



New Public Offices, K.R.Circle, Bangalore-560 001

No: SSA/QMT/05/2014/15

Date: 16-04-2015

To,

Dr. Manju Jain  
Prof & Head,  
Sri Aurobindo Marg,  
New Delhi - 110 016.

Dear Sir,

**Sub:** Submission of information of Monitoring Data and Stat level formats for  
Quality Dimensions under SSA, Karnataka-reg.

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With reference to the above subject, we are herewith sending information of the 3<sup>rd</sup> Quarter data i.e., from December 2015 to February 2015 on Quality Monitoring Tools of Karnataka State in the prescribed formats provided by your organization.

Yours faithfully

State Project Director  
SSA-Karnataka

# **Quality Monitoring Programme**

## ***State Monitoring Format 2014-15***

### ***3<sup>rd</sup> Semester (December to February) State Report of Karnataka***

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

**☎ : 080-22104170, 22126718**

**☎ : 080-22483580, 22248470**

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

**E-mail ID: [ssaqmtuni14@gmail.com](mailto:ssaqmtuni14@gmail.com)**

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## ***Karnataka Geographical Information***

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

**STMF****STATE MONITORING FORMAT****(To be completed by SPD and sent to NCERT)**Cycle under Report **III** Period of Cycle: **December to February** Year **2 0 1 4** - **1 5****General Guidelines:**

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

**Part-I****Section A: School Information**

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

**2. (a) Number of schools in the cluster**

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

**(b) Number of schools which filled up SMFs**

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

Number of Teachers:	In Position	Required Posts (as per RTE Norms)
(a) Primary Teachers	(i) Regular	87131
	(ii) Temporary	
(b) Upper Primary Teachers	(i) Regular	43259
	(ii) Temporary	

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

Class 1-5	Class 6-7	Class 1-8
20152	14244	5419

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

NIL

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

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### Section B: Enrolment and Attendance

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

Month: July 2014

Class	Number of schools with average attendance of :								
	Boys			Girls			Total		
	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%
I	49632	8212	1914	52634	8602	2312	71476	13587	3722
II	50855	8226	2229	53550	8697	2387	73211	13927	4188
III	51074	8170	2371	52961	8509	2011	73465	13535	3941
IV	50967	8098	2313	52043	8157	2504	71640	13817	4438
V	51690	8028	2191	52030	8428	2468	72115	15616	4194
VI	35650	6125	1807	43272	6214	1792	55351	11106	3742
VII	36407	6063	1515	36465	6140	1857	56531	10908	3582
VIII	11674	3450	1183	12211	3606	1361	18759	7193	3309

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

92690

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

- SDMC members visit to children's home
- Counseling to parents and students
- Orientation to parents about RTE
- Conducted awareness rally regarding quality education (Prabath Peri)
- Interacting with parents regarding the irregularity of their Wards/Villages
- Conducting cultural and educational competition
- Improvement the school environment
- Samudaya datta Shala Programme
- Implementation of Govt incentive schemes (MMS, Free Text Book and Uniform, Rs. 2 for

Ist std girl child, Scholarship etc.,)

- Peer visits to absented students home to bring back their friends to school
- Monitoring of irregular students by Head Master frequently
- Appointing ECOs as attendance authority.
- OOSC 7 days.

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

Boys: 

<b>58417</b>
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 Girls: 

<b>54413</b>
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 Total 

<b>112830</b>
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**(b) Number of centres where these children are undergoing special training.**

Own schools	Other centres (NGO)	Residential centres (Govt)	Non Residential centres (Govt)	Any Other .....
23514	42	1067	71	

**SECTION C: CURRICULUM TRANSACTION**

**7. Number of schools distributing textbooks at different times after beginning of session:**

Within one week	Within one month	After one month
23249	4251	1573

- **Timely distribution (within one week, after one month)**  
Within one week of opening of school for the academic year, the text books were distributed in all the schools.  
Some schools had received text books in the month of May
- **Reasons for late distribution (listing-in descending order)**  
Since state government has introduced new text books for few classes, only a few text books reached late to the schools.
- **Receipt of textbooks by all children**  
All children have received the textbooks.
- **Receiving textbooks by all children 100%**

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

- Unit wise TLM preparation
- Activity based learning
- Remedial Teaching
- Teacher pre-preparation
- Individual attention
- Utilization of TLM
- Technology Based Learning

- Identification of slow learner
- Subject wise TLM utilization
- Improvement in interaction levels of learners process are:-
  - School-based guidance provided by BEO/BRCs/ECs/BRPs/CRPs, other higher officers DIET faculty on their visits to schools, are implemented in classroom situations.
  - Suggestions given by BRG and CRG in their monthly interactions are incorporated in their teaching strategies.

#### **9. Specific efforts made for making classrooms inclusive (CWSN).**

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

#### **Section D: Continuous and Comprehensive Evaluation**

##### **10. How are CRCCs monitoring the progress of pupils' learning?**

###### **Percentage of schools receiving support from CRCCs -100%**

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

#### **Section E: Teacher Training**

##### **11. Ways in which training inputs were used by the teachers. Give prominent five examples.**

- Student participated in the classroom transaction
- Preparing teaching learning material related to the competencies.
- Handling heterogeneous groups
- Continues comprehensive evaluation CCE
- Dimension and feed back at the meetings.
- Orientation about usage of new textbooks. "Rachana" for fifth and eighth standard helped them in transacting the curriculum efficiently in the classroom.
- Change in their attitude towards class room teaching-learning process,
- Usage of TLM,
- Better comprehension of CCE and recording the performance of the child using different assessment tools.



- In planning new innovation in teaching-learning process.

**12. Suggestions for upcoming training programmes provided at the block levels.**

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

**Section F: Functioning of SMC**

13. Number of schools having School Management Committees (SMCs) in the district. (SDMC committee yet to be found in 2,830)	42828
19. (a) Number of schools where School Development Plans have been prepared.	42593
(b) Number of schools involving SMCs in preparation of this plan.	40046
20. Number of SMCs which were given training about their roles and functions (Trained members)	75106

**Section G: Learners' Assessment**

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

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

Number of schools of the State which provided this information:

47111

**EXAMPLE:**

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
I	Language	1148016	A	167627	29.40	170192	29.45	337819	29.43
			A+	178991	31.40	187456	32.44	366447	31.92
			B	74339	13.04	73589	12.73	147928	12.89
			B+	131919	23.14	128141	22.17	260060	22.65
			C	17219	3.02	18543	3.21	35762	3.12
			<b>Total</b>	<b>570095</b>	<b>100.00</b>	<b>577921</b>	<b>100.00</b>	<b>1148016</b>	<b>100.00</b>
	Mathematics	1151953	A	166586	29.05	171453	29.64	338039	29.34
			A+	170859	29.80	177254	30.64	348113	30.22
			B	80636	14.06	78384	13.55	159020	13.80
			B+	133554	23.29	131489	22.73	265043	23.01
			C	21775	3.80	19963	3.45	41738	3.62
			<b>Total</b>	<b>573410</b>	<b>100.00</b>	<b>578543</b>	<b>100.00</b>	<b>1151953</b>	<b>100.00</b>
	EVS	1152627	A	172105	29.95	178043	30.80	350148	30.38
			A+	191089	33.25	193299	33.44	384388	33.35
			B	70556	12.28	70069	12.12	140625	12.20
			B+	124402	21.65	120818	20.90	245220	21.27
			C	16468	2.87	15778	2.73	32246	2.80
			<b>Total</b>	<b>574620</b>	<b>100.00</b>	<b>578007</b>	<b>100.00</b>	<b>1152627</b>	<b>100.00</b>

II	Language	2291314	A	335254	29.39	338183	29.39	673437	29.39
			A+	357982	31.38	373103	32.43	731085	31.91
			B	149472	13.10	146752	12.76	296224	12.93
			B+	263534	23.10	255483	22.21	519017	22.65
			C	34551	3.03	37000	3.22	71551	3.12
			<b>Total</b>	<b>1140793</b>	<b>100.00</b>	<b>1150521</b>	<b>100.00</b>	<b>2291314</b>	<b>100.00</b>
	Mathematics	2292722	A	331158	29.01	340641	29.59	671799	29.30
			A+	339998	29.79	352515	30.62	692513	30.20
			B	160654	14.07	156286	13.58	316940	13.82
			B+	266247	23.32	262004	22.76	528251	23.04
			C	43416	3.80	39803	3.46	83219	3.63
			<b>Total</b>	<b>1141473</b>	<b>100.00</b>	<b>1151249</b>	<b>100.00</b>	<b>2292722</b>	<b>100.00</b>
	EVS	2294081	A	342291	29.92	353906	30.77	696197	30.35
			A+	380547	33.27	384791	33.45	765338	33.36
			B	140405	12.27	139516	12.13	279921	12.20
			B+	247927	21.67	240624	20.92	488551	21.30
			C	32721	2.86	31353	2.73	64074	2.79
			<b>Total</b>	<b>1143891</b>	<b>100.00</b>	<b>1150190</b>	<b>100.00</b>	<b>2294081</b>	<b>100.00</b>
III	Language	4573030	A	670508	29.44	674087	29.36	1344595	29.40
			A+	712827	31.30	744548	32.43	1457375	31.87
			B	298384	13.10	293005	12.76	591389	12.93
			B+	526498	23.12	510255	22.23	1036753	22.67
			C	69014	3.03	73904	3.22	142918	3.13
			<b>Total</b>	<b>2277231</b>	<b>100.00</b>	<b>2295799</b>	<b>100.00</b>	<b>4573030</b>	<b>100.00</b>
	Mathematics	4574206	A	660282	28.99	678962	29.56	1339244	29.28
			A+	678267	29.78	703200	30.62	1381467	30.20
			B	320641	14.08	312047	13.59	632688	13.83
			B+	531603	23.34	523056	22.77	1054659	23.06
			C	86704	3.81	79444	3.46	166148	3.63
			<b>Total</b>	<b>2277497</b>	<b>100.00</b>	<b>2296709</b>	<b>100.00</b>	<b>4574206</b>	<b>100.00</b>
	EVS	4577055	A	682615	29.91	705482	30.74	1388097	30.33
			A+	759396	33.27	767889	33.46	1527285	33.37
			B	280083	12.27	278364	12.13	558447	12.20
			B+	495014	21.69	480434	20.94	975448	21.31
			C	65250	2.86	62528	2.72	127778	2.79
			<b>Total</b>	<b>2282358</b>	<b>100.00</b>	<b>2294697</b>	<b>100.00</b>	<b>4577055</b>	<b>100.00</b>

IV	Language	9130267	A	1335048	29.37	1345943	29.35	2680991	29.36
			A+	1423944	31.33	1487386	32.44	2911330	31.89
			B	596154	13.12	585506	12.77	1181660	12.94
			B+	1052114	23.15	1019722	22.24	2071836	22.69
			C	137899	3.03	146551	3.20	284450	3.12
			<b>Total</b>	<b>4545159</b>	<b>100.00</b>	<b>4585108</b>	<b>100.00</b>	<b>9130267</b>	<b>100.00</b>
	Mathematics	9137515	A	1318183	28.97	1355414	29.54	2673597	29.26
			A+	1355058	29.78	1404696	30.62	2759754	30.20
			B	640715	14.08	623839	13.60	1264554	13.84
			B+	1062325	23.35	1045252	22.78	2107577	23.07
			C	173279	3.81	158754	3.46	332033	3.63
			<b>Total</b>	<b>4549560</b>	<b>100.00</b>	<b>4587955</b>	<b>100.00</b>	<b>9137515</b>	<b>100.00</b>
	EVS	9142895	A	1363115	29.90	1408549	30.73	2771664	30.31
			A+	1517141	33.28	1534076	33.47	3051217	33.37
			B	559440	12.27	556065	12.13	1115505	12.20
			B+	989187	21.70	960052	20.95	1949239	21.32
			C	130358	2.86	124912	2.73	255270	2.79
			<b>Total</b>	<b>4559241</b>	<b>100.00</b>	<b>4583654</b>	<b>100.00</b>	<b>9142895</b>	<b>100.00</b>
V	First Language	294912	A	42663	28.92	43602	29.58	86265	29.25
			A+	45490	30.84	48980	33.23	94470	32.03
			B	19506	13.22	18851	12.79	38357	13.01
			B+	33461	22.68	31227	21.19	64688	21.93
			C	6394	4.33	4738	3.21	11132	3.77
			<b>Total</b>	<b>147514</b>	<b>100.00</b>	<b>147398</b>	<b>100.00</b>	<b>294912</b>	<b>100.00</b>
	Second Language	290821	A	42905	29.55	42649	29.28	85554	29.42
			A+	41139	28.34	42066	28.88	83205	28.61
			B	21271	14.65	21181	14.54	42452	14.60
			B+	33180	22.85	33839	23.23	67019	23.04
			C	6685	4.60	5906	4.06	12591	4.33
			<b>Total</b>	<b>145180</b>	<b>100.00</b>	<b>145641</b>	<b>100.00</b>	<b>290821</b>	<b>100.00</b>
	Mathematics	293871	A	43691	29.59	43933	30.05	87624	59.63
			A+	43138	29.21	44130	30.19	87268	59.39
			B	21393	14.49	19669	13.45	41062	27.95
			B+	34357	23.26	33812	23.13	68169	46.39
			C	5098	3.45	4650	3.18	9748	6.63
			<b>Total</b>	<b>147677</b>	<b>100.00</b>	<b>146194</b>	<b>100.00</b>	<b>293871</b>	<b>200.00</b>
	Science	260513	A	37515	28.70	37376	28.80	74891	28.75
			A+	42382	32.42	42556	32.79	84938	32.60
			B	17562	13.43	16456	12.68	34018	13.06
			B+	28846	22.06	29361	22.62	58207	22.34
			C	4429	3.39	4030	3.11	8459	3.25
			<b>Total</b>	<b>130734</b>	<b>100.00</b>	<b>129779</b>	<b>100.00</b>	<b>260513</b>	<b>100.00</b>
Social Science	292833	A	44040	30.14	44772	30.51	88812	30.33	
		A+	45027	30.82	45336	30.90	90363	30.86	
		B	19480	13.33	19943	13.59	39423	13.46	
		B+	32980	22.57	32392	22.07	65372	22.32	
		C	4569	3.13	4294	2.93	8863	3.03	
		<b>Total</b>	<b>146096</b>	<b>100.00</b>	<b>146737</b>	<b>100.00</b>	<b>292833</b>	<b>100.00</b>	

\*Add all classes and all subjects

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

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

Number of schools which provided this information:

47111

**EXAMPLE:**

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
VI	First Language	620774	A	88378	28.69	90277	28.87	178655	28.78
			A+	94853	30.79	98844	31.60	193697	31.20
			B	41171	13.37	41758	13.35	82929	13.36
			B+	73341	23.81	71348	22.81	144689	23.31
			C	10282	3.34	10522	3.36	20804	3.35
			<b>Total</b>	<b>308025</b>	<b>100</b>	<b>312749</b>	<b>100</b>	<b>620774</b>	<b>100.00</b>
	Second Language	619824	A	85144	27.60	90568	29.09	175712	28.35
			A+	84386	27.36	87359	28.06	171745	27.71
			B	47694	15.46	44857	14.41	92551	14.93
			B+	77408	25.10	75461	24.23	152869	24.66
			C	13813	4.48	13134	4.22	26947	4.35
			<b>Total</b>	<b>308445</b>	<b>100.00</b>	<b>311379</b>	<b>100.00</b>	<b>619824</b>	<b>100.00</b>
	Third Language	604868	A	85242	28.32	87463	28.79	172705	28.55
			A+	86089	28.60	88794	29.22	174883	28.91
			B	45577	15.14	44409	14.62	89986	14.88
			B+	71667	23.81	70302	23.14	141969	23.47
			C	12447	4.13	12878	4.24	25325	4.19
			<b>Total</b>	<b>301022</b>	<b>100.00</b>	<b>303846</b>	<b>100.00</b>	<b>604868</b>	<b>100.00</b>
	Mathematics	626745	A	86713	27.90	89109	28.21	175822	28.05
			A+	90179	29.01	93790	29.69	183969	29.35
			B	45745	14.72	45737	14.48	91482	14.60
			B+	75370	24.25	74797	23.68	150167	23.96
			C	12814	4.12	12491	3.95	25305	4.04
			<b>Total</b>	<b>310821</b>	<b>100.00</b>	<b>315924</b>	<b>100.00</b>	<b>626745</b>	<b>100.00</b>
Science	624091	A	88517	28.44	89233	28.52	177750	28.48	
		A+	90475	29.07	93780	29.97	184255	29.52	
		B	44971	14.45	45049	14.40	90020	14.42	
		B+	74420	23.91	71893	22.98	146313	23.44	
		C	12815	4.12	12938	4.13	25753	4.13	
		<b>Total</b>	<b>311198</b>	<b>100.00</b>	<b>312893</b>	<b>100.00</b>	<b>624091</b>	<b>100.00</b>	
Social Science	614602	A	87246	28.36	88190	28.73	175436	28.54	
		A+	92300	30.00	96641	31.49	188941	30.74	
		B	42610	13.85	40987	13.35	83597	13.60	
		B+	72918	23.70	70133	22.85	143051	23.28	
		C	12606	4.10	10971	3.57	23577	3.84	
		<b>Total</b>	<b>307680</b>	<b>100.00</b>	<b>306922</b>	<b>100.00</b>	<b>614602</b>	<b>100.00</b>	

VII	First Language	1231293	A	174714	28.60	178722	28.81	353436	28.70
			A+	188132	30.80	196074	31.61	384206	31.20
			B	81588	13.36	82563	13.31	164151	13.33
			B+	145966	23.89	142022	22.89	287988	23.39
			C	20513	3.36	20999	3.38	41512	3.37
			<b>Total</b>	<b>610913</b>	<b>100.00</b>	<b>620380</b>	<b>100.00</b>	<b>1231293</b>	<b>100.00</b>
	Second Language	1230063	A	168558	27.54	179315	29.02	347873	28.28
			A+	167301	27.33	173100	28.01	340401	27.67
			B	94616	15.46	89107	14.42	183723	14.94
			B+	154117	25.18	150235	24.31	304352	24.74
			C	27542	4.50	26172	4.24	53714	4.37
			<b>Total</b>	<b>612134</b>	<b>100.00</b>	<b>617929</b>	<b>100.00</b>	<b>1230063</b>	<b>100.00</b>
	Third Language	1200105	A	168936	28.28	173208	28.73	342144	28.51
			A+	170561	28.56	175898	29.18	346459	28.87
			B	90454	15.14	88155	14.62	178609	14.88
			B+	142508	23.86	139910	23.21	282418	23.53
			C	24808	4.15	25667	4.26	50475	4.21
			<b>Total</b>	<b>597267</b>	<b>100.00</b>	<b>602838</b>	<b>100.00</b>	<b>1200105</b>	<b>100.00</b>
	Mathematics	1243516	A	171747	27.85	176481	28.15	348228	28.00
			A+	178731	28.98	185888	29.66	364619	29.32
			B	90731	14.71	90718	14.47	181449	14.59
			B+	149901	24.31	148799	23.74	298700	24.02
			C	25575	4.15	24945	3.98	50520	4.06
			<b>Total</b>	<b>616685</b>	<b>100.00</b>	<b>626831</b>	<b>100.00</b>	<b>1243516</b>	<b>100.00</b>
Science	1238316	A	175327	28.40	176553	28.44	351880	28.42	
		A+	179578	29.08	186121	29.98	365699	29.53	
		B	89116	14.43	89337	14.39	178453	14.41	
		B+	147933	23.96	143130	23.05	291063	23.50	
		C	25478	4.13	25743	4.15	51221	4.14	
		<b>Total</b>	<b>617432</b>	<b>100.00</b>	<b>620884</b>	<b>100.00</b>	<b>1238316</b>	<b>100.00</b>	
Social Science	1220998	A	173755	28.42	174737	28.66	348492	28.54	
		A+	183051	29.95	192670	31.60	375721	30.77	
		B	84555	13.83	81320	13.34	165875	13.59	
		B+	144765	23.68	139078	22.81	283843	23.25	
		C	25163	4.12	21904	3.59	47067	3.85	
		<b>Total</b>	<b>611289</b>	<b>100.00</b>	<b>609709</b>	<b>100.00</b>	<b>1220998</b>	<b>100.00</b>	

VIII	First Language	2453146	A	347655	28.56	355609	28.77	703264	28.67
			A+	375024	30.81	390850	31.62	765874	31.22
			B	162374	13.34	164359	13.30	326733	13.32
			B+	291135	23.92	283219	22.91	574354	23.41
			C	40972	3.37	41949	3.39	82921	3.38
			<b>Total</b>	<b>1217160</b>	<b>100.00</b>	<b>1235986</b>	<b>100.00</b>	<b>2453146</b>	<b>100.00</b>
			Second Language	2447716	A	335357	27.50	353792	28.81
	A+	333389			27.34	344902	28.08	678291	27.71
	B	188421			15.45	177585	14.46	366006	14.95
	B+	307426			25.21	299593	24.39	607019	24.80
	C	55003			4.51	52248	4.25	107251	4.38
	<b>Total</b>	<b>1219596</b>			<b>100.00</b>	<b>1228120</b>	<b>100.00</b>	<b>2447716</b>	<b>100.00</b>
	Third Language	2390590			A	336137	28.25	344497	28.69
			A+	339816	28.56	350521	29.19	690337	28.88
			B	180141	15.14	175574	14.62	355715	14.88
			B+	284197	23.89	278994	23.23	563191	23.56
			C	49471	4.16	51242	4.27	100713	4.21
			<b>Total</b>	<b>1189762</b>	<b>100.00</b>	<b>1200828</b>	<b>100.00</b>	<b>2390590</b>	<b>100.00</b>
			Mathematics	2477366	A	341614	27.81	351082	28.11
	A+	356197			28.99	370511	29.67	726708	29.33
	B	180641			14.70	180615	14.46	361256	14.58
	B+	299033			24.34	296829	23.77	595862	24.05
	C	51052			4.16	49792	3.99	100844	4.07
	<b>Total</b>	<b>1228537</b>			<b>100.00</b>	<b>1248829</b>	<b>100.00</b>	<b>2477366</b>	<b>100.00</b>
Science	2466764	A			349045	28.38	351497	28.42	700542
		A+	357502	29.07	370588	29.96	728090	29.52	
		B	177553	14.44	177995	14.39	355548	14.41	
		B+	295011	23.99	285405	23.08	580416	23.53	
		C	50819	4.13	51349	4.15	102168	4.14	
		<b>Total</b>	<b>1229930</b>	<b>100.00</b>	<b>1236834</b>	<b>100.00</b>	<b>2466764</b>	<b>100.00</b>	
		Social Science	2433906	A	346238	28.41	348202	28.65	694440
A+	364825			29.94	384063	31.60	748888	30.77	
B	168520			13.83	162050	13.33	330570	13.58	
B+	288660			23.69	277286	22.81	565946	23.25	
C	50290			4.13	43772	3.60	94062	3.86	
<b>Total</b>	<b>1218533</b>			<b>100.00</b>	<b>1215373</b>	<b>100.00</b>	<b>2433906</b>	<b>100.00</b>	

\*Add all classes and all subjects

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

## Part-II

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

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

Range (Minimum)  to (Maximum)

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

Range (Minimum)  to (Maximum)

2. School Visits by CRCCS:

Number of times visits were made to each school	Number of CRCCs visiting
(i) Once in a month	<input type="text" value="31893"/>
(ii) Once in two month	<input type="text" value="494"/>
(iii) Once in three month	<input type="text" value="247"/>
(iv) Each school could not be visited	<input type="text" value="4"/>

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

(b) Mention five good practices reported by the CRCCs

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

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

- Implementation of CCE
- Preparation of Lesson Plan
- Reading, Writing Mathematical skills implementation.
- Guidance to utilize geo-kit effectively.
- Using questions and style of interaction during classroom transactions.
- Comprehension of difficult concepts in teaching-learning process.
- Usage of TLM according to the need of the unit.
- Conduct of an activity in classroom.
- Maintaining CCE documents and child profile.



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

82

30.12

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

413

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

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

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

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

Not Applicable

## Part-III

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

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

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

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

1010

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

60%

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

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

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

- Model classes in various subjects
- Frequent visit to check quality of pupils
- Verification of CCE documents
- Individual marks register
- Student Answer sheets
- Question paper blue prints
- Consolidated marks register
- Individual examine the student
- Home work/Class work verification
- Subject wise random student verification

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

16881

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

55%

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

- Insufficient training fund
- Insufficient residential facilities.
- Non-availability of RPs due to overlapped programmes.
- Training should be need-based.
- The unit cost is very less.
- More emphasis on district specific programmes
- No proper feed back in the implementation of training concept in the actual classroom situation.
- Activity-based trainings are required.

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

(a) Mathematics

83

(b) Science

84

(c) Social Science

55

(d) Language

144

(e) Arts Education

22

(f) Health and Physical Education

19

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

91%

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

- Duration of the training programme must be reduced to school working hours.
- The duration of training period must be reduced.
- 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.

### Part-IV

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

1. Number of districts having 'quality' monitoring mechanism.	30
(a) The institutions involved: <b>Schools/Clusters/BRC's/DIETs</b>	
(b) Members of 'quality' monitoring: <b>Head Master/CRC/BRP/BRC/APC/S.I./DIET</b> <b>Nodal officers</b>	
(c) Role of BRC/CRC in quality monitoring: <b>Observation, guidance and workshops</b>	
(d) Role of DPO in 'quality' monitoring: <b>Review, Meetings, Trainings, Inspections,</b> <b>Guidance</b>	

2. What kind of 'quality' interventions were provided at district level in the last quarter?	Number of districts responding
(a) Training of resource persons on RTE Act 2009	14
(b) Training of Resource Persons on Pedagogy and Assessment	25
(c) Training of SMC members on 'School Development Plan'	12
(d) Training of 'Educators' for special training of children admitted to age-appropriate classes	9

3. Number of districts organising meetings of BRC, CRC and Head Teachers to understand the problems of district.	Number of districts responding
(a) Once in a month	24
(b) Once in two months	6
(c) Once in three months	3
(d) Once in four-six months	3

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

**(a) Number of schools visited on an average**

60%

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

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

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

**If there are problems, give details**

Sometimes

- Communication problem
- DIET is only academic body.

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

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

**Part-V**

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

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

- a. State Government
- b. NCERT
- c. Private publishers
- d. Any other.....

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

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

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

Modules	Pry/Upper Pry	Year of development
RTE		2010/11
CCE		2010/11-2013-14
KCF-2009		2009

4. Status of CRCs/BRCs in the State:

	<i>Sanctioned Posts</i>	<i>In Position</i>
CRCs	4,103	3669
BRCs	204	202

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

**a. DIETs: Involvement**

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

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

needed (Eg. NCERT/NUEPA/KV)

- 1) Curriculum and T.B. preparation.
- 2) Preparation and distribution of training modules.
- 3) Expertise opinion.
- 4) organizing training programmes through diets.
- 5) Monitoring and supervision.s

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

**Problems:** No fund has been released to SSA or MHRD for organizing various activities of SSA lack of computer assistance.

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

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

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

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

Development of mathematical skills by using ganitha Kalika Andolana in the Karnataka- Hyderabad regions by state fund.

**SSA/REMS/SRG met on**

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

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

**(c) Progress of these programmes**

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

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

1. Around to teachers are not having an approved any training, hence it affects the quality of Education.
2. Training should be given for new text books but not possible due to short of their days.
3. Handholding support to slow learners/inclusive education students.
4. OOSC mainstreaming.

10. Issues identified by the State for National level interventions is any for NCERT or Dept. of School Education & Literacy, MHRD).

As under 9 and 5

No training for VI-VII std language teachers and social science teachers.

State Project Director  
Sarva Shiksha Abhiyan