

STATE MONITORING FORMAT

(To be completed by SPD and sent to NCERT)

Quarter under Report

I	II	III	IV
---	----	-----	----

Year

2	0	1	4		1	5
---	---	---	---	--	---	---

Period of quarter: **January 2015 to March 2015**

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.....**159**.....Number of BRCCs submitted BMFs.....**159**

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
-------	------	-----------	-----	----------	------	-----------	------	--------------	--------------

(b) Number of schools which filled up SMFs

I - V	6530	VI - VIII	630	I - VIII	2163	Any other	2581	Total	11904
-------	-------------	-----------	-----	----------	------	-----------	------	--------------	--------------

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
-
- (b) How many teachers in the state have failed to join place of posting in last quarter?
- (c) How many teachers are attached elsewhere than place of posting?

Section B: Attendance Information

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

Month:SEPTEMBER 2014.....

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.

136206

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

- **Nutritious Noon meal programme implemented all schools in the state**
- **Transportation facilities provided all schools in the state and almost all schools have their on school bus. In tribal areas govt. introduced programme like 'Gotra Sarathi' for conveyance of ST students.**
- **RTE Campaign introduced in all schools in the state and special focus to Tribal areas.**

- **Parents conference conducted in all schools in the state for preventing the dropouts in the state. Class PTA and MPTA conducted every month, child friendly atmosphere, special training for dropout conducted in the district idukki, wayanad, Palakkad, Malappuram, Thiruvananthapuram, Kollam, Kottayam, Ernamkulam and Kozhikkodu.**
- **Making schools into 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.**

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

Boys:

654

Girls:

574

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

Own schools	Other centres (NGO)	Residential centres	Any Other
38	--	-	-

(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 SPD doing to improve system for timely distribution of textbooks?

- **Review meeting conducted Deputy Directors Education , District project officers and text book officer collecting the correct position of distribution of text books**

- **Collecting anticipating data from each district for the textbooks**
- **Convergence meeting with educational officers and text book authorities at various levels.**
- **Timely monitoring online entries of text book indent and distribution status.**
- **Communication from time to time has given to concerned higher authorities for filling the gaps.**
- **Proper monitoring by field visits.**

2. No. of teachers who received Teacher/ (TLM) Grant and have utilised it*

	Received %	Utilised %
Percentage of primary teachers	NIL	NIL
Percentage of upper primary teachers	NA	NA

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

- **Maths Kit supplied to all schools in the states and using these into the classroom to improve the maths learning activities except Palakkad and Kozhikkodu District.**
- **Regular SRG meeting and use of Cluster and BRC Resources, vacation training cluster meeting etc.**
- **'Metric Mela' in primary classes and supplementary additional material worksheet for early Arithmetics and early reading and writing skills.**
- **'Sastra Congress' and 'Ganitholsavam' in the UP Classes to improve Maths and Science .**
- **Primary classes Language acquisition material 'Mazhavillu' and Mathematics material 'Minnaminni' supplied for improving reading and writing skills mathematical skills.**
- **Theatre games introduced in UP Classes for strengthening the girls students in the state.**
- **Connecting day celebrations with curricular activities.**

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

- ✚ **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 conduted to empower the parents of CWSN children.**
- ✚ **World disabled day celebrates for to develop their confidence building.**
- ✚ **Sand tray and Big picture in primary level**
- ✚ **Usage of special picture cards and storytelling method in the classroom**

Section D: Continuous and Comprehensive Evaluation

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

- ❖ **By conducting different activities in reading writing and Mathematical operations**
- ❖ **Verifying students note Books, Portfolio and the class room products at the time of class room 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 notes of HM and Educational Officers.**

Section E: Teacher Training

14. Ways in which training inputs were used by teachers. Write five prominent examples.

- ❖ Using ICT facilities – Virtual experience - Showing (a) Science experiments in the class room (b) Geometry in maths
- ❖ Preparing process based TM & Making appropriate TLM
- ❖ Better usage of maths kit provided by SSA to UP classes. Maths fest named as Ganitholsav (Fest), Balasathra 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.

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

- ✚ 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 TBs in Std 2,4,6 & 8 to be revised
- ✚ Special empowerment training for teachers handling English in LP & UP classes.
- ✚ Empowerment of Trainers in the field inclusive education.
- ✚ Empowerment of RTs for imparting training to teachers at CRC, BRC, State level.
- ✚ Newly promoted HMs, Educational Officers.

Section F: Functioning of SMC

Number %

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

11904	100
-------	-----

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

11904	100
-------	-----

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

11904	100
-------	-----

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

NA

Number %

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

11904	100
-------	-----

(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
-------	-----

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

--	--

SARVA SHIKSHA ABHIYAN KERALA									
QUALITY MONITORING FORMAT									
Learners' Assessment				AC YEAR : 2014-15			TERM : 4		
STATE CODE		32		STATE NAME		KERALA			
Class*	Subject*	No. Of children assessed*	Grade*	BOYS		GIRLS		TOTAL	
				No	%	No	%	No	%
1	Integration	251896	A	72078	57.71	82840	65.23	154918	61.5
			B	34918	27.96	30396	23.93	65314	25.93
			C	14477	11.59	11275	8.88	25752	10.22
			D	3092	2.48	2208	1.74	5300	2.1
			E	327	0.26	285	0.22	612	0.24
			Total	124892	49.58	127004	50.42	251896	100
	English	252459	A	74229	59.4	82718	64.88	156947	62.17
			B	32754	26.21	30322	23.78	63076	24.98
			C	14358	11.49	11516	9.03	25874	10.25
			D	3153	2.52	2526	1.98	5679	2.25
			E	479	0.38	404	0.32	883	0.35
			Total	124973	49.5	127486	50.5	252459	100
	Arabic	93031	A	27944	60.55	31818	67.87	59762	64.24
			B	12459	27	10756	22.94	23215	24.95
			C	4706	10.2	3549	7.57	8255	8.87
			D	846	1.83	599	1.28	1445	1.55
			E	196	0.42	158	0.34	354	0.38
			Total	46151	49.61	46880	50.39	93031	100

2	Integration	257245	A	61994	48.36	73645	57.07	135639	52.73
			B	41360	32.26	36549	28.32	77909	30.29
			C	20099	15.68	15398	11.93	35497	13.8
			D	4296	3.35	3011	2.33	7307	2.84
			E	444	0.35	449	0.35	893	0.35
			Total	128193	49.83	129052	50.17	257245	100
	English	258172	A	54707	42.61	66266	51.06	120973	46.86
			B	42658	33.23	39454	30.4	82112	31.81
			C	24772	19.29	19631	15.13	44403	17.2
			D	5883	4.58	4133	3.18	10016	3.88
			E	369	0.29	299	0.23	668	0.26
			Total	128389	49.73	129783	50.27	258172	100
	Arabic	94783	A	24507	52	28965	60.79	53472	56.42
			B	14484	30.73	12718	26.69	27202	28.7
			C	6725	14.27	4936	10.36	11661	12.3
			D	1244	2.64	867	1.82	2111	2.23
			E	172	0.36	165	0.35	337	0.36
			Total	47132	49.73	47651	50.27	94783	100
3	Language (MALAYALAM / TAMIL/ KANNADA)	270428	A	54818	40.42	70348	52.19	125166	46.28
			B	42782	31.54	38363	28.46	81145	30.01
			C	27022	19.92	19452	14.43	46474	17.19
			D	9812	7.23	5846	4.34	15658	5.79
			E	1203	0.89	782	0.58	1985	0.73
			Total	135637	50.16	134791	49.84	270428	100
	Mathematics	271268	A	60049	44.33	66845	49.22	126894	46.78
			B	42883	31.66	40863	30.09	83746	30.87
			C	23676	17.48	20723	15.26	44399	16.37
			D	7827	5.78	6513	4.8	14340	5.29
			E	1026	0.76	863	0.64	1889	0.7
			Total	135461	49.94	135807	50.06	271268	100
	EVS	271665	A	66344	48.73	76763	56.64	143107	52.68
			B	40923	30.06	36778	27.14	77701	28.6
			C	21292	15.64	16701	12.32	37993	13.99
			D	6687	4.91	4656	3.44	11343	4.18
			E	899	0.66	622	0.46	1521	0.56
			Total	136145	50.12	135520	49.88	271665	100
	English	270937	A	54361	40.22	68210	50.24	122571	45.24
			B	42470	31.42	39137	28.83	81607	30.12
			C	27189	20.11	21191	15.61	48380	17.86
			D	9769	7.23	6245	4.6	16014	5.91
			E	1385	1.02	980	0.72	2365	0.87
			Total	135174	49.89	135763	50.11	270937	100

	Arabic	99042	A	23836	48.55	29193	58.45	53029	53.54
			B	15214	30.99	13232	26.49	28446	28.72
			C	7382	15.04	5559	11.13	12941	13.07
			D	1892	3.85	1232	2.47	3124	3.15
			E	773	1.57	729	1.46	1502	1.52
			Total	49097	49.57	49945	50.43	99042	100
4	Language (MALAYALAM / TAMIL/ KANNADA)	278454	A	53438	38.39	72238	51.87	125676	45.13
			B	47154	33.88	41699	29.94	88853	31.91
			C	29130	20.93	19900	14.29	49030	17.61
			D	9071	6.52	5086	3.65	14157	5.08
			E	402	0.29	336	0.24	738	0.27
			Total	139195	49.99	139259	50.01	278454	100
	Mathematics	280170	A	61558	44.03	68921	49.1	130479	46.57
			B	46133	33	44208	31.49	90341	32.25
			C	24902	17.81	21533	15.34	46435	16.57
			D	6795	4.86	5304	3.78	12099	4.32
			E	407	0.29	409	0.29	816	0.29
			Total	139795	49.9	140375	50.1	280170	100
	EVS	279281	A	59656	42.84	73659	52.6	133315	47.74
			B	45825	32.91	41456	29.6	87281	31.25
			C	25708	18.46	19233	13.73	44941	16.09
			D	7706	5.53	5188	3.7	12894	4.62
			E	355	0.25	495	0.35	850	0.3
			Total	139250	49.86	140031	50.14	279281	100
	English	279588	A	49280	35.36	63609	45.36	112889	40.38
			B	46898	33.65	45125	32.18	92023	32.91
			C	32519	23.33	24442	17.43	56961	20.37
			D	10141	7.28	6628	4.73	16769	6
			E	527	0.38	419	0.3	946	0.34
			Total	139365	49.85	140223	50.15	279588	100
Arabic	99820	A	23534	47.32	29357	58.61	52891	52.99	
		B	16901	33.98	14461	28.87	31362	31.42	
		C	7430	14.94	5093	10.17	12523	12.55	
		D	1693	3.4	1012	2.02	2705	2.71	
		E	174	0.35	165	0.33	339	0.34	
		Total	49732	49.82	50088	50.18	99820	100	
5	Language (MALAYALAM / TAMIL/ KANNADA)	220547	A	32421	29.43	44403	40.23	76824	34.83
			B	29422	26.71	30913	28.01	60335	27.36
			C	25357	23.02	20685	18.74	46042	20.88
			D	20781	18.86	12937	11.72	33718	15.29
			E	2189	1.99	1439	1.3	3628	1.65
			Total	110170	49.95	110377	50.05	220547	100

Arabic	67813	A	13438	39.37	16975	50.4	30413	44.85
		B	9371	27.45	8750	25.98	18121	26.72
		C	7053	20.66	5294	15.72	12347	18.21
		D	3625	10.62	2244	6.66	5869	8.65
		E	647	1.9	416	1.24	1063	1.57
		Total	34134	50.34	33679	49.66	67813	100
Urdu	21789	A	5735	48.18	5903	59.72	11638	53.41
		B	3219	27.04	2369	23.97	5588	25.65
		C	1870	15.71	1042	10.54	2912	13.36
		D	874	7.34	433	4.38	1307	6
		E	206	1.73	138	1.4	344	1.58
		Total	11904	54.63	9885	45.37	21789	100
Sanskrit	48409	A	13324	55.65	15965	65.25	29289	60.5
		B	5919	24.72	5224	21.35	11143	23.02
		C	2916	12.18	2133	8.72	5049	10.43
		D	1566	6.54	999	4.08	2565	5.3
		E	217	0.91	146	0.6	363	0.75
		Total	23942	49.46	24467	50.54	48409	100
English	330229	A	42573	25.82	56423	34.13	98996	29.98
		B	41194	24.98	44140	26.7	85334	25.84
		C	40215	24.39	35476	21.46	75691	22.92
		D	36040	21.86	25682	15.53	61722	18.69
		E	4880	2.96	3606	2.18	8486	2.57
		Total	164902	49.94	165327	50.06	330229	100
Hindi	329658	A	62504	37.99	82088	49.71	144592	43.86
		B	42312	25.72	40312	24.41	82624	25.06
		C	33807	20.55	26074	15.79	59881	18.16
		D	23668	14.38	15197	9.2	38865	11.79
		E	2247	1.37	1449	0.88	3696	1.12
		Total	164538	49.91	165120	50.09	329658	100
Mathematics	329601	A	42026	25.5	50608	30.71	92634	28.1
		B	42101	25.54	44078	26.75	86179	26.15
		C	41115	24.94	38266	23.22	79381	24.08
		D	34957	21.21	28192	17.11	63149	19.16
		E	4625	2.81	3633	2.2	8258	2.51
		Total	164824	50.01	164777	49.99	329601	100
Social Science	328685	A	41640	25.32	52553	32	94193	28.66
		B	42299	25.72	44119	26.87	86418	26.29
		C	41245	25.08	37212	22.66	78457	23.87
		D	34791	21.15	26903	16.38	61694	18.77
		E	4490	2.73	3433	2.09	7923	2.41
		Total	164465	50.04	164220	49.96	328685	100

	Basic Science	327073	A	42916	26.24	53398	32.65	96314	29.45
			B	42650	26.08	44739	27.36	87389	26.72
			C	40169	24.56	36447	22.29	76616	23.42
			D	33296	20.36	25693	15.71	58989	18.04
			E	4502	2.75	3263	2	7765	2.37
			Total	163533	50	163540	50	327073	100
6	Language (MALAYALAM / TAMIL/ KANNADA)	240861	A	36587	30.49	51766	42.83	88353	36.68
			B	33349	27.79	34164	28.27	67513	28.03
			C	27931	23.28	21834	18.06	49765	20.66
			D	20564	17.14	12190	10.09	32754	13.6
			E	1565	1.3	911	0.75	2476	1.03
			Total	119996	49.82	120865	50.18	240861	100
	Arabic	69929	A	12911	36.5	17013	49.23	29924	42.79
			B	10817	30.58	9688	28.04	20505	29.32
			C	7787	22.01	5516	15.96	13303	19.02
			D	3337	9.43	2064	5.97	5401	7.72
			E	522	1.48	274	0.79	796	1.14
			Total	35374	50.59	34555	49.41	69929	100
	Urdu	21950	A	4772	40.78	5520	53.86	10292	46.89
			B	3525	30.13	2781	27.13	6306	28.73
			C	2253	19.25	1383	13.49	3636	16.56
			D	1045	8.93	515	5.02	1560	7.11
			E	106	0.91	50	0.49	156	0.71
			Total	11701	53.31	10249	46.69	21950	100
	Sanskrit	48035	A	10421	44.12	13650	55.9	24071	50.11
			B	6692	28.34	6387	26.16	13079	27.23
			C	4046	17.13	3061	12.54	7107	14.8
			D	2328	9.86	1227	5.02	3555	7.4
			E	130	0.55	93	0.38	223	0.46
			Total	23617	49.17	24418	50.83	48035	100
English	353803	A	42696	24.11	58667	33.2	101363	28.65	
		B	43901	24.79	47200	26.71	91101	25.75	
		C	45758	25.84	39694	22.46	85452	24.15	
		D	40186	22.69	27442	15.53	67628	19.11	
		E	4552	2.57	3707	2.1	8259	2.33	
		Total	177093	50.05	176710	49.95	353803	100	
Hindi	353148	A	47746	27	66461	37.7	114207	32.34	
		B	44781	25.32	47779	27.1	92560	26.21	
		C	44499	25.16	36551	20.73	81050	22.95	
		D	36295	20.52	23398	13.27	59693	16.9	
		E	3531	2	2107	1.2	5638	1.6	
		Total	176852	50.08	176296	49.92	353148	100	

7	Mathematics	353191	A	37559	21.32	45848	25.9	83407	23.62
			B	43909	24.92	47134	26.63	91043	25.78
			C	48269	27.4	46001	25.99	94270	26.69
			D	42487	24.11	35008	19.78	77495	21.94
			E	3968	2.25	3008	1.7	6976	1.98
			Total	176192	49.89	176999	50.11	353191	100
	Social Science	353051	A	43927	24.83	59764	33.93	103691	29.37
			B	47357	26.77	50052	28.41	97409	27.59
			C	46295	26.17	39587	22.47	85882	24.33
			D	35919	20.31	24702	14.02	60621	17.17
			E	3390	1.92	2058	1.17	5448	1.54
			Total	176888	50.1	176163	49.9	353051	100
	Basic Science	353262	A	45338	25.81	60307	33.96	105645	29.91
			B	44619	25.4	47986	27.02	92605	26.21
			C	44360	25.25	39980	22.51	84340	23.87
			D	37906	21.58	26987	15.2	64893	18.37
			E	3442	1.96	2337	1.32	5779	1.64
			Total	175665	49.73	177597	50.27	353262	100
Language (MALAYALAM / TAMIL/ KANNADA)	258440	A	40773	31.49	58111	45.05	98884	38.26	
		B	36476	28.18	35863	27.81	72339	27.99	
		C	29509	22.79	22022	17.07	51531	19.94	
		D	20850	16.11	11583	8.98	32433	12.55	
		E	1853	1.43	1400	1.09	3253	1.26	
		Total	129461	50.09	128979	49.91	258440	100	
Arabic	72959	A	14844	39.87	18834	52.72	33678	46.16	
		B	10626	28.54	9050	25.33	19676	26.97	
		C	7671	20.6	5424	15.18	13095	17.95	
		D	3467	9.31	2066	5.78	5533	7.58	
		E	627	1.68	350	0.98	977	1.34	
		Total	37235	51.04	35724	48.96	72959	100	
Urdu	21784	A	5214	44.44	5761	57.31	10975	50.38	
		B	3579	30.51	2675	26.61	6254	28.71	
		C	2000	17.05	1167	11.61	3167	14.54	
		D	826	7.04	393	3.91	1219	5.6	
		E	113	0.96	56	0.56	169	0.78	
		Total	11732	53.86	10052	46.14	21784	100	
Sanskrit	49872	A	12613	50.9	16040	63.93	28653	57.45	
		B	6742	27.21	5745	22.9	12487	25.04	
		C	3481	14.05	2367	9.43	5848	11.73	
		D	1812	7.31	863	3.44	2675	5.36	
		E	134	0.54	75	0.3	209	0.42	
		Total	24782	49.69	25090	50.31	49872	100	

	English	372969	A	49418	26.28	65208	35.26	114626	30.73
			B	48701	25.9	49938	27	98639	26.45
			C	46255	24.6	40214	21.75	86469	23.18
			D	38388	20.41	26061	14.09	64449	17.28
			E	5283	2.81	3503	1.89	8786	2.36
			Total	188045	50.42	184924	49.58	372969	100
	Hindi	375019	A	51693	27.15	69663	37.74	121356	32.36
			B	48218	25.32	50152	27.17	98370	26.23
			C	47392	24.89	38158	20.67	85550	22.81
			D	38430	20.18	23860	12.92	62290	16.61
			E	4676	2.46	2777	1.5	7453	1.99
			Total	190409	50.77	184610	49.23	375019	100
	Mathematics	373477	A	41053	21.76	47814	25.87	88867	23.79
			B	46014	24.39	47009	25.43	93023	24.91
			C	50315	26.67	47015	25.44	97330	26.06
			D	45061	23.89	37571	20.33	82632	22.13
			E	6193	3.28	5432	2.94	11625	3.11
			Total	188636	50.51	184841	49.49	373477	100
	Social Science	377226	A	47645	24.9	59919	32.24	107564	28.51
			B	47925	25.04	49630	26.7	97555	25.86
			C	49020	25.61	42825	23.04	91845	24.35
			D	42048	21.97	30159	16.23	72207	19.14
			E	4737	2.48	3318	1.79	8055	2.14
			Total	191375	50.73	185851	49.27	377226	100
Basic Science	373130	A	49277	26.25	61413	33.12	110690	29.67	
		B	48486	25.83	50117	27.03	98603	26.43	
		C	47643	25.38	42394	22.86	90037	24.13	
		D	37721	20.1	28431	15.33	66152	17.73	
		E	4570	2.43	3078	1.66	7648	2.05	
		Total	187697	50.3	185433	49.7	373130	100	
8	Language (MALAYALAM / TAMIL/ KANNADA)	311879	A	23556	14.94	28602	18.55	52158	16.72
			A+	21567	13.68	25725	16.68	47292	15.16
			B	23761	15.07	24656	15.99	48417	15.52
			B+	23255	14.75	26075	16.91	49330	15.82
			C	19318	12.25	15538	10.07	34856	11.18
			C+	20545	13.03	18529	12.01	39074	12.53
			D	6584	4.18	3727	2.42	10311	3.31
			D+	16928	10.74	10271	6.66	27199	8.72
			E	2138	1.36	1104	0.72	3242	1.04
			Total	157652	50.55	154227	49.45	311879	100.00
Arabic	74599	A	6187	16.04	6694	18.59	12881	17.27	
		A+	6221	16.12	6933	19.25	13154	17.63	

		B	5396	13.99	5083	14.11	10479	14.05
		B+	5803	15.04	5683	15.78	11486	15.40
		C	4217	10.93	3504	9.73	7721	10.35
		C+	5071	13.14	4286	11.9	9357	12.54
		D	1431	3.71	923	2.56	2354	3.16
		D+	3643	9.44	2505	6.96	6148	8.24
		E	614	1.59	405	1.12	1019	1.37
		Total	38583	51.72	36016	48.28	74599	100.00
Urdu	12480	A	1151	17.83	1206	20.02	2357	18.89
		A+	1168	18.09	1385	22.99	2553	20.46
		B	837	12.97	811	13.46	1648	13.21
		B+	920	14.25	924	15.34	1844	14.78
		C	637	9.87	436	7.24	1073	8.60
		C+	735	11.39	638	10.59	1373	11.00
		D	271	4.2	145	2.41	416	3.33
		D+	617	9.56	393	6.52	1010	8.09
		E	119	1.84	87	1.44	206	1.65
		Total	6455	51.72	6025	48.28	12480	100.00
Sanskrit	22474	A	1966	18.29	2523	21.52	4489	19.97
		A+	2287	21.27	3031	25.86	5318	23.66
		B	1415	13.16	1601	13.66	3016	13.42
		B+	1709	15.9	1893	16.15	3602	16.03
		C	969	9.01	795	6.78	1764	7.85
		C+	1087	10.11	1109	9.46	2196	9.77
		D	369	3.43	225	1.92	594	2.64
		D+	874	8.13	511	4.36	1385	6.16
		E	75	0.7	35	0.3	110	0.49
		Total	10751	47.84	11723	52.16	22474	100.00
English	413700	A	25234	12.03	29581	14.5	54815	13.25
		A+	19243	9.18	22375	10.97	41618	10.06
		B	31184	14.87	32532	15.95	63716	15.40
		B+	28383	13.54	30737	15.07	59120	14.29
		C	30732	14.66	26780	13.13	57512	13.90
		C+	28399	13.54	28211	13.83	56610	13.68
		D	12130	5.78	8715	4.27	20845	5.04
		D+	29038	13.85	21860	10.72	50898	12.30
		E	5353	2.55	3213	1.57	8566	2.07
		Total	209696	50.69	204004	49.31	413700	100.00
Hindi	417228	A	24417	11.73	29260	14	53677	12.87
		A+	20310	9.75	23934	11.45	44244	10.60
		B	29997	14.4	33144	15.86	63141	15.13
		B+	26790	12.86	30448	14.57	57238	13.72

		C	31190	14.98	31249	14.95	62439	14.97
		C+	28287	13.58	27958	13.38	56245	13.48
		D	12512	6.01	8653	4.14	21165	5.07
		D+	29631	14.23	21315	10.2	50946	12.21
		E	5113	2.46	3020	1.45	8133	1.95
		Total	208247	49.91	208981	50.09	417228	100.00
Mathematics	412763	A	21592	10.29	24044	11.85	45636	11.06
		A+	15977	7.61	18861	9.3	34838	8.44
		B	29466	14.04	30063	14.82	59529	14.42
		B+	25465	12.13	27142	13.38	52607	12.75
		C	33031	15.74	30930	15.25	63961	15.50
		C+	29102	13.86	28798	14.2	57900	14.03
		D	14492	6.9	11064	5.45	25556	6.19
		D+	34983	16.67	27701	13.66	62684	15.19
		E	5797	2.76	4255	2.1	10052	2.44
		Total	209905	50.85	202858	49.15	412763	100.00
Social Science	412820	A	23805	11.38	27252	13.38	51057	12.37
		A+	18960	9.07	21852	10.73	40812	9.89
		B	30447	14.56	31608	15.52	62055	15.03
		B+	26500	12.67	29244	14.36	55744	13.50
		C	32178	15.39	29233	14.35	61411	14.88
		C+	28875	13.81	28963	14.22	57838	14.01
		D	12575	6.01	9034	4.44	21609	5.23
		D+	31089	14.87	23700	11.64	54789	13.27
		E	4706	2.25	2799	1.37	7505	1.82
		Total	209135	50.66	203685	49.34	412820	100.00
Basic Science	412534	A	25421	12.12	28182	13.9	53603	12.99
		A+	20904	9.97	23738	11.71	44642	10.82
		B	31008	14.78	31610	15.59	62618	15.18
		B+	26501	12.63	29898	14.74	56399	13.67
		C	32177	15.34	28485	14.05	60662	14.70
		C+	29611	14.12	28698	14.15	58309	14.13
		D	11399	5.43	8131	4.01	19530	4.73
		D+	28742	13.7	21425	10.57	50167	12.16
		E	3982	1.9	2622	1.29	6604	1.60
		Total	209745	50.84	202789	49.16	412534	100.00

Lower Primary

Major findings

- The percentage of students scored A grade in Integration (61.5) is higher than those scored B,C and D grades,taken together.
- For integration, English and Arabic more than 60 % students scored A grade in 1st standard.
- Percentage of students obtained D grade was below 3% for all subjects.
- The percentage of girls scored A grade is significantly higher than the percentage of boys for all subjects
- No significant gender difference exists in the percentage of students scored D grade in all subjects.

Std.I

- The percentage of students scored A grade in English and Arabic for both 2nd and 4th quarters are almost the same
- For Integration , the percentage of students scored A grade in 4th quarter is less compared to 2nd quarter
- In both the two quarters , girls scored more A grades than boys for all subjects in Std. I
- The distribution curve of percentages for all subjects are negatively skewed with long tail at left, indicating a large percent of high achievers in 1st standard in both quarters.

Std. II

- Integration:- Analyzing the assessment data it shows that more than 53 % students are in Grade A , 30 % in grade B and 14% students are in Grade C. A Very limited number of students are in Grade D (3%.)
- English:- In English more than 47% students are in Grade A, 32 % students are in Grade B and 17% students are in Grade C. 4% students are on D Grade.
- Arabic:- In Arabic 56% students are in Grade A , 29% students are in Grade B and 12 % students are in Grade C. Only nominal students still on D grade .
- Girls excel Boys in both quarters.
- The % of A grade achievers shows a hike in fourth quarter for Integration &English. This indicates a positive influence of materials like ‘Mazhavillu’ implemented for facilitating ERW.
- The % of A grade achievers for Arabic slightly changed from 57% to 56%.

Std. III

Language

- In Languages the % of students scored A grade is 46.28%
- 5.79% achieved D grade
- Girls perform better than boys in Languages

Maths

- 46.78% students got A grade in Maths
- 5.29% of students stay at D grade since they were not able to acquire competencies in mathematics as indicated by their poor performance
- In Mathematics 44.33% boys and 49.22% girls got A grade indicating a better performance of girls

EVS

- In EVS 52.68% students secured A grade. Of these 42.73% are boys and 56.64% are girls
- 4.18% students achieved D grade in EVS

English

- 45.24% of students got A grade and the girls show high achievement than boys. For girls 50.24% & for boys-40.22%.
- A few number of students (5.91% shows low achievement)
- 47.98% of students on B & C grade.

Std. IV

Language

- In Languages the % of students scored A grade is 45.13
- 5.35% achieved D grade
- Girls perform better than boys in Languages

Maths

- 46.57% students got A grade in Maths
- 4.61% of students were not able to acquire competencies in mathematics as indicated by their poor performance
- In Mathematics 44.03% boys and 49.1% girls got A grade indicating a better performance of girls

EVS

- In EVS 47.74% students secured A grade. Of these 42.84% were boys and 52.6% were girls
- 4.92% students achieved D grade in EVS

English

- 40.38% of students got A grade and the girls show high achievement than boys.
- A few number of students (6.34%) shows low achievement .

- 53.28% of students on B & C grade.

Findings- Primary

- There is a substantial increase in the percentage of A grade achievers in 4th quarter
- Percentage of students achieved D grade in 4th quarter is less compared to 2nd quarter
- Girls excel boys in achieving A grade in both the quarters in all subjects

Upper Primary

Subject wise Analysis

STD 5

- In standard 5 students performed well in Basic science (29.5% A , 26.5% B) compared to maths and Social.
- Girls performed well in these subjects compared to Boys. (32% A in SS , 33% A in BS and 31% A in maths for girls and 25% A in SS , 26% A in BS and 26% A in maths for boys)

STD 6

- In standard 6 also students performed well in Basic science (30% A , 26% B) compared to maths and Social.
- Girls performed well in SS (34% A) and BS (34% A) compared to Boys. But no such differences noted in maths.
- It is to be noted that percentage of A grades (23.5%) is poor compared to B and C grades in maths. Also 24% scored D grade in this subject.

STD 7

- In standard 7 also students achievement is better in BS (29.5% A , 26.5% B) compared to SS and maths.
- Girls performed well in SS and BS. Where as there is no significant difference in maths.
- In Maths , Percentage of A grade (24) is less than B (24.5%) , C(26%) and D(24.5%) grades in maths. It is significant in boys (only 22% scored A grades)

STD 8

- Achievement in SS , BS and maths is almost same.
- Unlike 5,6 and 7 standard , percentage of A grade (22% in SS , 23.5% in BS and 19.5% in Maths) holders is poor in all subjects.

- There is no significant differences between the performance of boys and girls.
- Percentage of D grade holder is high in maths (23.5%).

Language wise Analysis

STD 5

- When we compare the students achievement in Malayalam , English and Hindi in standard 5 , students achieved more A,B grades in Hindi. (44% A grade and 25% B Grade)
- Girls students are better in the above subjects. (Malayalam 40% , English 34% , Hindi 50%)
- Students performed well in Sanskrit compared to Arabic and Urdu. (60.5%)
- Also it is to be noted that students performance is better in these languages compared to Malayalam , English and Hindi.
- In English only 30% scored A grade while 44% fall in C and D grades. In Malayalam also 38% fall in C and D grades.

STD 6

- As in Standard 5 , students achieved more A,B grades in Hindi (36.5% A , 28% B) compared to Malayalam and English.
- Girls students are better in the above subjects. (Malayalam 43% , Hindi 38% , English 33% A grades)
- In Sanskrit , Arabic and Urdu , performance in Sanskrit (51% A) is far better than other languages. Students performance is better in these languages compared to Malayalam , English and Hindi.

STD 7

- In standard 7 , students achieved more A,B grades in Malayalam (38% A , 28% B) compared to Hindi and English.
- Girls achieved more in the subjects compared to boys. (Malayalam 45% , English 35% , Hindi 38% A Grade)
- As in 5 and 6 Sanskrit grades (60.5% A) are high compared to Arabic and Urdu.
- It is to be noted that 43% of students fall in C and D grades in English and 41.5% in Hindi.

STD 8

- Students performed well in Malayalam (32% A , 31.5% B) than English and Hindi.

- It is to be noted that percentage of A grade is low compared to B and C grades in English (23% A , 29.5% B , 27.5% C) and Hindi (24% A , 28.5% B , 28.5% C)
- As in upper primary classes Sanskrit (43.5% A) students performed well
- Percentage of grades in Sanskrit , Arabic and Urdu is better than Malayalam , English and Hindi.

Reflections of 4th Quarter

- The academic performance of students in Malayalam shows increasing tendency when go from 5th to 8th standard.
- The academic performance of students in English also shows increasing tendency when go from 5th to 7th standard but decrease in Standard 8th .
- Academic Standard of Hindi is decreasing from 5th to 8th. Achievement is same in 6th and 7th.
- Even though the grade performance is almost static from 5th to 7th in Subjects. But shows a decreasing tendency in 8th standard.
- Students achievement is poor in Maths compared to other subjects.
- The performance of the students in 5th and 8th is almost same whereas it is some what better in 6th and 7th .
- The LEP programmes like Balasasthra congress and Ganitholsavam launched in UP section targeting the 6th and 7th students boosted the academic performance of the students.
- Students performance is poor in Subjects compared to languages.
- In languages itself the performance in English is poor compared to other languages

Suggestions

- Activities to enhance the students achievement in SS , BS , Maths and English may be undertaken in schools.
- Existing LEP programme “ Balashasthra Congress” in Science may be continued.
- LEP programmes in Maths must be tuned to enhance the academic proficiency of the students.
- Special activities to be launched to enhance the achievement of English in UP level.
- Steps to be taken to make the SS classes more meaningful to improve academic level of the students.

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 : 7950 to 9980

2. School visits by CRCCs:

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

(i) Once in a month

1320

(ii) Once in two months

14

(iii) Once in three months

(iv) Once in four to six months

3 Suggestions provided by the CRCCs to improve classroom teaching

- ❖ **Ensure the slots for ICT in classroom process**
- ❖ **TLM Preparation and curriculum adaptation**
- ❖ **Incorporating Day Celebrations and day observation 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 Teacher**

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

Number %

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. Important specific functions that BRCs performed in the district.

- **Onsite Support**
- **Academic monitoring and CCE activities**
- **Teacher Training and HM Training**
- **SMC/PRI Training**
- **Material preparation**
- **Empowering CRCCs**
- **Team Teaching**
- **Inclusive Education Support**
- **Co-related teaching with different subjects**

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

168

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

4

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

- **conducting Action Research**
- **Preparation of worksheets.**
- **Cluster level Training**
- **Seminars & Workshops**
- **Learners Achievement**
- **TLM preparation**
- **Field trips**

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

- ✚ **Through discussion with parents in CPTA**
- ✚ **Quality Monitoring Tools**
- ✚ **Observing Portfolios**
- ✚ **SRG minutes and records**
- ✚ **CPTAs & SEPs**

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

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

(c) List major issues emerging from the programmes.

- **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**

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

(ii) Science

(iii) Social Science

(iv) Language

(v) Arts Education

(vi) Health and Physical Education

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

(c) List major issues emerging from the programmes.

- **Lack of sufficient ICT equipment 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.**

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

General Education Departments, DIET, DPO, 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, LSG Memebbers , SMC/PTA mebers.

(c) Role of BRC/CRC in quality monitoring

- **Teacher empowerment programmes**
- **Team Teaching.**
- **Observations of Class room process and follow ups**
- **Teacher empowerment programmes**
- **onsite support**
- **Analysis of QMT data and dissemination**
- **BRC / CRC Review and Planning**
- **Action plan for clarification of hard spots**
- **School attachment programme**
- **Collection of various data and its analysis**
- **Sharing of best practices**
- **Conducting PEC**

(d) Role of DPO in 'quality' monitoring

- **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 to form DMF**
- **Providing feedback and follow up activities**
- **Developing additional support materials for students**
- **District level convergence of Educational Officers**
- **Random verification and checking of QMT data**

Number of districts
providing interventions

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

(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

6

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

14

(b) Once in two months

(c) Once in three months

(d) Once in four-six months

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

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

31

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

1. Conducting ISM (Internal Support Mission)

2. Training on revised curriculum of 2,4,6 and 8 classes

3. Training on ICT enabled learning at CRC level

4. Curriculum adaptation for CWSN

5. Training to newly recruited teachers / Trainers / CRC Co-ordinators

6. Training in SDP and AWPB for teachers and SMC members.

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 \checkmark mark)

Number of districts coordinating:		
Mostly	Sometimes	Never
\checkmark		

(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.

- **Training programmes to empower BRCs/CRCCs**
- **Training in Action Research and Impact Study.**
- **Preparation of Evaluation Tool.**
- **Research Studies**
- **Material Development**
- **Resource support**
- **TLM preparation**
- **Developing ETM (Electronic Teaching Manual)**

Part-V

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

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

- | | |
|------------------------|-------------------------------------|
| (a) State Government | <input checked="" type="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 (Std. I to IV)	2013-14	2014-15
Textbooks	2013-14	2014-15
Upper Primary: Syllabi (V to VII)	2013-14	2014-15
Textbooks	2013-14	2014-15

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 (4th Quarter)</i>
Training on Continuous and comprehensive assessment (2 Days) <i>(Intervention Teacher Training)</i>	Primary level training - Class wise Upper primary level – Subject wise	2014-15
Training to SRG conveners and HM s on Child right	One day – All parents of Primary and Upper Primary schools	2014-15
SDP Training to SMC/ PTA members	One day – All parents to primary and Upper primary schools	2014-15
Special empowerment programme for Focus School Teachers and PTA members	3 day- All parents of Focus schools	2014-15

Curriculum adaptation training	4 day training for one teacher from each school	2014-15
Training for Focus School HMs	1 day training for Focus school for enrollment campaign	2014-15
Training to CRC Co-ordinators on class room observation & Teacher empowerment	2 day Training for all CRCCs in state	2014-15
Training on Revised curriculum approach and Evaluation. 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.	Primary and Upper Primary Teachers	2014-15
SMC and PRI Training on Quality	3 Days to SMC and PRI members	2014-15

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>159</u>

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

(a) DIETs: Involvements:

- **Conducting review meeting at BRC**

- **Module for Teacher Training**
- **Educational Officers Training**
- **Evaluation tool preparation**
- **Quality Tracking**
- **On site Support**

(b) SCERT: Involvement:

Revision of Curriculum, Preparation of text book, Training modules and hand books, Impact studies and action researches, preparation evaluation tools. Preparation of additional reading materials on drug abuse, health education : alcoholism

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 ✓	<input type="checkbox"/>
-------	--------------------------

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

14.11.2014

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.

3 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

- **Mazhavillu (Enhancing easily reading and writing).**
- **Metric mela (For developing Maths skill in Std. III and IV)**
- **Balasthra Congress (For developing scientific thought attitude and aptitude in UP classes.**
- **2 day English teacher training to all teachers in std VII.**
- **Ganitholsavam (UP Maths)**
- **Clean campus Smart Children Programme**

(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. Learning achievement level in std II increased with the help of Mazhavillu an additional learning material specially designed for Std II to increase the skills of reading and writing.

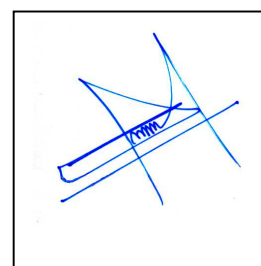
9. State key problems encountered/ identified during the quarter by the State, in the context of quality parameters:

Special training for teachers in CCE and life kits

Advanced ICT Training for Primary Teachers

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

Under Swatch Bharath schemes urinals and toilets are provided to needy schools in Kerala.



Date: 22.06.2015

Name & Signature of SPD