

STATE MONITORING FORMAT (KERALA)

(To be completed by SPD and sent to NCERT)

Quarter under Report

I	II	III	IV
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 Year

2	0	1	3
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1	4
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Period of quarter: **July to September**

General Guidelines:

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

Part-I

(To be consolidated by SPD using information from DMF (Part I) filled by DPOs of all districts)

Section A: School Information

1. State**KERALA**.

Number of CRCs in the state.....**1385**.....Number of CRCCs submitted CMFs.....**1385**.

Number of BRCs in the state.....**168**.....Number of BRCCs submitted BMFs.....**168**

Number of Districts in the state.....**14**.....Number of Districts submitted DMFs.....**14**.

2. (a) Number of schools in the State

I - V	6530	VI - VIII	630	I - VIII	2163	Any other	2581	Total	11904
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(b) Number of schools which filled up SMFs

I - V	6530	VI - VIII	630	I - VIII	2163	Any other	2581	Total	11904
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3. (i) Number of Teachers:

In Position

Required Posts

(as per RTE Norms)

(a) Primary Teachers	(i) Regular	60992		62044
	(ii) Contractual	1052		
(b) Upper Primary Teachers	(i) Regular	66907		72197
	(ii) Contractual	5290		

(ii)

(a) How many government schools in the state have a pupil teacher ratio above 1:30 in primary school and above 1:35 in upper primary school?

Primary

Upper Primary

Nil

Nil

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

NA

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

NA

Section B: Attendance Information

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

Month:AUGUST 2013.....

Class	Number of schools with average daily attendance of :								
	Boys			Girls			Total		
	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%
I	9423			9423			9423		
II	9423			9423			9423		
III	9423			9423			9423		
IV	9423			9423			9423		
V	4770			4770			4770		
VI	4783			4783			4783		
VII	4783			4783			4783		
VIII	2502			2502			2502		
Total									

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

180424

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

- **House to house visit by SMC members and teachers**
- **Regular meeting of SMC and MPTA**
- **Providing transportation facility in convergence with other Agencies in some areas**
- **Providing breakfast and refreshments in addition to MDM**
- **Providing child friendly atmosphere**

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

Boys:

Nil

Girls:

Nil

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

Own schools	Other centres (NGO)	Residential centres	Any Other
NA	--	-	-

(c) Number of children dropped out of special training programmes upto last quarter

NIL

Section C: Curriculum Transaction

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

11904

Within one week	Within one month	After one month
11904	-	-

1. What is SPO doing to improve system for timely distribution of textbooks?
 - Review of Educational officers and give directions to improve distribution
 - Collecting details of short comings in distribution and inform the matter to authorities
 -
2. No. of teachers who received Teacher/ (TLM) Grant and have utilised it*

Received % Utilised %

Percentage of primary teachers

NIL	NIL
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Percentage of upper primary teachers

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

- Providing child friendly atmosphere
- Special attention to backward children
- Use of interactive CD s and ICT equipments
- Conducting effective field trips
- Use of effective TLM
- Encouraging peer group learning

- Effective use of Library and Lab
 - Projects and Seminars
4. Specific efforts made for making classrooms inclusive (CWSN).
- **Adapted teaching techniques**
 - **Individualized Education plan for each child**
 - **Barrier free atmosphere**
 - **Use of adapted and effective TLM**
 - **Sub Text for MR students**
 - **OSS and timely support of RT s**
 - **Planned outdoor activities**
 - **Providing Braille text books**
 - **Providing sand tray**
 - **Remedial Teaching**

*If Applicable

Section D: Continuous and Comprehensive Evaluation

5. How are CRCCs monitoring the progress of pupils' learning?
- **Discussion with students and teachers during OSS**
 - **Classroom observation**
 - **Verification of portfolio and other records like SEP, Class magazines etc**
 - **Addressing class PTA during visit**
 - **Conducting classes during school visit**

Section E: Teacher Training

14. Ways in which training inputs were used by teachers. Write five prominent examples.
- **Better time management by HM and Teachers**
 - **Use of interactive CDs and other ICT facilities**

- Preparation of suitable formats for recording CCE
- Effective communication in classroom
- CPTA meeting is conducted effectively
- Preparation of School Development plan

15. Key suggestions for upcoming training programmes provided at the District level.

- Training on effective implementation of CCE
- Advanced ICT training
- In-depth subject wise training for revised text Books
- English empowerment programmes
- Training for CWSN friendly teaching

Section F: Functioning of SMC

Number %

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

11904	100
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17. (a) Number of schools where School Development Plans have been prepared.

11904	100
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(b) Number of schools involving SMCs in preparation of this plan.

11904	100
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(c) Action taken on schools that did not involve SMCs.

Number %

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

11904	100
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(b) Action taken for coverage of SMCs not trained.

NA

Section G: Learners' Assessment

19. Please aggregate pupil assessment data of schools in the format used in schools and enclose the same (CCE format).

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

(i) Number of schools of the State which provided this information:

11904	100
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(ii) Number of schools in State with low pupil achievement level

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Class	Subject*	Boys	Girls	Total	Grade	Boys		Girls		Total		
						No.	%	No.	%	No.	%	
I	Integration	134312	135982	270294	A	75446	56.17	79516	58.48	154962	57.33	
					B	39453	29.37	39366	28.95	78819	29.16	
					C	16924	12.60	14634	10.76	31558	11.68	
					D	2382	1.77	2343	1.72	4725	1.75	
					E	106	0.08	124	0.09	230	0.09	
	Total						134311	100.00	135983	100.00	270294	100.00
	English	134309	135961	270270	A	69317	51.61	75430	55.48	144747	53.56	
					B	41017	30.54	39584	29.11	80601	29.82	
					C	19050	14.18	16919	12.44	35969	13.31	
					D	2780	2.07	2698	1.98	5478	2.03	
E					2144	1.60	1331	0.98	3475	1.29		
Total						134308	100.00	135962	100.00	270270	100.00	
II	Integration	138280	141221	279501	A	68152	49.29	72356	51.24	140508	50.27	
					B	42563	30.78	42518	30.11	85081	30.44	
					C	22436	16.22	22196	15.72	44632	15.97	
					D	4858	3.51	3904	2.76	8762	3.13	
					E	271	0.20	247	0.17	518	0.19	
	Total						138280	100.00	141221	100.00	279501	100.00
	English	138285	141211	279496	A	63955	46.25	70123	49.66	134078	47.97	
					B	43686	31.59	43952	31.13	87638	31.36	
					C	25282	18.28	21425	15.17	46707	16.71	
					D	5105	3.69	5422	3.84	10527	3.77	
E					257	0.19	289	0.20	546	0.20		
Total						138285	100.00	141211	100.00	279496	100.00	
III	Language	149091	150537	299628	A	65658	44.04	74078	49.21	139736	46.64	
					B	43074	28.89	43333	28.79	86407	28.84	
					C	29505	19.79	25150	16.71	54655	18.24	
					D	10132	6.80	7904	5.25	18036	6.02	
					E	721	0.48	73	0.05	794	0.26	
	Total						149090	100.00	150538	100.00	299628	100.00
	Mathematics	149001	150481	299482	A	66803	44.83	73722	48.99	140525	46.92	
					B	46532	31.23	46433	30.86	92965	31.04	
					C	28082	18.85	24381	16.20	52463	17.52	
					D	7188	4.82	5873	3.90	13061	4.36	
E					396	0.27	71	0.05	467	0.16		
Total						149001	100.00	150480	100.00	299481	100.00	

	EVS	149098	150512	299610	A	66801	44.80	75848	50.39	142649	47.61
					B	42874	28.76	42417	28.18	85291	28.47
					C	29804	19.99	24640	16.37	54444	18.17
					D	9223	6.19	7531	5.00	16754	5.59
					E	396	0.27	76	0.05	472	0.16
	Total					149098	100.00	150512	100.00	299610	100.00
	English	149002	150481	299483	A	61100	41.01	67876	45.11	128976	43.07
					B	46223	31.02	45288	30.10	91511	30.56
					C	32792	22.01	29448	19.57	62240	20.78
					D	8666	5.82	7626	5.07	16292	5.44
E					220	0.15	244	0.16	464	0.15	
Total					149001	100.00	150482	100.00	299483	100.00	
IV	Language	160567	160567	321134	A	67000	41.73	76569	47.69	143569	44.71
					B	46412	28.90	46919	29.22	93331	29.06
					C	34024	21.19	27539	17.15	61563	19.17
					D	12901	8.03	9430	5.87	22331	6.95
					E	230	0.14	110	0.07	340	0.11
	Total					160567	100.00	160567	100.00	321134	100.00
	Mathematics	160568	160567	321135	A	68880	42.90	73653	45.87	142533	44.38
					B	50565	31.49	50557	31.49	101122	31.49
					C	30556	19.03	27827	17.33	58383	18.18
					D	10069	6.27	8391	5.23	18460	5.75
					E	498	0.31	139	0.09	637	0.20
	Total					160568	100.00	160567	100.00	321135	100.00
	EVS	160568	160567	321135	A	69889	43.53	76687	47.76	146576	45.64
					B	48691	30.32	48343	30.11	97034	30.22
					C	29753	18.53	26822	16.70	56575	17.62
					D	12017	7.48	8622	5.37	20639	6.43
E					217	0.14	94	0.06	311	0.10	
Total					160567	100.00	160568	100.00	321135	100.00	
English	160568	160567	321135	A	59567	37.10	68010	42.36	127577	39.73	
				B	50156	31.24	49790	31.01	99946	31.12	
				C	36122	22.50	31407	19.56	67529	21.03	
				D	14455	9.00	11224	6.99	25679	8.00	
				E	268	0.17	136	0.08	404	0.13	
Total					160568	100.00	160567	100.00	321135	100.00	
V	Language	183247	181747	364994	A	65815	35.92	75852	41.73	141667	38.81
					B	51939	28.34	54124	29.78	106063	29.06
					C	34637	18.90	30566	16.82	65203	17.86
					D	27406	14.96	19553	10.76	46959	12.87

				E	3450	1.88	1652	0.91	5102	1.40
Total					183247	100.00	181747	100.00	364994	100.00
Mathematics	183247	181747	364994	A	56351	30.75	62641	34.47	118992	32.60
				B	50747	27.69	50876	27.99	101623	27.84
				C	37232	20.32	34166	18.80	71398	19.56
				D	34442	18.80	29647	16.31	64089	17.56
				E	4475	2.44	4417	2.43	8892	2.44
Total					183247	100.00	181747	100.00	364994	100.00
Social Science	183247	181747	364994	A	59510	32.48	65741	36.17	125251	34.32
				B	47196	25.76	49664	27.33	96860	26.54
				C	35251	19.24	33586	18.48	68837	18.86
				D	37142	20.27	29759	16.37	66901	18.33
				E	4149	2.26	2996	1.65	7145	1.96
Total					183248	100.00	181746	100.00	364994	100.00
Basic Science	183247	181747	364994	A	62262	33.98	69475	38.23	131737	36.09
				B	48927	26.70	50479	27.77	99406	27.23
				C	32193	17.57	30610	16.84	62803	17.21
				D	34978	19.09	28168	15.50	63146	17.30
				E	4888	2.67	3014	1.66	7902	2.16
Total					183248	100.00	181746	100.00	364994	100.00
English	183247	181747	364994	A	58586	31.97	64000	35.21	122586	33.59
				B	48595	26.52	48142	26.49	96737	26.50
				C	34462	18.81	30347	16.70	64809	17.76
				D	36420	19.88	26659	14.67	63079	17.28
				E	5183	2.83	12600	6.93	17783	4.87
Total					183246	100.00	181748	100.00	364994	100.00
Hindi	183247	181747	364994	A	76581	41.79	89061	49.00	165642	45.38
				B	50018	27.30	48110	26.47	98128	26.88
				C	31427	17.15	27731	15.26	59158	16.21
				D	22371	12.21	15349	8.45	37720	10.33
				E	2850	1.56	1496	0.82	4346	1.19
Total					183247	100.00	181747	100.00	364994	100.00
Arabic	32549	32826	65375	A	11802	36.26	14231	43.35	26033	39.82
				B	8825	27.11	8817	26.86	17642	26.99
				C	6910	21.23	6379	19.43	13289	20.33
				D	4557	14.00	2963	9.03	7520	11.50
				E	455	1.40	436	1.33	891	1.36
Total					32549	100.00	32826	100.00	65375	100.00
Urdu	11627	10857	22484	A	4757	40.91	5677	52.29	10434	46.41
				B	3884	33.41	2917	26.87	6801	30.25

				C	2219	19.08	1749	16.11	3968	17.65
				D	738	6.35	500	4.61	1238	5.51
				E	29	0.25	14	0.13	43	0.19
Total					11627	100.00	10857	100.00	22484	100.00
Sanskrit	18902	18744	37646	A	9721	51.43	10815	57.70	20536	54.55
				B	5360	28.36	4878	26.02	10238	27.20
				C	2875	15.21	2364	12.61	5239	13.92
				D	877	4.64	653	3.48	1530	4.06
				E	69	0.37	34	0.18	103	0.27
Total					18902	100.00	18744	100.00	37646	100.00
Language	197787	194355	392142	A	66683	33.71	80087	41.21	146770	37.43
				B	56427	28.53	54411	28.00	110838	28.26
				C	40179	20.31	34564	17.78	74743	19.06
				D	31101	15.72	23303	11.99	54404	13.87
				E	3397	1.72	1990	1.02	5387	1.37
Total					197787	100.00	194355	100.00	392142	100.00
Mathematics	197789	194355	392144	A	54616	27.61	63143	32.49	117759	30.03
				B	51854	26.22	50702	26.09	102556	26.15
				C	46426	23.47	41729	21.47	88155	22.48
				D	39853	20.15	35685	18.36	75538	19.26
				E	5040	2.55	3095	1.59	8135	2.07
Total					197789	100.00	194354	100.00	392143	100.00
Social Science	197788	194355	392143	A	63465	32.09	72616	37.36	136081	34.70
				B	51468	26.02	54080	27.83	105548	26.92
				C	40202	20.33	36350	18.70	76552	19.52
				D	37920	19.17	29146	15.00	67066	17.10
				E	4733	2.39	2163	1.11	6896	1.76
Total					197788	100.00	194355	100.00	392143	100.00
Basic Science	197788	194355	392143	A	66822	33.78	73609	37.87	140431	35.81
				B	52726	26.66	51613	26.56	104339	26.61
				C	35745	18.07	36341	18.70	72086	18.38
				D	37899	19.16	30265	15.57	68164	17.38
				E	4595	2.32	2528	1.30	7123	1.82
Total					197787	100.00	194356	100.00	392143	100.00
English	197788	194355	392143	A	59675	30.17	66472	34.20	126147	32.17
				B	51018	25.79	51064	26.27	102082	26.03
				C	39183	19.81	41055	21.12	80238	20.46
				D	43148	21.82	32680	16.81	75828	19.34
				E	4764	2.41	3084	1.59	7848	2.00
Total					197788	100.00	194355	100.00	392143	100.00

Hindi	197788	194355	392143	A	67374	34.06	77280	39.76	144654	36.89	
				B	52266	26.43	50688	26.08	102954	26.25	
				C	35105	17.75	33744	17.36	68849	17.56	
				D	38856	19.65	30356	15.62	69212	17.65	
				E	4187	2.12	2287	1.18	6474	1.65	
Total					197788	100.00	194355	100.00	392143	100.00	
Arabic	37341	35018	72359	A	12471	33.40	14719	42.03	27190	37.58	
				B	10675	28.59	10169	29.04	20844	28.81	
				C	8432	22.58	6901	19.71	15333	21.19	
				D	5349	14.32	3127	8.93	8476	11.71	
				E	414	1.11	102	0.29	516	0.71	
Total					37341	100.00	35018	100.00	72359	100.00	
Urdu	12637	11358	23995	A	4823	38.17	5533	48.71	10356	43.16	
				B	3532	27.95	3076	27.08	6608	27.54	
				C	2510	19.86	1941	17.09	4451	18.55	
				D	1680	13.29	675	5.94	2355	9.81	
				E	92	0.73	133	1.17	225	0.94	
Total					12637	100.00	11358	100.00	23995	100.00	
Sanskrit	22987	21758	44745	A	9851	42.85	10781	49.55	20632	46.11	
				B	6596	28.69	5956	27.37	12552	28.05	
				C	4072	17.71	3420	15.72	7492	16.74	
				D	2101	9.14	1317	6.05	3418	7.64	
				E	367	1.60	284	1.31	651	1.45	
Total					22987	100.00	21758	100.00	44745	100.00	
VII	Language	210647	207131	417778	A	79969	37.96	91960	44.40	171929	41.15
					B	57313	27.21	56554	27.30	113867	27.26
					C	43559	20.68	36604	17.67	80163	19.19
					D	27445	13.03	20616	9.95	48061	11.50
					E	2361	1.12	1397	0.67	3758	0.90
	Total					210647	100.00	207131	100.00	417778	100.00
	Mathematics	210647	207131	417778	A	54470	25.86	59230	28.60	113700	27.22
					B	53116	25.22	54333	26.23	107449	25.72
					C	52633	24.99	47676	23.02	100309	24.01
					D	44791	21.26	41692	20.13	86483	20.70
E					5637	2.68	4200	2.03	9837	2.35	
Total					210647	100.00	207131	100.00	417778	100.00	
Social Science	210647	207131	417778	A	73354	34.82	85161	41.11	158515	37.94	
				B	56054	26.61	57823	27.92	113877	27.26	
				C	42896	20.36	37604	18.15	80500	19.27	
				D	33799	16.05	24130	11.65	57929	13.87	

				E	4545	2.16	2412	1.16	6957	1.67	
Total					210648	100.00	207130	100.00	417778	100.00	
Basic Science	210647	207131	417778	A	75120	35.66	83551	40.34	158671	37.98	
				B	55207	26.21	56686	27.37	111893	26.78	
				C	40031	19.00	38191	18.44	78222	18.72	
				D	36327	17.25	26219	12.66	62546	14.97	
				E	3963	1.88	2483	1.20	6446	1.54	
Total					210648	100.00	207130	100.00	417778	100.00	
English	210647	207131	417778	A	62096	29.48	72180	34.85	134276	32.14	
				B	60621	28.78	61127	29.51	121748	29.14	
				C	43949	20.86	40965	19.78	84914	20.33	
				D	38624	18.34	29818	14.40	68442	16.38	
				E	5356	2.54	3042	1.47	8398	2.01	
Total					210646	100.00	207132	100.00	417778	100.00	
Hindi	210647	207131	417778	A	63418	30.11	75224	36.32	138642	33.19	
				B	53488	25.39	55747	26.91	109235	26.15	
				C	46437	22.04	42305	20.42	88742	21.24	
				D	42506	20.18	30911	14.92	73417	17.57	
				E	4799	2.28	2943	1.42	7742	1.85	
Total					210648	100.00	207130	100.00	417778	100.00	
Arabic	37844	37208	75052	A	13220	34.93	16513	44.38	29733	39.62	
				B	11308	29.88	10827	29.10	22135	29.49	
				C	8517	22.51	7003	18.82	15520	20.68	
				D	4554	12.03	2386	6.41	6940	9.25	
				E	245	0.65	479	1.29	724	0.96	
Total					37844	100.00	37208	100.00	75052	100.00	
Urdu	12523	11584	24107	A	4827	38.55	5605	48.39	10432	43.27	
				B	3762	30.04	3468	29.94	7230	29.99	
				C	2591	20.69	1846	15.94	4437	18.41	
				D	1288	10.29	648	5.59	1936	8.03	
				E	55	0.44	17	0.15	72	0.30	
Total					12523	100.00	11584	100.00	24107	100.00	
Sanskrit	22269	21828	44097	A	9559	42.93	10783	49.40	20342	46.13	
				B	7013	31.49	6515	29.85	13528	30.68	
				C	3641	16.35	3208	14.70	6849	15.53	
				D	1866	8.38	1164	5.33	3030	6.87	
				E	190	0.85	158	0.72	348	0.79	
Total					22269	100.00	21828	100.00	44097	100.00	
VIII	Language	211881	216267	428148	A	66117	31.20	81496	37.68	147613	34.48
					B	63087	29.77	65143	30.12	128230	29.95

				C	44038	20.78	43836	20.27	87874	20.52
				D	34082	16.09	22586	10.44	56668	13.24
				E	4556	2.15	3207	1.48	7763	1.81
Total					211880	100.00	216268	100.00	428148	100.00
Mathematics	211881	216267	428148	A	55179	26.04	62790	29.03	117969	27.55
				B	57288	27.04	57613	26.64	114901	26.84
				C	43718	20.63	44803	20.72	88521	20.68
				D	45560	21.50	42965	19.87	88525	20.68
				E	10136	4.78	8096	3.74	18232	4.26
Total					211881	100.00	216267	100.00	428148	100.00
Social Science	211881	216267	428148	A	64386	30.39	69216	32.00	133602	31.20
				B	55302	26.10	56938	26.33	112240	26.22
				C	43963	20.75	44475	20.56	88438	20.66
				D	40809	19.26	41505	19.19	82314	19.23
				E	7421	3.50	4133	1.91	11554	2.70
Total					211881	100.00	216267	100.00	428148	100.00
Basic Science	211881	216267	428148	A	64110	30.26	68801	31.81	132911	31.04
				B	59020	27.86	57614	26.64	116634	27.24
				C	41989	19.82	44968	20.79	86957	20.31
				D	39800	18.78	39770	18.39	79570	18.58
				E	6963	3.29	5113	2.36	12076	2.82
Total					211882	100.00	216266	100.00	428148	100.00
English	211881	216267	428148	A	62323	29.41	67719	31.31	130042	30.37
				B	57424	27.10	60959	28.19	118383	27.65
				C	43209	20.39	45117	20.86	88326	20.63
				D	41467	19.57	37431	17.31	78898	18.43
				E	7459	3.52	5040	2.33	12499	2.92
Total					211882	100.00	216266	100.00	428148	100.00
Hindi	211881	216267	428148	A	63051	29.76	68385	31.62	131436	30.70
				B	55844	26.36	57988	26.81	113832	26.59
				C	42284	19.96	46735	21.61	89019	20.79
				D	44143	20.83	38491	17.80	82634	19.30
				E	6559	3.10	4668	2.16	11227	2.62
Total					211881	100.00	216267	100.00	428148	100.00
Arabic	37988	34701	72689	A	12979	34.17	12927	37.25	25906	35.64
				B	10533	27.73	9669	27.86	20202	27.79
				C	7529	19.82	6824	19.67	14353	19.75
				D	5851	15.40	4777	13.77	10628	14.62
				E	1096	2.89	504	1.45	1600	2.20
Total					37988	100.00	34701	100.00	72689	100.00

Urdu	11684	9232	20916	A	3651	31.25	3119	33.78	6770	32.37
				B	3487	29.84	2651	28.72	6138	29.35
				C	3550	30.38	2140	23.18	5690	27.20
				D	790	6.76	1129	12.23	1919	9.17
				E	206	1.76	193	2.09	399	1.91
Total					11684	100.00	9232	100.00	20916	100.00
Sanskrit	25062	23446	48508	A	8497	33.90	9106	38.84	17603	36.29
				B	7311	29.17	7509	32.03	14820	30.55
				C	6014	24.00	4896	20.88	10910	22.49
				D	2348	9.37	1456	6.21	3804	7.84
				E	892	3.56	479	2.04	1371	2.83
Total					25062	100.00	23446	100.00	48508	100.00

Part-II

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

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

Range : 5900...to 6500

2. School visits by CRCCs:

Number of times visits were made to each school Number of CRCCs visited

(i) Once in a month

1168

(ii) Once in two months

22

(iii) Once in three months

(iv) Once in four to six months

3 Suggestions provided by the CRCCs to improve classroom teaching

- **Maximize the use of ICT facility in classroom.**
- **Effective conduct of CPTA and building good rapport with parents**
- **TLM should be used properly in classroom process, newspaper worksheet big canvas etc may be used as TLM**
- **Make SRG a platform for academic planning and strengthening classroom process**
- **School assembly, day celebrations, Bala sabha, field trip etc to be linked with classroom activities.**
- **Proper use of Lab and Library.**
- **Ensure effective planning and execution of CCA**

Number %

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

0

0

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

0

6 (a) Number of DPOs who are not providing QMT regularly

0

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

NA

Part-III

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

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

- **School visit and Monitoring along with AEO , LSG, DIET and other Educational officers**
- **Effective review and planning in BRC Level.**
- **To ensure best academic support to the teachers for helping CWSN students.**
- **Conducting TLM Workshops.**
- **Tryout in connection with CCE , Maintaining data base of schools under BRC.**

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

168

3. Number of times each school was visited by BRCs on an average.

1

4. Write five examples of professional support provided by the BRC to teachers during the last quarter.

- **Conducting TLM workshops.**
- **Training for Adaptation for CWSN.**
- **Team OSS.**
- **Support for SRG Meetings.**
- **Training for class monitoring to HMs.**
- **CCA Support**

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

- **Quality Tracking**
- **Observing the profile and CCA records.**
- **By School visit.**
- **By Collecting OSS Reports.**
- **By Student Assessment Manual.**
- **Through discussion with students and parents.**

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

2

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

100

%

(c) List major issues emerging from the programmes.

- Lack of ICT training for LP teachers.
- Lack of additional supporting materials for teachers.
- Lack of monthly Cluster Training.

7. (a) How many in-service teacher training programmes /workshops were organized for teachers of upper primary classes in the following subjects during last quarter?

(i) Mathematics

2

(ii) Science

2

(iii) Social Science

2

(iv) Language

2

(v) Arts Education

2

(vi) Health and Physical Education

2

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

100 %

(c) List major issues emerging from the programmes.

- **Lack of ICT training for UP teachers.**
- **Lack of additional support materials for teachers.**
- **Lack of monthly Cluster Training.**

Part-IV

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

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

14

(a) The institutions involved

DDE, DIET, DPO, DEOs, AEOs, BRCs, CRCs

(b) Members of 'quality' monitoring

Deputy Director of Education (DDE), DIET Principals and Faculty members, District Project Officers, District Educational Officers, Asst. Educational Officers, Block Programme Officers, BRC Trainers, CRC Co-ordinators, IEDC Resource Teachers, CRC Conveners

(c) Role of BRC/CRC in quality monitoring

- **Planning of QMT**
- **Observations Class room process and its consolidation**
- **Collecting and Consolidation of QMT**
- **Tryout and onsite support**
- **SRG meetings for review and planning of Teaching learning process**
- **BRC / CRC Review and Plannings**

(d) Role of DPO in 'quality' monitoring

- **District level Planning and providing guidelines to BRCs / CRCs**
- **Develop monitoring Tool, Organize training to Educational Officers**
- **Overall monitoring and District consolidation of QMT**
- **Providing feedback and follow up activities**
- **District level convergence of Educational Officers**

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

Number of districts providing interventions

(a) Training of resource persons on RTE Act 2009

14

(b) Training of Resource Persons on Pedagogy and Assessment

14

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

14

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

0

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

Number of districts organizing meetings

- (a) Once in a month
- (b) Once in two months
- (c) Once in three months
- (d) Once in four-six months

14

4. Field visits (schools) by DPOs during last quarter:

(a) Number of schools visited by DPOs on an average

25

(b) Mention the feedback from field on 'quality'. Mention priority areas, where intervention in next quarter will be provided by the DPOs.

- 1. Training on CCE**
- 2. Enhance onsite support to teachers for Maths, English, Basic Science and Social Science**
- 3. More training on ICT enabled learning at CRC level**
- 4. Training for improving mental and physical capacity of UP students (Yoga, Aerobics etc.)**
- 5. Training to newly recruited teachers / Trainers / CRC Co-ordinators**
- 6. Provide leadership for quality tracking**
- 7. Provide guidelines for conducting action research**

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

Number of districts coordinating:		
Mostly	Sometimes	Never
\surd		

(b) If there are problems, give details

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

- **Empowerment programme on CCE**
- **Leadership for QMT implementation and Dissemination of QMT findings**
- **Evaluation tool preparation and research works (Impact study, Action research etc...)**
- **Quality tracking**

Part-V

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

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

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

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

	Initiated	Completed
Primary: Syllabi	2008-09	2009-10
Textbooks	2008-09	2009-10
Upper Primary: Syllabi	2008-09	2009-10
Textbooks	2008-09	2009-10

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

<i>Modules</i>	<i>Pry/Upper Pry</i>	<i>Year of development</i>
Training on Continuous and comprehensive assessment (2 Days) <i>(Intervention Teacher Training)</i>	Primary level training - Class wise Upper primary level – Subject wise	2013-14
Training on ‘Right to Education’, Continuous and comprehensive Assessment(CCE), (CTTP) <i>(Intervention – Community mobilization)</i>	One day training programme for Primary & Upper Primary teachers.	2013-14
Training to Health Club conveners of Elementary schools <i>(“Adhijeevanan” a programme for Anti-tobacco & drugs)</i>	1 Day Training for Elementary schools Health Club conveners.	2013-14

Training to CRC Co-ordinators on class room observation & Teacher empowerment	2 day Training for all CRCCs in state	2013-14
Management training (5 Days) (Managing self & others, Positive attitude, visionary, motivation, creativity & innovation, team building & collaboration, communication skill & presentation skill, stake holders interaction, time management, stress management, problem solving & decision making, empathy & emotional balance & work ethics.	Elementary school teachers	2013-14

4. Status of CRCs/BRCs in the State:

	<i>Sanctioned Posts</i>	<i>In Position</i>
CRCs	<u>1385</u>	<u>1385</u>
BRCs	<u>159</u>	<u>168</u>

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

(a) DIETs: Involvements:

DIET provides academic support in developing modules for Teacher Training, Educational Officers training, Evaluation tool preparation, Quality tracking and Onsite support in class rooms. Leadership for innovative activities conducted by BRCs. Research studies and action researches.

Problems: -Needs more Co-ordination in Planning, Implementation and monitoring

(b) SCERT: Involvement:

Revision of Curriculum, Preparation of text book, Training modules and hand books, Impact studies and action researches, preparation evaluation tools.

Problems: -Needs more Co-ordination in Planning, Implementation and monitoring

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

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

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

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

Quality tracking was conducted at school level, CRC level, BRC level, District level & State level.

2 days training was given to CRC Co-ordinators to give on-site support in class rooms.

CCA Training was given to all teachers for 2 days to ensure quality education. Try out is conducted by CRCCs/BRC Trainers on CCA. District specific innovative activities and school attachment programmes, like '12 point' programmes of Trivandrum District, 'step'(Student Teacher empowerment programme in collaboration with DIET), 'Vijayabheri' programme of Malappuram district panchayath, Akshara Thelicham of Kannur etc.

(b) Progress of these programmes during the quarter

Teachers are trying to record CCA based on class room evidences (Class room products, worksheets, port-folios etc.). Teachers are developing adapted activities in their class rooms. Creativity of the students has increased.

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

Progression of IT support, Laboratory & digital Library is required

10. Issues identified by the State for National level intervention if any (for Department of School Education & Literacy, MHRD, NCERT, other departments).

Non approval of LEP(Learning Enhancement Programme), Teacher Grant, TLM & Innovative activities like girls education, SC/ST education, Minority education, ECCE & CAL etc in PAB 2013-14, adversely affected the marginalized sector.

63 % of schools in Kerala are Govt. Aided schools, which gives free education to all students. The salaries of the teachers are by Govt. But it comes under private management and there for ICT facilities, Smart Class room's physical facilities are denied to students of these schools.

Date: 13.12.2013

Name & Signature of SPD