11**
		B2	**16**	**13**	**14**	**13**	**17**	**13**	**14**	**14**	**18**	**11**	**13**	**13**
		C1	17	16	16	16	17	16	16	17	17	14	17	17
		C2	18	22	21	22	18	22	21	21	15	20	20	22
		D	14	20	18	21	13	20	20	19	10	24	18	19
		E1	5	9	8	8	4	9	9	6	3	12	6	5
		E2	6	1	1	1	0	1	1	1	0	2	0	1
5	Chhattis	A	28	23	24	27	26	23	26	26	30	24	24	29

No.	State	Grade													Sub
	garh	B	35	34	35	33	37	35	36	35	34	36	36	36	
		C	29	33	33	32	29	33	29	29	27	30	29	27	
		D	7	7	8	6	7	7	7	8	7	8	8	7	
		E	2	3	2	3	3	3	3	3	3	3	3	3	
6	Dadra and Nagar Haveli	INP													
7	Daman and Diu	A	**15**	**15**	**16**	16	23	23	21	21	33	18	23	24	
		B	**35**	**31**	**32**	37	36	31	35	34	34	36	39	35	
		C	33	36	39	33	24	32	31	29	26	34	28	30	
		D	17	18	13	14	17	14	13	17	7	12	10	11	
		E	0	0	0	0	0	0	0	0	0	0	0	0	
8	Delhi	A	**15**	**11**	**13**	**12**	**13**	**13**	**13**	**14**	**13**	**12**	**13**	**14**	
		B	**26**	**21**	**26**	**28**	**25**	**28**	**25**	**25**	**25**	**26**	**28**	**23**	
		C	31	28	34	29	29	33	24	32	29	28	30	27	
		D	22	28	20	21	26	19	25	22	25	23	20	25	
		E	5	12	7	9	8	8	12	7	10	11	10	11	
9	Goa	A	**16**	**17**	**22**	**19**	**15**	**15**	**18**	**20**	**13**	**14**	**19**	**19**	
		B	**25**	**22**	**23**	**20**	**23**	**18**	**20**	**21**	**20**	**18**	**21**	**20**	
		C	23	25	21	22	25	22	23	23	24	21	21	22	
		D	25	26	24	26	25	30	27	25	29	29	26	25	
		E	11	10	10	13	11	15	13	12	14	18	14	15	
10	Gujarat	INP													
11	Karnataka	A	29	28	28	29	29	28	29	29	28	28	28	29	
		A+	31	29	29	31	31	30	31	31	30	30	30	31	
		B	13	15	14	14	13	14	14	13	15	14	14	14	
		B+	23	24	23	23	23	24	24	23	24	24	24	23	
		C	3	4	5	4	3	4	4	3	4	4	4	4	
12	Kerala	A	37	24	30	30	40	**24**	29	29	17	11	13	12	A
		B	28	26	26	28	28	**25**	26	26	15	8	11	10	A+
		C	21	27	24	24	20	26	24	24	16	14	15	15	B
		D	13	22	18	17	13	22	18	19	16	13	14	13	B+
		E	1	2	2	2	1	3	2	2	11	15	15	15	C
											13	14	14	14	C+

#	State	Grade	1	2	3	4	5	6	7	8	9	10	11	12
		D									3	6	5	5
		D+									9	15	12	13
		E									1	2	2	2
13	Maharashtra	A	33	35	37	36	37	35	37	36	36	33	36	35
		B	44	44	43	43	43	41	43	43	41	38	40	42
		C	17	20	19	20	19	23	19	20	23	28	24	23
		D	0	0	1	1	0	0	1	0	0	0	0	0
		E	6	1	0	1	0	1	0	1	0	0	0	0
14	Manipur	INP												
15	Nagaland	INP												
16	Odisha	A	27	25	27	**24**	26	28	28	28	25	**25**	**28**	27
		B	25	32	24	**25**	28	23	24	23	27	**23**	**21**	23
		C	23	20	22	24	22	24	23	22	23	26	27	25
		D	16	13	16	17	15	22	15	18	15	16	14	15
		E	9	10	11	10	9	3	10	9	10	10	10	10
17	Puducherry	A	**23**	**16**	**16**	**15**	**20**	**15**	**15**	**14**	**23**	13	15	**16**
		B	**24**	**19**	**19**	**17**	**22**	**18**	**19**	**21**	**27**	19	22	**24**
		C	26	32	32	33	27	29	28	30	26	34	34	31
		D	19	29	28	29	22	32	32	29	17	28	26	26
		E	8	5	5	5	10	6	6	6	7	6	4	3
18	Punjab	A	**20**	**15**	**16**	**16**	**20**	**15**	**16**	**16**	**21**	**16**	**18**	**18**
		B	**25**	**20**	**22**	**21**	**25**	**20**	**22**	**21**	**26**	**21**	**23**	**23**
		C	26	26	27	25	26	26	27	25	25	26	27	25
		D	17	21	20	20	17	22	20	19	17	20	19	19
		E	13	19	15	19	12	18	15	20	11	17	13	16
19	Sikkim	A	**8**	**5**	**6**	**8**	**8**	**4**	**5**	**7**	**7**	**4**	**6**	**7**
		B	**17**	**13**	**16**	**16**	**17**	**12**	**15**	**17**	**20**	**11**	**16**	**16**
		C	30	26	30	30	29	24	30	31	31	25	31	32
		D	32	37	35	34	35	39	36	35	33	38	36	36
		E	13	20	14	13	11	20	14	9	8	21	11	9
20	Tamil Nadu	A	**27**	**21**	**26**	**23**	**27**	**20**	**24**	**22**	**33**	22	27	**27**
		B	34	34	33	34	35	33	36	35	34	32	35	35
		C	30	34	30	33	30	36	31	33	26	35	29	29
		D	10	11	10	10	9	10	9	10	8	10	9	9
21	Telangana	A+	**2**	**2**	**2**	**2**	**3**	**2**	**2**	**2**	**4**	**2**	**2**	**2**
		A	**10**	**8**	**8**	**7**	**13**	**7**	**8**	**9**	**15**	**6**	**8**	**9**
		B+	22	20	22	21	25	20	22	24	26	19	22	25

		B	19	19	19	19	21	20	20	21	20	19	20	20
		C	36	40	37	40	33	45	42	38	29	47	41	38
22	Tripura	A	**17**	**14**	**16**	**17**	**17**	**14**	**16**	**17**	**16**	**15**	**15**	**17**
		B	**19**	**18**	**18**	**19**	**18**	**18**	**18**	**20**	**22**	**18**	**18**	**19**
		C	22	21	21	21	21	21	22	22	22	21	21	22
		D	21	23	22	22	22	23	23	22	21	23	23	22
		E	21	23	22	22	21	23	21	20	19	23	22	20
23	Uttarakhand	A	**16**	**13**	**15**	**16**	**19**	**15**	**17**	**18**	**18**	**14**	**16**	**18**
		B	**26**	**25**	**26**	**26**	**25**	**23**	**23**	**25**	**27**	**24**	**27**	**28**
		C	31	31	32	31	30	24	25	24	31	32	32	32
		D	22	24	22	21	27	31	29	28	19	23	20	18
		E	05	08	06	05	05	07	06	05	05	08	05	05
24	Uttar Pradesh	A	21	20	21	22	21	20	21	21	22	20	21	23
		B	34	35	35	34	35	35	35	35	34	35	34	35
		C	30	31	30	30	30	31	31	30	30	31	30	30
		D	11	11	11	10	11	10	10	10	11	10	10	9
		E	3	04	04	4	3	4	4	4	3	04	4	3

The grading pattern followed by different States and UTs is given below:

Primary level

3 Grade - Daman and Diu, Delhi (Classes 1to3), Maharashtra, Tamil Nadu, Tripura, Uttarakhand and Uttar Pradesh

5 Grade - Andaman and Nicobar Islands, Andhra Pradesh, Chandigarh (Classes 1 & 2) Chhattisgarh, Delhi (Classes 4 & 5), Goa, Kerala, Karnataka, Odisha, Puducherry, Punjab, Telangana and Sikkim

9 Grade- Chandigarh (Classes 3 to 5)

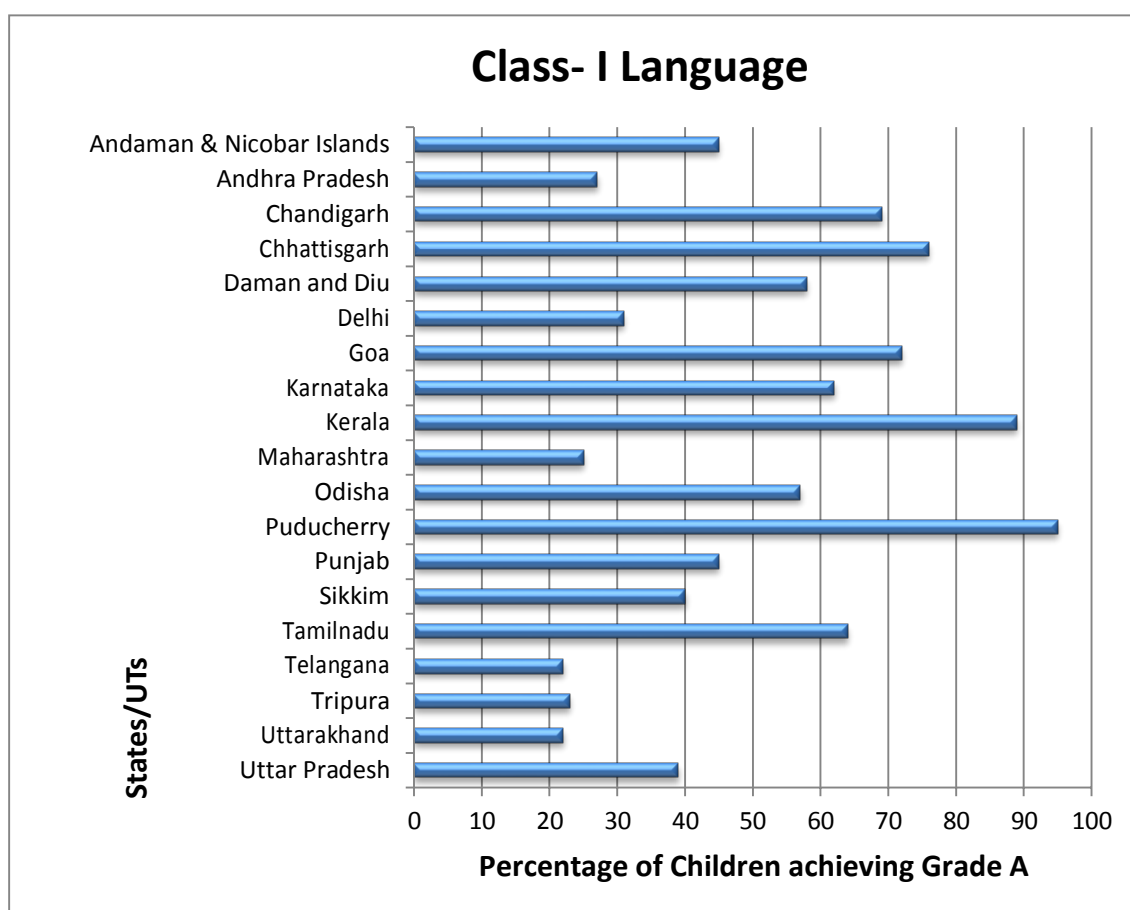**Upper Primary Level**

4 Grade - Tamil Nadu

5 Grade - Andhra Pradesh, Chhattisgarh, Daman and Diu, Delhi, Goa, Karnataka, Kerala, Maharashtra, Odisha, Puducherry, Punjab, Sikkim, Telangana, Tripura,Uttarakhand and Uttar Pradesh

9 Grade- Andaman and Nicobar Islands and Chandigarh

A glance at the tables of achievement indicates that it is difficult to have a comparative view of achievement of States and UTs. However an attempt has been made to have a subject wise and class wise view of achievement of all States and UTs collectively in graphical representation. Bihar, Dadra & Nagar Haveli, Gujarat, Manipur and Nagaland did not provide achievement data and so it has not been included in the graphs.

Figures 1 to 25 show a graphical comparative view of achievement (class wise and subject wise) in terms of percentage of children securing A Grade[1] in different States and UTs.

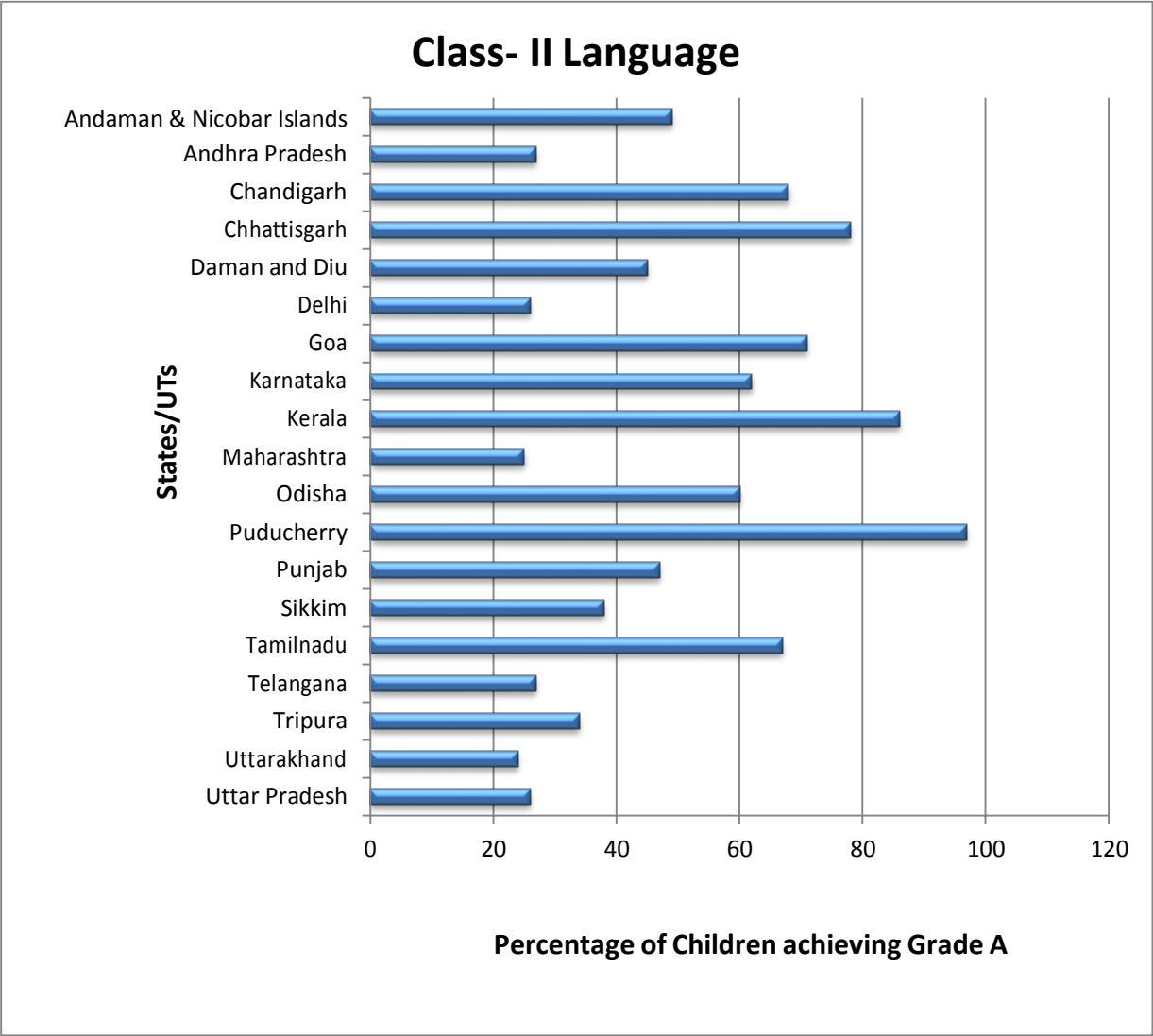**Figure2. Percentage of Children Achieving Grade A for Language in Class I**

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[1] Note:

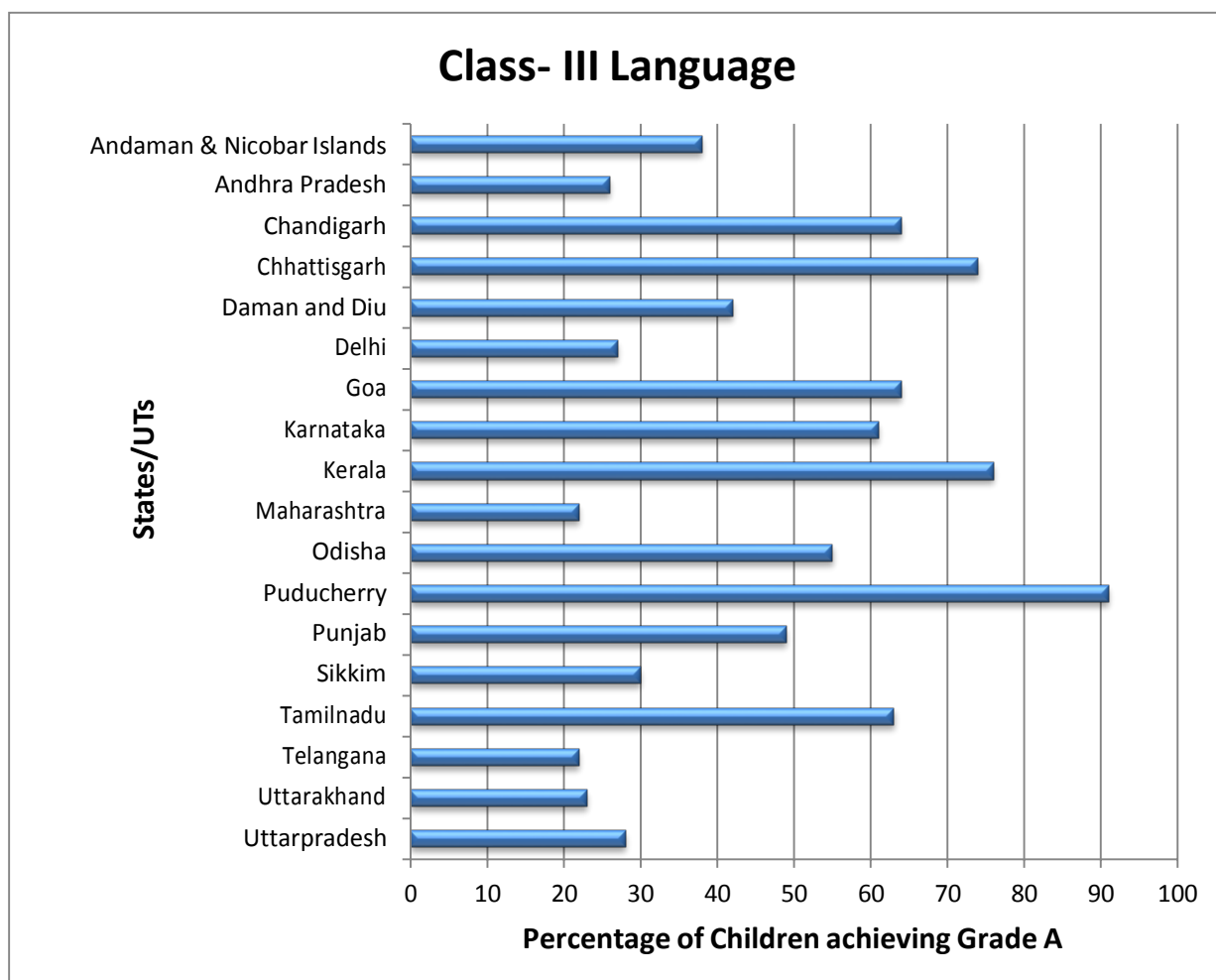Grades at Primary Level- A= 70% and above, B= 30%-69%,C=below 30%

Grades at Upper Primary Level- A= 80% and above, B= 65-79%, C=50-64%, D=35-49%, E=Below 35%

Figure3. Percentage of Children Achieving Grade A for Language in Class II

Class- II Language

A horizontal bar chart titled "Class- II Language". The vertical axis is labelled "States/UTs" and the horizontal axis is labelled "Percentage of Children achieving Grade A", with gridlines at 0, 20, 40, 60, 80, 100, and 120.

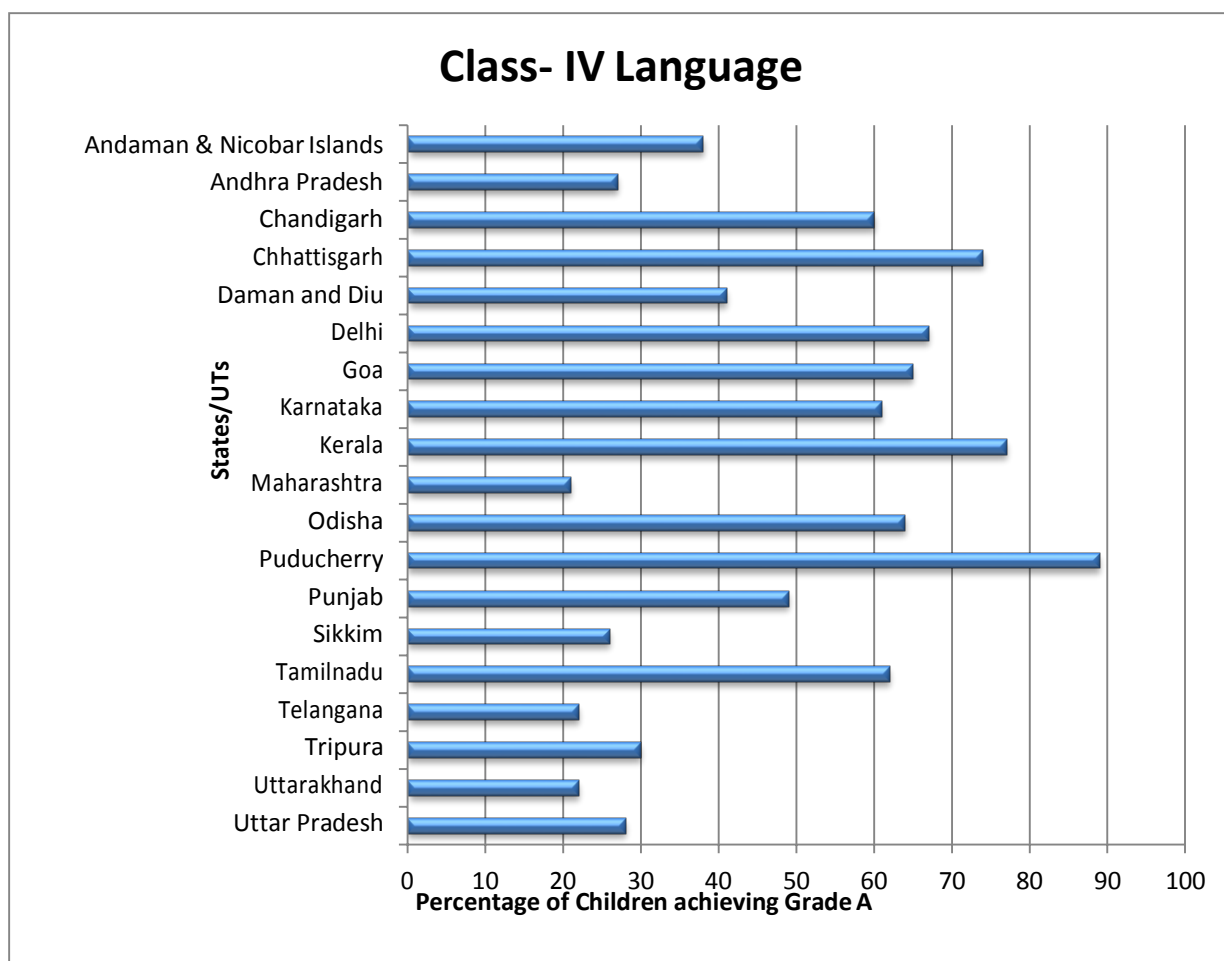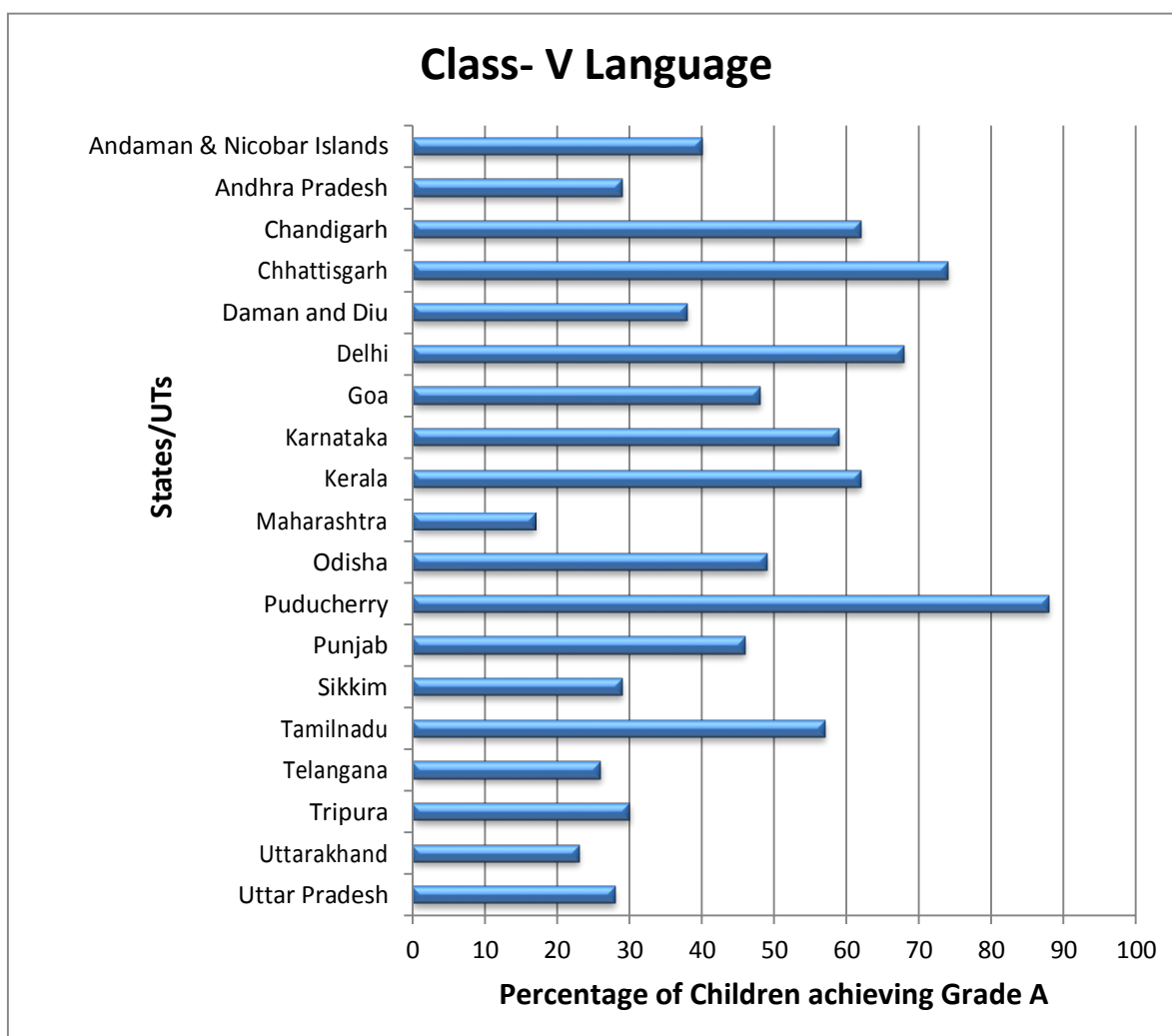| States/UTs	Percentage of Children achieving Grade A
Andaman & Nicobar Islands	~49
Andhra Pradesh	~27
Chandigarh	~68
Chhattisgarh	~78
Daman and Diu	~45
Delhi	~26
Goa	~71
Karnataka	~62
Kerala	~86
Maharashtra	~25
Odisha	~60
Puducherry	~97
Punjab	~47
Sikkim	~38
Tamilnadu	~67
Telangana	~27
Tripura	~34
Uttarakhand	~24
Uttar Pradesh	~26

Figure 4. Percentage of Children Achieving Grade A for Language in Class III

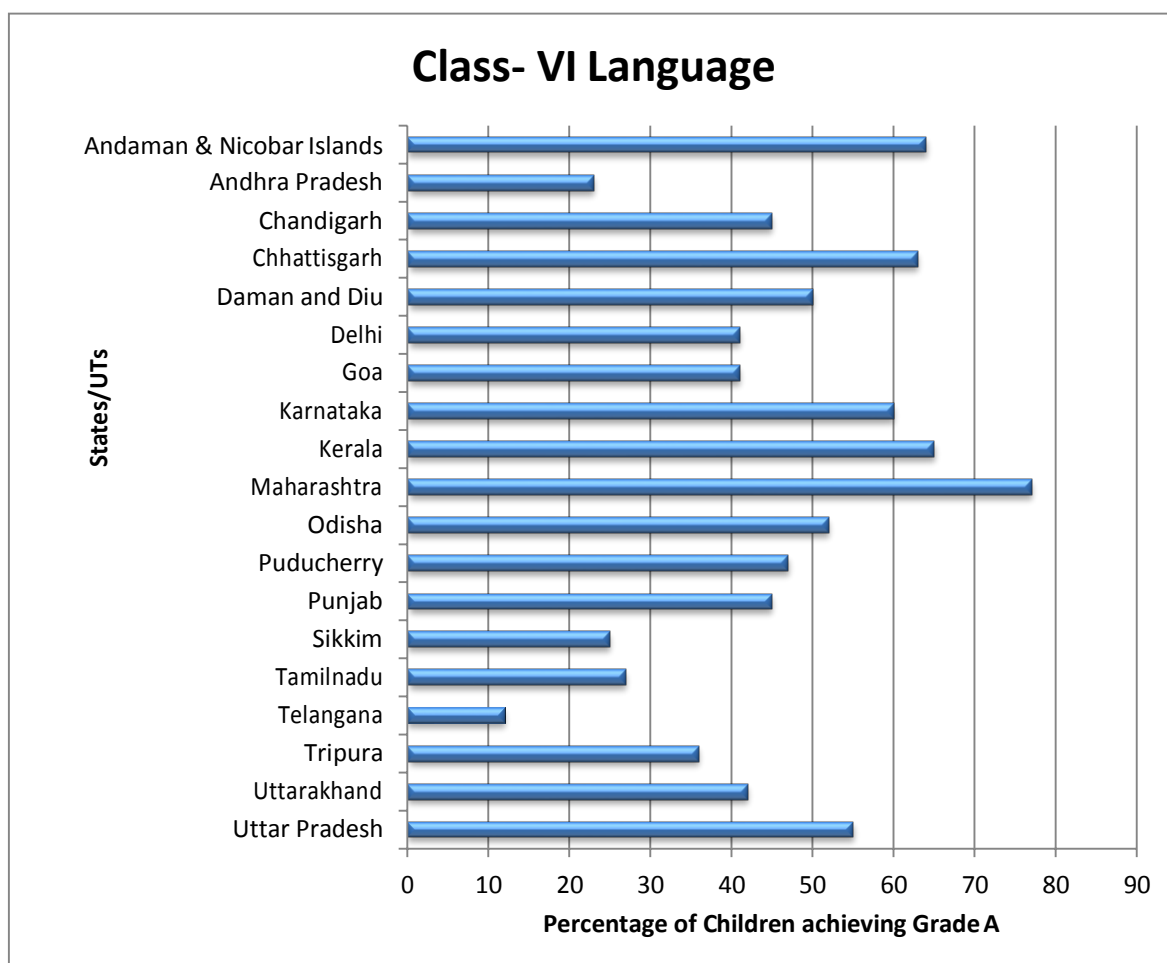**Figure 5. Percentage of Children Achieving Grade A for Language in Class IV**

Class- IV Language

Horizontal bar chart. Y-axis labeled "States/UTs". X-axis labeled "Percentage of Children achieving Grade A" with gridlines at 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100.

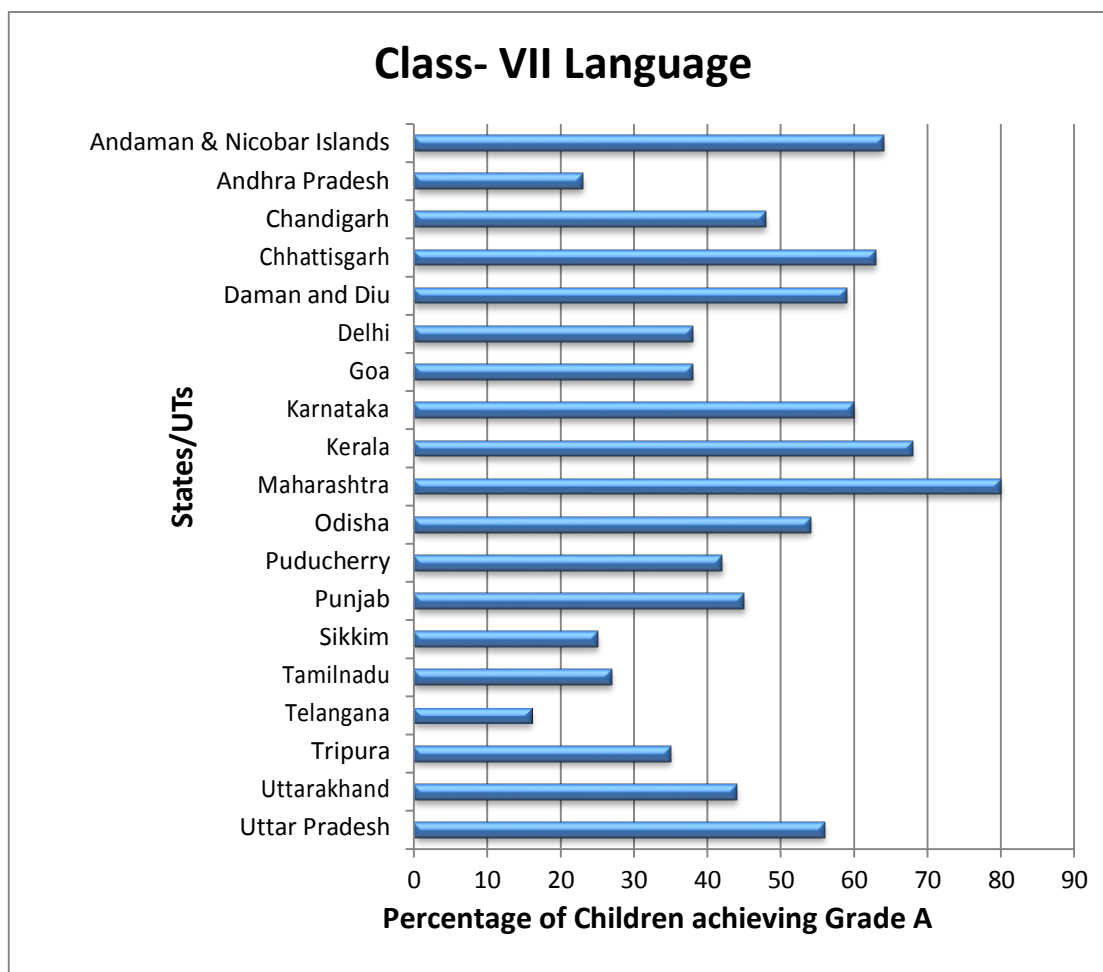| States/UTs	Percentage of Children achieving Grade A
Andaman & Nicobar Islands	~38
Andhra Pradesh	~27
Chandigarh	~60
Chhattisgarh	~74
Daman and Diu	~41
Delhi	~67
Goa	~65
Karnataka	~61
Kerala	~77
Maharashtra	~21
Odisha	~63
Puducherry	~89
Punjab	~49
Sikkim	~26
Tamilnadu	~62
Telangana	~22
Tripura	~30
Uttarakhand	~22
Uttar Pradesh	~28

Figure 6. Percentage of Children Achieving Grade A for Language in Class V
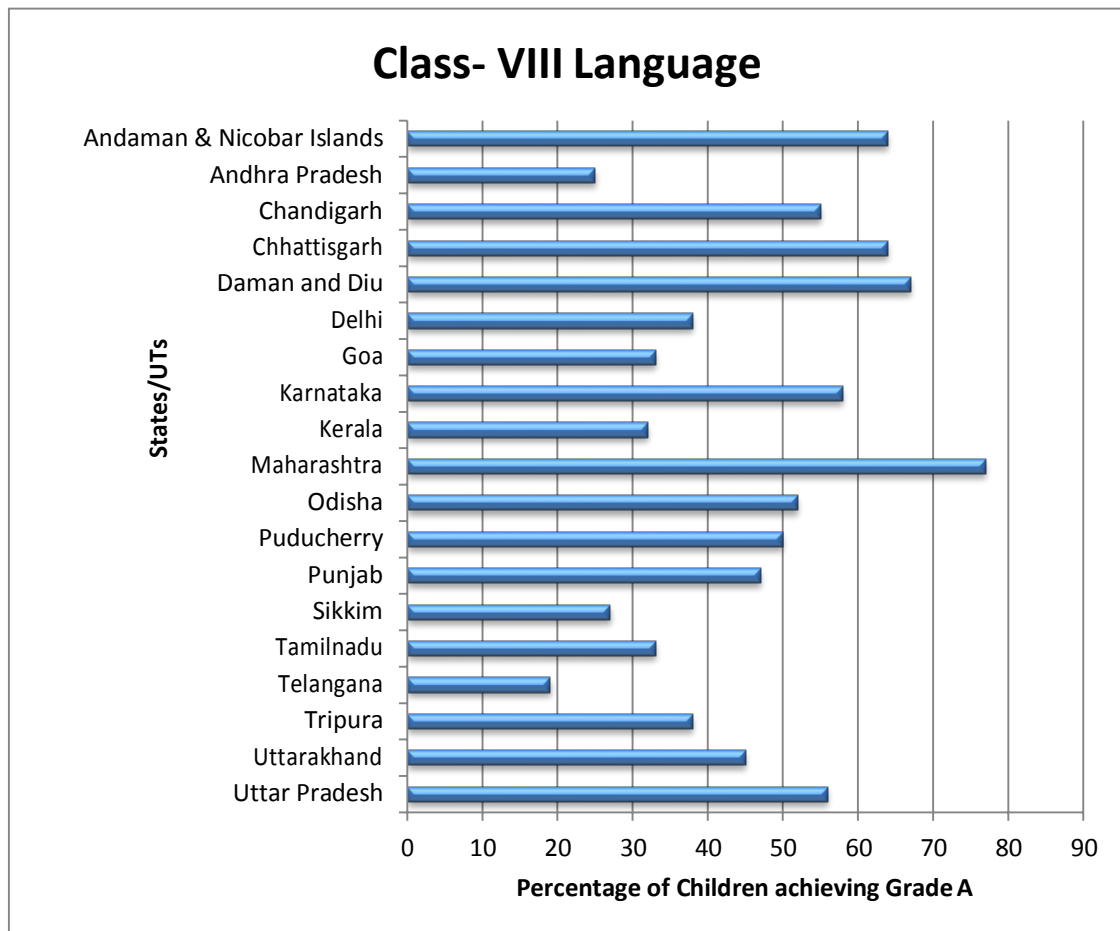

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Figure 7. Percentage of Children Achieving Grade A for Language in Class VI
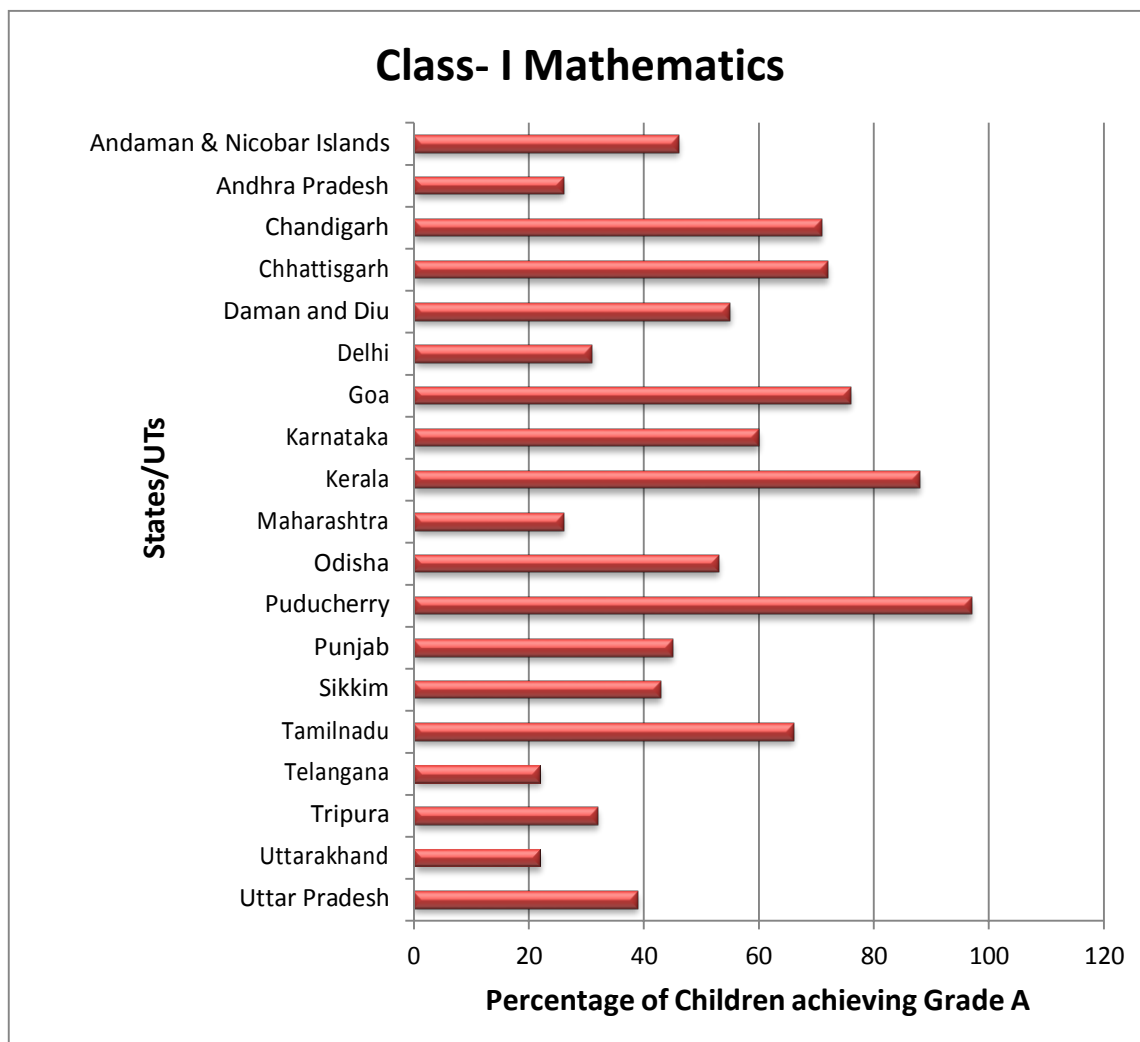

63

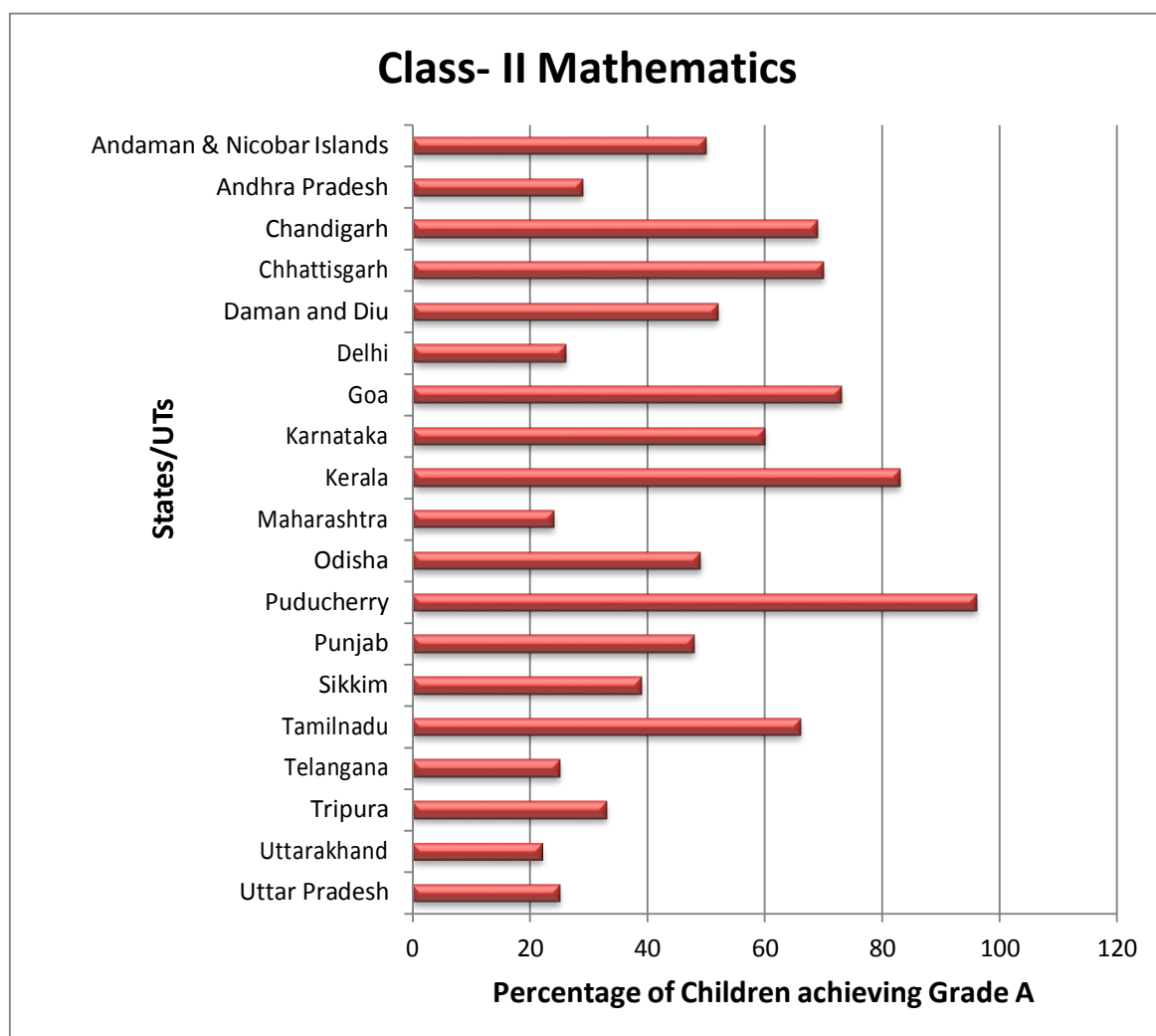**Figure 8. Percentage of Children Achieving Grade A for Language in Class VII**

Figure 9. Percentage of Children Achieving Grade A for Language in Class VIII

Class- VIII Language

Figure10. Percentage of Children Achieving Grade A for Mathematics in Class I

Class- I Mathematics

Percentage of Children achieving Grade A vs States/UTs bar chart for:
Andaman & Nicobar Islands, Andhra Pradesh, Chandigarh, Chhattisgarh, Daman and Diu, Delhi, Goa, Karnataka, Kerala, Maharashtra, Odisha, Puducherry, Punjab, Sikkim, Tamilnadu, Telangana, Tripura, Uttarakhand, Uttar Pradesh
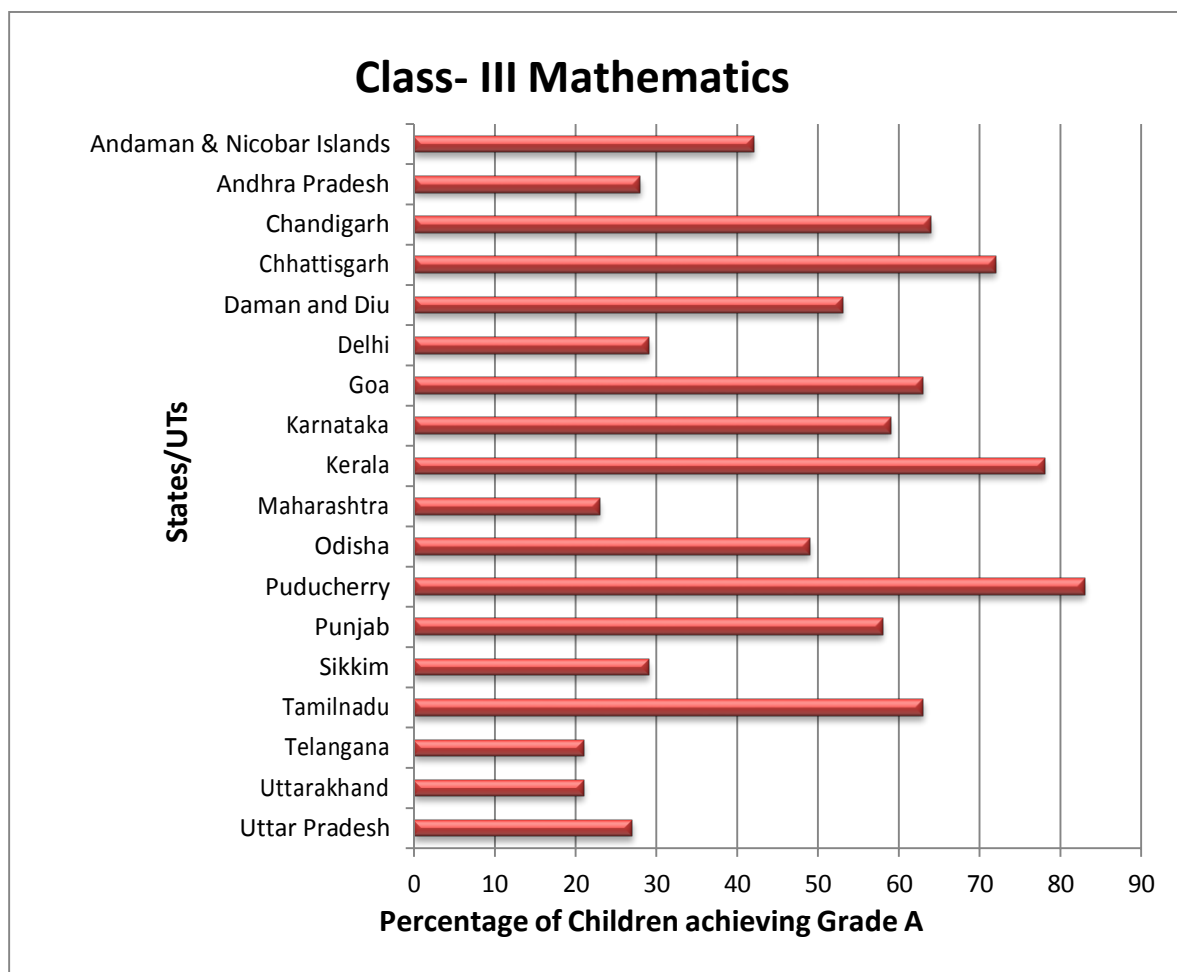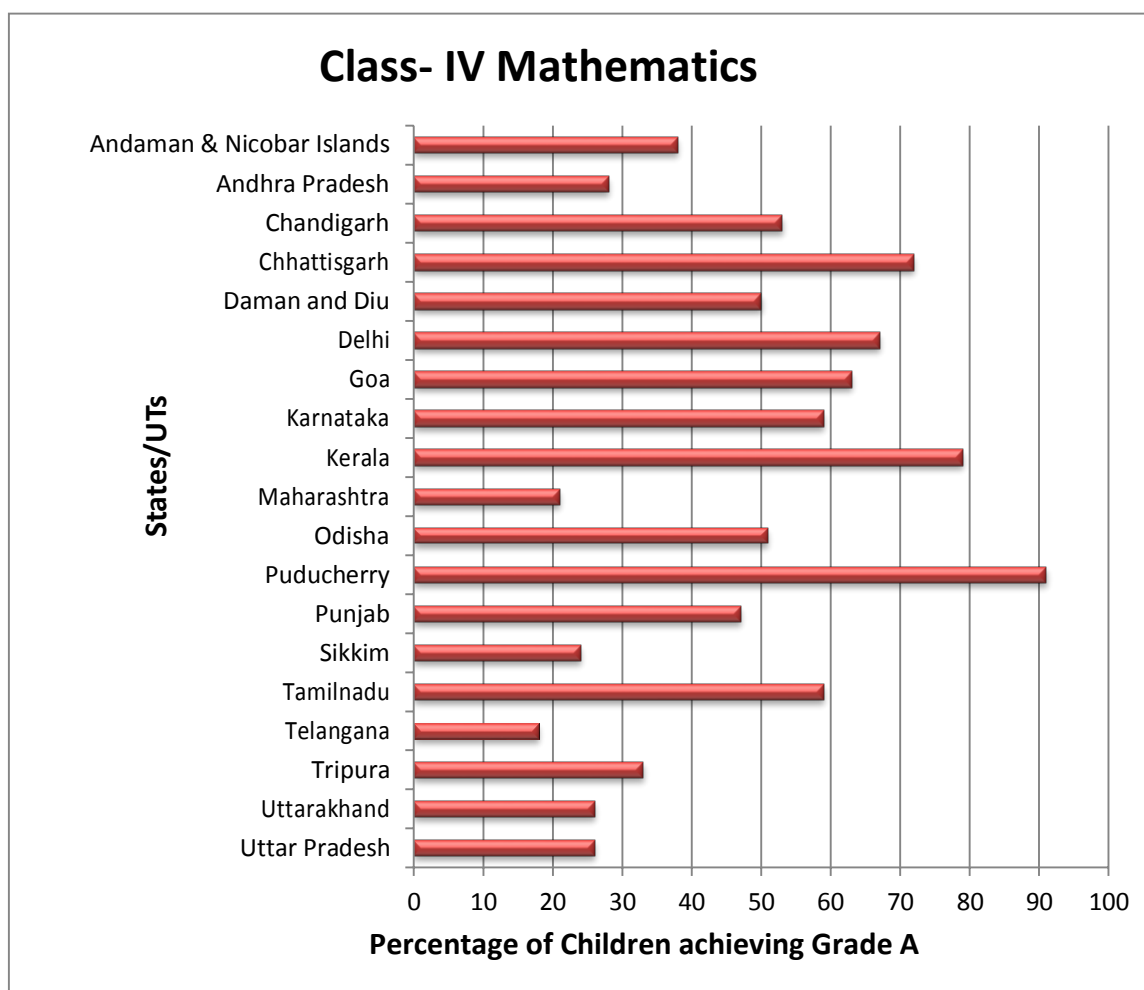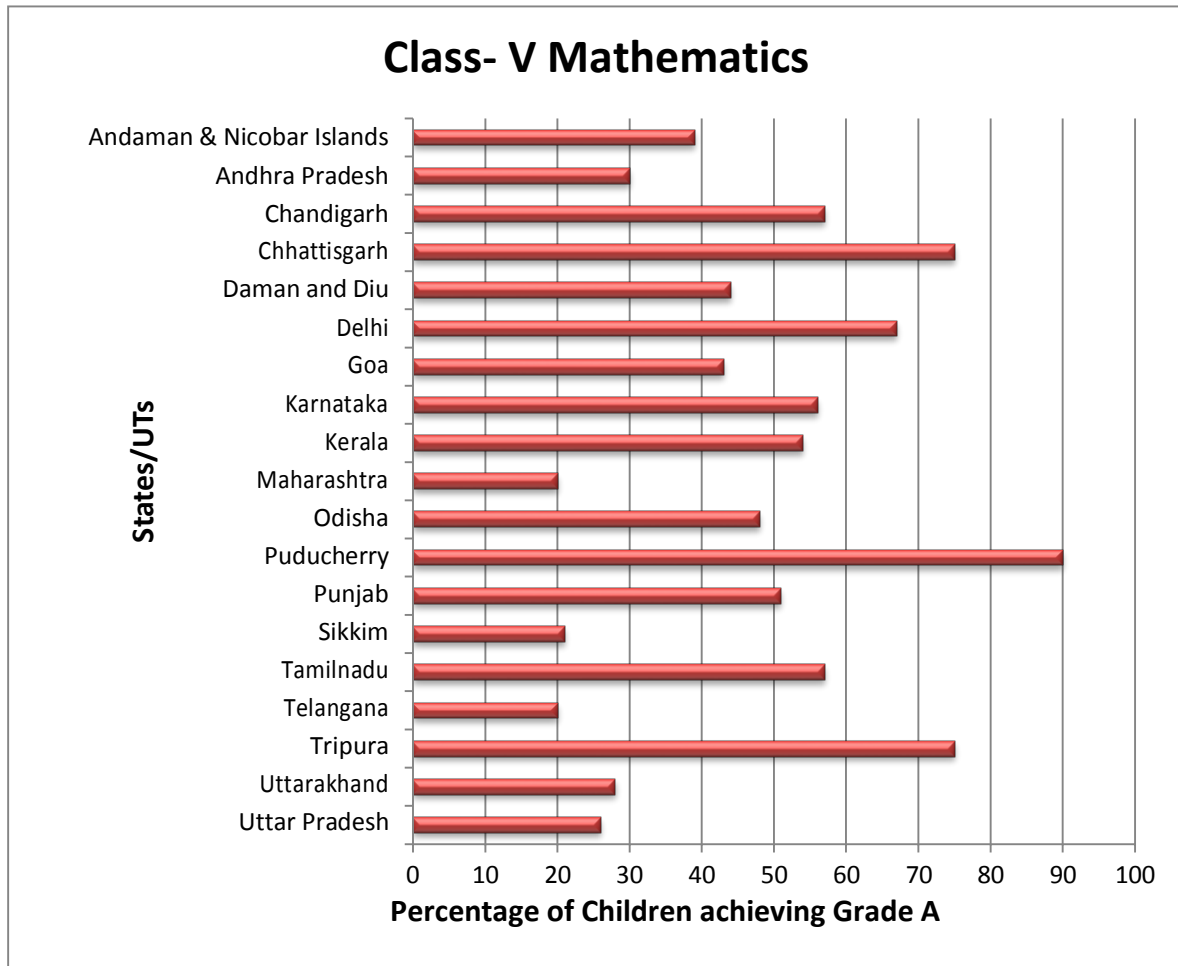
Figure11. Percentage of Children Achieving Grade A for Mathematics in Class II

Figure12. Percentage of Children Achieving Grade A for Mathematics in Class III
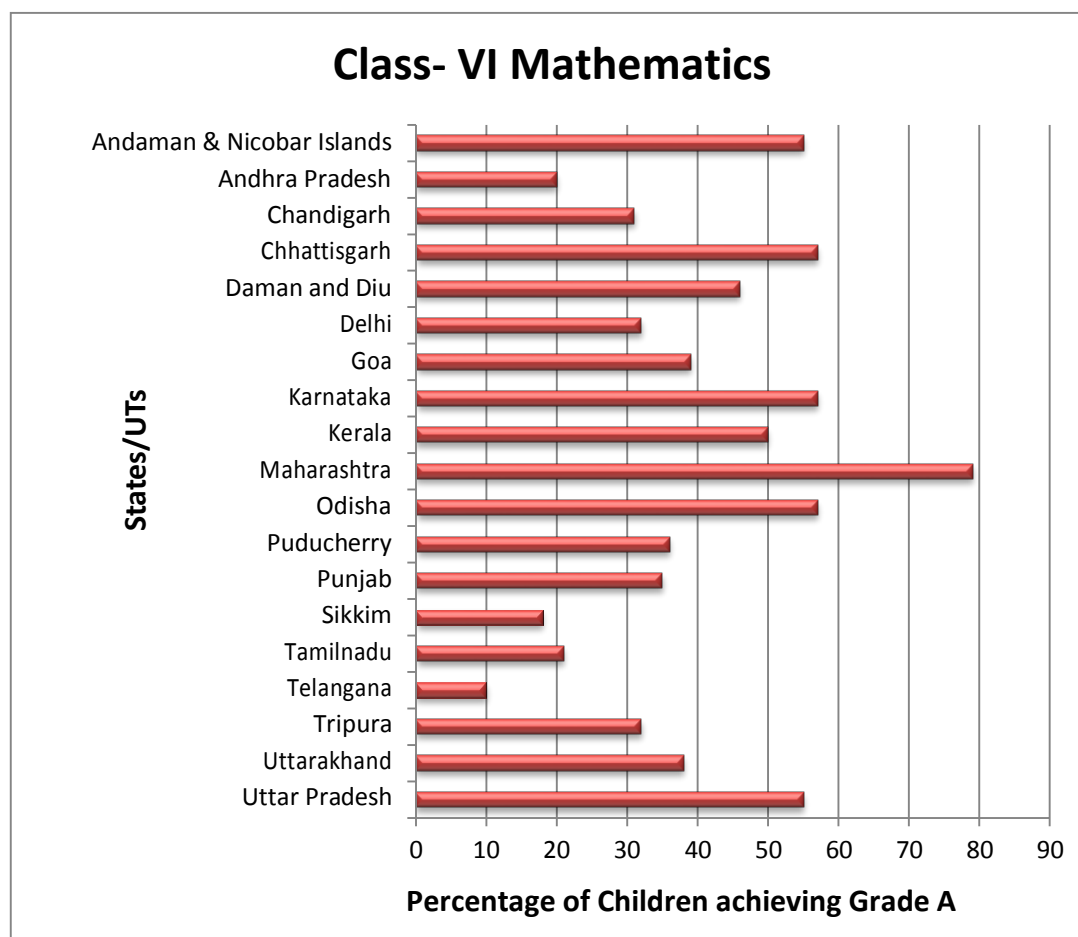

Class- III Mathematics

Bar chart showing Percentage of Children achieving Grade A (x-axis, 0 to 90) by States/UTs (y-axis):

States/UTs	Percentage of Children achieving Grade A
Andaman & Nicobar Islands	42
Andhra Pradesh	28
Chandigarh	63
Chhattisgarh	72
Daman and Diu	53
Delhi	29
Goa	63
Karnataka	59
Kerala	78
Maharashtra	23
Odisha	49
Puducherry	83
Punjab	58
Sikkim	29
Tamilnadu	63
Telangana	21
Uttarakhand	21
Uttar Pradesh	27

Figure13. Percentage of Children Achieving Grade A for Mathematics in Class IV

Class- IV Mathematics

Figure14. Percentage of Children Achieving Grade A for Mathematics in Class V

Class- V Mathematics

Chart showing Percentage of Children achieving Grade A (x-axis, 0 to 100) by States/UTs (y-axis):

- Andaman & Nicobar Islands
- Andhra Pradesh
- Chandigarh
- Chhattisgarh
- Daman and Diu
- Delhi
- Goa
- Karnataka
- Kerala
- Maharashtra
- Odisha
- Puducherry
- Punjab
- Sikkim
- Tamilnadu
- Telangana
- Tripura
- Uttarakhand
- Uttar Pradesh

Figure15. Percentage of Children Achieving Grade A for Mathematics in Class VI

Class- VI Mathematics

States/UTs (y-axis)
Percentage of Children achieving Grade A (x-axis)

Figure16. Percentage of Children Achieving Grade A for Mathematics in Class VII

Class- VII Mathematics

Percentage of Children achieving Grade A

States/UTs

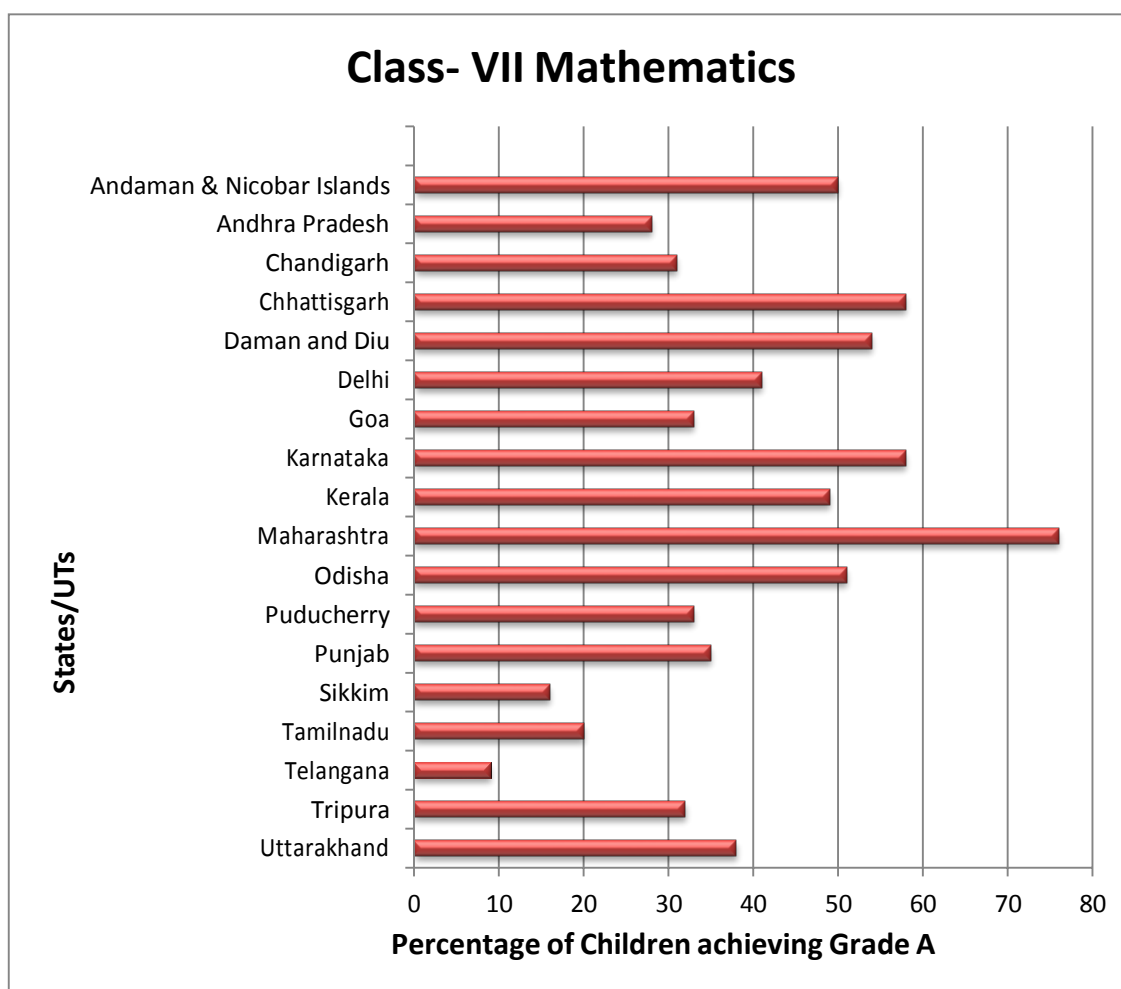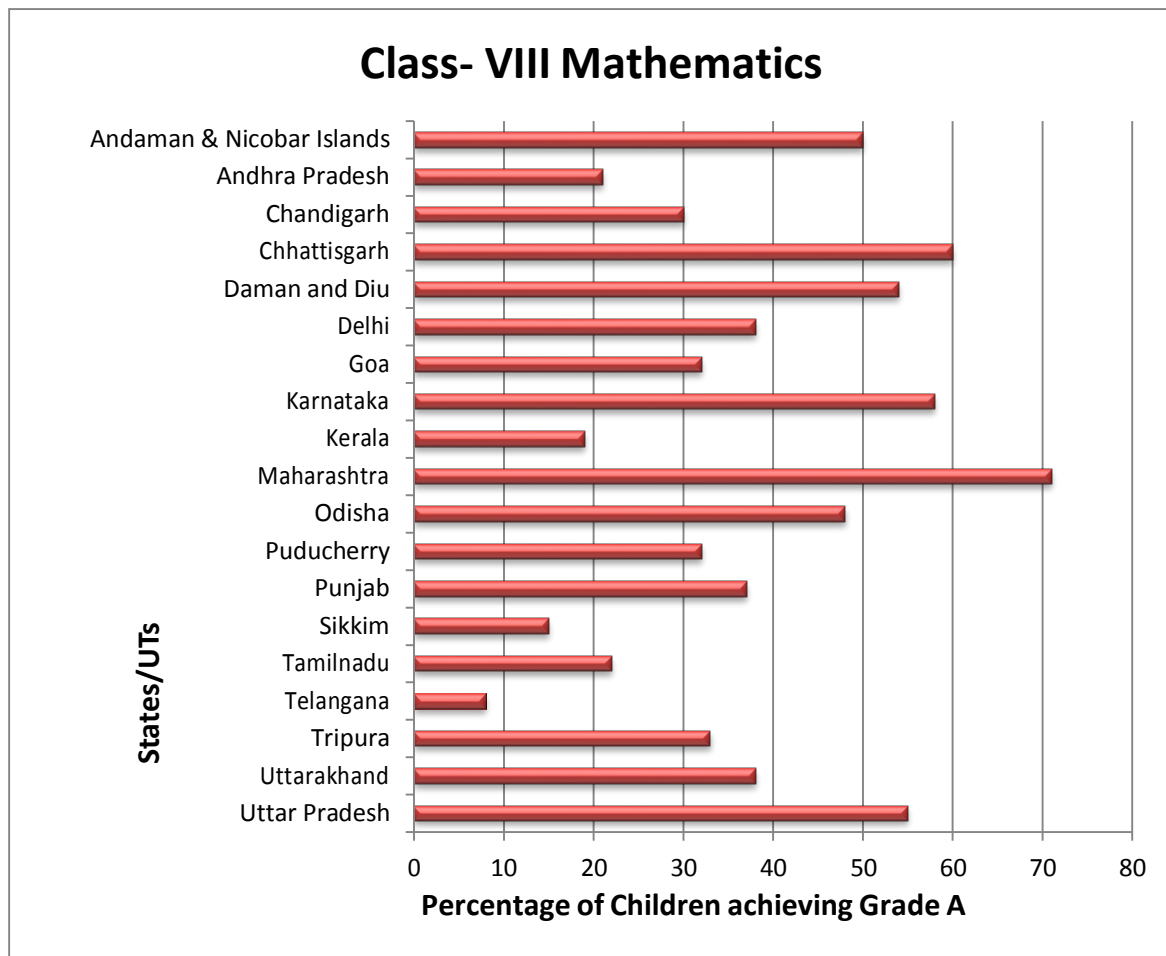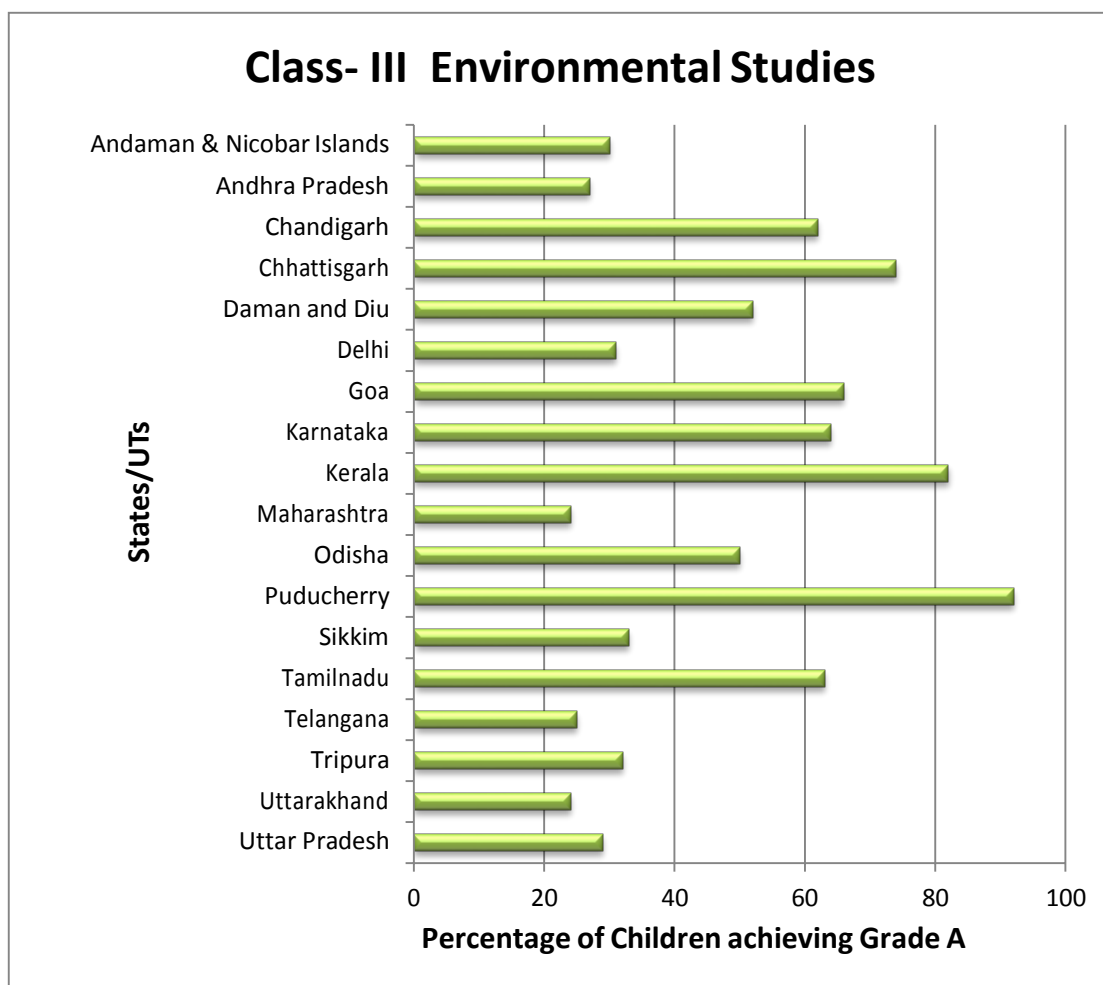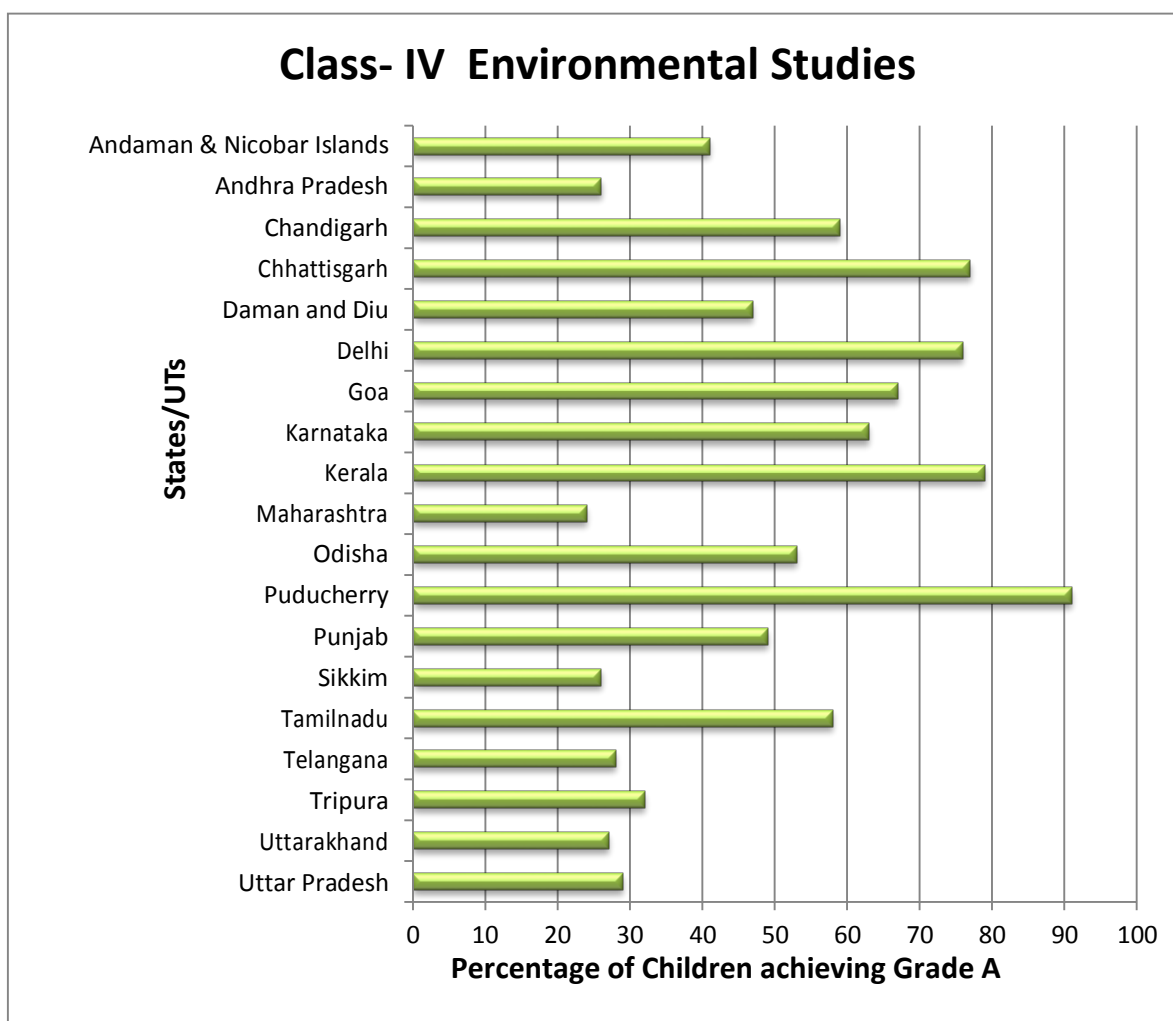**Figure17. Percentage of Children Achieving Grade A for Mathematics in Class VIII**

Figure18. Percentage of Children Achieving Grade A for Environmental Studies in Class III
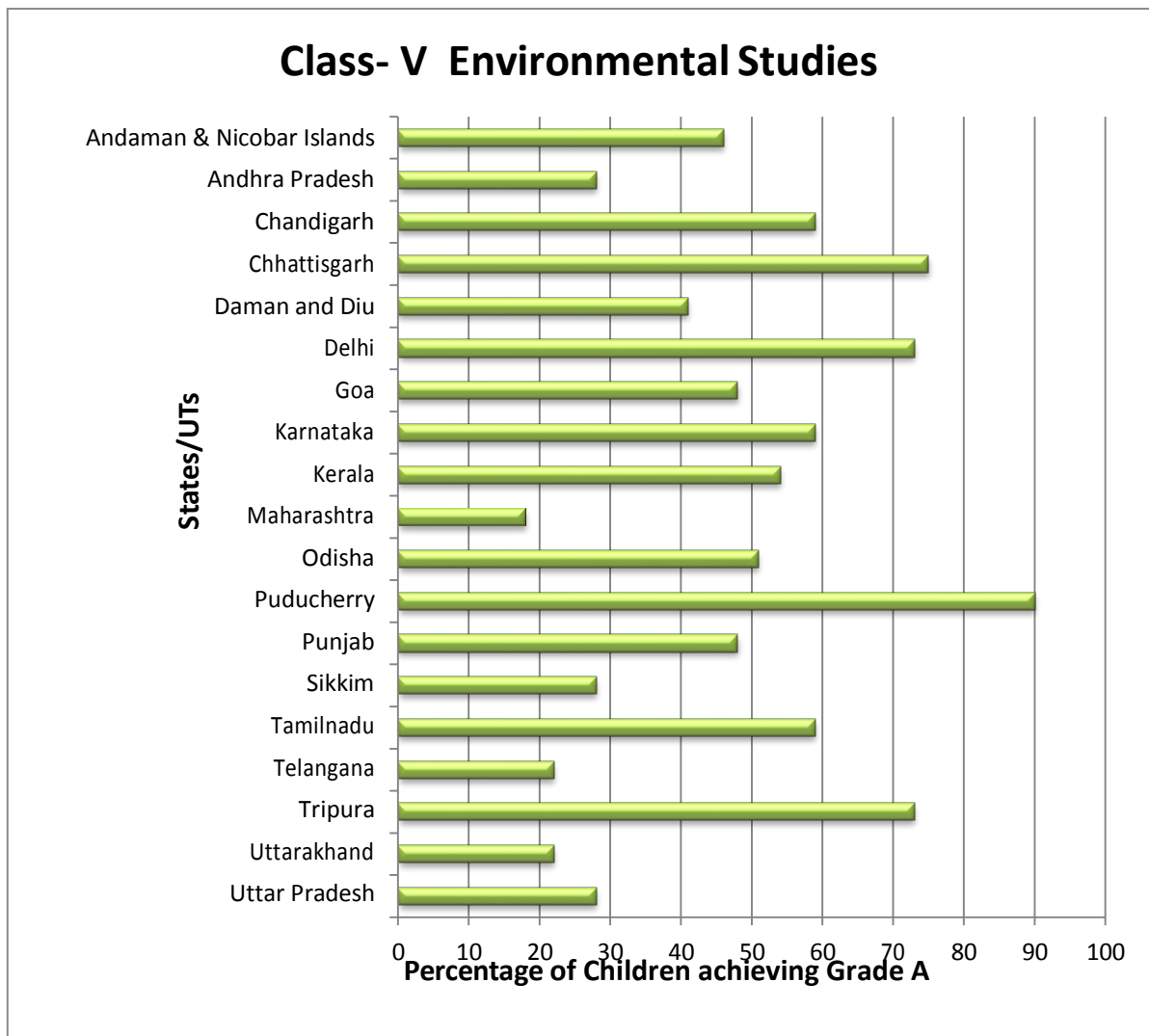
Figure19. Percentage of Children Achieving Grade A for Environmental Studies in Class IV
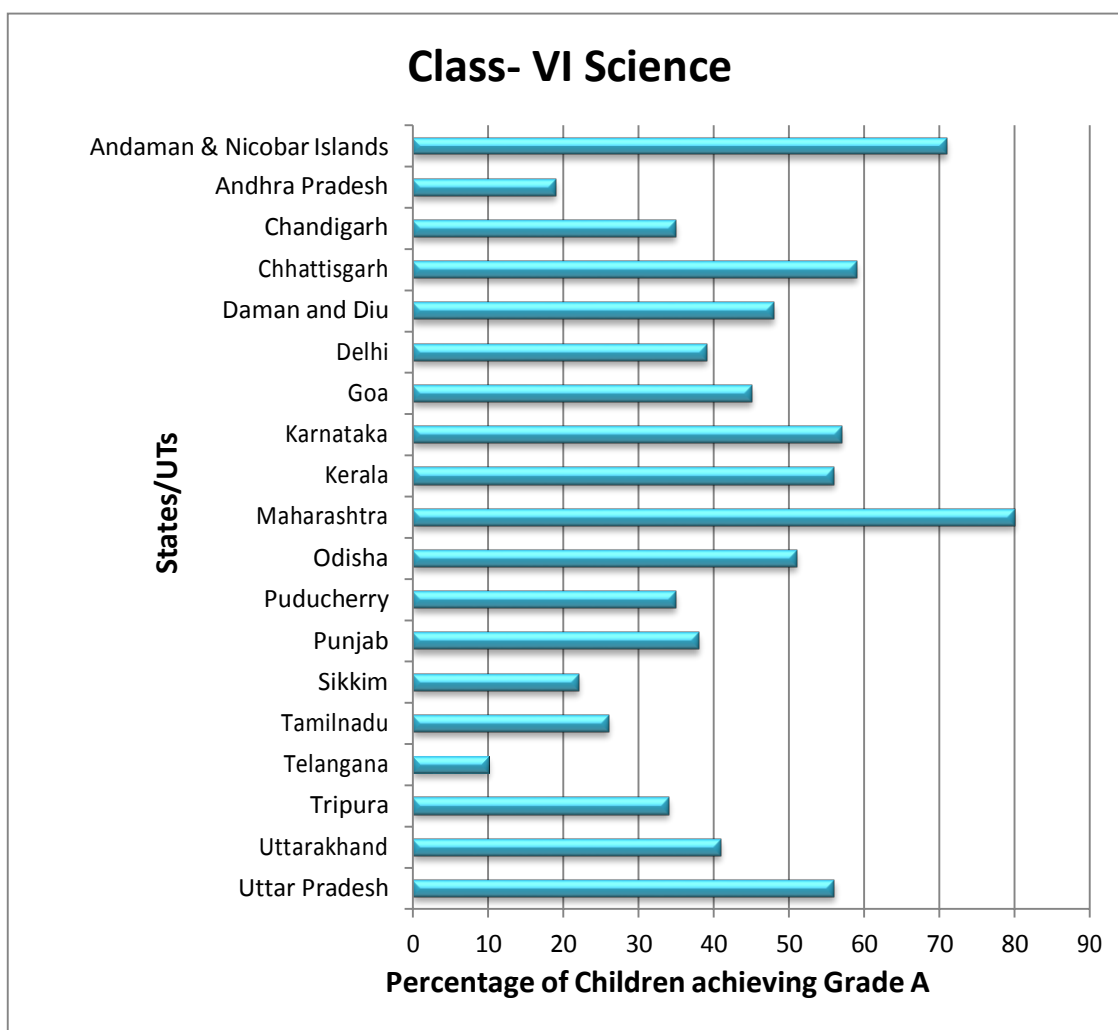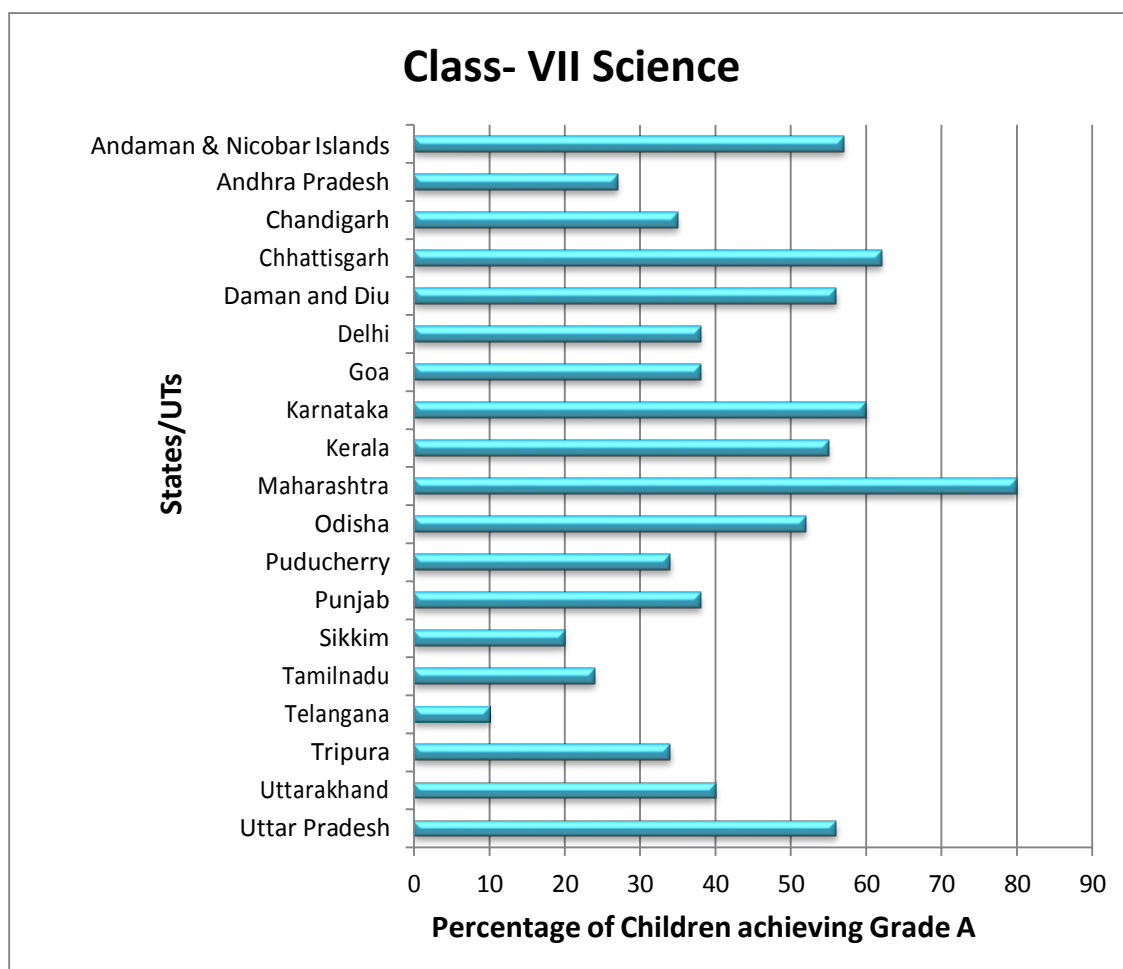

Class- IV Environmental Studies

Figure20. Percentage of Children Achieving Grade A for Environmental Studies in Class V

Figure 21. Percentage of Children Achieving Grade A for Science in Class VI
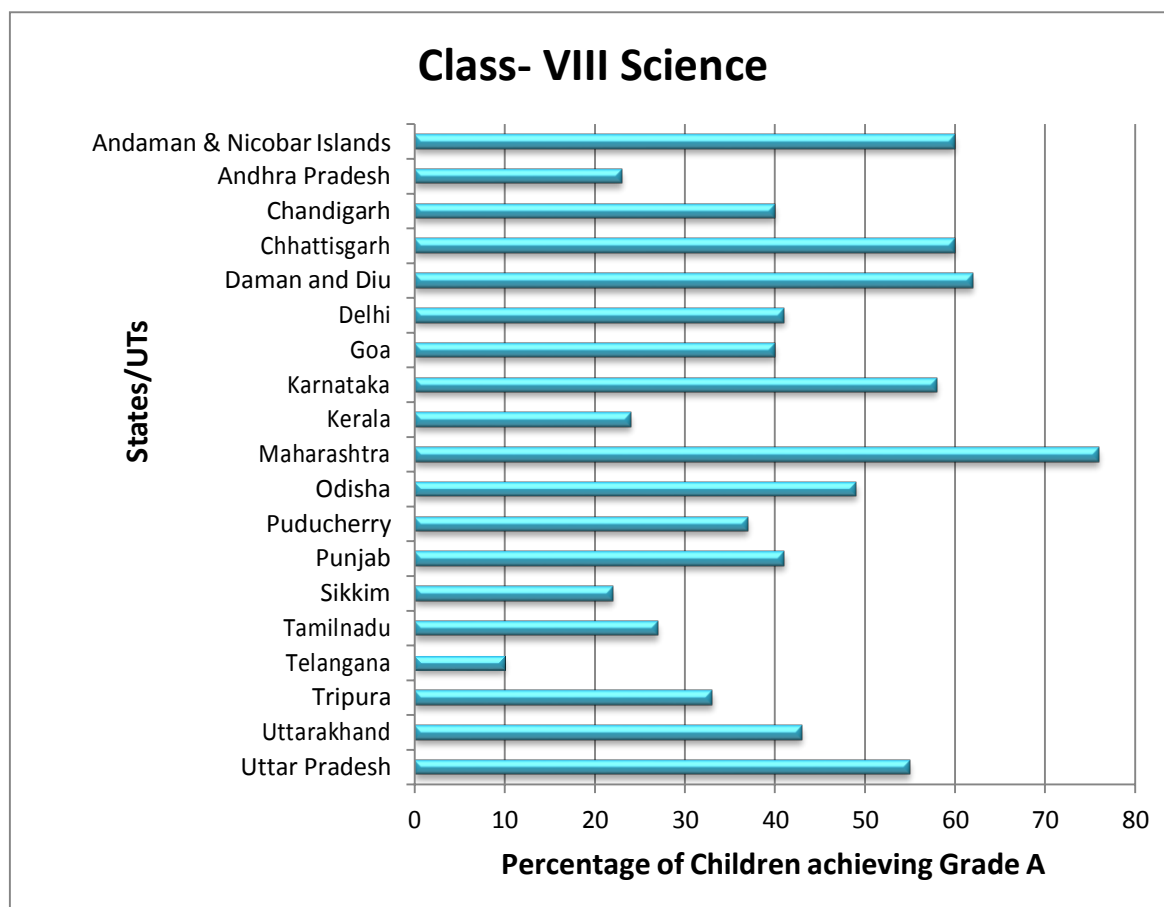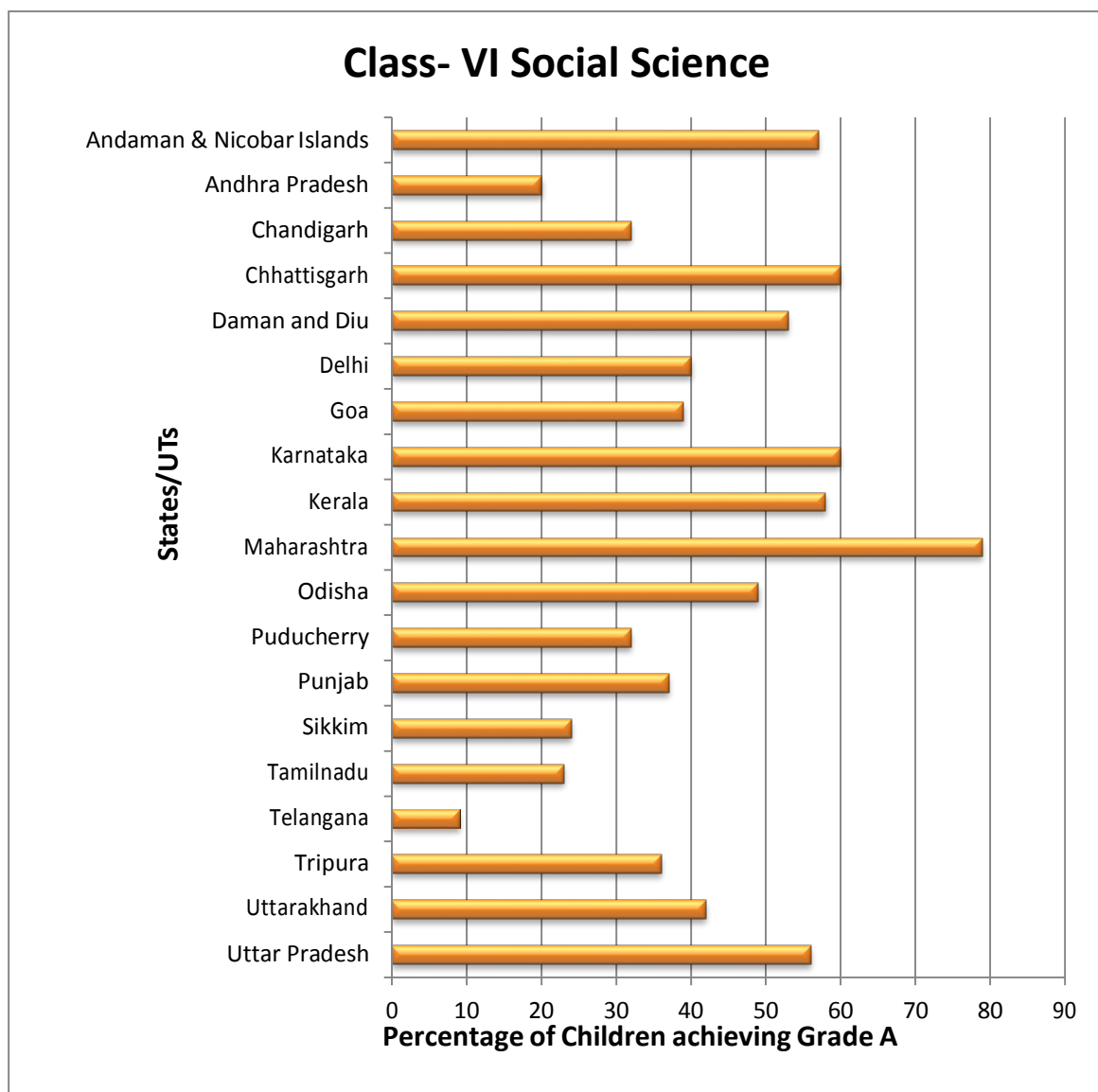

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Figure 22. Percentage of Children Achieving Grade A for Science in Class VII

Figure 23. Percentage of Children Achieving Grade A for Science in Class VIII

Class- VIII Science

Percentage of Children achieving Grade A

States/UTs

Figure 24. Percentage of Children Achieving Grade A for Social Science in Class VI

Figure25. Percentage of Children Achieving Grade A for Social Science in Class VII

Class- VII Social Science

States/UTs (vertical axis) vs Percentage of Children achieving Grade A (horizontal axis)

- Andaman & Nicobar Islands
- Andhra Pradesh
- Chandigarh
- Chhattisgarh
- Daman and Diu
- Delhi
- Goa
- Karnataka
- Kerala
- Maharashtra
- Odisha
- Puducherry
- Punjab
- Sikkim
- Tamilnadu
- Telangana
- Tripura
- Uttarakhand
- Uttar Pradesh
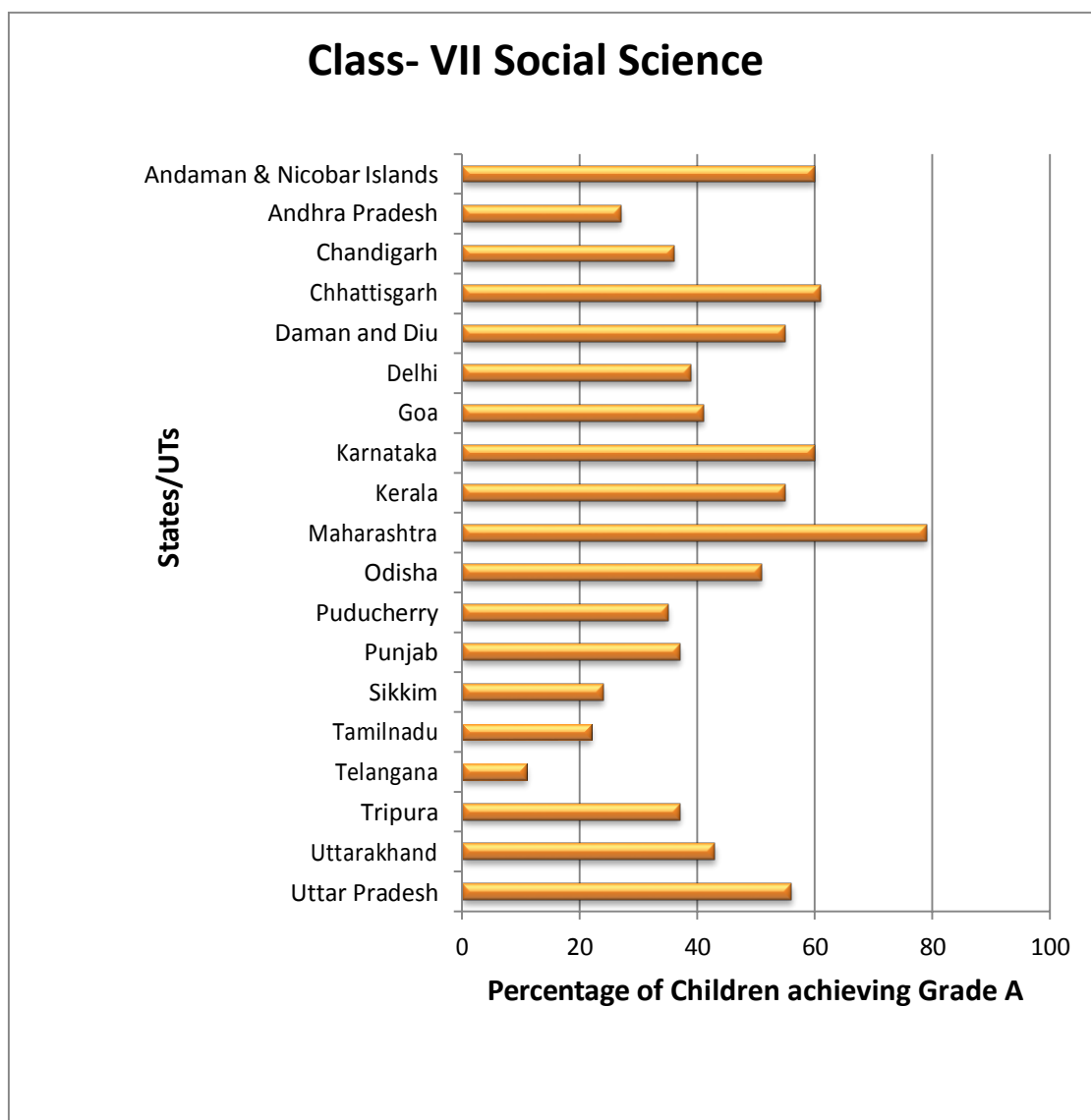
Figure26. Percentage of Children Achieving Grade A for Social Science in Class VIII

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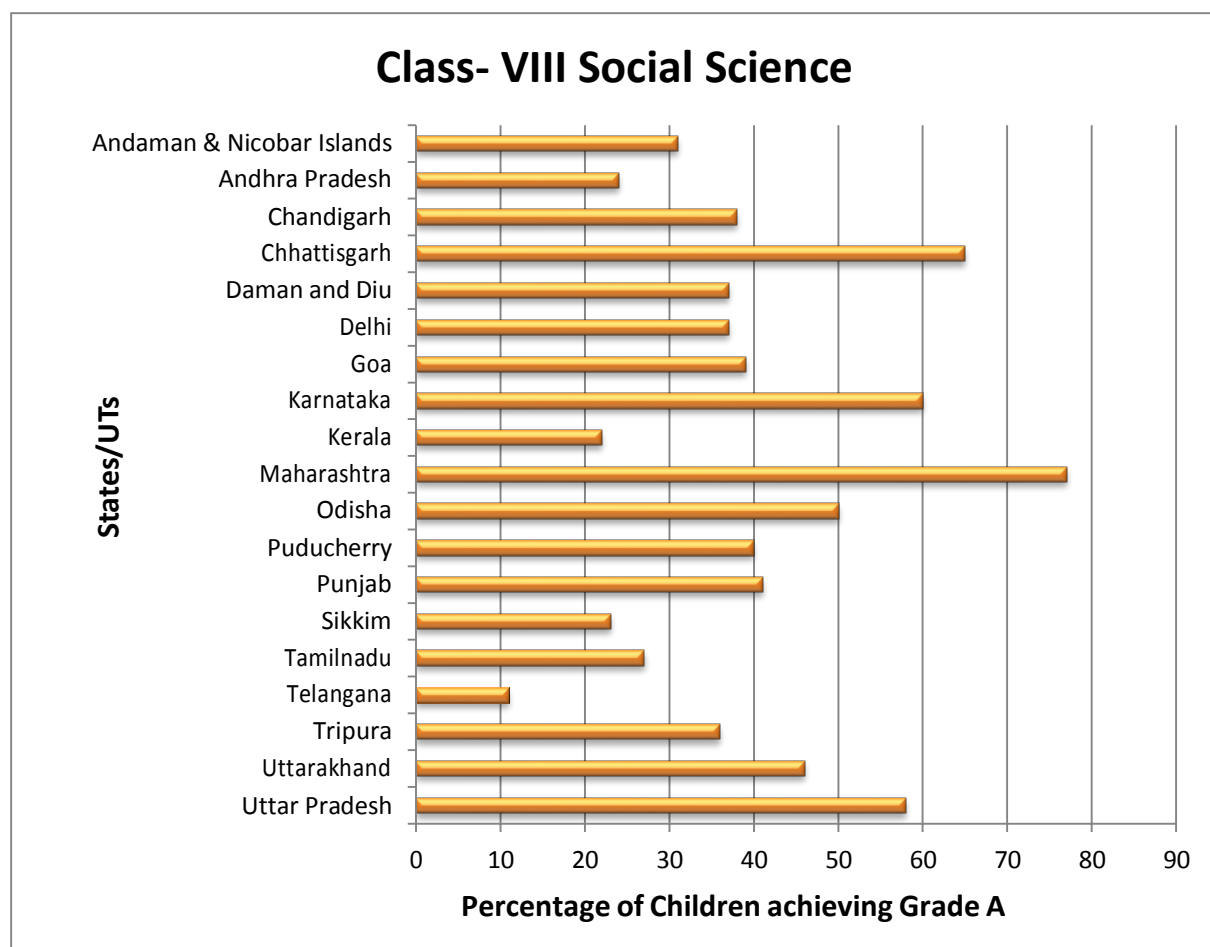
PART II: CLUSTER BASED INFORMATION COLLECTED THROUGH CMFS

16. School visits by Cluster Resource Centre Coordinators (CRCCs)

Table 24 provides information about the number of school visits made by CRC coordinators of different States and UTs. It has been observed that many of the States and UTs have either given inconsistent information or not given any information about the number of times CRCCs visited each school.

Table 24: School Visits Made by CRCCs

Sr. No.	States and UTs	School visits by CRCCs			
		Number of times visits were made to each school			
		Once in a Month	Once in two months	Once in three months	Once in four to six months
1.	Andaman & Nicobar Islands (37)	INP	INP	INP	INP
2.	Andhra Pradesh (6973)	3469	1914	601	59
3.	Bihar (INP)	INP	INP	INP	INP
4.	Chandigarh (20)	20	0	0	0
5.	Chhattisgarh (2703)	2703	0	0	0
6.	Dadra & Nagar Haveli (11)	INP	INP	INP	INP
7.	Daman & Diu (07)	INP	INP	INP	INP
8.	Delhi (64)	INP	INP	INP	INP
9.	Goa (110)	3-4	INP	INP	INP
10.	Gujarat (4268)	44216	0	0	0
11.	Karnataka (4103)	31893	494	247	4
12.	Kerala (1385)	1320	14	INP	INP
13.	Maharashtra (6170)	1200	1769	2177	1024
14.	Manipur (225)	567	INP	INP	INP
15.	Nagaland (125)	√	INP	INP	INP
16.	Odisha (4602)	1-10	INP	INP	INP
17.	Puducherry (34)	12	INP	INP	INP
18.	Punjab (INP)	INP	INP	INP	INP
19.	Sikkim (111)	09	32	54	16
20.	Tamil Nadu (4088)	24966	18875	1741	254
21.	Telangana (1762)	1227	255	146	15
22.	Tripura (332)	332	0	0	0
23.	Uttarakhand (994)	757	85	46	INP
24.	Uttar Pradesh (8249)	INP	INP	INP	INP

Table 25 reveals suggestions provided by the CRCCs to improve classroom learning. The most common suggestions are the following.

- Usage of Teaching Learning Materials for making classrooms effective (Andaman & Nicobar Islands, Chandigarh, Chhattisgarh, Dadra & Nagar Haveli, Delhi, Goa, Gujarat, Karnataka, Kerala, Manipur, Odisha, Punjab, Sikkim, Tamil Nadu, Tripura, Uttarakhand and Uttar Pradesh)

- Activity based learning/group work to improve classroom teaching (Andaman & Nicobar Islands, Chhattisgarh, Dadra & Nagar Haveli, Delhi, Goa, Gujarat, Karnataka, Punjab and Uttar Pradesh)

- Preparing lesson plan as well as demonstration of model lesson in classroom (Andaman & Nicobar Islands, Andhra Pradesh, Goa, Karnataka, Kerala, Maharashtra, Sikkim, Telangana and Tripura)

- Systematic implementation and evaluation of CCE to support the teaching learning process effectively (Andaman & Nicobar Islands, Karnataka and Puducherry)

Table 25: Suggestions Provided by the CRCCs to Improve Classroom Teaching

Sr. No.	States and UTs	Suggestions provided
1.	Andaman & Nicobar Islands	• To make proper planning of lessons, usage of TLMs • To conduct group activities as much as possible • To maintain and update all records related to CCE • To create and maintain child friendly environment • To follow the principles of inclusive education
2.	Andhra Pradesh	• To conduct complex meetings effectively as per the agenda • To perform one model lesson effectively by teachers • To conduct fruitful discussions among teachers on various classroom issues
3.	Bihar	INP
4.	Chandigarh	• To plan teaching strategies according to the learning level of students • To ensure reflection of various training programmes in classroom teaching • To promote Peer group learning • Reinforce teaching through projects, experiments & TLMs • Faculty meeting/discussions on good classroom practices • To improve reading & writing skills among young graders • To participatory approach • Use of Multimedia for making classroom teaching more effective

5.	Chhattisgarh	• Teaching through TLM
		• Engage each students of the class.
		• Regular homework and assignment work
		• Writing by hearing
		• Using active methodology & group work in teaching and learning
6.	Dadra & Nagar Haveli	• Group activities for language and Maths teaching at primary
		• Use of flash cards, TLMs, Models
		• Discussion method instead of lecture method for environment teaching
		• More examples during teaching learning
7.	Daman & Diu	• Teachers were asked to work related to local area
		• Students should get real life experience
		• Subject wise reading should be done
		• Pupil should know the local history/geography
8.	Delhi	• In service training inputs to be incorporated in classroom teaching
		• Development of cost effective TLM
		• Active participation of children
9.	Goa	• Remedial classes should be conducted
		• More emphasis to be given on learning than on completion of syllabus
		• More use of TLM and adequate use of aids
		• Emphasis to be given on reading and writing skills
		• Make use of activity based learning
		• Encourage students to ask more questions
		• Organize debates
		• Need of teachers as per enrollment
		• Preparation of worksheets can be used for revision after completing the syllabus
		• Motivation and encouragement from the side of the teachers
		• Interacting with students in their own medium of instruction
		• Pupil centered learning
		• Teacher's implement Early Literacy programme material for I and II std
		• Dramatization of lessons with participation of students
		• Visit to Post office, Dam, Bank, Railway Station etc Teaching of mathematics (different operations) by using Mathematics kit provided to them by GSSA
10.	Gujarat	• Use of various methods, devices and activities
		• Maximum use of training in the class-room
		• Maximum use of TLM in syllabus
		• Initiative of happy and activity based education.
		• Usage of various skills
		• Seating arrangement according to the topic/subject
		• Use of difficult consonants
		• Usage of activity/TLM according to the unit

		• Increase maximum participation of students
11.	Karnataka	• Implementation of CCE • Preparation of Lesson Plan • Reading, Writing and Mathematical skills implementation • Guidance to utilize geo-kit effectively • 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
12.	Kerala	• Ensure the slots for ICT in classroom process • TLM preparation and curriculum adaptation • Incorporating day celebrations with classroom activities • Usage of worksheets • Ensuring child friendly classrooms • Ensuring teaching manual preparation with micro level planning • Team teaching and reflection page preparation • Ensure sufficient training to English LP teachers
13.	Maharashtra	• Demonstration methodology in classroom, ABL and MGML method were adopted in school
14.	Manipur	• Child oriented teaching • Ensure child friendly classroom • ICT should be implemented in classroom • Proper teaching aids should be used while teaching • Periodically have a trouble-shooting session with student • To adopt easiest teaching method and try to enhance the personality of the students • To improve classroom teaching
15.	Nagaland	• Responsible teacher be made the head of the school • Conducting Quiz • Feedbacks on the spot. Advised to use different techniques for improvement of classroom teachings • Short term or refreshers course to all teachers
16.	Odisha	• The HM should supervise teachers classroom teaching and suggestions to be provided • Appointment of subject teachers in UP Schools • Use of TLM during classroom transactions/ correction of practice work by teachers
17.	Puducherry	• Emphasis on motivation • Suggesting that CCE may be done during recollection of lessons taught in that period

18.	Punjab	• Use more TLMs in teaching • Use play way method • Prefer smart class in the classroom • During teaching gives more examples from daily lives • Create friendly atmosphere in the classroom • Give students more opportunities to express
19.	Sikkim	• CRCCs have suggested the teachers to implement training inputs in classroom to improve teaching and establish regular contact with parents • Preparation of lesson plan and teachers diary • Use of TLMs in classroom teaching
20.	Tamil Nadu	• Ensuring the reflection of SSA trainings in classrooms • Reinforcing teaching through projects and simple experiments, Maths Kit, TLM effectively • Insisting to teach according to the level and ability of each child and by showing individual attention to each child • Proper remedial measures are taken to improve the standard of late bloomers for slow learners • Teachers are asked to be thorough in the subject they teach
21.	Telangana	• In the School complex meetings holding discussion with teachers on good class room practices • Performing one model lesson in the visiting schools • Conducting fruitful discussions among the teachers on various classroom issues
22.	Tripura	• Prepare lesson plan for effective teaching • Use appropriate TLM while teaching • Take special care of weak children • Maintenance of teacher diary • Checking students' homework regularly • Provide remedial teaching to the weak children
23.	Uttarakhand	• Use of libraries to improve reading and writing • Action research to solve class room problems • Distribution of work among teachers not on the basis of class but on the basis of subject • Optimum use of TLM • Make the classroom free from fear and trauma
24.	Uttar Pradesh	• Using new teaching methodologies by teachers • Ensuring fear free environment in classrooms and schools • Using TLMs and locally available materials in teaching • Doing group work and group discussion with students • Presentation of model teaching by ABRCs during school visits

17. Pupils' progress record

All the States and UTs are required to maintain pupils' progress records in the Schools. Table 26 reveals that all schools in sixteen States and UTs namely Chandigarh, Chhattisgarh, Daman & Diu, Goa, Gujarat, Karnataka, Kerala, Manipur, Nagaland, Odisha, Puducherry, Punjab, Sikkim, Tamil Nadu, Tripura and Uttarakhand maintained the records of pupils' progress. Schools in two States and UTs namely Andhra Pradesh and Telangana did not maintain 100 percent record of pupils' progress. Andaman & Nicobar Islands, Bihar, Dadra & Nagar Haveli, Delhi, Maharashtra and Uttar Pradesh didn't provide any information on this aspect.

Table 26: Percentage of Schools Maintaining Records of Pupils Progress

Name of States and UTs	Maintaining progress records in schools
Chandigarh, Chhattisgarh, Daman & Diu, Goa, Gujarat, Kerala, Karnataka, Manipur, Nagaland, Odisha, Puducherry, Punjab, Sikkim, Tamil Nadu, Tripura, Uttarakhand	100%
Andhra Pradesh (93%), Telangana (93%)	Less than 100%
Andaman & Nicobar Islands, Bihar, Dadra & Nagar Haveli, Delhi, Maharashtra, Uttar Pradesh	INP

18. Coverage of Syllabus

From Table 27, it can be seen that mostly States/UTs have reported more than 60% coverage of syllabus except the States of Andhra Pradesh, Chhattisgarh, Karnataka, Odisha, and Telangana which have few schools with less than 60 percent coverage of the syllabus.

Table 27: Schools having Less than 60 Percent Coverage of the Syllabus

Category	Name of States and UTs
Schools having less than 60 percent coverage of the syllabus	Andhra Pradesh (10%), Chhattisgarh (95%), Karnataka (1%), Odisha (24%) Telangana (2%)
Schools having more than 60 percent coverage of the syllabus	Chandigarh, Daman & Diu, Goa, Gujarat, Kerala, Manipur, Nagaland, Punjab, Puducherry, Sikkim, Tamil Nadu, Tripura, Uttarakhand
INP	Andaman & Nicobar Islands, Bihar, Dadra & Nagar Haveli, Delhi ,Maharashtra, Uttar Pradesh

19. DPOs who are providing QMTs regularly

Table 28 reveals the number of District Project Officers (DPO) who are providing QMTs regularly to the SPD. As per the available data all DPOs of the twelve States and UTs namely Andhra Pradesh, Daman & Diu, Goa, Gujarat ,Kerala, Odisha, Nagaland, Sikkim, Tamil Nadu, Telangana, Tripura , and Uttarakhand provide QMTs regularly; however it may be noted that some DPOs in Chhattisgarh, Maharashtra, Puducherry and Uttar Pradesh haven't provided it regularly.

Table 28: Number of DPOs who are providing QMTs Regularly

Category	States/UTs
DPOs who are providing QMTs regularly	Andhra Pradesh, Daman & Diu, Goa, Gujarat, Kerala, Odisha, Nagaland, Sikkim, TamilNadu, Telangana, Tripura, Uttarakhand
DPOs who are not providing QMTs regularly	Chhattisgarh(7), Maharashtra(6),Puducherry (1), Uttar Pradesh(45)
NA	Chandigarh
INP	Andaman & Nicobar Islands, Bihar, Dadra & Nagar Haveli, Delhi, Karnataka, Manipur, Punjab

PART III: BLOCK BASED INFORMATION COLLECTED THROUGH BMF

20. Functions of BRCCs

Table 29 deals with specific functions performed by the BRCCs in their district. All States and UTs except Bihar have provided relevant information. Most common functions performed by BRCCs as reported by different States and UTs are academic monitoring of schools, implementation of CCE, organizing in-service teacher trainings, review meetings at School/Cluster/Block level, research and evaluation.

Table 29: Important Functions Performed by BRCCs in the District

Sr. No.	States and UTs	Five specific functions BRCCs performed in the district
1.	Andaman & Nicobar Islands	• Study tour for students of primary and upper primary level with in the UT
2.	Andhra Pradesh	• Conducted Head Masters' meetings • Academic Monitoring of schools • Implementation of continuous comprehensive evaluation in Schools • Improvement of children attendance • Improvement of children's achievement level
3.	Bihar	INP
4.	Chandigarh	NA
5.	Chhattisgarh	• BRCs worked for the improvement of student's attendance and participation in school activities of the rural students • Tried for the SMC Members participation in school improvement • Specific focus on CWSN as per RTE • Monthly meeting of CACs for regular monitoring • Monitoring of Schools by BRCCs
6.	Dadra & Nagar Haveli	• Preparation and implementation of block level AWP&B • Organize various trainings • Supporting CRCCs • Monitoring CCE formats and evaluating students learning as per the formats • Providing on –site support to teachers
7.	Daman & Diu	• Organize in-service teacher training in Diu district • Regularly school visit and monitoring in Diu district • *No regular BRCC appointed/deputed in Daman (block) district
8.	Delhi	• Opening of STC in DOE and MCD schools • Regular survey of the area to identify OoSC • Monitoring of funds provided by SSA • Monitoring the special admission drive for CWSN • Identification of needs for effective teachers training
9.	Goa	• Collection of block level data of enrolment of pupils, teacher's information regarding their innovative activities, repair or infrastructural changes to be carried out in the school premises in the block • Ensuring that training programmes are conducted • Handled the book distribution effectively • Visits to schools • Conducted community mobilizations
10.	Gujarat	• Special meetings with the schools facing various problems identified during enrollment drive, result oriented guidance to the school authorities • Regular school level monitoring, guidance and vacation training for the weak children in reading calculation-writing • Efforts for creating various subjective corners in the school, implementation of ABL

		SSA
11.	Karnataka	• Ensuring PTR as per the norms of RTE act • Streamlining admission process for ensuring admissions to disadvantage groups • Conducting awareness programme about RTE • Review of training progress of their cluster • Review of administrative issues like admissions, OoSC strategies, Utilization of funds
12.	Kerala	• Academic monitoring and CCE activities • Teacher Training and HM Training • SMC/PRI Training • Empowering CRCCs • Inclusive Education Support
13.	Maharashtra	• Academic support • School visit • Demonstration in classroom • Involve in classroom interaction • Research & Evaluation
14.	Manipur	• To monitor the fund flow provided by SSA • Monitoring the Special admission drive for CWSN • Identification of needs for effective teachers training • Monitor the functioning of SMCs
15.	Nagaland	• Conduct review meeting with Resource Persons • Monitoring and collection of data's and their submission • To help teachers in teaching learning process • Conduct meetings with SMCs and school teachers • Identification of new teachers and conduct pedagogy training separately
16.	Odisha	• Monitoring Classroom transaction • Conduct of Summative-II & Formative-I • Conduct of teacher training & other block & Cluster level activities under SSA
17.	Puducherry	• Collection of DISE Forms • Implementation of PINDICS • Organizing ELP Training in association with DIET and RIE Staff • Giving academic training to the teachers • Monitoring teaching learning process in the school
18.	Punjab	• Regular monitoring of schools • On-site teacher training to improve quality of teaching • Evaluating the students • Helping the subject teacher to establish lab/corner in the school • Use of TLM in teaching to make teaching learning process more effective
19.	Sikkim	• Conducted in-service teachers training • Inspected schools • Helped CRCCs to prepare SDP

		• Made regular contact with CRCCs & DPOs
		• Conducted training of SMCs
20.	Tamil Nadu	• Schools which need extra academic support are visited more than twice in a month by the co-coordinators
		• Ensuring the conduct of VEC and SMC meetings at regular intervals and providing suggestions wherever necessary.
		• Imparting adequate need based class and subject wise trainings to improve quality of education
		• Facilitating the teachers in teaching learning process
		• Taking part in VEC meeting and giving suggestions
21.	Telangana	• Conducted Headmasters meetings
		• Academic monitoring of schools
		• Working as bridge to CRCs / Schools to DPO
		• Implementation of continuous comprehensive evaluation in Schools
		• Monitoring of CRC meetings
22.	Tripura	• Submitted fortnightly report of their performance to the higher authority
		• Conducted training to the teachers of Primary and Upper Primary
		• Worked for NCERTs' Quality Monitoring Tools
		• Visited school and class room process
		• Organize meeting with SMC members on preparation of school development plan
23.	Uttarakhand	• Organized meetings at BRC to review the activities assigned to CRCCs and solve their academic problems
		• Provided on site support to schools and CRCs
		• Worked as link between CRC and DPO
		• Organized teacher's professional development programmes
		• Presented demonstration lessons in the schools
24.	Uttar Pradesh	• ABRCs participate in the meetings of subject teachers at NPRC and support them to resolve subject specific issues
		• ABRCs provide onsite support to teachers through discussion and class demonstration.
		• BEEOs regularly visit schools for monitoring and support
		• In service teacher training are organised at BRC
		• Meetings, seminar etc. organised at block level to sensitize teachers on NCF and RTE

21. Visit Schedule of BRC Coordinators

Table 30 reveals information on the number of BRCCs who prepared a schedule for visit of schools and average number of visits made to each school. It is observed that in twelve States and UTs (Andaman & Nicobar Islands, Chhattisgarh, Dadra & Nagar Haveli, Delhi, Goa, Nagaland, Odisha, Punjab, Sikkim, Tamil Nadu, Tripura and Uttarakhand) all BRCCs are preparing schedule for school visits. More than half of BRCCs in Andhra Pradesh, Gujarat, Manipur and Telangana make schedule for school visits. Only half the number of BRCCs in

Daman & Diu and one third of the BRCCs in Uttar Pradesh visit schools according to planned schedules. The average number of times BRCCs visited each school varies from one to five.

Table 30: Number of BRCCs who prepared a Schedule for Visiting Schools and Average Number of each School Visit

Sl. No.	States and UTs	Number of BRCCs who prepared a schedule for visit of schools	Number of times each school was visited by BRCCs on an average
1.	Andaman & Nicobar Islands (09)	9	02-03
2.	Andhra Pradesh (1137)	785	2
3.	Bihar	INP	INP
4.	Chandigarh (NA)	NA	NA
5.	Chhattisgarh (150)	150	01
6.	Dadra & Nagar Haveli (01)	01	01
7.	Daman & Diu (02)	01	01
8.	Delhi (08)	08	01
9.	Goa (12)	12	02
10.	Gujarat (239)	224	Data Inconsistent
11.	Karnataka(204)	Data Inconsistent	Data Inconsistent
12.	Kerala (159)	Data Inconsistent	04
13.	Maharashtra (355)	Data Inconsistent	3
14.	Manipur (35)	21	Once in a month
15.	Nagaland (46)	46	4
16.	Odisha (316)	316	2
17.	Puducherry (06)	Data Inconsistent	2
18.	Punjab (22)	22	Once in four to six month
19.	Sikkim (29)	29	05
20.	Tamil Nadu (413)	413	5
21.	Telangana (467)	413	2
22.	Tripura (41)	41	01
23.	Uttarakhand (95)	95	02
24.	Uttar Pradesh (880)	315	02

*Figures in bracket indicate the total number of BRCCs reported by the States and UTs

22. Professional Support provided by BRCCs to teachers

Table 31 reveals information on examples of professional support provided by the BRCCs to teachers during the last quarter. Some of the most common areas of support are given below

- Extending support in preparing adequate Teaching Learning Materials (Andhra Pradesh, Dadra & Nagar Haveli, Delhi, Goa, Gujarat, Nagaland, Punjab, Puducherry, Tamilnadu and Telangana)

- Conducting in service teacher training programmes (Chhattisgarh, Goa, Kerala, Puducherry, Punjab, Sikkim, Tripura and Uttarakhand)
- Proper implementation of CCE (Andhra Pradesh, Goa, Manipur, Nagaland, Odisha, Punjab and Telangana)
- Organizing review meetings at CRC level (Andaman and Nicobar Islands, Andhra Pradesh, Chhattisgarh, Kerala, Telangana and Uttar Pradesh)

Table 31: Examples of Professional Support Provided by the BRCCs to Teachers

Sr. No.	States and UTs	Five examples of professional support provided by the BRCCs to teachers during the last quarter
1.	Andaman & Nicobar Islands	• Review meeting has been conducted at CRC level
2.	Andhra Pradesh	• Conducted CRC meetings with model lessons and TLM meals • Support provided in preparation of teaching learning material • Support provided in writing of period / Lesson plans • Supported to conduct Formative / Summative tests • Teleconferences conducted on CCE
3.	Bihar	INP
4.	Chandigarh	NA
5.	Chhattisgarh	• Timely disbursement of salary through bank with the help of Block Education Officers in order to stop any kind of complaints • Conducting regular academic meetings at Cluster level for review and progress of schools • Conducted 5 days in service teachers training to make teachers proficient in their teaching process effective • Regular monitoring of school by BRCs in order to check the attendance of the teachers and school timings • BRCs have developed the system of collection of required information from the schools through CRCs only in order to stop the teachers moving from schools for the information purpose
6.	Dadra & Nagar Haveli	• Suggestions regarding TLM, Teaching methods to be used according to topic • More examples for mathematics teaching • Activity based teaching for primary level • Environment teaching by using self experience • Correlation to be established between subjects during teaching
7.	Daman & Diu	• In Diu district, each school was visited and monitored for

		weaker students
		• Diu district arrange special classes of health development, yoga and sports
		• No regular BRCC appointed/deputed in Daman (block) district
8.	Delhi	• Discussion with subject Incharges to devise new teaching methodology
		• Preparation of worksheets, quiz and mental maths exercise
		• Hands on exercise-Teaching beyond classroom
		• Weekly activity related to curriculum
		• Development to cost effective teaching aids
9.	Goa	• Suggested maximum teaching through play way method and Group activities
		• Use of audio visual aids during the story telling, singing songs, mathematical tables in upper primary schools
		• Assisted the school in implementing CCE effectively
		• Instructing the heads of the schools to complete their worksheet from teachers and submit utilization certificate along with worksheets in all subjects in which the teachers were trained
		• Training in early numeracy (Maths), English, EVS, Science etc
10.	Gujarat	• Create awareness to use text books and materials allotted to the schools
		• Provide guidance and monitoring tool for utilization of computer lab
		• Sharing of materials prepared by the expert subject teachers in others schools by magazines
		• Innovative activities, implementation of experiments used in other schools of the cluster, and importance of project-work based education
11.	Karnataka	• To use training inputs beneficially
		• Observing the actual lessons of teachers
		• Teachers to avoid absenteeism
		• Discussion on issues related to quality education
		• Random check for monitoring
12.	Kerala	• Conducting Action Research
		• Preparation of worksheets
		• Cluster level Training
		• Seminars & Workshops
		• Learners Achievement
13.	Maharashtra	• Academic support
		• Demonstration in classroom
		• Involvement in classroom interaction
14.	Manipur	• Suggest teachers to interact with teachers regularly
		• To implement CCE appropriately

		• Help teachers to motivate the students • Suggest teachers to conduct regular evaluation of student's capability • Organize seminars and workshops
15.	Nagaland	• How to make a proper lesson plan • More emphasis in the use of English medium during class transaction • Proper implementation of CCE • Effective Classroom management • TLM development and its effective use
16.	Odisha	• Maintenance of students records in CCE • Maintenance of different School records i.e. Lesson diary, cash book, stock register etc
17.	Puducherry	• Lending Educational CDs • Lending Books for Reference • Providing Science Kits and Maps • Giving academic training to the teachers • Providing TLM to teachers
18.	Punjab	• Onsite teacher training • Helping in preparing new TLM & establish Math/English/S. St/Library corner • Helping to evaluate the students and maintain records as per CCE • Helping to understand child psychology • Guide them to use new techniques like computer aided learning by using internet etc
19.	Sikkim	• Conducted in-service teachers trainings • Inspected schools • Helped CRCCs to prepare SDP • Made regular contact with CRCCs & DPOs • Conducted training of SMCs
20.	Tamil Nadu	• Periodic visit of BRTEs along with AEEO to monitor the teaching learning process • Special focus given on the usage of SLM kit box and Computer • Linking life oriented mathematical problems with textbook sums • Providing opportunities for children to know the concepts of the information provided in the text by taking them to field trips • Monitoring monthly achievement tests and State Level Achievement Survey

21.	Telangana	• Conducted CRC meetings with Model lessons and TLM *Melas*
		• Support provided in preparation of teaching learning material
		• Supported to conduct Formative / Summative tests
		• Support provided in writing of period / Lesson plans
		• In evolving the suitable teaching strategy for low achievers and for remedial teaching
22.	Tripura	• Conducted teachers training
		• Provided academic support while visiting schools and class room process
		• Helped teachers in planning of lessons
		• Interacted with teachers on how to increase level of learning of weak children and provide support to them
		• Teachers were requested to be more dedicated during class teaching and make class teaching joyful and child centric
23.	Uttarakhand	• Organized in service teacher training programmes at BRC
		• Acts as master trainer in service teacher trainings
		• Presented demonstration lessons before teachers and students
		• Observed and suggested to maintain the progress of students learning
		• Solved the problems of CRCCs presented before them
24.	Uttar Pradesh	• BRCs ensure that questions during classroom process is as per students' learning level
		• BRCs ensure students' participation in classroom including blackboard work
		• They also ensure regular use of library, learning corner and lab/science kits
		• Ideal teaching is demonstrated by ABRCs during the workshop at CRC
		• They support in sport activities, child cabinet, *Meena Manch* and cultural activities in school

Table 32 reveals that six States and UTs namely Chandigarh, Daman & Diu, Goa, Kerala, Manipur and Sikkim have achieved their target fully regarding the in-service teacher training programmes organized in last quarter whereas nine States and UTs (Andhra Pradesh, Chhattisgarh, Gujarat, Karnataka, Odisha, Punjab, Tamilnadu, Telangana and Tripura) have achieved a target between 50 – 99 percent. It is to be noted that three States and UTs namely Maharashtra, Puducherry and Uttarakhand have achieved a target of less than 50 percent in the quarter.

Table 32: Target achieved for Primary in-service Teacher Training during Last Quarter

States/UTs	Target achieved
Chandigarh, Daman & Diu, Goa, Kerala, Manipur ,Sikkim	**100%**
Andhra Pradesh (50%), Chhattisgarh, Gujarat (70%), Karnataka (55%), (82%) Odisha (90%), Punjab (88%), Tamil Nadu (60%), Telangana (90), Tripura (81%)	**50-99%**
Maharashtra (1%), Puducherry (46%), Uttarakhand (20%)	**Less than 50%**
Nagaland, Uttar Pradesh	**Nil**
Andaman & Nicobar Islands, Bihar , Dadra &Nagar Haveli, Delhi	**INP**

23. In-Service Teacher Training Programmes

Primary Stage

Through STMF the States and UTs are requested to provide information about the number of in-service teacher training programmes organised and major issues evolved from the programme which is presented in Table 33. The States and UTs have provided inconsistent data about the number of programmes conducted. Some major issues that have emerged from the programmes are given below

- Training programmest needed before commencement of the academic year (Andhra Pradesh, Goa and Telangana)
- Need of more training in CCE (Goa, Kerala and Uttarakhand)
- Subject specific training (Goa, Kerala, Maharashtra, Tripura and Uttarakhand)
- Non availability of resource persons (Karnataka, Odisha)

Table 33: Major Issues Emerged From In-Service Teacher Training Programmes Organized for Primary Teachers during Last Quarter

Sr. No.	States and UTs	Major issues emerging from the programmes
1.	Andaman & Nicobar Islands	INP
2.	Andhra Pradesh	• Teacher training should be conducted before start of the academic year • Headmasters and teachers feeling MDM scheme is disturbing their teaching work • Most of the MEO's in charges are unable to do proper monitoring of schools due to work burden
3.	Bihar	INP
4.	Chandigarh	No issue emerged
5.	Chhattisgarh	• Teachers training were helpful in improving basic language skills. • Teaching method developed with the help of students • Inter personal relation developed between teachers and SMC • Leadership management developed in teachers
6.	Dadra & Nagar Haveli	INP
7.	Daman & Diu	No issue emerged
8.	Delhi	• More day to day examples in explaining the concepts • More interactive sessions with children • Use of different teaching methodology • Gender sensitization
9.	Goa	• Trainings need to be conducted in the beginning of the academic year • Subject wise training programme at block level benefited the teachers • Preparation of worksheets gives new dimension to the teaching activity • Translation of material should be in local language so that teachers can understand well specially in Primary School section (Marathi / Konkani / Kannada / Urdu) • Training should be given to all teachers including teacher in single teacher schools
10.	Gujarat	• Guidance received during the on-air training were motivational • Sharing knowledge and information in group work • Information and clarification on various activities • Information and clarification on subjective research. Clarification of new syllabus and its implementation • Clarification on RTE implementation and its queries • Planning of needs based training • Encouragement to teachers though motivational speech

11.	Karnataka	- Insufficient training fund - Insufficient residential facilities - Non-availability of RPs due to overlapped programmes - Training should be need-based - More emphasis on district specific programmes - No proper feed back in the implementation of training concept in the actual classroom situation - Activity-based training is required
12.	Kerala	- Ensuring learning outcomes at the expected level to the implementation of CCE is to be improved - Ensure sufficient additional training given to Social Science and Mathematics Teachers - Lack of ICT training to LP teachers - Lack of Sufficient multimedia facilities to cope up with training needs - Teachers are not competent enough in communicative English - Adaptation of inclusive curriculum are not effective to regular teachers - Provide sufficient English Training to teachers
13.	Maharashtra	- Training of Upper primary teachers in Maths & Science - Reading & writing development programme in 3,500 Primary schools with help of *Pratham* 1st to 5th standard English language training was conducted with the help of British Council - Capacity building of Head teachers & primary teachers were conducted - Capacity building of monitoring officers (e.g. EO, BEO, BRP, CRPs etc.)
14.	Manipur	INP
15.	Nagaland	INP
16.	Odisha	- Videos provided to facilitate Early Grade Teacher Training Programme was not used properly - Lack of DIET faculty member for training and monitoring - Lack of Resource Person in Science
17.	Puducherry	CBSE curriculum introduced at primary level. So, the training program on ELP delayed
18.	Punjab	- RTE information given to head teachers - Special attention on weak students - Making classes teacher friendly - Regular observation and evaluation of students - To implement RTE in the schools
19.	Sikkim	The teachers are coming with lots of pedagogical problems especially issues related to management and teaching of children with special needs, making the class collaborative and inclusive. The main issue is the insufficient fund i.e. Rs. 200/- per day per head

20.	Tamil Nadu	• The title of the CRC / BRC training should be informed to schools earlier. So that teachers can be well prepared • It is better to avoid the trainings on special occasions • Teachers expect training on week days not in week end • Late arrival of modules may be addressed • Repeated topics create lack of interest among teachers
21.	Telangana	• Headmasters and teachers feeling MDM scheme is disturbing their teaching profession • Teachers' trainings should be conducted before starting of the academic year • Most of the MEO's in charges are unable to do proper schools monitoring because of work burden
22.	Tripura	• Teachers can't prepare TLM for want of fund • Training of teachers should be need based • Particular subject based training is required
23.	Uttarakhand	• Teachers want more support in maintaining CCE records. Now they are able to know inclusive education. Teachers want support in early grade reading and writing. Teachers should be subject wise, new technology based i.e. use of LCD, DVD etc
24.	Uttar Pradesh	INP

Upper Primary Stage

Table 34 reveals information about the in-service teacher training programme or workshops organized for teachers of upper primary classes during last quarter. It is seen from the table that all States and UTs except Nagaland and Uttar Pradesh have conducted training programmes in various subjects for the teachers of upper primary classes; however States and UTs like Andaman and Nicobar Islands, Bihar, Chandigarh and Dadra &Nagar Haveli haven't provided any information regarding the matter.

Table 34: In-service Teacher Training Programmes /Workshops Organized for Teachers of Upper Primary Classes in Different Subjects during Last Quarter

Sr. No.	States and UTs	In-service teacher training programmes /workshops organized for teachers of upper primary classes in different subjects during last quarter					
		Mathematics	Science	Social Science	Language	Arts Education	Health & Physical Ed.
1.	Andaman & Nicobar Islands	INP	INP	INP	INP	INP	INP
2.	Andhra Pradesh	2	INP	INP	INP	INP	INP

3.	Bihar	INP	INP	INP	INP	INP	INP
4.	Chandigarh	INP	INP	INP	INP	INP	INP
5.	Chhattisgarh	1	1	0	0	2	INP
6.	Dadra & Nagar Haveli	INP	INP	INP	INP	INP	INP
7.	Daman & Diu	01	01	01	01	01	INP
8.	Delhi*	1	1	0	0	0	0
9.	Goa	10	12	0	0	0	0
10.	Gujarat	07	07	07	07	INP	INP
11.	Karnataka	83	84	55	144	22	19
12.	Kerala	2	2	2	2	2	2
13.	Maharashtra	1	1	0	2	INP	INP
14.	Manipur	3406	3406	INP	INP	INP	INP
15.	Nagaland	0	0	0	0	0	0
16.	Odisha	1	1	INP	INP	INP	1
17.	Puducherry	1	1	INP	INP	INP	INP
18.	Punjab	1	1	1	1	1	1
19.	Sikkim	5	4	3	1	1	1
20.	Tamil Nadu	1	1	1	1	1	1
21.	Telangana	2	2	2	2	2	2
22.	Tripura	2	2	1	2	0	2
23.	Uttarakhand	1	1	INP	INP	INP	INP
24.	Uttar Pradesh	0	0	0	0	0	0

*Number of teacher trained

Table 35 represents the target achievement of States and UTs for the in-service teacher training programmes for teachers of upper primary classes. The target achievement of Chandigarh, Daman & Diu, Kerala, Manipur and Telangana is quite appreciable as it has fully achieved the target of last quarter. Eight State and UTs (Chhattisgarh, Goa, Gujarat, Karnataka, Maharashtra Odisha, Tamil Nadu, Tripura) have also achieved a target of more than 50 percent. However, the states of Andhra Pradesh, Puducherry and Uttarakhand have only achieved their target of less than 50 percent. Andaman & Nicobar Islands, Bihar, Dadra & Nagar Haveli, Delhi, Punjab haven't provided any information on the issue.

Table 35: Target achieved for Upper Primary in-service Teacher Training during Last Quarter

States/UTs	Percentage of current year's target achieved
Chandigarh, Daman & Diu, Kerala, Manipur, Telangana	**100%**
Chhattisgarh (97%), Goa (65%), Gujarat (70%), Karnataka (91%), Maharashtra (71%), Odisha (95%), Tamil Nadu (60%), Tripura (72%)	**50-99%**
Andhra Pradesh (20%), Puducherry (35%) Uttarakhand (20%),	**Less than 50%**
Nagaland, Sikkim, Uttar Pradesh	**Nil**
Andaman & Nicobar Islands, Bihar, Dadra & Nagar Haveli, Delhi, Punjab	**INP**

Table 36 presents the major issues that have emerged from the training programme organized for teachers of upper primary classes. Some common issues are

- Training programs need to be conducted during beginning of academic year

- More training in continuous and comprehensive evaluation should be conducted.

- Training programmes should be subject oriented

Table 36: Major Issues Emerged from the Training Programmes Organized for Teachers of Upper primary Classes

Sr. No.	States and UTs	Major issues
1.	Andaman & Nicobar Islands	INP
2.	Andhra Pradesh	• Proper monitoring is not held by the CRCs • Teachers need to be trained before the beginning of academic year
3.	Bihar	INP
4.	Chandigarh	NA
5.	Chhattisgarh	• Improving students' active participation in classrooms • Teachers to understand innovative ways to engage students in meaningful ways • Maintenance of school records on the basis of CCE and implementation of CCE • Sports activities in schools • Regular operational of NRSTC and RSTC
6.	Dadra & Nagar Haveli	INP
7.	Daman & Diu	• To improve quality of elementary education • To improve the self confidence/performance of teachers while teaching • Migrations of students creates problems with teaching learning process
8.	Delhi	• Day to day examples need to be incorporated in the teaching • Examples from Indian scholar should be promoted • Group learning should be encouraged
9.	Goa	• Resource person should give the material used in training • Worksheet prepared by teachers need to be given • Proper sitting arrangement need to be made to prepare worksheets • Less attendance of teachers • Teachers requested training for other subjects • Training programme should be conducted during vacation • Once the training is conducted there should be follow-up • Urdu teachers want workshop to be conducted in Urdu language because of the medium of instruction
10.	Gujarat	• Videos and clippings should be shared in the training where computer labs are used effectively • Topic of 'Education though IT equipments' should be included in the training • Exhibition of TLM and creative activities should be planned at the training place • There should be a gap between CRG training and the training which

| | | • they are supposed to give |
		• There should be an indicator of selecting the C.R.G
11.	Karnataka	• Duration of the training programme must be reduced to school working hours
		• Trainings are to be conducted at cluster level
		• Delay in development of training module
		• Cluster sharing meetings should be arranged only after the training as per MHRD Norms
		• Selection of MRP's and their training is delayed
		• The no of training days are less (5+5) days. Aspects should be concerned in these days only
12.	Kerala	• Lack of sufficient ICT equipments to all training classes
		• Lack of Lab and Library facilities
		• Teachers have to prepare lots of learning materials without TLM grant
		• Even though teachers are taking more than one subject, they are attending only for one subject
13.	Maharashtra	• 100% attendance of the primary teachers
		• Primary reading & writing development programme was conducted with the help of *Pratham* and the Reports are encouraging
		• 1st to 5th standard English language training was completed with the help of British Council but its classroom impact not yet seen
		• Capacity building of teachers. Although the British Council Programmes for teachers were conducted, because of up-down tendency of teachers they are not linked to the villages
		• Capacity building of monitoring officers. Although the training for EOs, BEOs & Other functionaries were conducted lot needs to be done as far as the achievement of goal for 100% delivery is concerned
14.	Manipur	INP
15.	Nagaland	INP
16.	Odisha	• Lack of close monitoring
		• Inaccessible area of different districts like Malkangiri, Nawarangpur
		• Absenteeism in urban area & pupil belonging to slum area
17.	Puducherry	• Demand of teachers training programme for use of lab equipments/Kits
		• Requesting to arrange for more capacity building programmes
18.	Punjab	• It is necessary to maintain Math lab/Corner in all schools
		• Emphasis should be given on practical knowledge of this subject so that people can utilize in their daily lives
		• Teaching of this subject should be such that students can easily solve Mathematical problems without any fear.
		• Maximum work of this subject should be done by the students with the help of teachers
		• Daily assignments and home works should be checked by the teacher and appreciation should be given to the students
19.	Sikkim	• The teachers are coming with lots of pedagogical problems especially issues related to management and teaching of children

		with special needs, making the class collaborative and inclusive. The main issue is the insufficient fund i.e. Rs. 200/- per day per head
20.	Tamil Nadu	• As 40% teachers to be selected for training is difficult • Content of the training is not enough for the whole day • Implementing training content in schools • Science experiments training should be given to science teachers only. • Language teachers expect exclusive language enhancement training. • Single teacher present in the school on several occasion are unable to attend the training programmes
21.	Telangana	• Some of the ROTs are not functioning in the CRCs which facilitates teleconference • Proper monitoring is not held at UP level by the CRCCs • Teachers should be trained before starting of the academic year • Training could be focused on subject enrichment • Adequate focus could be given on project based curriculum
22.	Tripura	• Fund is required for Math kits and Science kits and teaching learning materials (TLM)
23.	Uttarakhand	• More focus should be on improving hand writing and home work, teaching should be based on storytelling/writing and pictures etc • More attention is required in Maths and Science teaching learning • Percentage of students' attendance should be 100% • Subject wise posting of teachers is required • Teachers training should be provided by subject specialists only
24.	Uttar Pradesh	INP

PART IV: DISTRICT BASED INFORMATION COLLECTED THROUGH DMF

24. Involvement of Institutions in Quality Monitoring

Table 37 represents the involvement of various institutions and members in quality monitoring across the States and UTs. The main institutions and members involved in quality monitoring are SPO, DIET, DPOs, AEOs, CEOs, BRCs and CRCs etc.

Table 37: Institutions and their Members involved in Quality Monitoring

Sr. No.	States and UTs	The institutions involved	Members of 'quality' monitoring	No. of districts having 'quality monitoring' mechanism.
1.	Andaman & Nicobar Islands	SIE,DIET, SSA	INP	03
2.	Andhra Pradesh	DPOs, RVM, DEO, DIET	PO RVM, DEO, Principal DIET, faculty and S.Os of DPO	23
3.	Bihar	INP	INP	INP
4.	Chandigarh	NA	NA	NA
5.	Chhattisgarh	Data Inconsistent	Data Inconsistent	27
6.	Dadra & Nagar Haveli	SSA, Primary Education Department, District panchayat, NGO of confederation of Indian Industry, Pratham NGO	Education officer, Asst. Education officer, DRP, BRP, CRCC	01
7.	Daman & Diu	Data Inconsistent	Data Inconsistent	02
8.	Delhi	DIET	INP	09
9.	Goa	INP	INP	02
10.	Gujarat	Data Inconsistent	Data Inconsistent	30
11.	Karnataka	School/CRC/BRC and DIET	Head Master/CRC/BRP/BRC/APC/S.I./ DIET Nodal Officers	30
12.	Kerala	General Education Departments, DIET, DPO, BRC, CRC	Deputy Director of Education, DIET Principals and faculty members, DPO, DEO, AEOs, BRC, CRC	14
13.	Maharashtra	SCERT, MPSP,DIET, EO, BEO, BRC, CRC.	MPSP, Joint Dir. (Quality), Joint Dir. (R&E), Asst. Programme Officer.	35
14.	Manipur	SSA, Edu(S), SCERT/DIET and IGNOU	CRCC, BRCC, Resource Persons, District programe manager, District co-ordinator Quality etc.	9

15.	Nagaland	Nagaland University, Monitoring Institute of SSA.	SMA, DPO, DEO, SDEO and SMC	11
16.	Odisha	DIET	Teacher Educators , DRG, BRCCs & CRCCS, Members of Pedagogy Cell	30
17.	Puducherry	Data Inconsistent	BRTs and CRCs	03
18.	Punjab	DIET,DEO (SE), DEO (EE)	PDC(*Parvesh*), APDC(*Parvesh*)	
19.	Sikkim	SCERT and DIET	Faculties of SCERT and DIET	04
20.	Tamil Nadu	SSA,CEO AEO,DEEO,AEEO, DIET,BRC	Block Supervisor in charges and all BRTEs, DPO, DIET,CEO, ACEO,APO, DEEO, Supervisor, AEEO	30
21.	Telangana	DPO, SSA,DEO, Dy. EOs, DIET	PO SSA, DEO, Dy. EOs, Principal DIET and faculty and S.Os of DPO	10
22.	Tripura	Schools, DIETs, SCERT, Education Deptt., State Project Office SSA, DPO SSA,URC/BRC & CRC.	All stake holders DIETs, SCERT, Education Deptt., State Project Office SSA, DPO SSA,URC/BRC & CRC and school.	8
23.	Uttarakhand	SIE,DIET,D.P.O, BRC, CRC	SCERT/DIETs faculty, DPO, BEOs,BRCCs,CRCCs	13
24.	Uttar Pradesh	DIET,DPO,BRC, CRC	Principal and Faculties of DIET,BSA and DCs from DPO,BEEO and ABRC from BRC and NPRCC from CRC	75

Table 38 provides information on the role of BRCCs, CRCCs and DPOs in quality monitoring. As observed from the table, it is noted that observing the class room process, collecting and consolidation of QMT data, reviews and trainings are the major roles of BRCs/CRCs in quality monitoring. Whereas review meetings, trainings and district level consolidation of QMTs are the major roles of DPOs for quality monitoring process.

Table 38. Role of Various Institutions in Quality Monitoring

Sr. No.	States and UTs	Role of BRC/CRC in quality monitoring	Role of DPO in 'quality' monitoring
1.	Andaman & Nicobar Islands	INP	INP
2.	Andhra Pradesh	Providing guidance to teachers to improve children achievement level	Providing guidance to teachers to improve children achievement level
3.	Bihar	INP	INP
4.	Chandigarh	NA	NA
5.	Chhattisgarh	Data Inconsistent	Data Inconsistent
6.	Dadra & Nagar Haveli	Providing on –site academic support to teachers, Monitoring CCE, Remedial action after assessment of pupil progress	Providing on –site academic support to teachers, Monitoring CCE, Remedial action after assessment of pupil progress
7.	Daman & Diu	Class room observation/School visits	Supervising all government Schools
8.	Delhi	Assessment and observation	Provide Guidance
9.	Goa	Visit to schools, lesson observations, academic support to teachers	Training for resource person
10.	Gujarat	Implementation and guidance of programs	Implementation and guidance of programs
11.	Karnataka	Observation ,Guidance and Workshop	Review, Meetings, Trainings, Inspections, Guidance
12.	Kerala	• Teacher empowerment programmes • Team Teaching • Observation of classroom process and follow up • Onsite support • Analysis of QMT data and dissemination • BRC/CRC review and planning • Action planning for clarification of hard spots • School attachment programme • Collection of various data and its analysis • Sharing of best practices • Conducting PEC	• District level planning and providing guidelines to BRCs / CRCs • Implementation of Monitoring Tool, organize training to educational officers • Overall monitoring and district consolidation of QMT • Providing feedback and follow up activities • Developing additional support materials for student

			• District level convergence of educational officers • Random verification and checking of QMT data
13.	Maharashtra	Analysis of data at school and CRC level	• Arrange trainings and school visit • Academic support for teachers as well as students • BRC/CRC visit • Conduct district level programme • Need based training
14.	Manipur	• Assessment and observation • Onsite Support • Analysis of QMT data and dissemination	• Instructing the BRC/CRC • DPO are responsible for planning, implementation and monitoring the SSA programme in the districts • Orienting the lower level structure/committees in micro planning, school/village mapping, plan formulation and target fix in • School / village level plans are to be consolidated at cluster level and block level and incorporated into the district plans – Annual and Perspective District Plans • To review progress and status on enrolment of retention, drop-out rates etc. block wise • Implementing approved plan activities as per the calendar. Monitoring programme implementation through periodical reviews, visits to schools BRCs and CRCs

			• Supervising the training programme at the district and blocks and assessing the impact of the training
15.	Nagaland	• Conduct teachers training • Observation of students • Observation of teacher's performance and classroom practices • U-DISE collection	• Frequent school visit • Check student performances • Teacher's attendance and infrastructure development
16.	Odisha	• Monitoring schools through *samakhya* and analysis of formative and summative tests	• Monitoring & supervision by DPO staffs & chalk out plan for implementation of different interventions of SSA
17.	Puducherry	• Guiding the Heads of schools in filling SMF • Collection, consolidation and classroom observation	• Consolidation of QMT, visit to school
18.	Punjab	• Maintain quality in education at grass root level	• LEP grant and other grants to organize different types of activities in the classroom
19.	Sikkim	• School Inspection	• School Inspection
20.	Tamil Nadu	• Ensures quality in classroom process • Providing quality training as per the instructions from the district office • Provision of quality monitoring, school visits and supporting the DPO activities • Regular monitoring	• Random visit of schools and blocks and finding out the improvement of SSA Activities • Frequent visit to low performing schools, special class in poor performing schools • Gives guidelines and monitoring testing, reading, writing, arithmetic skill and creativity of students
21.	Telangana	Providing guidance to teachers to improve children achievement levels and improvement in class room teaching	Providing guidance to teachers to improve children achievement levels and improvement of school monitoring
22.	Tripura	Providing training to the teachers of Primary and Upp. Primary, visit	All District Coordinators, Dy. I/S, District I/S,DPCs

		schools and class room processes in regular manner and provide academic support	conduct a specific number of visit and submit report to the higher authority
23.	Uttarakhand	Onsite support to teachers, classroom observation, presenting model lesson etc	• Review students achievement with DIETs, BRCs,CRCs and teachers • Observe the records of students progress and issue directions to fulfill the gaps etc
24.	Uttar Pradesh	Providing onsite academic support to teachers, checking child profile and ensuring availability of all formats	• Checking attendance and functioning of teachers • child profile, child learning level • Availability of FTB to all students

25. Quality Interventions in District Level Trainings

Table 39 reveals the number of districts providing different kinds of quality interventions during last quarter. It was asked whether States and UTs have conducted following training programmes.

- Training of resource persons on RTE Act 2009
- Training of Resource Persons on Pedagogy and Assessment
- Training of SMC members on 'School Development Plan'
- Training of Educators' for special training of children admitted to age-appropriate classes

As per the table most of the States and UTs have provided appropriate quality interventions at district level. Training programme on different quality interventions was in process for Delhi, Manipur and Uttar Pradesh.

Table 39: Number of Districts Providing Quality Interventions through trainings in the Last Quarter

Sr. No.	States and UTs	Number of districts providing kind of 'quality interventions' at district level in the last quarter			
		Training of resource persons on RTE Act 2009	Training of Resource Persons on Pedagogy and Assessment	Training of SMC members on 'School Development Plan'	Training of Educators' for special training of children admitted to age-appropriate classes
1.	Andaman & Nicobar Islands	INP	INP	INP	INP
2.	Andhra Pradesh	Yes	Yes	Yes	No
3.	Bihar	INP	INP	INP	INP
4.	Chandigarh	NA	NA	NA	NA
5.	Chhattisgarh	27	54	0	150
6.	Dadra & Nagar Haveli	INP	INP	INP	INP
7.	Daman & Diu	Yes	Yes	Yes	Yes
8.	Delhi	Yes	No	In process	In process
9.	Goa	No	Yes	No	No
10.	Gujarat	Good	Good	Good	Good
11.	Karnataka	14	25	12	09
12.	Kerala	14	14	14	06
13.	Maharashtra	5	4	1	4
14.	Manipur	Yes	Yes	In process	In process
15.	Nagaland	No	No	No	No
16.	Odisha	Yes	Yes	Yes	Yes
17.	Puducherry	4	4	2	NIL
18.	Punjab	Yes	No	No	No
19.	Sikkim	0	125	4614	0
20.	Tamil Nadu	Yes	Yes	Yes	Yes
21.	Telangana	INP	Yes	Yes	INP
22.	Tripura	8	8	8	8
22.	Uttarakhand	INP	INP	Yes	INP
23.	Uttar Pradesh	In process	In process	In process	In process

26. Meetings of BRC, CRC and Head Teachers Organised by the District

Table 40 gives the number of districts organizing meetings of BRC, CRC and Head Teachers to understand the problems of the district. It is observed from the table that districts in most of the States and UTs organizes meetings once in a month .It is also noted that few districts of Karnataka and Maharashtra organizes meetings in four to six months to understand and solve the problems of district.

Table 40: Number of Districts Organising Meetings of BRC, CRC and Head Teachers to Understand the Problems of District

Sr. No.	States and UTs	Number of districts organising meetings of BRC, CRC and Head Teachers to understand the problems of district			
		Once in a month	Once in two months	Once in three months	Once in four-six months
1.	Andaman & Nicobar Islands(03)	3	0	0	0
2.	Andhra Pradesh(23)	23	0	0	0
3.	Bihar	INP	INP	INP	INP
4.	Chandigarh(NA)	NA	NA	NA	NA
5.	Chhattisgarh(27)	27	0	0	0
6.	Dadra & Nagar Haveli (01)	01	0	0	0
7.	Daman & Diu(02)	Yes	INP	INP	INP
8.	Delhi(09)	Yes	INP	INP	INP
9.	Goa(02)	Yes	INP	INP	INP
10.	Gujarat(30)	Yes	INP	INP	INP
11.	Karnataka (34)	24	6	3	3
12.	Kerala(14)	14	0	0	0
13.	Maharashtra(35)	8	15	7	5
14.	Manipur(9)	Yes	INP	INP	INP
15.	Nagaland(11)	Yes	INP	INP	INP
16.	Odisha(30)	Yes	INP	INP	INP
17.	Puducherry(04)	4	0	0	0
18.	Punjab(22)	Yes	INP	INP	INP
19.	Sikkim(04)	0	0	4	0
20.	Tamil Nadu(30)	30	0	0	0
21.	Telangana(10)	10	0	0	0

22.	Tripura(8)	8	0	0	0
23.	Uttarakhand(13)	13	0	0	0
24.	Uttar Pradesh(75)	Yes	INP	INP	INP

*Figures in bracket indicates total number of districts in States and UTs

27. School Visit by DPOs

Table 41 gives information on the number of schools visited by the DPOs on an average during the last quarter and feedback given by them. It is noted that DPOs in most of the States and UTs made school visits. The feedback from States and UTs on priority areas reveals that more subject specific training programmes should be included in the coming quarters for academic improvement.

Table 41: Number of Schools Visited by DPOs on an Average during Last Quarter and Feedback Provided

Sl. No.	States and UTs	Number of schools visited by DPOs on an average during last quarter	Feedback from field on 'quality' i.e. priority areas, where intervention in next quarter will be provided by the DPOs
1.	Andaman & Nicobar Islands	06	• Induction training may be organized • Master trainers/Resource persons may be trained with the involvement of NCERT/RIE • State resource group to be strengthened
2.	Andhra Pradesh	1245	• Improvement of children achievement level • Organisation of school activities and innovative activities • Utilization of teaching learning material in classroom transaction
3.	Bihar	INP	INP
4.	Chandigarh	NA	NA
5.	Chhattisgarh	24	Monitoring by Elected Members, Principal of Secondary and Higher secondary Schools CRG, CACs, CRCs, DEO, DRG, DIET
6.	Dadra & Nagar Haveli	25	INP
7.	Daman & Diu	91	• In –service Training needed chapter wise to identify hard points in text books in second Semester for Upper Primary School Teachers • Induction Training for newly recruited Primary/ Upper Primary school Teachers • Surprise Visit /Inspection of the Schools
8.	Delhi	1	Rural areas, JJ clusters, Evening shifted schools
9.	Goa	05	• Teachers Training in Core subjects (Maths, Eng, EVS, Science), Paper setting, Lessons Planning
10.	Gujarat	10	INP

11.	Karnataka	60%	• Proper utilization of TLM for newly introduced textbook • Development of reading corner in each school • Proper utilization of science clubs, lab-in box in teaching-learning process • More emphasis should be given to co-curriculum areas such as yoga, normal education, value education, life skills, health and hygiene etc • Teachers and students attendance should be given top priority
12.	Kerala	31	• Training on revised curriculum for 2,4,6 and 8 classes • Training on ICT enabled learning at CRC level • Curriculum adaptation for CWSN • Training to newly recruited teachers / Trainers / CRC Coordinators • Training in SDP and AWPB for teachers and SMC members • Provide guidelines for conducting action research
13.	Maharashtra	2 schools per month	• Schools inspection not done • The students cannot read and write as per their achievement levels • CCE was not properly followed in school of remote area
14.	Manipur	1-5	• Training on CCE • Training on ICT enabled learning at CRC level • Training on revised curriculum
15.	Nagaland	80-90	• More resource persons training is required to equip them with new methods of teaching • Constant monitoring of CCE implementation • Timely release of funds
16.	Odisha	5	• Steps to be taken for building of learning environment for the children • More focus on content areas i.e. Language, Math, English • Teacher should be acquainted with the strategy of multi grade students • Implementation of CCE & recording of the assessment results of the students
17.	Puducherry	01	• More focus required on activities like

			discussion, group activities, peer teaching activities among students
18.	Punjab	58	• Vacant posts should be filled up • There should be a check on the promotion of the weak students to next class • Extra burden except academic work should not be there on teachers
19.	Sikkim	20	• Training of teachers on active learning • Integration of teaching with assessment • Sensitization of parents on their role in CCA • Preparation of SDP
20.	Tamil Nadu	20	• Computer gadgets to be used properly in all schools by maintaining the problems in the gadgets • English writing skills to be improved among children and more effort could be given to improve mathematic skills • Educationally backward blocks are to be given special attention. SLAS could be conducted twice a year focusing Primary and upper primary levels in random base • CRC training on quality intervention • We need to create awareness among the parents for quality education. • The government should take steps to enroll 100% preprimary children in ECCE centre for every habitation • Special teachers are to be appointed in schools for CWSNs if it is required • The complete profile of an individual child must be moved from one school to another during his/her transfer. For that a separate register must be maintained in each school
21.	Telangana	1168	• Improvement of children achievement levels • Organization of school activities and innovative activities • Utilization of teaching learning material in class room transaction • Adequate teacher preparation • Improvement of children achievement levels in basic competencies • Utilization of TLM to the optimum and preparation of TLM suitable to the classroom with low cost–no cost substances available in the field

22.	Tripura	22	• Enhancement of skill in reading, writing and Arithmetic. • Students and teachers attendance. • Workshop on development of innovative TLM
23.	Uttarakhand	30	• Implementation of CCE • To continue corrective measures • Learning level assessment • Enhance participation of students in classroom processes • Early grade reading • Writing and early mathematics • How to check homework of students in single teacher schools
24.	Uttar Pradesh	1650	• Updating schools with latest educational information and GOs • Ensuring availability and use of child profile and other documents relating to CCE • Ensuring teaching plan by teachers on teachers' diary and its implementation • Use of child centric activity based teaching methodology in classrooms

28. Coordination Meetings between DIETs and DPOs

The information provided in Table 42 reveals that twelve States and UTs namely Andhra Pradesh, Dadra & Nagar Haveli, Daman & Diu, Gujarat, Kerala, Maharashtra, Odisha, Punjab, Tamil Nadu, Telangana, Uttarakhand and Uttar Pradesh have organised coordination meetings between DPOs and DIETs for SSA activities more frequently while seven States and UTs Andaman & Nicobar Islands, Delhi, Goa, Karnataka, Manipur, Nagaland, Puducherry, Sikkim and Tripura have coordinated only sometimes. Bihar and Chhattisgarh haven't provided information regarding the matter.

Table 42: Frequency of Coordination Meetings held by DPOs and DIETs for SSA Activities

Sl. No	Name of States/UTs	Meetings between DIET and DPO
1.	Andhra Pradesh, Dadra & Nagar Haveli, Daman & Diu, Gujarat, Kerala, Maharashtra, Odisha, Punjab, Tamil Nadu, Telangana, Uttarakhand, Uttar Pradesh	More Frequently
2.	Andaman & Nicobar Islands, Delhi, Goa, Karnataka, Manipur, Nagaland, Puducherry, Sikkim, Tripura	Sometimes
3.	Chandigarh	NA
4.	Bihar, Chhattisgarh	INP

PART V: STATE BASED INFORMATION COLLECTED THROUGH STMF

29. Textbooks Developing Authority in the States and UTs

Fifteen States and UTs namely Andhra Pradesh, Chhattisgarh, Daman & Diu, Gujarat, Karnataka, Kerala, Maharashtra, Odisha, Puducherry, Punjab, Tamil Nadu, Telangana, Tripura, Uttarakhand, Uttar Pradesh use textbooks developed by the State Government where as Andaman & Nicobar Islands, Chandigarh, Delhi, Goa, Sikkim and Tripura use textbooks developed by NCERT. Dadra & Nagar Haveli follows textbooks of Gujarat Council of Educational research and Training, Uttarakhand depends on NCERT textbooks for Mathematics, Manipur utilizes textbook developed by Manipur Board of Secondary Education and Nagaland uses the textbooks developed by the SCERT.

Table 43: Textbooks Developing Authority in the States/UTs at Primary and Upper Primary Stage

Sl. No	States/UTs	States/UTs Textbooks Developing Authority
1	Andhra Pradesh, Chhattisgarh, Daman & Diu, Gujarat, Karnataka, Kerala, Maharashtra, Odisha, Puducherry, Punjab, Tamil Nadu, Telangana, Tripura, Uttarakhand, Uttar Pradesh	**State Government**
2	Andaman & Nicobar Islands, Chandigarh, Delhi, Goa, Sikkim*, Tripura, Uttarakhand (Mathematics only)	**NCERT**
3	Dadra & Nagar Haveli (Gujarat State),Nagaland **(**SCERT**)**,Manipur **(**Board of Secondary School)	**Any other**
4	Bihar	**INP**

Other than Languages textbooks, Sikkim used NCERT Textbooks. The languages textbooks including English are developed by the State Government.

30. Revision of Syllabi and Textbooks

All States except Bihar, Goa, Puducherry and Punjab, have given information on the latest revision of syllabi and text books in the States and UTs. This information is given in table 44

Table 44: Latest Revision of Syllabi and Textbooks Initiated and Completed in the States/UTs

Sl. No.	Name of States/ U Ts	Primary				Upper Primary			
		Syllabi		Textbooks		Syllabi		Textbooks	
		Initiated	Completed	Initiated	Completed	Initiated	Completed	Initiated	Completed
1.	Andaman &	Done by NCERT		Done by NCERT		Done by NCERT		Done by NCERT	
2.	Andhra Prades	2011-12	2013-14	2011-12	2013-14	2012-13	2013-14	2012-13	2013-14
3.	Bihar	INP	INP	INP	INP	INP	INP	INP	INP
4.	Chandigarh	Follows NCERT text books							
5.	Chhattis garh	Nov 2013	Jan 2014	Feb 2014	March 2014	Nov 2013	Jan 2014	Feb 2014	March2 014
6.	Dadra & Nagar	Dadra & Nagar Haveli follows syllabus and textbooks of Gujarat Council of Educational research and Training, Gujarat.							
7.	Daman &	All Government schools are affiliated to Government of Gujarat, therefore the syllabi and textbooks of Gujarat are followed in Daman and Diu							
8.	Delhi	2005	2005	2005	2005	2005	2005	2005	2005
9.	Goa	INP	INP	2005	2005	INP	INP	2005	2005
10	Gujarat	2010	2011	2011	Continue third pilot	2010	2011	2011	2012
11	Karnataka	2005	2009	2009	3,5,6,8,9,10 Classes text books	2005	2009	2009	3,5,6,8,9,1 0 Classes text books
12	Kerala	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
13	Maharashtra	2010	2013-14	2012-13	2013-14	INP	INP	INP	INP
14	Manipur	2011-12	2012	2011-12	2012	2011-12	2012	2011-12	2012
15	Nagaland	2007	2012	INP	INP	2007	2012	INP	INP
16	Odisha	2011	2012	INP	INP	2011	2012	INP	INP
17	Puducherry	INP	INP	INP	INP	INP	INP	INP	INP

18	Punjab	INP	INP	INP	INP	INP	INP	INP	INP
19	Sikkim	2011	2011	2012	2012	2013	2013	INP	INP
20	Tamil Nadu	2011	2011	2012	2012	2012	2012	2012	2012
21	Telangana	2011-12	2013-14	2011-12	2013-14	2012-13	2013-14	2012-13	2013-14
22	Tripura	2012	2012	2012	2012	2013	2013	2013	2013
21.	Uttarakhand	2006	2006	2006	2008	2006	2006	2006	2008
22.	Uttar Pradesh	2008	2009	2008	2009	2008	2009	2008	2009

31. Status of CRCs and BRCs in State and UTs

Table 45 highlights the status of CRCs and BRCs in the States and UTs. It is observed that in nearly half of the States and UTs like Andaman and Nicobar Islands, Andhra Pradesh, Chandigarh, Chhattisgarh, Kerala, Manipur, Sikkim, Telangana, Tripura, Uttarakhand and Uttar Pradesh all the sanctioned post of CRCs were in position. It is to be noted that no sanctioned post of CRCs in Daman and Diu and Maharashtra was filled up.

With regard to BRCs also it is noted that in half of the States/UTs like Andhra Pradesh, Chhattisgarh, Goa, Kerala, Karnataka, Manipur, Maharashtra, Sikkim, Tamilnadu, Telangana, Tripura, Uttarakhand and Uttar Pradesh, BRCs were in position as per the sanctioned posts. It is also being observed that all sanctioned BRCs in Daman and Diu and 63 percent BRCs of Puducherry were not in position.

Table 45: Status of CRCs/BRCs in the States/UTs

S. No.	Name of States/UTs	CRCs			BRCs		
		Sanctioned Posts	In Position	Average Vacancy in %	Sanctioned Posts	In Position	Average Vacancy in %
1.	Andaman & Nicobar Islands	18	18	00	92	83	10
2.	Andhra Pradesh	3714	3714	00	666	666	00
3.	Bihar	INP	INP	INP	INP	INP	INP
4.	Chandigarh	20	20	00	NA	NA	NA
5.	Chhattisgarh	2703	2682	1	150	150	00
6.	Dadra & Nagar Haveli	22	11	50	18	13	28
7.	Daman & Diu	07	00	100	02	00	100

8.	Delhi	136	64	53	11	08	27
9.	Goa	110	105	5	12	12	0
10.	Gujarat	4268	3458	19	239	224	06
11.	Karnataka	4103	3669	11	204	202	1
12.	Kerala	1385	1385	00	159	159	00
13.	Maharashtra	6170	00	100	2105	2031	4
14.	Manipur	225	225	00	210	210	00
15.	Nagaland	134	125	7	52	46	12
16.	Odisha	INP	INP	INP	INP	INP	INP
17.	Puducherry	34	12	65	40	15	63
18.	Punjab	1499	1160	23	852	679	20
19.	Sikkim	111	111	00	29	29	00
20.	Tamil Nadu	4088	3688	10	402	402	00
21.	Telangana	1792	1792	00	467	459	2
22.	Tripura	332	332	00	41	41	00
23.	Uttarakhand	994	994	00	95	95	00
24.	Uttar Pradesh	8249	8249	00	880	880	00

32. Involvement of DIETs in Programmes of SSA/RTE

Table 46 discloses on the activities of SSA/RTE in which DIETs were involved and problems stated by them. As reported by States and UTs it is noted that DIETs in most of the States and UTs support SSA/RTE by providing in service teacher training programmes and are also involved in academic monitoring of schools.

The common problems stated by States and UTs are

- Lack of adequate faculties in DIET
- DIET faculty need capacity building on various functions which they are expected to perform
- Less Coordination between DPOs and DIETs

Table 46: Activities of SSA/RTE in which DIETs were involved

Sl. No.	Name of States/UTs	Involvement	Problems
1.	Andaman & Nicobar Islands	DIET provides resource persons to impart training to elementary level teachers for quality enhancement	INP
2.	Andhra Pradesh	Conducting teacher trainings and monitoring of schools	
3.	Bihar	INP	INP
4.	Chandigarh	In UT of Chandigarh earlier, there was State Institute of Education but in 2014 it has been converted into SCERT. There is no DIET in Chandigarh. SCERT is involved in in-service teacher training and development of source/resource material	
5.	Chhattisgarh	Training of MTs , Academic Support , Monitoring, Action Research	• Academic Support and Monitoring cannot be performed properly by the DIETs due to the lack of staff members • DIETs allot each of the staff members the responsibility of monitoring and academic support to one block but they cannot find proper time to do so
6.	Dadra & Nagar Haveli	There is no DIET in the UT	NA
7.	Daman & Diu	• Experts from DIETs i.e. from *Valsad* for Daman District and from Junagadh for Diu district are invited for In-service Training, Induction training etc • There is no DIET/SCERT in UT Level	NA
8.	Delhi	As Observer, Assessment of the children, Training of the teachers	INP
9.	Goa	INP	INP
10.	Gujarat	• Teachers training under SSA are mainly designed in collaboration with SCERT. The module development and training of KRP.RP and MT is organized by SCERT and DIETs	INP
11.	Karnataka	• Training • Research	DIET faculty need capacity building on various

		• Advocacy • Surveys • Monitoring and supervision of schools	functions that they are expected to perform. National level umbrella which serve them periodically and systematically, in the state is needed (e.g. NCERT/NUEPA/KV)
12.	Kerala	• Conducting review meetings at BRC • Module for teacher training • Educational officers training • Evaluation tool preparation • Quality tracking • Onsite support	INP
13.	Maharashtra	DIETs were involved in training as well as development of Training programme and modules	Scarcity of Staff in DIET
14.	Manipur	• Teachers Training • Module for Teacher Training	• Involvement of DIET faculties as academic support in monitoring and supervision of schools is not practiced. This is an area which needs to be strengthened
15.	Nagaland	• Directorate of SCERT has been declared as Academic Authority and also designated to undertake teachers training • Newly inducted teachers, untrained teachers and Block Resource Persons training will be undertaken at DIETs and SCERT • Development and reproduction of teaching learning materials and leaflets/booklets for teachers on RTE	• Less Coordination between DPOs and DIETs
16.	Odisha	• Shortage of manpower at DIET level • Lack of supervision of training programme by DIET faculties due to shortage of manpower	• More administrative engagement at DPO level • Lack of convergence with DIET & Experts
17.	Puducherry	DIET involved in in-service training	Nil
18.	Punjab	• Training to the teachers • Monitoring • Need analysis • Modules Development	INP
19.	Sikkim	• DIETs are being involved for	DIETs are pre-occupied with

		training of in-service primary teachers and headmasters. They also conduct academic monitoring of schools	2-year D.El.Ed. course, they have very less time to conduct academic monitoring
20.	Tamil Nadu	• All training programmes • Development of modules • Conduct of State level Achievement test • Quality monitoring tools, implementation and review	• Insufficiency of teachers in DIET and SCERT to render full support
21.	Telangana	• Conduct of teacher trainings • Monitoring of school	• Lack of adequate staff
22.	Tripura	• Whenever requested DIET faculties are attending meeting workshop and offer valuable suggestion and take active part in the programme	Nil
23.	Uttarakhand	• QMT analysis • Principal DIET is the district nodal officer for SLAS • DIET has provided training to master trainers • Organised meeting of BRCCs and DPO officials • DIET principal is chairing the project English committee at district level • DIET is accessing the children registered for special training • DIETs are conducting head teachers training under school leadership development programme (SLDP)	INP
24.	Uttar Pradesh	• Conducting masters training at DIET level for block level teachers training	• Timely completion of MT training • Ensuring the proper resource material and logistic for training

33. Involvement of SCERTs in Programmes of SSA/RTE

Table 47 presents the activities of SSA/RTE in which SCERT was involved. The major activities of SSA/RTE having involvement of SCERTs are

- Providing necessary training programmes of SSA/RTE.
- Curriculum/Module/TLM development and revision whenever needed

Table 47: Activities of SSA/RTE in which SCERTs were involved

Sl. No.	Name of States/UTs	Involvement	Problems
1.	Andaman & Nicobar Islands	SIE faculties were used to impart training on in-service teacher training practices, RTE Act, gender sensitization, inclusive education for CWSN etc	INP
2.	Andhra Pradesh	• Preparation of Modules • Conducting TOTs • Monitoring of teacher trainings	
3.	Bihar	• INP	INP
4.	Chandigarh	In UT of Chandigarh earlier, there was State Institute of Education but in 2014 it has been converted into SCERT. There is no DIET in UT, Chandigarh. SCERT is involved in in-service teacher training & development of source/resource material	INP
5.	Chhattisgarh	• Full academic support to SSA in revising and developing the curriculum and text books at elementary level • SRGs, DRGs and BRGs for teachers training are prepared through SCERT • Modules and resource persons for SMC training are prepared by the SCERT • Management training is provided to the officers working at district and block level through SIMAT • State level research work is conducted by the SCERT research team • Other academic activities like CCE, MLE, EGR, ABL and ALM are supported by SCERT • Students Learning Achievement Survey (SLAS) is performed through SCERT • SCERT analyse the QMT format and makes planning to achieve quality education in the State	• Academic support and monitoring cannot be performed properly by SCERT due to lack of staff members • SCERT allot each of the staff members the responsibility of monitoring and academic support to one or two districts, but they cannot find proper time to do so • Follow up of SLAS and training need assessment • Support and monitoring of block and district

			level training programs
6.	Dadra & Nagar Haveli	There is no SCERT in the UT	NA
7.	Daman & Diu	NA	NA
8.	Delhi	As observer, training of the teachers at all levels, State learning Achievement survey	INP
9.	Goa	INP	INP
10.	Gujarat	• CCE framework has been developed by SCERT and training is done by SCERT and DIETs • Remedial teaching program is implemented by SSA, monitoring and evaluation done by SCERT and DIETs	INP
11.	Karnataka	SCERT manages all SSA teacher trainings/SDMC trainings, manage Radio/Edusat programme. SCERT is the academic authority	No fund has been released to SSA by MHRD for organizing various activities of SSA. Lack of computer assistance
12.	Kerala	Revision of curriculum, preparation of text book, training modules and hand books, Impact studies and action researches, preparation of evaluation tools, preparation of additional reading materials on drug abuse, health education,alcoholism	Needs more Co-ordination in planning, implementation and monitoring
13.	Maharashtra	SCERT developed training programme of teachers and studies classroom interaction needs in the State	• Funds not received in time • Scarcity of staff
14.	Manipur	• Training of the teachers at all levels • SCERT is the state institute of State Learning Achievement Survey • Revision of Curriculum • Training modules and hand books • Impact studies and action researches • Preparation evaluation tools	Plan development is lacking
15.	Nagaland	• Directorate of SCERT has been declared as Academic Authority and also designated to undertake the tasks of training of untrained teachers • SCERT as the academic authority shall take charge in the implementation of Activity & Competency Learning (ACL), several orientation programmes of school teachers, development and reproduction of teaching learning materials (charts and cards) • Revise/update and improvement of	No Problems

		modules for in-service teachers training as per RTE, modules for 30-days orientation training, leaflets/booklets for teachers on RTE and guidebooks for BRC/CRC coordinators in convergence with SCERT and DIETs faculties • Training for BRC/CRC resource persons on revised in-service teachers training modules by SCERT	
16.	Odisha	• Organizing district level training & block level training • Conducting MSM meeting	Lack of monitoring due to shortage of DIET faculties
17.	Puducherry	SCERT is not available in the UT	
18.	Punjab	• Training to the teachers • Monitoring • Need analysis • Modules Development • Research Work	INP
19.	Sikkim	The service of SCERT is being used to provide in-service training. The institute also conducts academic monitoring, revision of curriculum, syllabi and textbooks	Since SCERT has multifarious activities, it cannot devote sufficient time to monitor schools
20.	Tamil Nadu	• Present Director, SCERT has previous experience in SSA, provides full support • Director of SCERT, all Joint Directors and faculties render full coordination and cooperation in all activities	Nil
21.	Telangana	• Preparation of Modules • Conducting TOTs • Monitoring teacher trainings & schools	Lack of sufficient staff
22.	Tripura	• The Director and faculty, SCERT are extending all sort of help whenever SSA needs in all sorts of educational discussion and new programme	Nil
23.	Uttarakhand	• State institution for SLAS, nodal agency for project English • Formation of modules for in service training • KRPs training and monitoring	NA
24.	Uttar Pradesh	• In development of in-service training module • In conducting masters training at State level for DIET level master trainers training	• Timely completion of the workshop and MT training is a challenge for SCERT

34. Support of CRCs, BRCs, DIETs, DPOs and SCERTs in Quality Improvement

Table 48 reveals information on the extent to which CRCs, BRCs, DIETs, DPOs and SCERTs met States/UTs expectations in providing desired support for quality improvement of educational process. More/greater points represent better performance. Based on the table, observations are as given:

- Seventeen percent of States and UTs have rated 5 points, twenty eight percent of States and UTs have rated 4 points, thirty three percent of States and UTs have rated 3 points, seventeen percent of States and UTs have rated 2 points and few (5 percent) have given least rating for the functioning of CRC in States and UTs.

- A look at the support provided by BRCs reveals that twenty two percent of States and UTs have rated 5 points while twenty eight percent of States and UTs have rated 4 points. Approximately half of the States and UTs have rated 3 points out of 5 for the assistance provided by BRCCs. Five percent of the States and UTs have rated as 2 points.

- With regard to the support provided by DIET it is noted that eleven percent have given full points, twenty two percent have given 4 points, thirty nine percent States and UTs have ranked 3 points out of 5, twenty two percent have given 2 points and five percent of the States and UTs have rated as 1 point.

- Approximately eighteen percent of the States and UTs have given full points for the help extended by DPOs in States and UTs, forty seven percent have rated 4 points, twelve percent of States and UTs have rated 3 points and twenty four percent of States and UTs have rated as 2 points respectively.

- In connection with the extent of support provided by SCERTs, it is noted that twenty two percent of States and UTs have rated 5, 3 and 2 points respectively. Twenty eight percent of States and UTs have rated 4 points, five percent have rated 1 point for the academic support extended by SCERTs in different States and UTs.

Table 48: Rating of Support Desired for Quality Improvement of Educational Process on 5 Point Scale

Sl. No.	Name of States/UTs	CRCs	BRCs	DIETs	DPOs	SCERTs/ SIEs
1.	Andaman & Nicobar Islands	4	5	5	Not Existing	5
2.	Andhra Pradesh	2	3	3	2	2
3.	Bihar	INP	INP	INP	INP	4
4.	Chandigarh	4	NA	NA	NA	4
5.	Chhattisgarh	5	4	4	4	5
6.	Dadra & Nagar Haveli	INP	INP	INP	INP	INP
7.	Daman & Diu	INP	INP	INP	INP	INP
8.	Delhi	3	3	3	4	5
9.	Goa	INP	INP	INP	INP	INP
10.	Gujarat	5	5	5	5	5
11.	Karnataka	3	3	2	2	2
12.	Kerala	5	5	4	5	4
13.	Maharashtra	1	3	3	3	3
14.	Manipur	3	3	3	4	4
15.	Nagaland	4	5	4	5	5
16.	Odisha	3	3	2	4	3
17.	Puducherry	5	4	1	4	1
18.	Punjab	4	4	4	4	4
19.	Sikkim	3	4	3	4	4
20.	Tamil Nadu	4	4	4	4	5
21.	Telangana	4	3	2	3	2
22.	Tripura	4	4	5	5	5
23.	Uttarakhand	3	3	4	4	3
24.	Uttar Pradesh	2	2	2	2	3

35. State Resource Group

Table 49 gives information on the status of State Resource Group (SRG) in different States and UTs. It is being noted that all States and UTs except Manipur and Tamil Nadu have SRG. The formation of SRG is in progress in the States of Manipur and Tamil Nadu. Information is not provided by Bihar, Dadra & Nagar Haveli, Delhi and Goa.

Table 49: Status of State Resource Group (SRG)

Category	State/UT has SRG	Name of States/UTs
A	Andaman & Nicobar Islands, Andhra Pradesh, Chandigarh, Chhattisgarh, Daman & Diu, Gujarat, Karnataka, Kerala, Maharashtra, Nagaland, Odisha, Puducherry, Punjab, Sikkim, Telangana, Tripura, Uttarakhand, Uttar Pradesh	Yes
B	Manipur, Tamil Nadu	Under Process
C	Bihar, Dadra & Nagar Haveli, Delhi, Goa	INP

36. SRG Meetings and Recommendations

Table 50 gives information on SRG meetings and recommendations. Most of the States and UTs haven't provided any information on the major recommendations listed in SRG meetings. The main recommendations of SRG meetings are

- Quality enhancement
- Capacity building of teachers
- Subject experts need to be included in the SRG
- Modules for various in-service teachers training should be developed before the start of academic session
- Teachers training should be completed by the start of academic session. It will help teachers in implementing the new learning techniques for the maximum number of days

Table 50: SRG Meetings and Recommendations

Sr. No.	Name of States/UTs	Date of last SRG meeting held	Main recommendations	Copies of minutes attached
1.	Andaman & Nicobar Islands	INP	INP	INP
2.	Andhra Pradesh	Last week of March 2014	INP	No
3.	Bihar	INP	INP	INP
4.	Chandigarh	March 2015	• Teachers should be accountable for achieving desired teaching learning outcomes • Need of self appraisal and self motivation among teachers • More emphasis on use of ICT • Possibility to get maximum community support • Promoting joyful environment especially at primary level	Yes
5.	Chhattisgarh	December,2013	It was decided that the QMT format should be translated into Hindi language and sent to the districts in time so that they could provide it to Blocks, Clusters and Schools/Classrooms. Districts would collect the filled QMT formats from the blocks and send it to the SPO. It is States responsibility to collect the QMT formats from the districts, compile them and to send the same to NCERT within the time limit	No
6.	Dadra & Nagar Haveli	INP	INP	INP
7.	Daman & Diu	27.08.2012	INP	No
8.	Delhi	INP	INP	No
9.	Goa	INP	INP	INP
10.	Gujarat	4 to 5 times in a year.	INP	INP
11.	Karnataka	INP	Development of mathematical skills by using *Ganitha Kalika Andolana* in Karnataka- Hyderabad regions by state fund	INP

12.	Kerala	14.11.2014	INP	No
13.	Maharashtra	G.R. has been issued by the State Govt. vide dt.18.01.2014. As yet meeting of SRG has not taken place		INP
14.	Manipur	INP	INP	INP
15.	Nagaland	INP	Not available	INP
16.	Odisha	17.11.2014	• Conducting SLAS for Class II, III, VI & VIII • Sharing of last year SLAS results • Preparation of Annual Work Plan as per SLAS report	No
17.	Puducherry	August, 2014	• Recommended to carry out SLDP in association with NUEPA/ELP with RIESI, Bangaluru/Early Mathematics with ZIET, Mysore • Implementation of PINDICS at Primary Level	No
18.	Punjab	INP	To enhance the quality. Main focus was laid on capacity building of teachers for which activity based trainings were organized It was recommended to organize academic activities for e.g.: quiz, map filling, spell bee etc	INP
19.	Sikkim	Not held	INP	INP
20.	Tamil Nadu	INP	Formation in progress	INP
21.	Telangana	December 2014	INP	No
22.	Tripura	INP	• Proper qualified and trained person may be engaged as teachers and they should update their knowledge • Teacher should use teaching learning materials • Head teacher ensure that teachers are using demonstration method and activity based method • Teacher should not be engaged in non academic activity except Election, Census and Natural calamities • Punctuality in attendance of head teacher, teacher and student • Value education may be incorporated in the teachers training module • To address the problem of tribal language of teachers posted in tribal areas	

SI. No.				
			• Building construction for teachers accommodation in the remote areas may be provided with facilities so that teachers can stay their comfortably	
23.	Uttarakhand	1-07-2014	INP	No
24.	Uttar Pradesh	INP	• Timely meeting of SRG members should be held • Subject experts need to be included in the SRG • Modules for various in-service teachers training should be developed before the start of academic session • Teachers training should be completed by the start of academic session. It will help teachers in implementing the new learning techniques for the maximum number of days	No

37. Programmes and Activities of SSA for Quality Enhancement in the States/UTs

Table 51 represents the major programmes/ activities of SSA. As noted from the table, the major programme and activities of SSA are

- Conducting in-service teacher training programmes at various levels so as to build up a collaborative method of teaching
- Organising meetings with respective School/CRC/ BRC levels to take feedback and provide constructive suggestions
- Development of teaching learning materials

Table 51: Major Programmes/Activities of SSA

SI. No.	Name of States/UTs	Major programmes/activities of SSA for quality enhancement during the current year	Progress of these programmes during the quarter
1.	Andaman & Nicobar Islands	• 5 days In-service teachers training at BRC Level • 3 days Refresher Training for Resource persons/Master Trainers/BRC or CRC faculties	All programmes /Activities were successfully organized.

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		• Cluster level meetings at the end of each quarter • Community mobilization training for SMCs at BRC level • Training camp for CWSN • Study tours for primary and upper primary level with in UT.	
2.	Andhra Pradesh	• Class readiness and School readiness • Orientation on CCE • 3 day training to all teachers • Workshop on TLM development • School leadership conferences for *mandal* education officers, Head Masters and *mandal* resource group (MRG)	INP
3.	Bihar	INP	INP
4.	Chandigarh	• In –service teacher training for capacity building of teachers and CRC coordinators • Early literacy programme for classes I & II • Interaction sessions with school heads for improving quality of education • Follow up training programme at cluster level • Orientation programmes for SMCs to seek inputs for quality enhancement in school education • Faculty meeting at school level to review the progress of children in particular subjects as reflected in QMTs • Monitoring of classroom processes by SPO and CRCC for further onsite support to teachers	• Early literacy programme is going on in all the schools. It is being monitored by CRCCs • On-site support to teachers • Post training follow up of classroom transaction • Discussion on QMT analysis at school/cluster level after each quarter
5.	Chhattisgarh	• Teachers Training, SMC Training • Training of teachers for the	• Teachers Training, SMC Training completed • Training of teachers for

		CWSN • Students Learning Achievement survey performed by SCERT	the CWSN completed • Under the Students Learning Achievement Survey, the data have been collected by the SCERT and the compilation and analysis of data is in progress
6.	Dadra & Nagar Haveli	• Early Literacy and Mathematics Enhancement Programme	• CRCCs monitor Early Literacy and Mathematics Enhancement Programme • Plan to conduct Third Party assessment survey
7.	Daman & Diu	• During academic year 2013-14 SSA organized *Vachan Lekhan Ganan Abhivruddhi Karyakram'* in UT • In-service training for 05 days and training on ADEPTS were conducted	• First of all teachers took pre test of students in first week of September and recognize the ability of students • After pre test, students will be provided ability wise remedial teaching
8.	Delhi	• Intensive teacher trainings are imparted by SCERT, focus is kept on improving life skills and infuse leadership qualities • Developmental workshop organised by DIET and BRC	NA
9.	Goa	• Training in Early Literacy and Early Numeracy for class I and II • Training in EVS, English & Maths for class III, IV & V • Training in Science and Maths for class VI, VII & VIII	Teachers prepared worksheets on the basis of learning indicators and were used in classroom teaching which helped in improving the quality
10.	Gujarat	• TLM workshop at cluster/block level, remedial work, training for teachers through bi- sag etc	• Started using educational materials in school syllabus broadly • Improvement in students education by remedial work • Increase in knowledge of teachers in the field of education through teachers training
11.	Karnataka	• Educational technology • Training and material	▪ Distribution of *Nali-kali* supporting materials

		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	▪ In 2013-14 drawing books and crayons were distributed to class 1,2,3 govt school students ▪ Geography kits comprising of 8 charts, 9 maps and 4 modules ▪ Distributed geo-kit ▪ Printing and supply of progress card under CCE ▪ Implemented mobile labs in 4 districts ▪ Workbook and supplementary books distributed to *Nali-Kali* classes ▪ Distribution of Teacher Source Book
12.	Kerala	• Quality tracking was conducted at school level, CRC level, BRC level, District level & State level • 3 days training was given to CRCC to give on-site support in class rooms • CCA training was given to all teachers for 2 days to ensure quality education. Try out conducted by CRCCs/BRC Trainers on CCA. District specific innovative activities and school attachment programmes like *Mazhavillu* (Enhancing easily reading and writing),*Metric mela* (for developing maths skill in Std. III and IV), *Balasasthra Congress* (for developing scientific thought attitude and aptitude in UP classes Ganitholsavam (UP Maths) • Clean campus, Smart Children Programme	• Teachers are trying to record CCA based on classroom evidences (class room products, worksheets, port-folios etc.) • Teachers are developing adapted activities in their classrooms • Creativity of the students has increased • Learning achievement level in std II increased with the help of mazhavill, an additional learning material specially designed for Std II to increase the skills of reading and writing
13.	Maharashtra	• 1st & 4th standard curriculum development training programme for the primary teachers in State has been conducted in 2013-2014 • Upper Primary Teacher Maths & Science resource	• 1st & 2nd standard curriculum training is over. 1st to 4th standards M.T. Training is over Follow up programme of curriculum has been

		person training programme by SISE taken in the month of February & March • 1st to 5th standard English subject training with the help of British Council	taken by MSCERT & DIETs
14.	Manipur	• Completed SLAS for class III,V,VIII(2014-15) • Learning assesment in English and Maths for class V and VIII • Conducted in-service teacher training • Training of untrained teacher through ODL mode	• Through SLAS, improvement can be seen in children
15.	Nagaland	• The revised Quality Monitoring Tool developed by NCERT is fully implemented in the State • Activity & Competency Learning (ACL) training conducted for Resource Persons and teachers	• The revised Quality Monitoring Tool developed by NCERT is now utilized by the CRCs, BRCs, SMCs, DPOs and SPO for academic supervision and monitoring and support to schools and teachers • ACL training conducted for Resource Persons and EBRCs teachers
16.	Odisha	• 3 different types of training programme (Early Grade) • Revisit of *Samakhya* • Implementation of SAHAJA • Assessment of Learning level (SLAS, CCE, SAHAJA) • Quality award to schools • PINDICS	• All training completed • SLAS will be conducted on 3rd week of Fe • CCE has been rolled out throughout the State • PINDICS have been developed & tried out in one block
17.	Puducherry	• Student to student interactive programme through video conferencing • Drawing books, Map drawing books printed and issued to all students	• There was active participation. Students were able to discuss, interact and have dialogues with other students in another school which is located far away. Students learnt even during teachers absence • They enjoyed practicing drawing and coloring. The grade reflected their achievement abilities and

			helped them in better performance
18.	Punjab	• *Parvesh* and *Joro Gyan* at primary level • Mathematics, science, English and social science quality program at upper primary level	• Maths and English corners have been established in the upper primary schools • Bilingual dictionaries have been procured at SMC level • Enhancement of Results from base evaluation to post evaluation • Activities according to academic calendar were done to enhance co-scholastic potential of students
19.	Sikkim	• Printing of Early reading materials for Class I & II and training of teachers to use these materials • Training of teachers on Teaching through activities	The materials were printed
20.	Tamil Nadu	• Emphasizes the SABL process in all schools with full spirit • Implementing the activities recorded in AWP&B 2013-14. • Implementing CCE with full spirit in all class rooms • Taking utmost care to implement QMT in all Schools/Cluster/Block/District /State • Initiating activities to assess all students' achievement once in a quarter by BRTE/CRTE • Initiating early literacy programme • Implementing access programme	All activities are in progress and monthly review is conducted at State and District level
21.	Telangana	• Classreadiness and School readiness, summer camps for lowachievers • Learning enhancement programme with a focus on 3Rs • Professional preparation of	• In about 40% of schools, activities and projects are being implemented • In about half of the schools teachers are preparing lesson plans

		learner centered pedagogical practice	or teacher diary.
22.	Tripura	• Training of teachers (Pry. & Upp. Pry.) head teachers and resource person • Workshop for improving of quality of education • Meeting and workshop on CCE	• Training was conducted smoothly • Number of school visit by the stakeholder has been increased • Government has decided to introduce CCE at the Elementary Level and it is now under process of implementation
23.	Uttarakhand	• Curriculum/lessons divided subject wise/month wise for the completion of syllabus timely. • Flex of learning indicators subject wise and class wise established in all P.S. • In service teachers training on Early Language, Maths and CCE, for Class 1 & 2, EVS & Maths for Class 3 to 5, Science for Class 6 to 8, Maths for Class 6 to 8 etc • SLDP for head teacher on NUEPA module • Workbooks/activity books provided to all students • Project English started in 300 P.S. • QMTs used for monitoring of quality	• 25% target of in-service teacher training received • Organised training for resource persons of SLDP • Organised Room to Read steering committee meeting
24.	Uttar Pradesh	• In-service teacher training on CCE,EGR and Science • Training based on CCE on primary and Upper Primary school teachers • Training based on early grade reading • Training based on science for Upper primary science teachers • Providing free textbooks to students from class I-VIII • Providing teachers grant to science teachers	• Free textbooks provided to all students • All other programmes in process

| | | • Providing *Barkha* series book to all primary schools
• Implementation of CCE in PS and UPS in all districts
• Providing CCE cards to schools to each student
• Providing grants to BRC and CRC for onsite support
• Making provision for follow up, teachers training at CRC | |

38. Key Problems encountered by the States/UTs in the context of quality parameters

Key problems felt by the States and UTs in the context of quality parameters are being detailed in Table 52. All states except Delhi, Goa and Bihar have shared their views on the matter. As reported by States and UTs lack of adequate funds, vacant positions at district and block level and lack of good resource persons arise as problems for proper implementation of quality intervention programmes.

Table 52: Key Problems identified during the Quarter

Sl. No.	Name of States/UTs	Key problems encountered/ identified during the quarter by the State, in the context of quality parameters
1.	Andaman & Nicobar Islands	Supervision is almost impossible from February to April as students are involved in attempting examination
2.	Andhra Pradesh	• Teacher attendance • Vacant positions of *Mandal* Educational Officers • Vacant position in DIETs • Implementation of learning centered class room practices • Professional preparation of teachers
3.	Bihar	INP
4.	Chandigarh	• High PTR in some schools of peripheral areas • Role of SMCs not as per expected level • Due to regular appointment in the native states, contractual teachers appointed under SSA leave the job in the mid session
5.	Chhattisgarh	• At the ground level the filling up of QMT formats is found difficult. They could not fill the format properly. So the compilation of the format was difficult at state level. We need 3-4 meetings in a session of the personnel related to this at state, district and block levels
6.	Dadra & Nagar Haveli	• Shortage of teachers in Marathi and English medium as per RTE norms • Vacant post of pedagogy coordinator • Lack of resource persons

7.	Daman & Diu	• Capacity building of resource persons at Block and Cluster level • Appointment of pedagogy, teacher training coordinators at State and District level
8.	Delhi	INP
9.	Goa	INP
10.	Gujarat	• More focus on activity based education by teachers • Started using modern technologies in education
11.	Karnataka	• Teachers are not having any approved training • Training should be given for new text books • Handholding support to slow learners/Inclusive education students • OoSC mainstreaming
12.	Kerala	• Special training for teachers in CCE and life skills • Advanced ICT Training for Primary Teachers
13.	Maharashtra	Training started in time, because of non availability of State & MHRD funds
14.	Manipur	• Coordination problems between various departments • State has yet to develop learning indicators for all classes and all subjects • Special training for teachers in CCE and life skills
15.	Nagaland	Timely adequate release of funds to the state by the ministry so that all quality related interventions like training programmes etc may be conducted during the current academic period
16.	Odisha	• Lack of good resource persons at Early Grade level • Implementation of PINDICS due to interference of teachers association • More orientation required by teachers for CCE
17.	Puducherry	• For science teachers separate lab/lab equipments with adequate infrastructure was required • The teachers are resourceful, but they lack in the methodology of teaching which is to be taken care of
18.	Punjab	Lack of funds led to decrease in the participation of students in the activities designed in the academic calendar.
19.	Sikkim	Teachers need more training on 'Teaching through Activities' and deeper skills of making the assessment more continuous and comprehensive
20.	Tamil Nadu	• During September 2013, all children in Classes II to VIII, 50 % of Primary and Upper primary schools in the state were assessed in reading, writing in languages and in basic arithmetic • Based on the outcome - which revealed 30% of children are lagging behind – child wise remedial course and activities are initiated by teachers • Teachers are made aware of the status of achievement level of children in their schools
21.	Telangana	• Pupil attendance • Vacant positions of Mandal Educational Officers • Vacant position in DIETs

| | | • Implementation of learning centered class room practices |
		• Professional preparation of Teachers
22.	Tripura	• Fund for preparing for TLM
		• Fund for training, printing of guidelines, formats and teachers diary on CCE
23.	Uttarakhand	• Lack of sufficient funds for quality activities
		• Insufficient experts to conduct SLAS
		• Shortage of academic and administrative staff due to cuts in fund of management, REMS and LEP by PAB in the year 2014-15
24.	Uttar Pradesh	Difficulty is being experienced at school, cluster and district level in compilation and analysis of data for Quality Monitoring Tools(QMT) formats especially the learners assessment format

39. Issues Identified by the States and UTs for National Level Intervention

Important issues identified by the States and UTs for national level intervention as per Table 53 highlights the need for national level support in capacity building/training programmes at various levels.

<p style="text-align:center">Table 53: Issues Identified by the States/UTs</p>

Sl. No.	Name of States/UTs	Issues identified by the States/UTs
1.	Andaman & Nicobar Islands	• Capacity building training programme for teachers may be conducted from time to time with the involvement of NCERT/RIE/NUEPA
		• Train teachers for utilization of ICT in preparation of TLMs
2.	Andhra Pradesh	• Capacity building of educational functionaries at grass root level
		• Development of performance appraisal system at different level
		• Strategies on multigrade teaching, early learning and early math intervention
		• Analysis of achievement survey using item response theory
3.	Bihar	INP
4.	Chandigarh	INP
5.	Chhattisgarh	State would like to have suggestion on the filled formats sent to the NCERT by the state. So that state can make necessary amendment in filling the format. It would be better if NCERT could provide the format in Hindi and English so that it will be understood and filled easily at the ground level. It would be helpful in getting correct information from the ground level
6.	Dadra & Nagar Haveli	INP
7.	Daman & Diu	Not provided

8.	Delhi	Not provided
9.	Goa	INP
10.	Gujarat	• *Gunotsav* • *Kanya- kelavni Mahotsav* (Girl Care festival) • Enrollment drive
11.	Karnataka	No training for VI-VII standard language teachers and social science teachers.
12.	Kerala	Under Swatch Bharath schemes urinals and toilets are provided to needy schools in Kerala
13.	Maharashtra	• The State should receive grant in time • The guidance which the State expects from MHRD should be given at the earliest • The Nodal Officer for the State should be appointed by MHRD. • The review meeting of the State authorities & officials of MHRD be held at regular intervals
14.	Manipur	• Problems in maintaining toilets in schools • Most government schools are more than twenty-thirty years, these need repair
15.	Nagaland	• Orientation training for state, district and block level monitoring functionaries on the revised Quality Monitoring Tool needed from NCERT, New Delhi • Training on the teachers tracking performance using PINDICS, New Delhi
16.	Odisha	• Resource support from NCERT to conceptualise learning materials prepared by NCERT • Activities related to enhancement of learning level at Early Grade Stage. • Resource support from national level on different content related to Science & Mathematics etc
17.	Puducherry	Nil
18.	Punjab	The state felt that vetting by NCERT is a tedious process
19.	Sikkim	INP
20.	Tamil Nadu	• To promote the learning of Mathematics in upper primary classes more easily by using kits and following activity based methods • A process to facilitate teachers in conducting demonstration in science and providing lab facilities in all upper primary schools • To arrange personality skill development programmes for district and state level officials
21.	Telangana	• Capacity building of educational functionaries at grass root level • Development of performance appraisal system at different level • Strategies on multigrade teaching, early reading and early maths interventions
22.	Tripura	Nil

23.	Uttarakhand	• School grant and maintenance grant should be increased at least four times
		• TLM Grant is required from PAB(not sanctioned for year 2013-2014 and 2014-2015)
		• Sufficient funds is required for management, REMS and LEP activities to run quality activities
		• Support from NCERT is required for conducting SLAS and research studies etc
24.	Uttar Pradesh	• Compilation of data for class wise/subject wise break up of children in 8 grade is too much time consuming and tedious job which is effecting teaching learning
		• A software should be developed at national level such that entries should be done only once and the desired analysis can be done at any level from school to state or National level

SECTION 3

HIGHLIGHTS

This section is based on analyses and consolidation of the qualitative and quantitative information/data received from twenty four States and UTs through State Monitoring Formats (STMF) of the QMTs till August 2015. The following are some of the important observations on the data received on quality parameters from the States and UTs through QMTs.

1. All the States and UTs except Karnataka and Manipur made delay in submitting the filled in Quality Monitoring Tools to NCERT. The second quarter State/UT QMT data needs to be submitted to NCERT in the month of October and fourth quarter data need to be submitted in April. The State/UT formats are analysed and feedback is provided for each quarter. Delay in submission of the filled in QMT causes delay in feedback which cannot be meaningfully used by the States/UTs for initiating changes.

2. Bihar does not follow NCERT's QMTs and has developed a brief format for collection of school level information. Therefore, it was not possible to consolidate its information in the present report as the items of the State format do not match with the QMTs.

3. There were some discrepancies in certain data provided by the States and UTs. The States/UTs were to provide the number of schools with average daily attendance of 'above 80%', '60-79%' and 'below 60%'. But a few States and UTs have reported data about the number of students in place of number of schools in these class intervals. Such States and UTs have been advised to report correct position of average daily attendance in the coming quarters.

4. It is found that half of the States and UTs have 80 percent and above average daily attendance in the schools.

5. Attendance of students in classrooms is highly related to their achievement. Most of the States and UTs have reported significant efforts in improving the attendance level of students. These efforts include meetings with SMCs to discuss the issues and bring out solutions related to student absenteeism, conducting parent- teacher meetings on regular basis, home visits, motivating students by giving awards to regular students and counseling sessions for parents and students.

6. The information regarding teacher position as per RTE norms has not been reported by almost half of the States and UTs.

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7. The Pupil Teacher Ratio (PTR) is a crucial determinant in the learning process, but most of the States and UTs haven't provided any information about the existing PTR. The States and UTs like Chhattisgarh, Dadra & Nagar Haveli, Daman & Diu, Delhi, Karnataka and Punjab need to make more efforts for adhering to standard PTR ratio as per RTE Act.

8. Majority of the States and UTs haven't provided information regarding teachers posting at other places than the schools. Only Punjab has reported that 594 teachers are attached elsewhere than their place of posting.

9. Teaching and learning process needs to be a joyful activity by engaging the ideas and creative contributions of the learners. The important strategies adopted by the teachers of different States and UTs for improving teaching and learning process include usage of teaching and learning aids, encouraging group/activity based learning and by involving students in classroom transaction process.

10. The number of Children with Special Needs (CWSN) enrolled in Chandigarh and Kerala seems relatively high i.e. 36 and 11 CWSN per school respectively. The States and UT need to adopt better strategies for providing necessary support services for these children for their better integration to schools.

11. In order to mainstream Children with Special Needs (CWSN) into elementary education, specific efforts have been reported by most of the States and UTs. Important among them are special trainings for CWSN with the help of specialized resource teachers, providing necessary learning materials specially designed for teaching CWSN, providing equal opportunities and providing special physical amenities like construction of ramps, low height benches, hand grills etc.

12. It has been observed that all States and UTs except Andaman and Nicobar Islands, Goa and Nagaland have identified Out of School Children (OoSC). These children are being provided trainings in schools, residential centres and other centres managed by NGOs. Except Chhattisgarh and Telangana no other State and UT have reported the number of Out of School Children dropped out of special training programme.

13. As textbooks catalyze the school educational process in right direction, all schools need to provide them to the learners in stipulated time. However, it is being noted that few schools in certain States and UTs have distributed textbook to the learners' only after one month of commencement of the academic year.

14. The Section 21 of RTE Act 2009 intended to constitute School Management Committees (SMCs) consisting of elected representatives of local authority, parents

and guardians. It is observed that all schools in most of the States and UTs have constituted SMCs and have provided training to the members of SMCs, so as to visualize the goals as envisaged in RTE Act. The involvement of SMC members in different activities of the school would further empower them towards their role and functions.

15. Analysis of the data on learners' assessment reveals that the achievement level of children at the elementary level is not up to the mark. More than half of the States and UTs need improvement in most of the subjects at both primary and upper primary levels.

16. Syllabus is to be effectively transacted so that learners can ultimately bear the fruits of it. It is noted that there are few schools in certain States and UTs which have less than sixty percent of coverage of syllabus.

17. The Cluster Resource Centres (CRC) and Block Resource Centres (BRC) are the main vehicles in providing on-site academic support to schools, teachers and conducting in-service training programmes and academic monitoring. It has been found that almost in one third of the States and UTs the BRCs and CRCs are not in position as per their sanctioned strength.

18. The important ways through which CRCCs are monitoring the progress of pupils learning include classroom observation, attendance monitoring, verification of CCE documents, portfolio and evaluation of teachers' diary and register.

19. The most common suggestions provided by CRCCs are activities and group work in classrooms and implementing CCE.

20. The important functions performed by BRCCs include academic monitoring of schools, organizing in-service teacher training programmes, review meetings at School/Cluster/Block level, research and evaluation.

21. The Quality Monitoring Tools need to be implemented in the entire State/UT. However, it has been found that few DPOs from certain States and UTs haven't submitted the filled in format to the respective SPDs.

22. Teacher training programme plays a key role in the success of school education by catalyzing the creative potentials and academic capabilities of teachers. But it is found that only few States and UTs have been successful in achieving their target of in-service teacher training programmes for the last quarter.

23. The important ways in which training inputs are used by teachers include implementation of CCE, activity based teaching, use of ICT and preparation of lesson.

24. Teachers have reported some issues concerning training. These issues need to be tackled at the earliest so that the process of teaching can be more effective. Teachers have demanded that they need more training in CCE and that training programmes should be subject based.

25. Some important initiatives of SSA in States and UTs for making a qualitative enhancement in education include conducting in-service teacher programmes at various levels and organising meetings at School/CRC/ BRC levels.

26. It is found that inadequate staff and resource persons are the main problems in proper implementation of quality interventions across the States and UTs.

Appendix 1- Grade Description at Primary Level

Sr. No.	States/UTs	Grades of States/UTs	Grade Values
Grade description Primary			
1.	Andaman & Nicobar Islands	A*	80% and above marks
		A	65 to 79% marks
		B	50 to 64 % marks
		C	40 to 49% marks
		D	Below 39% marks
2.	Andhra Pradesh	INP	
3.	Bihar	INP	
4.	Chandigarh (Class 1 and 2)	A	80% Marks and above
		B	65% to 79% Marks
		C	50% to 64% Marks
		D	35% to 49% Marks
		E	below 35% Marks
5.	Chhattisgarh	INP	
6.	Daman &Diu	A	70% and above
		B	30-69%
		C	Below 30%
7.	Dadra and Nagar Haveli	INP	INP
8.	Delhi	A	70% and above
		B	30-69%
		C	Below 30%
9.	Goa	A	84% and above
		B	67%-83%,
		C	50%-66%,
		D	33%-49%,
		E	32% & below
10.	Gujarat	A	INP
		B	
		C	
11.	Karnataka	A	70% and above
		B	30-69%
		C	Below 30%
12.	Kerala	INP	INP
13.	Maharashtra	A	70% and above
		B	30-69%
		C	Below 30%
14.	Manipur	INP	

15.	Nagaland	INP	INP
16.	Odisha	INP	INP
17.	Puducherry	A	80% and above
		B	60-79 %
		C	35-59%
		D	Below 35%
18.	Punjab	INP	INP
19.	Sikkim	INP	INP
20.	Tamilnadu	INP	INP
21.	Telangana	INP	INP
22.	Tripura	A	70% and above
		B	30-69%
		C	Below 30%
23.	Uttarakhand	A	70% and above
		B	30-69%
		C	Below 30%
24.	Uttar Pradesh	A	70% and above
		B	30-69%
		C	Below 30%

Appendix 2- Grade Description at Upper Primary Level

Grade description Primary			
Sr. No.	States/UTs	Grades of States/UTs	Grade Values
1.	Andaman & Nicobar Islands	A1	91 -100% marks
		A2	81 - 90% marks
		B1	71- 80 % marks
		B2	61 - 70% marks
		C1	51-60% marks
		C2	41-50% marks
		D	33-40% marks
		E1	21-32% marks
		E2	0-20% marks
2.	Andhra Pradesh	A+	91-100%
		A	71-90%
		B+	51-70%
		B	41-50%
		C	Below 41%
3.	Bihar	INP	
4.	Chandigarh	A1	91% to 100 % Marks
		A2	81% to 90% Marks
		B1	71 % to 80% Marks
		B2	61 % to 70 % Marks
		C1	51% to 60% Marks
		C2	41% to 50% Marks
		D	33% to 40% Marks
		E1	21% to 32% Marks
		E2	0 to 20% Marks
5.	Chhattisgarh	A	80%and above
		B	65%-79%
		C	50%-64%
		D	35%-49%
		E	below 35%
6.	Daman &Diu	INP	INP
7.	Dadra and Nagar Haveli	INP	INP
8.	Delhi	A	80%and above
		B	65%-79%
		C	50%-64%
		D	35%-49%
		E	below 35%

9.	Goa	A	84% and above
		B	67%-83%,
		C	50%-66%,
		D	33%-49%,
		E	32% & below
10.	Gujarat	A	80%and above
		B	65%-79%
		C	50%-64%
		D	35%-49%
		E	below 35%
12.	Karnataka	A	80%and above
		B	65%-79%
		C	50%-64%
		D	35%-49%
		E	below 35%
13.	Kerala	INP	INP
14.	Maharashtra	A	80%and above
		B	65%-79%
		C	50%-64%
		D	35%-49%
		E	below 35%
15.	Manipur	INP	INP
16.	Nagaland	INP	INP
17.	Odisha	INP	INP
18.	Puducherry	A	80%and above
		B	65%-79%
		C	50%-64%
		D	35%-49%
		E	below 35%
19.	Punjab	INP	INP
20.	Sikkim	INP	
21.	Tamil Nadu	A	80%and above
		B	65%-79%
		C	50%-64%
		D	35%-49%
22.	Telangana	A+	91%-100%
		A	71% to 90%
		B+	51% to 70%
		B	41% to 50%
		C	below 41%
22.	Tripura	A	80%and above
		B	65%-79%
		C	50%-64%
		D	35%-49%
		E	below 35%
23.	Uttarakhand	INP	INP

24.	Uttar Pradesh	A	80%and above
		B	65%-79%
		C	50%-64%
		D	35%-49%
		E	below 35%