

शिक्षा का अधिकार

सर्व शिक्षा अभियान

सब पढ़ें सब बढ़ें

राज्य परियोजना कार्यालय,

उ0प्र0 सभी के लिए शिक्षा परियोजना परिषद, विद्या भवन, निशातगंज, लखनऊ -226 007

From:

Additional Project Director
UP Education For All Project Board
Sarva Shiksha Abhiyan
Vidya Bhawan, Nishatganj, Lucknow.

To:

Dr. Yogesh Kumar
Professor & Head (SSA Cell)
National Council of Educational
Research & Training (NCERT)
Sri Aurobindo Marg
New Delhi - 110 016

Sub: Quality Monitoring Tools (QMTs)

No. Quality/QMT-8/ 3688/2014-15

Dated: 24 Dec., 2014

Dear Sir,

Please refer to your letter no. F.37-1/SSA-QMT/YK/DEE/2014-15/2342 dated 28th October, 2014 regarding submission of State level Quality Monitoring Tools (STMF).

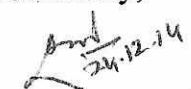
In this connection, kindly find enclosed the State level Quality Monitoring Tools (STMF) for the first quarter of 2014 (July - September, 2014), which has been compiled on the basis of District level Quality Monitoring Tools (DMF), submitted by 30 districts of Uttar Pradesh.

Hopefully we will be able to submit State level Quality Monitoring Tools (STMF) for the next quarter on the basis of District level Quality Monitoring Tools (DMF) of all 75 districts.

Thanking you,

Encl: As above.

Yours sincerely,


Km. (Ramesh Sharma)
Additional Project Director

STATE MONITORING FORMAT

(To be completed by SPD and sent to NCERT)

Quarter under Report

I	II	III	IV
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Year

2	0	1	4	-	1	5
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Period of quarter: **July to September 2014**

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. CRC 8249, BRC 880, District 75, State UTTAR PRADESH

2. (a) Number of schools in the cluster

I-V	113350	VI-VIII	46133	I-VIII		Any Other		Total	159483
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(b) Number of schools which filled up SMFs

I-V		VI-VIII		I-VIII		Any Other		Total	
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3. Number of Teachers:

In Position

Required Posts
(as per RTE Norms)

(a) Primary Teachers (i) Regular

173084

248782

(ii) Contractual

168043

(b) Upper Primary Teachers (i) Regular

106302

55157

(ii) Contractual (part time instructors)

31253

Section B: Attendance Information

(As per the DMF submitted by 30 districts)

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	29629	59702	29207	118538	30656	61089	26607	118352	60285
II	33596	72658	26364	132618	31440	63242	28190	122872	65036
III	30655	59310	24668	114633	23672	58719	24385	106776	54327
IV	29352	53985	23722	107059	29695	56937	24553	111185	59047
V	27282	49876	22114	99272	29244	53059	23770	106073	56526
VI	15599	28878	12039	56516	17439	40946	14553	72938	33038
VII	14720	29052	11118	54890	16767	31140	12542	60449	31487
VIII	14023	26411	11321	51755	15463	28631	14286	58380	29486
Total	194856	379872	160553	735281	194376	393763	168886	757025	389232

5. Number of Children with Special Needs (CWSN) in government schools in the State. **291864**

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

- Using interesting activities during teaching-learning process
- Organizing interesting games in schools
- Identifying absentee students on regular basis and contact and follow up with their parents
- Raising this issue with the SMC members and discussing the same in SMC meeting about improvement in students' attendance in schools
- Insuring regular participation of student in morning assembly at schools
- Organizing events like, bal sabha, birthday greeting season, National festivals, local festivals and involving children in such activities so as to let them have a lively atmosphere in schools

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

Boys:

82662

Girls:

73536

Boys:

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

Own schools	Other centers (NGO)	Residential centers	Any Other
3919			

Section C: Curriculum Transaction

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

Within one week	Within one month	After one month
	98.20 %	

9. What is SPO doing to improve system for timely distribution of textbooks?

- Government publishes the tender notice for printing of Free Text Books Technical bid is opened and evaluated. After evaluation of the technical bid, financial bid is opened to know who full fill terms and conditions of tender documents. Work is allotted at lowest price to those tenders who give consent at lowest rate. After that district basic education officers are directed to issue purchase orders to the eligible selected printers/publisher.
- After the purchase orders are issued, regular monitoring is done from the text book office for (1) timely printing of text books (2) supply of text-books on scheduled time (3) verification and distribution of the textbooks to the students studying in the primary/Junior Schools.
- Meanwhile to ensure the qualitative and error free printing of text books, literary assistants of the office are directed to review text books and analyze the errors and the same are sent to SCERT to rectify the error of printing & publishing for the next year.

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

Received % Utilised %

Percentage of primary teachers

-	-
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Percentage of upper primary teachers

-	-
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Teachers' Grant is being provided to Science Teachers only at Upper Primary Schools.

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

- Government Order on Quality was issued on 6th August 2013 to ensure the development of basic skills of early reading, writing and numeracy in children.

- GO says that 1st hour of school should be given for language teaching for skill development of listening, speaking, reading, writing and work for development of words and expressions.
- 2nd hour of school should be given for mathematics teaching for practice of numbers and tables and also for mental mathematics.
- GO emphasises on the development and use of TLM, use of science and mathematics kit for active participation of student in teaching learning process in science and mathematics.
- It also says to develop subject related simple teaching material and focus on TLM of local environment.
- It focuses on use of workbook, Green board, learning corner / library in school.
- It also focuses on the decoration of school walls through reading materials and walls writing.
- Decision and debate competition in school should be organised on important topics on various occasions in schools.

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

- Teachers are trained for inclusive environment during classroom teaching to prevent any type of discrimination based on Physical disability, Caste, Gender, Religion Etc.
- Sitting arrangement, Use of TLM, MDM etc. are more effective ways to provide inclusive environment to especially CWSN.
- Participation of all children especially CWSN in Children committee, Library, Morning assembly, Sports are encouraged.
- Regular follow up and support to CWSN by BRPs are also done.

Section D: Continuous and Comprehensive Evaluation

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

- All NPRCCs visited at least 10 schools in a month for monitoring of student learning and provide onsite support to teacher in teaching learning process. NPRCCs also observe child profile evolution register and work book. They also discuss with students in local language about students experience for evolution of students learning.

Section E: Teacher Training

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

- Teacher use word cards for vocabulary enrichment.
- They provide opportunity to students for sports activity and P.T in school.
- Teacher use easily available TLM at local level in teaching learning process.
- They also organise Bal Sabha for children meeting, and encourage use of library books and participation in cultural activity in school.
- Teachers do regular planning for teaching.

15. Suggestions for upcoming training programmes provided at the District level.

- Monitoring of training needs to be more effective and regular.
- Completion of all the training sessions should be in a timely manner ensuring group work for the participant.
- Ensure to make a fully develop library at BRC
- In service teacher training should be conducted before the start of the Teaching process in schools or at least within one month of the start of the teaching process.

160164	100
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Section F: Functioning of SMC

Number %

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

16. (a) Number of schools where School Development Plans have been prepared. *(It is under process)*

160164	100
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(b) Number of schools involving SMCs in preparation of this plan.

160164	100
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(c) Action taken on schools that did not involve SMCs.

Number %

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

(It is under process)

160164	100
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(b) Action taken for coverage of SMCs not trained.

Section G: Learners' Assessment

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

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

%

Number

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

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

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(As per the DMF submitted by 30 districts)

कक्षा	विषय*	आकलित/मूल्यांकित बच्चों की संख्या	ग्रेड**	बालक		बालिका		योग	
				संख्या	प्रतिशत	संख्या	प्रतिशत	संख्या	प्रतिशत
I	हिन्दी/गणित (समेकित)	1005894	A	285010	28.33	108093	10.75	393103	39.08
		0	B	199309	19.81	196920	19.58	396229	39.39

	पुस्तक)	0	C	108912	10.83	107650	10.70	216562	21.53
		1005894	योग	593231	58.98	412663	41.02	1005894	100.00
	अंग्रेजी	614749	A	65356	10.63	71302	11.60	136658	22.23
		0	B	153577	24.98	152281	24.77	305858	49.75
		0	C	87250	14.19	84983	13.82	172233	28.02
		614749	योग	306183	49.81	308566	50.19	614749	100.00
	उर्दू	49767	A	6749	13.56	7045	14.16	13794	27.72
		0	B	13110	26.34	12935	25.99	26045	52.33
		0	C	5067	10.18	4861	9.77	9928	19.95
		49767	योग	24926	50.09	24841	49.91	49767	100.00
II	हिन्दी	831864	A	103435	12.43	112574	13.53	216009	25.97
		0	B	202892	24.39	203088	25.01	410980	49.40
		0	C	101840	12.24	103035	12.39	204875	24.63
		831864	योग	408167	49.07	423697	50.93	831864	100.00
	गणित	836240	A	103451	12.37	107170	12.82	210621	25.19
		0	B	196949	23.55	202197	24.18	399146	47.73
		0	C	113714	13.60	112759	13.48	226473	27.08
		836240	योग	414114	49.52	422126	50.48	836240	100.00
	अंग्रेजी	640239	A	69350	10.83	77425	12.09	146775	22.93
		0	B	148615	23.21	156644	24.47	305259	47.68
		0	C	97009	15.15	91196	14.24	188205	29.40
		640239	योग	314974	49.20	325265	50.80	640239	100.00
	उर्दू	33229	A	4985	15.00	5482	16.50	10467	31.50
		0	B	7756	23.34	8041	24.20	15797	47.54
		0	C	3309	9.96	3656	11.00	6965	20.96
		33229	योग	16050	48.30	17179	51.70	33229	100.00
III	हिन्दी	805817	A	108694	13.49	116199	14.42	224893	27.91
		0	B	189740	23.55	199010	24.70	388750	48.24
		0	C	93054	11.55	99120	12.30	192174	23.85
		805817	योग	391488	48.58	414329	51.42	805817	100.00
	गणित	807518	A	107028	13.25	110155	13.64	217183	26.90
		0	B	189364	23.45	198697	24.61	388061	48.06
		0	C	96305	11.93	105969	13.12	202274	25.05
		807518	योग	392697	48.63	414821	51.37	807518	100.00
	अंग्रेजी	806900	A	102084	12.65	108623	13.46	210707	26.11
		0	B	190957	23.67	199656	24.74	390613	48.41
		0	C	98151	12.16	107429	13.31	205580	25.48
		806900	योग	391192	48.48	415708	51.52	806900	100.00
	हमारा परिवेश (EVS)	808427	A	113087	13.99	120444	14.90	233531	28.89
		0	B	191611	23.70	194831	24.10	386442	47.80
		0	C	87967	10.88	100487	12.43	188454	23.31
		808427	योग	392665	48.57	415762	51.43	808427	100.00

IV	संस्कृत	755829	A	97486	12.90	100099	13.24	197585	26.14
		0	B	177345	23.46	185530	24.55	362875	48.01
		0	C	91519	12.11	103850	13.74	195369	25.85
		755829	योग	366350	48.47	389479	51.53	755829	100.00
	उर्दू	30215	A	5339	17.67	5284	17.49	10623	35.16
		0	B	6125	20.27	6719	22.24	12844	42.51
		0	C	3053	10.10	3695	12.23	6748	22.33
		30215	योग	14517	48.05	15698	51.95	30215	100.00
	हिन्दी	710898	A	93765	13.19	102533	14.42	196298	27.61
		0	B	168030	23.64	180461	25.38	348491	49.02
		0	C	79191	11.14	86918	12.23	166109	23.37
		710898	योग	340986	47.97	369912	52.03	710898	100.00
	गणित	734691	A	93265	12.69	100450	13.67	193715	26.37
		0	B	170217	23.17	185024	25.18	355241	48.35
		0	C	87907	11.97	97828	13.32	185735	25.28
		734691	योग	351389	47.83	383302	52.17	734691	100.00
	अंग्रेजी	732120	A	91426	12.49	95886	13.10	187312	25.58
		0	B	169837	23.20	188426	25.74	358263	48.94
		0	C	90829	12.41	95716	13.07	186545	25.48
		732120	योग	352092	48.09	380028	51.91	732120	100.00
	हमारा परिवेश (EVS)	733276	A	101802	13.88	111681	15.23	213483	29.11
		0	B	172063	23.46	185356	25.28	357419	48.74
		0	C	77357	10.55	85017	11.59	162374	22.14
		733276	योग	351222	47.90	382054	52.10	733276	100.00
V	संस्कृत	690158	A	86083	12.00	91923	13.00	178006	26.00
		0	B	162601	24.00	175164	25.00	337765	49.00
		0	C	86806	13.00	87581	13.00	174387	25.00
		690158	योग	335490	49.00	354668	51.00	690158	100.00
	उर्दू	32798	A	4934	15.04	5607	17.10	10541	32.14
		0	B	7623	23.24	7913	24.13	15536	47.37
		0	C	3235	9.86	3486	10.63	6721	20.49
		32798	योग	15792	48.15	17006	51.85	32798	100.00
	हिन्दी	638392	A	82468	12.92	97831	15.32	180299	28.24
		0	B	148139	23.21	164262	25.73	312401	48.94
		0	C	69936	10.96	75756	11.87	145692	22.82
		638392	योग	300543	47.08	337849	52.92	638392	100.00
	गणित	655974	A	82135	12.52	91313	13.92	173448	26.44
		0	B	154499	23.55	164461	25.07	318960	48.62
		0	C	75371	11.49	88195	13.44	163566	24.93
		655974	योग	312005	47.56	343969	52.44	655974	100.00
	अंग्रेजी	636667	A	77789	12.22	85749	13.47	163538	25.69
		0	B	146446	23.00	159429	25.04	305875	48.04

		0	C	77630	12.19	89624	14.08	167254	26.27
		636667	योग	301865	47.41	334802	52.59	636667	100.00
	हमारा परिवेश (EVS)	661602	A	87036	13.16	100929	15.26	187965	28.41
		0	B	153819	23.25	167186	25.27	321005	48.52
		0	C	70001	10.58	82631	12.49	152632	23.07
		661602	योग	310856	46.99	350746	53.01	661602	100.00
	संस्कृत	636453	A	80072	12.58	88884	13.97	168956	26.55
		0	B	149353	23.47	164257	25.81	313610	49.27
		0	C	73461	11.54	80426	12.64	153887	24.18
		636453	योग	302886	47.59	333567	52.41	636453	100.00
	उर्दू	30444	A	4762	15.64	5113	16.79	9875	32.44
		0	B	6434	21.13	7961	26.15	14395	47.28
		0	C	2967	9.75	3207	10.53	6174	20.28
		30444	योग	14163	46.52	16281	53.48	30444	100.00

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

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

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

(ii) Number of upper primary schools reporting low pupil achievement levels in

(a) Science

(b) Mathematics

कक्षा	विषय*	आकलित/मूल्यांकित बच्चों की संख्या	ग्रेड**	बालक		बालिका		योग	
				संख्या	प्रतिशत	संख्या	प्रतिशत	संख्या	प्रतिशत
VI	हिन्दी	450568	A	44509	9.88	49624	11.01	94133	20.89
		0	B	72787	16.15	81233	18.03	154020	34.18
		0	C	63996	14.20	72735	16.14	136731	30.35
		0	D	21957	4.87	27955	6.20	49912	11.08
		0	E	7085	1.57	8687	1.93	15772	3.50
		450568	योग	210334	46.68	240234	53.32	450568	100.00
	अंग्रेजी	449247	A	39395	8.77	45984	10.24	85379	19.00
		0	B	73634	16.39	81518	18.15	155152	34.54
		0	C	66292	14.76	71769	15.98	138061	30.73
		0	D	22921	5.10	28562	6.36	51483	11.46
		0	E	8072	1.80	11100	2.47	19172	4.27
		449247	योग	210314	46.81	238933	53.19	449247	100.00
	गणित	449577	A	41622	9.26	46436	10.33	88058	19.59
		0	B	73645	16.38	82138	18.27	155783	34.65
		0	C	63571	14.14	73957	16.45	137528	30.59

		0	D	22451	4.99	28125	6.26	50576	11.25
		0	E	8486	1.89	9146	2.03	17632	3.92
		449577	योग	209775	46.66	239802	53.34	449577	100.00
	विज्ञान	454040	A	43217	9.52	50565	11.14	93782	20.66
		0	B	76690	16.89	82114	18.09	158804	34.98
		0	C	63425	13.97	72994	16.08	136419	30.05
		0	D	21842	4.81	26005	5.73	47847	10.54
		0	E	7964	1.75	9224	2.03	17188	3.79
		454040	योग	213138	46.94	240902	53.06	454040	100.00
	सामाजिक विज्ञान	449650	A	45983	10.23	53634	11.93	99617	22.15
		0	B	73782	16.41	79826	17.75	153608	34.16
		0	C	62654	13.93	74067	16.47	136721	30.41
		0	D	19998	4.45	23770	5.29	43768	9.73
		0	E	8009	1.78	7927	1.76	15936	3.54
		449650	योग	210426	46.80	239224	53.20	449650	100.00
	संस्कृत	453238	A	39704	8.76	58551	12.92	98255	21.68
		0	B	71860	15.85	78798	17.39	150658	33.24
		0	C	64599	14.25	76604	16.90	141203	31.15
		0	D	20989	4.63	23925	5.28	44914	9.91
		0	E	9134	2.02	9074	2.00	18208	4.02
		453238	योग	206286	45.51	246952	54.49	453238	100.00
	उर्दू	17198	A	1908	11.09	2269	13.19	4177	24.29
		0	B	2240	13.02	2892	16.82	5132	29.84
		0	C	2248	13.07	2610	15.18	4858	28.25
		0	D	887	5.16	1180	6.86	2067	12.02
		0	E	446	2.59	518	3.01	964	5.61
		17198	योग	7729	44.94	9469	55.06	17198	100.00
VII	हिन्दी	441332	A	43755	9.91	50529	11.45	94284	21.36
		0	B	72050	16.33	81845	18.54	153895	34.87
		0	C	58931	13.35	73360	16.62	132291	29.98
		0	D	21125	4.79	25303	5.73	46428	10.52
		0	E	6571	1.49	7863	1.78	14434	3.27
		441332	योग	202432	45.87	238900	54.13	441332	100.00
	अंग्रेजी	443749	A	37576	8.47	46689	10.52	84265	18.99
		0	B	73467	16.56	80982	18.25	154449	34.81
		0	C	63002	14.20	78002	17.58	141004	31.78
		0	D	21099	4.75	26187	5.90	47286	10.66
		0	E	7972	1.80	8773	1.98	16745	3.77
		443749	योग	203116	45.77	240633	54.23	443749	100.00
	गणित	440092	A	41197	9.36	47767	10.85	88964	20.21
		0	B	72457	16.46	80497	18.29	152954	34.76
		0	C	62035	14.10	74826	17.00	136861	31.10
		0	D	20278	4.61	24832	5.64	45110	10.25

VIII	विज्ञान	0	E	7373	1.68	8830	2.01	16203	3.68
		440092	योग	203340	46.20	236752	53.80	440092	100.00
		445455	A	43543	9.77	49496	11.11	93039	20.89
		0	B	71889	16.14	83438	18.73	155327	34.87
		0	C	61851	13.88	75506	16.95	137357	30.84
		0	D	20153	4.52	23748	5.33	43901	9.86
		0	E	7379	1.66	8452	1.90	15831	3.55
		445455	योग	204815	45.98	240640	54.02	445455	100.00
	सामाजिक विज्ञान	443242	A	43019	9.71	51560	11.63	94579	21.34
		0	B	73619	16.61	81638	18.42	155257	35.03
		0	C	59687	13.47	74920	16.90	134607	30.37
		0	D	19331	4.36	23678	5.34	43009	9.70
		0	E	7886	1.78	7904	1.78	15790	3.56
		443242	योग	203542	45.92	239700	54.08	443242	100.00
	संस्कृत	431240	A	40064	9.29	47303	10.97	87367	20.26
		0	B	69992	16.23	80080	18.57	150072	34.80
		0	C	60384	14.00	72557	16.83	132941	30.83
		0	D	19698	4.57	26046	6.04	45744	10.61
		0	E	7022	1.63	8094	1.88	15116	3.51
		431240	योग	197160	45.72	234080	54.28	431240	100.00
	उर्दू	17546	A	1859	10.60	2216	12.63	4075	23.22
		0	B	2264	12.90	2795	15.93	5059	28.83
		0	C	2052	11.69	3472	19.79	5524	31.48
		0	D	789	4.50	1165	6.64	1954	11.14
		0	E	395	2.25	539	3.07	934	5.32
		17546	योग	7359	41.94	10187	58.06	17546	100.00
	हिन्दी	444319	A	43952	9.89	53237	11.98	97189	21.87
		0	B	70129	15.78	83001	18.68	153130	34.46
		0	C	55795	12.56	75705	17.04	131500	29.60
		0	D	17625	3.97	31556	7.10	49181	11.07
		0	E	5973	1.34	7346	1.65	13319	3.00
		444319	योग	193474	43.54	250845	56.46	444319	100.00
	अंग्रेजी	435103	A	38026	8.74	46644	10.72	84670	19.46
		0	B	70117	16.12	81386	18.70	151503	34.82
		0	C	58552	13.46	77931	17.91	136483	31.37
		0	D	19583	4.50	26729	6.14	46312	10.64
		0	E	6917	1.59	9218	2.12	16135	3.71
		435103	योग	193195	44.40	241908	55.60	435103	100.00
	गणित	435111	A	39414	9.06	47975	11.03	87389	20.08
		0	B	68989	15.86	81163	18.65	150152	34.51
		0	C	59254	13.62	76575	17.60	135829	31.22
		0	D	19010	4.37	26574	6.11	45584	10.48
		0	E	6602	1.52	9555	2.20	16157	3.71

	435111	योग	193269	44.42	241842	55.58	435111	100.00
विज्ञान	416270	A	40393	9.70	48548	11.66	88941	21.37
	0	B	66140	15.89	76736	18.43	142876	34.32
	0	C	53205	12.78	69622	16.73	122827	29.51
	0	D	17716	4.26	25345	6.09	43061	10.34
	0	E	10140	2.44	8425	2.02	18565	4.46
	416270	योग	187594	45.07	228676	54.93	416270	100.00
सामाजिक विज्ञान	443568	A	50764	11.44	52394	11.81	103158	23.26
	0	B	71536	16.13	83610	18.85	155146	34.98
	0	C	56594	12.76	74718	16.84	131312	29.60
	0	D	17233	3.89	23714	5.35	40947	9.23
	0	E	5390	1.22	7615	1.72	13005	2.93
	443568	योग	201517	45.43	242051	54.57	443568	100.00
संस्कृत	422805	A	40953	9.69	48484	11.47	89437	21.15
	0	B	68280	16.15	79767	18.87	148047	35.02
	0	C	54630	12.92	70695	16.72	125325	29.64
	0	D	18537	4.38	26382	6.24	44919	10.62
	0	E	6725	1.59	8352	1.98	15077	3.57
	422805	योग	189125	44.73	233680	55.27	422805	100.00
उर्दू	14543	A	1457	10.02	1821	12.52	3278	22.54
	0	B	1845	12.69	2272	15.62	4117	28.31
	0	C	1814	12.47	2330	16.02	4144	28.49
	0	D	668	4.59	995	6.84	1663	11.44
	0	E	608	4.18	733	5.04	1341	9.22
	14543	योग	6392	43.95	8151	56.05	14543	100.00

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

Part-II

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

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

Range...36000.....to...54000...

2. School visits by CRCCs:

Number of times visits were made to each school visiting

Number of

CRCCs

(i) Once in a month

☒

(ii) Once in two months

☐

(iii) Once in three months

☐
☐

(iv) Once in four to six months

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

- Using new teaching methodology by teachers
- Ensuring fear free environment in classroom and schools
- Using TLMs and other locally available materials in teaching
- Doing group work and group discussion with students
- Presentation of model teaching by ABRCs during school visits

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

Number	%

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

--	--

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

- Directions are given to districts and blocks to ensure timely completion of syllabus.
- ABRCs and CRCCs are planning with teachers to complete the syllabus in time.

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

45

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

- We discuss on this issue in the BSAs and D.C.(T) meetings at state level.
- Notices are issued to BSAs and DIET principals to submit the QMT at the earliest.

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.

- ABRCs participate in the meeting of subject teachers at NPRC and support them to resolve subject specific issues or queries.
- ABRCs provide onsite support to teachers at school level through discussion and class demonstration.
- BEEOs regularly visit schools for monitoring and support.
- In-service teacher trainings are organized at BRC.
- Different activities like meetings, seminar, etc. are organised at block level to sensitise teachers on NCF and RTE.

2. Number of BRCs who prepared a schedule for visit of schools. (as informed by 30 districts)

315

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

02

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

- BRCs ensure that questions during classroom process is as per students learning level
- BRCs ensure the students participation on classroom activities including blackboard work.
- They also ensure regular use of library/ learning corner and lab/science kits in schools.
- Ideal teaching is demonstrated by ABRCs during the workshop at CRC to improve quality teaching-learning process.
- They support in sport activities, child cabinet, Mena Manch and cultural activities in schools.

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

- Through regular school visits for monitoring and support to school
- Through observation of participation of student in co-curricular activity
- Through observation of child profile
- Through observation of work book and written work of students

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

0

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

0

(c) List major issues emerging from the programmes.

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?

(i) Mathematics

0

(ii) Science

0

(iii) Social Science

0

(iv) Language

0

(v) Arts Education

0

(vi) Health and Physical Education

0

(b) What percent of current year's target has been achieved during last 0 quarter? %

(c) List major issues emerging from the programmes.

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. 75
 - (a) The institutions involved – DIET, DPO, BRC, CRC
 - (b) Members of 'quality' monitoring - Principal and Faculties of DIET, BSAs and DCs from DPO, BEEO and ABRCs from BRC and NPRCCs from CRC
 - (c) Role of BRC/CRC in quality monitoring – Providing onsite academic support to teachers, checking child profile and ensure availability of all formats, etc.
 - (d) Role of DPO in 'quality' monitoring – Checking attendance and functioning of teachers, child profile, children's learning level, availability of FTB to all students, etc. 75

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

3. Number of districts organising meetings of BRC, CRC and Head Teachers to understand the problems of district. 75
 - (a) Once in a 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: 1650
 - (a) Number of schools visited by DPOs on an average (*as informed by 30 districts*)
 - (b) Mention the feedback from field on 'quality'. Mention priority areas, where intervention in next quarter will be provided by the DPOs.

- Updating schools with latest educational information and GOs
- Ensuring availability and use of child profile and other documents relating to CCE
- Ensuring teaching plan by teachers on teachers' diary and its implementation
- Use of child centric activity based teaching methodology in classrooms

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

- Regular visits to schools by DIET mentor and ABRCs
- Joint planning by DIET and DPO to ensure quality improvement in schools.

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

- Regularly monitoring and support by DIETs mentor
- DIETs faculty participate and support in meeting of BRCs
- Ability of monitoring reports of DIET

Part-V

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

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

(a) State Government/SCERT - \checkmark

(b) NCERT

(c) Private publishers

(d) Any other.....

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

	Initiated	Completed
Primary: Syllabi	<u>2008</u>	<u>2009</u>

Textbooks	<u>2008</u>	<u>2009</u>
Upper Primary: Syllabi	<u>2008</u>	<u>2009</u>
Textbooks	<u>2008</u>	<u>2009</u>

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

<i>Modules</i>	<i>Pry/Upper Pry</i>	<i>Year of development</i>
<u>Samvaad-1</u>	<u>Both</u>	<u>2011-12</u>
<u>Samvaad-2</u>	<u>Both</u>	<u>2012-13</u>
<u>CCE</u>	<u>Both</u>	<u>2012-13</u>
<u>CCE</u>	<u>Both</u>	<u>2013-14</u>
<u>Samvaad-3</u>	<u>Different for PS and UPS</u>	<u>2013-14</u>
<u>CCE</u>	<u>Both</u>	<u>2014-15</u>
<u>Early Grade Reading</u>	<u>PS</u>	<u>2014-15</u>

4. Status of CRCs/BRCs in the State:

	<i>Sanctioned Posts</i>	<i>In Position</i>
CRCs	<u>8249</u>	<u>8249</u>
BRCs	<u>880</u>	<u>880</u>

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

(a) DIETs: Involvement

- In conducting Masters' trainings at DIET Level for Block level teachers' training

Problems

- Timely completion of MT training is a challenge for DIETs.
- Ensuring the proper resource materials and logistics for training is another area of concern.

SCERT: Involvement

- In development of in-service training modules
- In conducting Masters' trainings at State Level for DIET level master trainers' training

Problems

- Timely completion of the workshops and MT training is a challenge for SCERT

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

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)

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

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

- In-service teacher training on CCE, EGR and science .
- Training based on CCE for primary and upper primary school teachers.
- Training based on early grade reading (EGR) for primary school teachers.
- Training based on science for upper primary school science teachers.
- Providing Free text books to students from class 1-8.
- Providing teachers' grant to science teachers in UPS.
- Providing Barkha series books to all primary schools.
- Implementation of CCE in primary and upper primary schools of all 75 districts.
- Providing CCE cards to schools for each students.
- Providing grants to BRC and CRC for proper monitoring and on-site support.
- Making provision for follow up teachers training at CRC level.

(b) Progress of these programmes during the quarter


- Free Text Books have been provided to students.
- All other programmes stated above are in process.

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

- Difficulty is being experienced at school, cluster and district levels in compilation and analysis of data for quality monitoring tools (QMT) formats especially the learners' assessment format.

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

- Compilation of data for class wise/subject wise break up of children in 8 grades is too much time consuming and tedious job which is affecting teaching-learning in schools.
- A software should be developed at National level such that entries should be done only once and the desired analysis can be done at any level from School to State or National level.


(भगवती सिंह)
वरिष्ठ विशेषज्ञ (गुणवत्ता)
सर्व शिक्षा अभियान
लखनऊ, 30/5/20