

BY SPEED POST

**Government of Telangana State  
Sarva Shiksha Abhiyan**

From  
**A. Bhakar Rao,**  
Addl. State Project Director  
Sarva Shiksha Abhiyan,  
Telangana State, Hyderabad.

To  
**Sri A. K. Rajput**  
Prof. & Head,  
Department of Elementary Education,  
NCERT, Sri Aurobindo Marg,  
New Delhi-110016.

**Lr. Rc. No. 3129/SSA/R&E/T6/2015, Dated: 01.09.2016.**

Sir,

Sub: SSA, Telangana- R&E – QMT Quarter II and IV Reports  
of 2015-16 are furnished – Reg.

Ref: Your letter F. No. 37-I/SSA-QMT/DEE/2015-16/15/2,  
dated: 02.08.2016

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With reference to the subject and reference read above, you are  
informed that, QMT reports of 2013-14 pertaining to United Andhra Pradesh  
are not available with this office.

QMT Quarter II and IV reports of 2015-16 pertaining to Telangana  
State are furnished herewith for your consideration.

Encl.  
QMT Reports of Qr. II and IV of 2015-16

Yours sincerely,

  
(A. Bhaskar Rao)



*Ref. Santhya*  
*S. Sankar*  
*8.9.16*  
*7-8-16*  
*M. S. Sankar*  
*M. S. Sankar*

**SarvaShikshaAbhiyan, Telangana State, Hyderabad.**  
**STATE MONITORING FORMAT**  
**(To be completed by SPD and sent to NCERT)**

**Quarter Report: IV**

**Academic Year: 2015 – 16**

**Period of Quarter:**

**1<sup>st</sup> January 2016 to 31<sup>st</sup> March 2016**

**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: State Information**

1)	a)	No. of Cluster Resource Centres (CRCs)	1766
	b)	No. of Block Resource Centres (BRCs)	467
	c)	No. of Districts	10
		Note: The State has reorganized CRCs for every 15-20 schools one CRC has been identified.	

2)			<b>I – V</b>	<b>VI to VIII</b>	<b>I to VIII</b>	<b>Total</b>
	a)	No. of Schools	19622	5611	3329	28562
	b)	No. of Schools which filled up SMFs				26290

**3) Number of Teachers:**

	a. Primary Teachers		b. Upper Primary Teachers		c. High School Teachers	
	Regular	Contractual	Regular	Contractual	Regular	Contractual
Sanctioned	51747	-	19724	-	65242	-
Position	44880	205	16646	130	38492	4816
Required Posts as per RTE Norms	6867	-	3078	-	26750	-

**Note:** For computing the staff Sanctioned posts in Upper Primary sections of High Schools, the 3:2 ratios should be taken in to consideration. i.e., out of 5 posts sanctioned, 3 posts for U.P Sections

- After rationalization of teachers, Government will take the decision on recruitment of teachers.
- Teacher Pupil Ratio at Primary Level - 1:21
- Teacher Pupil Ratio at U P Level - 1:22



## Section B: Attendance Information

- 4) Information about attendance of Students during last quarter in the state - Average Workings, Attendance and Percentage

S.No	District	Average Working Days	Average Attendance	%
1.	ADILABAD	58	43	74.14
2.	HYDERABAD	57	35	61.4
3.	KARIMNAGAR	57	44	77.19
4.	KHAMMAM	57	45	78.95
5.	MAHBUBNAGAR	58	43	74.14
6.	MEDAK	58	44	75.86
7.	NALGONDA	58	44	75.86
8.	NIZAMABAD	58	44	75.86
9.	RANGAREDDI	58	40	68.97
10.	WARANGAL	57	43	75.44
<b>Total</b>		<b>57.6</b>	<b>42.5</b>	<b>73.781</b>

### b.2 Average Teacher attendance:

S. No	District	Average Working Days	Average Attendance	%
1	ADILABAD	33	29	87.88
2	HYDERABAD	35	29	82.86
3	KARIMNAGAR	35	30	85.71
4	KHAMMAM	32	29	90.63
5	MAHBUBNAGAR	34	29	85.29
6	MEDAK	33	29	87.88
7	NALGONDA	32	29	90.63
8	NIZAMABAD	33	30	90.91
9	RANGAREDDI	36	31	86.11
10	WARANGAL	33	30	90.91
<b>Total</b>		<b>33.6</b>	<b>29.5</b>	<b>87.881</b>

### c. District wise teachers performance in terms of percentages

S. No	District	PINDICS			
		Not meeting the expected standard	Approaching the expected standard	Approached the expected standard	Beyond the expected standard
1	ADILABAD	1.02	32.59	56.51	1.4
2	HYDERABAD	0.04	1.72	0.74	0
3	KARIMNAGAR	0.62	23.56	66.58	4.17
4	KHAMMAM	0.99	20.29	63.07	3.4
5	MAHBUBNAGAR	0.19	10.42	13.92	0.34
6	MEDAK	0.4	24.19	38.8	2.56
7	NALGONDA	0.49	22.5	67.57	2.7
8	NIZAMABAD	0.18	7.63	26.01	1.17
9	RANGAREDDI	0.42	35.72	59.5	1.14
10	WARANGAL	0.76	16.43	63.46	4.21
<b>Total</b>		<b>0.56</b>	<b>20.5</b>	<b>50.37</b>	<b>2.44</b>

5)	CwSN Children enrolled in schools	Boys	Girls	Total
a)	Number of Children with Special Needs (CwSN) in government schools in the State (QMT data)	8224	6645	14869
	As per DISE data (All Managements i.e., Govt. , Residential, Govt Aided and Pvt. Schools)	30220	14832	45052

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

1. Telephone Monitoring of students attended by HMs.
2. SMC members have given responsibilities to talk with regular absentees parents i.e adoption of long absentee children.
3. Parents meetings with the parents of absentee pupil.
4. The cluster resource persons visiting the houses of absentee children.
5. Online school monitoring is in operation, the monitoring officers monitoring the attendance details through online.
6. The analysis of quarterly reports on students attendance is being shared at CRC, Block and district level.

**7) a. Number of out-of-school children admitted to age-appropriate classes under RTE in the State.**

Boys	Girls	Total
1924	1960	3884

**b. Number of centers where these children are undergoing special training**

Own school i.e. NRSTC	NGO	RSTC	Any other (RSTC NGO)
278	154	100	50

c.	CRCCs/SCHMs in the last Quarter	
1.	Minimum Number of schools to be supervised in a Quarter	19470
2.	Minimum Number of classes(Teaching learning processes) to be observed in a quarter	23103
3.	How many Schools CRCCs' observed during last Quarter	17827
4.	How many Classrooms did they observed during last Quarter	22247
5.	Number of times visits were made to each school	
	1. Once in a month	1059
	2. Once in two months	257
	3. Once in three months	77
	4. Once in four to six months	15
6.	In service professional development programmes for teachers at CRC	
	a) No. of programmes organized in the last quarter	2094
	b) No. of teachers attended	24179



<b>d.</b>	<b>1. Total No. of visits by MEOs</b>	<b>13211</b>
	<b>2. Number of times visits were made to each school</b>	
	a) Once in a month	237
	b) Once in two months	94
	c) Once in three months	21
	d) Once in four to six months	0
	<b>3. No. of In-Service Professional Development programmes for Primary Teachers organized in the last quarter</b>	
	a) Cluster/Complex Level	902
	b) Mandal Level	31

### Section C: Curriculum Transaction:

- 8) **Number of schools distributing textbooks at different times after beginning of Academic year:**

<b>Within one week</b>	<b>%</b>	<b>Within one month</b>	<b>%</b>	<b>After one month</b>	<b>%</b>
22044	89.25	2312	9.36	344	1.39

- 9) **What is SPO doing to improve system for timely distribution of textbooks?**

1. SPO is coordinating with Director; Text books Press & Commissioner & Director School Education to distribute the books to all pupils in the state in the 1st week of the academic year.

- 10) **No. of teachers who received teacher/ (TLM) Grant and have utilized it.**

	<b>Received</b>	<b>Utilized</b>
Percentage of primary teachers	Nil	Nil
Percentage of upper primary teachers	Nil	Nil

*Note: TLM Grant not approved in the academic year 2014-15*

- 11) **Initiatives/ strategies adopted by teachers for improving teaching learning process.**
- 1 Effort is being made in the schools for improvement of teaching learning Process such as focus on child centered pedagogy, activity based teaching, project based learning and discussion centered collaborative learning.
  2. Focus on Proper use of Dictionaries, Atlas and other TLM.
  - 3 ensuring teaching plans by every teacher
  - 4 Improving multi-grade class room teaching through better planning and management for which a workable plan is devised and demonstrated in the trainings.
- 12) **Specific efforts made for making classrooms inclusive (CwSN).**
- 1 Taking special efforts by teachers for CwSN children in learning
  - 2 Special individual attention by teachers towards CwSN.
  - 3 Making the children to sit in front rows
  - 4 Training to PS and UPS teachers are proposed.
  - 5 Taking special efforts like conducting of readiness programme in making the CwSN children to associate with normal children.
  - 6 By providing special physical amenities like construction of ramps, low height benches etc.
  - 7 Functional CwSN friendly toilets.

### Section D: Continuous and Comprehensive Evaluation:

13			Govt.	Percentage
	1.	Number of schools which have received Formats given by the State/UT	24355	98.60
	2.	Number of schools maintaining pupil wise progress report cards in the State:	24376	98.68
	3.	Number of schools sharing students' report cards with parents in the State	24330	98.49
	4.	Are teachers using the training inputs in classrooms/school	24323	98.47

### Section E: Teacher Training:

14	Ways in which training inputs were used by the teachers. Write five prominent examples.			
	(i)	To carry effective classroom transaction process through collaborative learning.		
	(ii)	Adopting discussion method; activity based; project based learning especially in multi grade settings.		
	(iii)	Broadening the process of pupil interaction methods in classrooms.		
	(iv)	Focus on preparation and utilization of TLM.		
	(v)	In adopting CCE procedures in assessment of children meaningfully.		

	The trainings helped the teachers to use the new textbooks and teach in participatory approach.			
	1.	During trainings, due emphasis was given to provide enough hands on experience which in turn helped the teachers to use participatory approach and hands on experience in the classroom teaching process		
	2.	As the trainings were conducted in the constructivist principle, the classroom learning process are made dynamic duly creating the concept specific activities and involving the children in the learning process		
	3.	Interaction among children peer group and with teachers is improved		
	4.	The classroom process instead of being mere transformation of syllabus, now transformed into experiential platform		
	5.	The evaluation procedure of CCE is made effective by assessing in a continuous manner		

15	Suggestions for upcoming training programmes provided at the District level.			
	1.	Need training in Early grades.		
	2.	Need training in multi-grade teaching.		
	3.	Training on CCE in development of tools to assess the children in Co-curricular areas by using other than paper pencil tests.		
	4.	Need training on in service teacher commitment and professional competencies		
	5.	Need training on English at all levels, as most of the teachers as well as students feel difficult in English, trainings should be given in phonetic language and simple grammar usage		
	6.	Need training in Early grades.		



	7.	Should be need based.
	8.	Can be offline and online.
	9.	Should be Phase-to-Phase instead of Face-to-Face.

#### Section F: Functioning of SMCs:

		Number	%
16	<b>Number of schools having School Management Committees (SMCs) in the State.</b>	<b>24338</b>	<b>98.52</b>
17	a) Number of schools where School Development Plans have been prepared.	<b>24005</b>	<b>97.17</b>
	b) Number of schools involving SMCs in preparation of this plan.	<b>23643</b>	<b>95.17</b>
	c) Action taken on schools that did not involve SMCs.	Instructed to form	
	d) Number of SMCs which were given training about their roles and functions.	<b>23235</b>	<b>94.06</b>
	e) Action taken for coverage of SMCs not trained.	Will be covered in next session training	

#### Section G: Learners Assessment:

- 18 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

Class	Subject	No.of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
I	Languages (Telugu/ Urdu)	193932	A+	6281	3.24	7444	3.84	13725	7.08
		193932	A	15956	8.23	19017	9.81	34973	18.03
		193932	B+	31514	16.25	33853	17.46	65367	33.71
		193932	B	21000	10.83	21328	11	42328	21.83
		193932	C	17560	9.05	16133	8.32	33693	17.37
		193932	AB	2038	1.05	1808	0.93	3846	1.98
		193932	Total	94349	48.65	99583	51.35	193932	100
	Maths	193932	A+	6093	3.14	6993	3.61	13086	6.75
		193932	A	15521	8	17956	9.26	33477	17.26
		193932	B+	30344	15.65	32632	16.83	62976	32.47
		193932	B	20265	10.45	20997	10.83	41262	21.28
		193932	C	20099	10.36	19190	9.9	39289	20.26
		193932	AB	2027	1.05	1815	0.94	3842	1.98
		193932	Total	94349	48.65	99583	51.35	193932	100
	English	193932	A+	4716	2.43	5493	2.83	10209	5.26
		193932	A	13372	6.9	15602	8.05	28974	14.94
		193932	B+	31922	16.46	34506	17.79	66428	34.25
		193932	B	21236	10.95	22227	11.46	43463	22.41
		193932	C	21066	10.86	19946	10.29	41012	21.15
		193932	AB	2037	1.05	1809	0.93	3846	1.98

7.	Should be need based.
8.	Can be offline and online.
9.	Should be Phase-to-Phase instead of Face-to-Face.

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	c) Action taken on schools that did not involve SMCs.	Instructed to form	
	d) Number of SMCs which were given training about their roles and functions.	<b>23235</b>	<b>94.06</b>
	e) Action taken for coverage of SMCs not trained.	Will be covered in next session training	

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I	Languages (Telugu/ Urdu)	193932	A+	6281	3.24	7444	3.84	13725	7.08
		193932	A	15956	8.23	19017	9.81	34973	18.03
		193932	B+	31514	16.25	33853	17.46	65367	33.71
		193932	B	21000	10.83	21328	11	42328	21.83
		193932	C	17560	9.05	16133	8.32	33693	17.37
		193932	AB	2038	1.05	1808	0.93	3846	1.98
		193932	Total	94349	48.65	99583	51.35	193932	100
	Maths	193932	A+	6093	3.14	6993	3.61	13086	6.75
		193932	A	15521	8	17956	9.26	33477	17.26
		193932	B+	30344	15.65	32632	16.83	62976	32.47
		193932	B	20265	10.45	20997	10.83	41262	21.28
		193932	C	20099	10.36	19190	9.9	39289	20.26
		193932	AB	2027	1.05	1815	0.94	3842	1.98
		193932	Total	94349	48.65	99583	51.35	193932	100
	English	193932	A+	4716	2.43	5493	2.83	10209	5.26
		193932	A	13372	6.9	15602	8.05	28974	14.94
		193932	B+	31922	16.46	34506	17.79	66428	34.25
		193932	B	21236	10.95	22227	11.46	43463	22.41
		193932	C	21066	10.86	19946	10.29	41012	21.15
		193932	AB	2037	1.05	1809	0.93	3846	1.98



Class	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
		193932	Total	94349	48.65	99583	51.35	193932	100
II	Languages (Telugu/Urdu)	169389	A+	6406	3.78	8314	4.91	14720	8.69
		169389	A	16466	9.72	19827	11.71	36293	21.43
		169389	B+	27696	16.35	29908	17.66	57604	34.01
		169389	B	16972	10.02	17474	10.32	34446	20.34
		169389	C	11632	6.87	11080	6.54	22712	13.41
		169389	AB	1852	1.09	1762	1.04	3614	2.13
		169389	Total	81024	47.83	88365	52.17	169389	100
	Maths	169389	A+	6147	3.63	7557	4.46	13704	8.09
		169389	A	15963	9.42	18318	10.81	34281	20.24
		169389	B+	26678	15.75	29150	17.21	55828	32.96
		169389	B	16080	9.49	17329	10.23	33409	19.72
		169389	C	14303	8.44	14243	8.41	28546	16.85
		169389	AB	1853	1.09	1768	1.04	3621	2.14
		169389	Total	81024	47.83	88365	52.17	169389	100
	English	169389	A+	4512	2.66	5617	3.32	10129	5.98
		169389	A	13210	7.8	15643	9.23	28853	17.03
		169389	B+	29022	17.13	31878	18.82	60900	35.95
		169389	B	17622	10.4	18737	11.06	36359	21.46
		169389	C	14808	8.74	14728	8.69	29536	17.44
		169389	AB	1850	1.09	1762	1.04	3612	2.13
		169389	Total	81024	47.83	88365	52.17	169389	100
III	Languages (Telugu/Urdu)	171942	A+	5153	3	6970	4.05	12123	7.05
		171942	A	14565	8.47	19203	11.17	33768	19.64
		171942	B+	29418	17.11	32974	19.18	62392	36.29
		171942	B	17637	10.26	18794	10.93	36431	21.19
		171942	C	12400	7.21	11554	6.72	23954	13.93
		171942	AB	1765	1.03	1509	0.88	3274	1.9
		171942	Total	80938	47.07	91004	52.93	171942	100
	Maths	171942	A+	5009	2.91	6389	3.72	11398	6.63
		171942	A	14257	8.29	17766	10.33	32023	18.62
		171942	B+	27612	16.06	31288	18.2	58900	34.26
		171942	B	16928	9.85	18374	10.69	35302	20.53
		171942	C	15387	8.95	15678	9.12	31065	18.07
		171942	AB	1745	1.01	1509	0.88	3254	1.89
		171942	Total	80938	47.07	91004	52.93	171942	100
	English	171942	A+	3596	2.09	4517	2.63	8113	4.72
		171942	A	11094	6.45	14485	8.42	25579	14.88
		171942	B+	29184	16.97	33437	19.45	62621	36.42
		171942	B	19130	11.13	20864	12.13	39994	23.26
		171942	C	16180	9.41	16176	9.41	32356	18.82
		171942	AB	1754	1.02	1525	0.89	3279	1.91
		171942	Total	80938	47.07	91004	52.93	171942	100
	EVS	171942	A+	4000	2.33	5212	3.03	9212	5.36
		171942	A	12832	7.46	16795	9.77	29627	17.23
		171942	B+	30301	17.62	34368	19.99	64669	37.61
		171942	B	17720	10.31	19150	11.14	36870	21.44
		171942	C	14316	8.33	13951	8.11	28267	16.44
		171942	AB	1769	1.03	1528	0.89	3297	1.92



Class	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
		171942	Total	80938	47.07	91004	52.93	171942	100
IV	Languages (Telugu/Urdu)	178090	A+	5565	3.12	7422	4.17	12987	7.29
		178090	A	15075	8.46	20433	11.47	35508	19.94
		178090	B+	30296	17.01	34059	19.12	64355	36.14
		178090	B	18218	10.23	18909	10.62	37127	20.85
		178090	C	12945	7.27	12079	6.78	25024	14.05
		178090	AB	1585	0.89	1504	0.84	3089	1.73
		178090	Total	83684	46.99	94406	53.01	178090	100
	Maths	178090	A+	5173	2.9	6853	3.85	12026	6.75
		178090	A	14642	8.22	18492	10.38	33134	18.61
		178090	B+	28743	16.14	32234	18.1	60977	34.24
		178090	B	17255	9.69	18652	10.47	35907	20.16
		178090	C	16301	9.15	16673	9.36	32974	18.52
		178090	AB	1570	0.88	1502	0.84	3072	1.72
		178090	Total	83684	46.99	94406	53.01	178090	100
	English	178090	A+	3877	2.18	5003	2.81	8880	4.99
		178090	A	11872	6.67	15355	8.62	27227	15.29
		178090	B+	30001	16.85	34945	19.62	64946	36.47
		178090	B	19386	10.89	20830	11.7	40216	22.58
		178090	C	16969	9.53	16764	9.41	33733	18.94
		178090	AB	1579	0.89	1509	0.85	3088	1.73
		178090	Total	83684	46.99	94406	53.01	178090	100
	EVS	178090	A+	4634	2.6	6440	3.62	11074	6.22
		178090	A	14573	8.18	18910	10.62	33483	18.8
		178090	B+	30841	17.32	34472	19.36	65313	36.67
		178090	B	17485	9.82	18775	10.54	36260	20.36
		178090	C	14575	8.18	14302	8.03	28877	16.21
		178090	AB	1576	0.88	1507	0.85	3083	1.73
		178090	Total	83684	46.99	94406	53.01	178090	100
V	Languages (Telugu/Urdu)	182235	A+	7120	3.91	9793	5.37	16913	9.28
		182235	A	17483	9.59	23322	12.8	40805	22.39
		182235	B+	30173	16.56	33499	18.38	63672	34.94
		182235	B	16848	9.25	17956	9.85	34804	19.1
		182235	C	11997	6.58	11168	6.13	23165	12.71
		182235	AB	1496	0.82	1380	0.76	2876	1.58
		182235	Total	85117	46.71	97118	53.29	182235	100
	Maths	182235	A+	6476	3.55	8510	4.67	14986	8.22
		182235	A	15911	8.73	20377	11.18	36288	19.91
		182235	B+	28590	15.69	32183	17.66	60773	33.35
		182235	B	16729	9.18	18267	10.02	34996	19.2
		182235	C	15907	8.73	16396	9	32303	17.73
		182235	AB	1504	0.83	1385	0.76	2889	1.59
		182235	Total	85117	46.71	97118	53.29	182235	100
	English	182235	A+	4759	2.61	6511	3.57	11270	6.18
		182235	A	13815	7.58	18168	9.97	31983	17.55
		182235	B+	30872	16.94	35433	19.44	66305	36.38
		182235	B	18647	10.23	20147	11.06	38794	21.29
		182235	C	15525	8.52	15473	8.49	30998	17.01
		182235	AB	1499	0.82	1386	0.76	2885	1.58



Class	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
		182235	Total	85117	46.71	97118	53.29	182235	100
	EVS	182235	A+	6524	3.58	8714	4.78	15238	8.36
		182235	A	17299	9.49	22261	12.22	39560	21.71
		182235	B+	30575	16.78	33989	18.65	64564	35.43
		182235	B	16224	8.9	17653	9.69	33877	18.59
		182235	C	13004	7.14	13113	7.2	26117	14.33
		182235	AB	1491	0.82	1388	0.76	2879	1.58
		182235	Total	85117	46.71	97118	53.29	182235	100

**Abstract – I : Children Performance subject-wise from Classes I to V**

Classes	Sub	No. of Children assessed	Grade	Boys	%	Girls	%	Total	%
I to V	Languages (Telugu/Urdu)	895588	A+	30525	3.41	39943	4.46	70468	7.87
		895588	A	79545	8.88	101802	11.37	181347	20.25
		895588	B+	149097	16.65	164293	18.34	313390	34.99
		895588	B	90675	10.12	94461	10.55	185136	20.67
		895588	C	66534	7.43	62014	6.92	128548	14.35
		895588	AB	8736	0.98	7963	0.89	16699	1.86
		895588	Total	425112	47.47	470476	52.53	895588	100
	Maths	895588	A+	28898	3.23	36302	4.05	65200	7.28
		895588	A	76294	8.52	92909	10.37	169203	18.89
		895588	B+	141967	15.85	157487	17.58	299454	33.44
		895588	B	87257	9.74	93619	10.45	180876	20.2
		895588	C	81997	9.16	82180	9.18	164177	18.33
		895588	AB	8699	0.97	7979	0.89	16678	1.86
		895588	Total	425112	47.47	470476	52.53	895588	100
	English	895588	A+	21460	2.4	27141	3.03	48601	5.43
		895588	A	63363	7.08	79253	8.85	142616	15.92
		895588	B+	151001	16.86	170199	19	321200	35.86
		895588	B	96021	10.72	102805	11.48	198826	22.2
		895588	C	84548	9.44	83087	9.28	167635	18.72
		895588	AB	8719	0.97	7991	0.89	16710	1.87
		895588	Total	425112	47.47	470476	52.53	895588	100
	EVS	532267	A+	15158	2.85	20366	3.83	35524	6.67
		532267	A	44704	8.4	57966	10.89	102670	19.29
		532267	B+	91717	17.23	102829	19.32	194546	36.55
		532267	B	51429	9.66	55578	10.44	107007	20.1
		532267	C	41895	7.87	41366	7.77	83261	15.64
		532267	AB	4836	0.91	4423	0.83	9259	1.74
		532267	Total	249739	46.92	282528	53.08	532267	100



**Abstract - II :Subject of performance of children from Classes I to V**

	Telugu		Maths		English		EVS	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
A+	30525	39943	28898	36302	21460	27141	15158	20366
A	79545	101802	76294	92909	63363	79253	44704	57966
B+	149097	164293	141967	157487	151001	170199	91717	102829
B	90675	94461	87257	93619	96021	102805	51429	55578
C	66534	62014	81997	82180	84548	83087	41895	41366
Abs	8736	7963	8699	7979	8719	7991	4836	4423
Total	425112	470476	425112	470476	425112	470476	249739	282528

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

Class	Subject	No.of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
VI	Languages ( Telugu/ Urdu)	180427	A1	4508	2.5	6009	3.33	10517	5.83
		180427	A2	6647	3.68	9393	5.21	16040	8.89
		180427	B1	19770	10.96	23190	12.85	42960	23.81
		180427	B2	14634	8.11	17734	9.83	32368	17.94
		180427	C1	11517	6.38	13326	7.39	24843	13.77
		180427	C2	8641	4.79	9220	5.11	17861	9.9
		180427	D	5745	3.18	5869	3.25	11614	6.44
		180427	E	11830	6.56	9476	5.25	21306	11.81
		180427	AB	1543	0.86	1375	0.76	2918	1.62
		180427	Total	84835	47.02	95592	52.98	180427	100
	Maths	180427	A1	3471	1.92	4864	2.7	8335	4.62
		180427	A2	5270	2.92	6761	3.75	12031	6.67
		180427	B1	16766	9.29	19361	10.73	36127	20.02
		180427	B2	12762	7.07	15341	8.5	28103	15.58
		180427	C1	15492	8.59	17896	9.92	33388	18.5
		180427	C2	8598	4.77	10315	5.72	18913	10.48
		180427	D	6839	3.79	7314	4.05	14153	7.84
		180427	E	14094	7.81	12379	6.86	26473	14.67
		180427	AB	1543	0.86	1361	0.75	2904	1.61
		180427	Total	84835	47.02	95592	52.98	180427	100
	English	180427	A1	3474	1.93	4611	2.56	8085	4.48
		180427	A2	4408	2.44	5971	3.31	10379	5.75
		180427	B1	17423	9.66	19796	10.97	37219	20.63
		180427	B2	13402	7.43	16363	9.07	29765	16.5
		180427	C1	13886	7.7	16222	8.99	30108	16.69
		180427	C2	9299	5.15	11045	6.12	20344	11.28
		180427	D	7918	4.39	8576	4.75	16494	9.14
		180427	E	13504	7.48	11647	6.46	25151	13.94
		180427	AB	1521	0.84	1361	0.75	2882	1.6
		180427	Total	84835	47.02	95592	52.98	180427	100
	Hindi	180427	A1	4815	2.67	6765	3.75	11580	6.42
		180427	A2	7062	3.91	9995	5.54	17057	9.45
		180427	B1	20119	11.15	23506	13.03	43625	24.18
		180427	B2	15735	8.72	18099	10.03	33834	18.75



Class	Subject	No. of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
		180427	C1	15043	8.34	16260	9.01	31303	17.35
		180427	C2	8208	4.55	8403	4.66	16611	9.21
		180427	D	5862	3.25	5666	3.14	11528	6.39
		180427	E	6471	3.59	5519	3.06	11990	6.65
		180427	AB	1520	0.84	1379	0.76	2899	1.61
		180427	Total	84835	47.02	95592	52.98	180427	100
	General Science	180427	A1	3798	2.11	4945	2.74	8743	4.85
		180427	A2	5063	2.81	7015	3.89	12078	6.69
		180427	B1	18626	10.32	21544	11.94	40170	22.26
		180427	B2	14058	7.79	16582	9.19	30640	16.98
		180427	C1	13108	7.26	15752	8.73	28860	16
		180427	C2	9064	5.02	10468	5.8	19532	10.83
		180427	D	7064	3.92	7303	4.05	14367	7.96
		180427	E	12513	6.94	10607	5.88	23120	12.81
		180427	AB	1541	0.85	1376	0.76	2917	1.62
		180427	Total	84835	47.02	95592	52.98	180427	100
	Social Science	180427	A1	3704	2.05	4997	2.77	8701	4.82
		180427	A2	4970	2.75	6591	3.65	11561	6.41
		180427	B1	18866	10.46	21773	12.07	40639	22.52
		180427	B2	13239	7.34	15960	8.85	29199	16.18
		180427	C1	13437	7.45	15747	8.73	29184	16.17
		180427	C2	9180	5.09	10599	5.87	19779	10.96
		180427	D	6802	3.77	7364	4.08	14166	7.85
		180427	E	13099	7.26	11199	6.21	24298	13.47
		180427	AB	1538	0.85	1362	0.75	2900	1.61
		180427	Total	84835	47.02	95592	52.98	180427	100
VII	Languages (Telugu/ Urdu)	186283	A1	4795	2.57	7028	3.77	11823	6.35
		186283	A2	7329	3.93	10572	5.68	17901	9.61
		186283	B1	20915	11.23	24727	13.27	45642	24.5
		186283	B2	15444	8.29	18817	10.1	34261	18.39
		186283	C1	11968	6.42	13697	7.35	25665	13.78
		186283	C2	8585	4.61	8944	4.8	17529	9.41
		186283	D	5752	3.09	5528	2.97	11280	6.06
		186283	E	10715	5.75	7914	4.25	18629	10
		186283	AB	1859	1	1694	0.91	3553	1.91
		186283	Total	87362	46.9	98921	53.1	186283	100
	Maths	186283	A1	3609	1.94	4808	2.58	8417	4.52
		186283	A2	5182	2.78	6835	3.67	12017	6.45
		186283	B1	16858	9.05	19594	10.52	36452	19.57
		186283	B2	12387	6.65	15323	8.23	27710	14.88
		186283	C1	15872	8.52	18578	9.97	34450	18.49
		186283	C2	9138	4.91	10985	5.9	20123	10.8
		186283	D	7472	4.01	7837	4.21	15309	8.22
		186283	E	14992	8.05	13268	7.12	28260	15.17
		186283	AB	1852	0.99	1693	0.91	3545	1.9
		186283	Total	87362	46.9	98921	53.1	186283	100
	English	186283	A1	3717	2	4938	2.65	8655	4.65
		186283	A2	4895	2.63	6818	3.66	11713	6.29
		186283	B1	18469	9.91	21368	11.47	39837	21.39



Class	Subject	No.of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
		186283	B2	13768	7.39	16959	9.1	30727	16.49
		186283	C1	14436	7.75	16976	9.11	31412	16.86
		186283	C2	9752	5.24	11075	5.95	20827	11.18
		186283	D	8340	4.48	8776	4.71	17116	9.19
		186283	E	12133	6.51	10330	5.55	22463	12.06
		186283	AB	1852	0.99	1681	0.9	3533	1.9
		186283	Total	87362	46.9	98921	53.1	186283	100
	Hindi	186283	A1	3882	2.08	5460	2.93	9342	5.01
		186283	A2	5401	2.9	7617	4.09	13018	6.99
		186283	B1	18747	10.06	22036	11.83	40783	21.89
		186283	B2	14221	7.63	17453	9.37	31674	17
		186283	C1	15536	8.34	18122	9.73	33658	18.07
		186283	C2	10478	5.62	11129	5.97	21607	11.6
		186283	D	8370	4.49	8154	4.38	16524	8.87
		186283	E	8860	4.76	7254	3.89	16114	8.65
		186283	AB	1867	1	1696	0.91	3563	1.91
		186283	Total	87362	46.9	98921	53.1	186283	100
	General Science	186283	A1	3792	2.04	5313	2.85	9105	4.89
		186283	A2	5605	3.01	7523	4.04	13128	7.05
		186283	B1	19071	10.24	22452	12.05	41523	22.29
		186283	B2	14206	7.63	17226	9.25	31432	16.87
		186283	C1	13994	7.51	16399	8.8	30393	16.32
		186283	C2	9400	5.05	10474	5.62	19874	10.67
		186283	D	7240	3.89	7688	4.13	14928	8.01
		186283	E	12171	6.53	10131	5.44	22302	11.97
		186283	AB	1883	1.01	1715	0.92	3598	1.93
		186283	Total	87362	46.9	98921	53.1	186283	100
	Social Science	186283	A1	4016	2.16	5662	3.04	9678	5.2
		186283	A2	5588	3	7587	4.07	13175	7.07
		186283	B1	19870	10.67	23232	12.47	43102	23.14
		186283	B2	13804	7.41	16601	8.91	30405	16.32
		186283	C1	14106	7.57	16486	8.85	30592	16.42
		186283	C2	9664	5.19	10735	5.76	20399	10.95
		186283	D	6786	3.64	7253	3.89	14039	7.54
		186283	E	11654	6.26	9664	5.19	21318	11.44
		186283	AB	1874	1.01	1701	0.91	3575	1.92
		186283	Total	87362	46.9	98921	53.1	186283	100
VIII	Languages (Telugu/ Urdu)	182790	A1	5205	2.85	7941	4.34	13146	7.19
		182790	A2	7325	4.01	11598	6.34	18923	10.35
		182790	B1	21065	11.52	25097	13.73	46162	25.25
		182790	B2	15223	8.33	18342	10.03	33565	18.36
		182790	C1	12055	6.59	13176	7.21	25231	13.8
		182790	C2	8220	4.5	7979	4.37	16199	8.86
		182790	D	5416	2.96	4913	2.69	10329	5.65
		182790	E	9187	5.03	6395	3.5	15582	8.52
		182790	AB	1899	1.04	1754	0.96	3653	2
		182790	Total	85595	46.83	97195	53.17	182790	100
	Maths	182790	A1	3779	2.07	4803	2.63	8582	4.7
		182790	A2	4905	2.68	6678	3.65	11583	6.34



Class	Subject	No.of children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
		182790	B1	16113	8.82	19062	10.43	35175	19.24
		182790	B2	11380	6.23	14042	7.68	25422	13.91
		182790	C1	15140	8.28	18081	9.89	33221	18.17
		182790	C2	9054	4.95	11137	6.09	20191	11.05
		182790	D	7982	4.37	8479	4.64	16461	9.01
		182790	E	15349	8.4	13149	7.19	28498	15.59
		182790	AB	1893	1.04	1764	0.97	3657	2
		182790	Total	85595	46.83	97195	53.17	182790	100
	English	182790	A1	3982	2.18	5065	2.77	9047	4.95
		182790	A2	4696	2.57	6725	3.68	11421	6.25
		182790	B1	17613	9.64	20747	11.35	38360	20.99
		182790	B2	12917	7.07	16173	8.85	29090	15.91
		182790	C1	14126	7.73	17082	9.35	31208	17.07
		182790	C2	9430	5.16	10758	5.89	20188	11.04
		182790	D	8725	4.77	9052	4.95	17777	9.73
		182790	E	12203	6.68	9836	5.38	22039	12.06
		182790	AB	1903	1.04	1757	0.96	3660	2
		182790	Total	85595	46.83	97195	53.17	182790	100
	Hindi	182790	A1	4230	2.31	5760	3.15	9990	5.47
		182790	A2	5436	2.97	8004	4.38	13440	7.35
		182790	B1	18280	10	21765	11.91	40045	21.91
		182790	B2	13629	7.46	16974	9.29	30603	16.74
		182790	C1	15196	8.31	17740	9.71	32936	18.02
		182790	C2	10429	5.71	10784	5.9	21213	11.61
		182790	D	8328	4.56	7931	4.34	16259	8.89
		182790	E	8183	4.48	6498	3.55	14681	8.03
		182790	AB	1884	1.03	1739	0.95	3623	1.98
		182790	Total	85595	46.83	97195	53.17	182790	100
	General Science	182790	A1	4508	2.47	6049	3.31	10557	5.78
		182790	A2	5802	3.17	8557	4.68	14359	7.86
		182790	B1	19050	10.42	22826	12.49	41876	22.91
		182790	B2	13897	7.6	17078	9.34	30975	16.95
		182790	C1	13634	7.46	15828	8.66	29462	16.12
		182790	C2	9012	4.93	9575	5.24	18587	10.17
		182790	D	7446	4.07	7117	3.89	14563	7.97
		182790	E	10357	5.67	8415	4.6	18772	10.27
		182790	AB	1889	1.03	1750	0.96	3639	1.99
		182790	Total	85595	46.83	97195	53.17	182790	100
	Social Science	182790	A1	4419	2.42	5918	3.24	10337	5.66
		182790	A2	5504	3.01	8018	4.39	13522	7.4
		182790	B1	19791	10.83	23424	12.81	43215	23.64
		182790	B2	13693	7.49	16604	9.08	30297	16.57
		182790	C1	13808	7.55	16070	8.79	29878	16.35
		182790	C2	9102	4.98	9979	5.46	19081	10.44
		182790	D	6884	3.77	7024	3.84	13908	7.61
		182790	E	10509	5.75	8433	4.61	18942	10.36
		182790	AB	1885	1.03	1725	0.94	3610	1.97
		182790	Total	85595	46.83	97195	53.17	182790	100



### Abstract - I : Children Performance from classes VI to VIII

Classes	Sub	No. of Children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
VI to VIII	Languages (Telugu/ Urdu)	549500	A1	14508	2.64	20978	3.82	35486	6.46
		549500	A2	21301	3.88	31563	5.74	52864	9.62
		549500	B1	61750	11.24	73014	13.29	134764	24.52
		549500	B2	45301	8.24	54893	9.99	100194	18.23
		549500	C1	35540	6.47	40199	7.32	75739	13.78
		549500	C2	25446	4.63	26143	4.76	51589	9.39
		549500	D	16913	3.08	16310	2.97	33223	6.05
		549500	E	31732	5.77	23785	4.33	55517	10.1
		549500	AB	5301	0.96	4823	0.88	10124	1.84
		549500	Total	257792	46.91	291708	53.09	549500	100
	Maths	549500	A1	10859	1.98	14475	2.63	25334	4.61
		549500	A2	15357	2.79	20274	3.69	35631	6.48
		549500	B1	49737	9.05	58017	10.56	107754	19.61
		549500	B2	36529	6.65	44706	8.14	81235	14.78
		549500	C1	46504	8.46	54555	9.93	101059	18.39
		549500	C2	26790	4.88	32437	5.9	59227	10.78
		549500	D	22293	4.06	23630	4.3	45923	8.36
		549500	E	44435	8.09	38796	7.06	83231	15.15
		549500	AB	5288	0.96	4818	0.88	10106	1.84
		549500	Total	257792	46.91	291708	53.09	549500	100
	English	549500	A1	11173	2.03	14614	2.66	25787	4.69
		549500	A2	13999	2.55	19514	3.55	33513	6.1
		549500	B1	53505	9.74	61911	11.27	115416	21
		549500	B2	40087	7.3	49495	9.01	89582	16.3
		549500	C1	42448	7.72	50280	9.15	92728	16.87
		549500	C2	28481	5.18	32878	5.98	61359	11.17
		549500	D	24983	4.55	26404	4.81	51387	9.35
		549500	E	37840	6.89	31813	5.79	69653	12.68
		549500	AB	5276	0.96	4799	0.87	10075	1.83
		549500	Total	257792	46.91	291708	53.09	549500	100
	Hindi	549500	A1	12927	2.35	17985	3.27	30912	5.63
		549500	A2	17899	3.26	25616	4.66	43515	7.92
		549500	B1	57146	10.4	67307	12.25	124453	22.65
		549500	B2	43585	7.93	52526	9.56	96111	17.49
		549500	C1	45775	8.33	52122	9.49	97897	17.82
		549500	C2	29115	5.3	30316	5.52	59431	10.82
		549500	D	22560	4.11	21751	3.96	44311	8.06
		549500	E	23514	4.28	19271	3.51	42785	7.79
		549500	AB	5271	0.96	4814	0.88	10085	1.84
		549500	Total	257792	46.91	291708	53.09	549500	100
	General Science	549500	A1	12098	2.2	16307	2.97	28405	5.17
		549500	A2	16470	3	23095	4.2	39565	7.2
		549500	B1	56747	10.33	66822	12.16	123569	22.49
		549500	B2	42161	7.67	50886	9.26	93047	16.93
		549500	C1	40736	7.41	47979	8.73	88715	16.14
		549500	C2	27476	5	30517	5.55	57993	10.55
		549500	D	21750	3.96	22108	4.02	43858	7.98
		549500	E	35041	6.38	29153	5.31	64194	11.68



Classes	Sub	No. of Children assessed	Grade	Boys		Girls		Total	
				No.	%	No.	%	No.	%
		549500	AB	5313	0.97	4841	0.88	10154	1.85
		549500	Total	257792	46.91	291708	53.09	549500	100
	Social Science	549500	A1	12139	2.21	16577	3.02	28716	5.23
		549500	A2	16062	2.92	22196	4.04	38258	6.96
		549500	B1	58527	10.65	68429	12.45	126956	23.1
		549500	B2	40736	7.41	49165	8.95	89901	16.36
		549500	C1	41351	7.53	48303	8.79	89654	16.32
		549500	C2	27946	5.09	31313	5.7	59259	10.78
		549500	D	20472	3.73	21641	3.94	42113	7.66
		549500	E	35262	6.42	29296	5.33	64558	11.75
		549500	AB	5297	0.96	4788	0.87	10085	1.84
		549500	Total	257792	46.91	291708	53.09	549500	100

### Abstract - II :Subject-wise children performance from Classes VI to VIII

Grade	Telugu		Maths		English		Hindi		Science		Social	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
A1	14508	20978	10859	14475	11173	14614	12927	17985	12098	16307	12139	1657
A 2	21301	31563	15357	20274	13999	19514	17899	25616	16470	23095	16062	2219
B1	61750	73014	49737	58017	53505	61911	57146	67307	56747	66822	58527	6842
B2	45301	54893	36529	44706	40087	49495	43585	52526	42161	50886	40736	4916
C1	35540	40199	46504	54555	42448	50280	45775	52122	40736	47979	41351	4830
C2	25446	26143	26790	32437	28481	32878	29115	30316	27476	30517	27946	3131
D	16913	16310	22293	23630	24983	26404	22560	21751	21750	22108	20472	2164
E	31732	23785	44435	38796	37840	31813	23514	19271	35041	29153	35262	2929
Absent	5301	4823	5288	4818	5276	4799	5271	4814	5313	4841	5297	478
Total	257792	291708	257792	291708	257792	291708	257792	291708	257792	291708	257792	29170

Upper Primary: Grades; A+= 91% -100%, A= 71%-90%, B+= 51%-70%, B=41%-50% and C = below 41%

## Part – II

1. Number of classrooms (teaching) observed by the CRCCs in the last quarter: Total no of CRCCs-1766

23335

2. School visits by CRCCs

Number of times visits were made to each school		Visiting
a.	Once in a month	1104
b.	Once in two months	266
c.	Once in three months	84
d.	Once in four to six months	16

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

1. In the School complex meetings CRCCs are holding discussion with teachers on good class room practices and sharing with other teachers
2. Conducting fruitful discussions among the teachers on various classroom issues and to write teaching plans regularly.
3. Organize remedial classes to low achievers and in making CCE for improving the children performance.
4. Acting as a link between schools and cluster.

		Number	%
4.	a) Number of schools not maintaining records of pupils' progress in the schools	2542	172.92

5. a) **Coverage of the Syllabus.**

Data not available.

### 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.**

- (i) Conduct of review meetings with Headmasters on academic activities.
- (ii) Academic Monitoring of schools
- (iii) Ensuring the teachers filling of CCE records in time and reporting of children performance to the parents.
- (iv) Implementation of continuous comprehensive Evaluation in Schools.
- (v) Monitoring of CRC meetings.
- (vi) Monitoring MDM, implements academic programmes in the school.
- (vii) Improvement of children attendance.
- (viii) Monitoring of summer camps organized for low achievers

- |    |  | Number | %      |
|----|--|--------|--------|
| 2. | a) Number of BRCs/MRCs who prepared a schedule for visit of schools.<br>(Total no of MRCs=459) | 368    | 80.174 |

*Note: only 368 Mandals have furnished the MMF Reports*

3. a) Number of times each school was visited by BRCs/MRCs on an average in a quarter - **2 times** (Once in 3 months)
- b) Number of times each CRC was visited by BRC on an average in a quarter - **2 times**

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

- (i) Conducted CRC meetings with Model lessons and TLM Melas.
- (ii) Support provided in preparation of teaching learning material.
- (iii) In conducting Formative / Summative tests.
- (iv) In evolving the suitable teaching strategy for low achievers and for remedial teaching.
- (v) Support provided in grading of children.
- (vi) Programmes related to Pade Bharath Bade Bharath, Swachh Vidyalaya.

5 **How are BRCs/ MRCs monitoring the records of pupil progress in learning?**

- (i) Sample check of pupil records in the school.
- (ii) Orientation on maintenance of records of pupils progress.



- (iii) Suggestions to Teachers on assessment of children on the lines of CCE.
- (iv) Rectifying the gaps identified in grading of children as per assessment tools and in providing remedial teaching for low achievers.
- (v) Visits of Mandal MIS Coordinators to schools to help HM in maintaining records.

- 6 a) Mention the number of in-service professional development programmes for primary teachers organized in last quarter. 1032 (at Cluster Level)
- b) What percent of current year's target has been achieved during last quarter? 58.43%
- c) **List major issues emerging from the programme**
- i. In preparation of assessment tools to assess the pupil performance in projects, subject activities.
  - ii. Improving English language skills in teachers is a challenge in the backdrop of introduction of English medium schools.
- 7 a. **How many in-service professional development programmes /workshops were organized for teachers of upper primary classes in the following subjects during last quarter?**

	Mathematics	Science	Social science	Language	Arts Education	Health &PhyEdun
Programmes	260	295	251	292	122	138

- b. What percent of current year's target has been achieved during last quarter? N.A.

- c. **List major issues emerging from the above programmes.**
- (i) Adequate focus could be given on project based curriculum
  - (ii) In preparation of assessment tools to assess the pupil performance in projects, subject activities.
  - (iii) Requirement of Subject content enrichment programmes

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## 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 : All ten districts
- a. The institutions involved in monitoring at district level are District Project Office SSA; DEO, Dy Eos, faculty of Govt DIET/CTEs
  - b. At mandal level, MEO and at school complex level i.e at cluster level School complex HMs and CRPs are the monitoring personnel.

- b. Role of BRC/CRC in quality monitoring: Providing guidance to teachers to improve children achievement levels and improvement in class room teaching; children attendance; implementation of CCE.
- c. Role of DPO in 'quality' monitoring : Providing guidance to teachers to improve children achievement levels and improvement of school monitoring

**2) What kinds of 'quality interventions' were provided at district level in the last quarter?**

a.	Training of resource persons on multigrade teaching; activity based teaching project based learning in languages, maths and science.	No
b.	Training of Resource Persons on Pedagogy and Assessment	Yes
c.	Training of SMC members on 'School Development Plan'	No
d.	Training of HMs on school leadership. It was done at state level	Yes
e.	Training of CRPs in monitoring	Yes
f.	Conduct of summer camps at cluster level for low achievers	Yes

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

- a. Once in a month Once in month
- 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: 9997
- b. Percentage of coverage of schools : 36.52%
- c. Mention the feedback from field on 'quality'. Mention priority areas, where intervention in next quarter will be provided by the DPOs.
  - (i) Formation of School Cabinets.
  - (ii) Improvement of children achievement levels
  - (iii) Improvement of 3Rs
  - (iv) Adequate teacher Preparation
  - (v) Utilization of TLM to the optimum and preparation of TLM suitable to the classroom with low cost –no cost substances available in the field.
  - (vi) Demonstration of children performance before SMC meetings.
  - vii) Improvement of children attendance and school ambience.
  - viii) Development of Reading Corners in all the schools.
  - ix) Improving creative abilities of children through co-curricular activities.
  - x) Improving Science, Technology and Mathematics.

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



Number of districts coordinating :			
Mostly	Sometimes	Never	Total
10	-	-	10

- b. If there are problems, give details  
Inadequate staff in DIETS

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

- a. Academic Monitoring of Schools in regular intervals and providing onsite support to the teachers  
(i) Monitoring of Trainings by DIET staff.  
(ii) To conduct District research studies and Dissemination of results to all schools.  
b. To take lead in conduct of training at district level and sub district level

**7) Do school buildings have minimum required infrastructure arrangement? - Yes**

		Number	%
a.	Number of schools without safe drinking water facilities	4581	17.86
b.	Number of schools without separate toilets for boys/ girls	3439	13.41
c.	Schools without barrier free access	5570	21.72
d.	Schools without boundary wall	8612	33.58

## 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 Govt    b) NCERT    c) Private    d) Any Others  
Publishers

<b>2)</b>	<b>When was the last revision of syllabi and textbooks initiated and completed in the State?</b>		
		Initiated	Completed
	Primary Syllabus		✓
	Text books		✓
	Upper Primary Syllabus		✓
	Text books		✓

**3) Common Training Modules**

Data not available

**4) Status of CRCs/BRCs in the State:**

S. No	Institutes	Sanctioned Posts	In Position	% in Position
1	CRCs	1766	1766	100%
2	BRCs/ MRCs	467	467	100%

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

In this Quarter DIETs are not involved by SPO.

a)	DIETs: Involvement in		
	(i)	Conduct of teacher trainings	-
	(ii)	Monitoring of schools	-

**Problems**

lack of adequate staff in SCERT and DIET, Non involvement of SCERT & DIET in planning of actives, executing and monitoring the academic activities

b)	SCERT Involvement		
	(i)	Conduct of SLAS	
	<b>Problems</b>		
	Delay in conduct, submission of report		

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).

	Least	1	2	3	4	5	Greatest
CRCs					✓		
BRCS/MRCs				✓			
DIETs			✓				
DPOs					✓		
SCERT				✓			

- 7 a Does the State have State Resource Group to advice on Quality? - Yes
- b If yes, when was last meeting held? What were the main recommendations? (Please attach copies of minutes and action taken)
1. Meeting conducted in the last week of Dec 2014 and April, 2015.
- 8 a Major programmes / activities of SSA for quality enhancement during the current year-2015-16
- School readiness for the class-I children, summer camps for low achievers, class readiness for class II to VIII.
- Learning enhancement programme with a focus on 3Rs
- Professional preparation of the teacher and implementation of learner centered pedagogical practice.
- Padhe Bharat-Badhe Bharat, Rashtrya Avishkar Abhiyan,.
- b Progress of these programmes during the quarter
- In many schools, activities and projects are being implemented.
- In about half of the schools teachers are preparing lesson plans or teacher diary.
- Improvement in children achievement levels
- 9 State key problems encountered/ identified during the quarter by the State, in the context of quality parameters:
- 1 Pupil attendance
- 2 Lack of fullfledged MEOs i.e. MRCC




- 3 Vacancy position in DIETs
- 4 Implementation learner centered class room practices
- 5 Students achievement levels are below 50% in many subjects according to SLAS. Below 40% in English and Mathematics according to SLAS.

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

- 1 Capacity building of educational HMs on School Leadership and school management practices.
- 2 Development of performance appraisal system at different levels.
- 3 Online monitoring and Evaluation method.

**Date:** 01-09-2016

  
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T. H. K.