

## **Observations on the Implementation of Monitoring Tools for Quality Enhancement in the Union Territory of Delhi**

Quarter: IV

Year: 2014

Based on State Monitoring Format sent by the Union Territory, observations of NCERT are as under:

- It is noted that all CRCs, BRCs and districts in Delhi have submitted the CMFs, BMFs and DMFs. Effort made by the concerned authorities in this regard are appreciable.
- As per information provided in report the number of schools in Delhi has increased from 3394 in the II quarter to 4426 in the IV. The UT need to initiate necessary support services for these new schools accordingly.
- The number of teachers required according to RTE Norms have not been mentioned in the report. It is required to be mentioned properly under Part I item No.3(i)
- The PTR ratio as prescribed by the RTE act is 1:30 at the primary level and 1:35 at the upper primary level. As reported by the UT there are 1076 schools (approximately 29 percent) at the primary level and 214 schools (approximately 10 percent) at the upper primary level with above standard PTR. When compared to the last quarter the UT shows an increase in the number of Govt. Schools with above standard PTR at primary level. This issue needs attention so as to follow the PTR norms as envisaged in the RTE Act 2009.
- In section B. item no.4, the figures provided in column on average daily attendance need re-examination. The number of primary and upper primary schools referred to in section A, item no.2 (b) and in section B, item no 4 do not match with the information provided about number of schools.
- As mentioned by the UT there are 13586 Children with Special Needs in the quarter under report as compared to 7920 reported in the previous quarter. The SSA Framework of Implementation explicitly states: “SSA will ensure that every child with special needs, irrespective of the kind, category and degree of disability, is provided education in an appropriate environment”. Hence we need to undertake more initiatives and make clear planning for inclusion of these children into the larger educational system.

- The UTs initiative in admitting 3000 Out of School Children to schools during the last quarter deserves appreciation. After their enrolment they deserve appropriate special training for their main streaming.
- As per information provided under Part I section C Item No.8 the number of schools distributing textbooks at different times has been mentioned as 2470, whereas the total number of schools which filled up SMFs in the UT is 3774. It is not clear whether the information is not available for the remaining schools. This requires some clarification.
- There are few Schools in the UT which distribute textbooks after one month of the beginning of academic sessions. Concerned authorities may like to give attention to this fact and ensure that the textbooks are distributed within one week of the beginning of new sessions.
- The key suggestions for upcoming training programmes need further consideration. The upcoming training programmes may emphasise on RTE and the role of SMCs in school development training programmes. This initiative by the UT can make the grass root level academic functionaries to explore and identify with various provisions of RTE and its implications in the schools.
- An analysis of learner achievement shows that the UT had good performance at primary level with more children securing Grades A and B in all the subjects. Some improvement is needed for upper primary level as significant number of students score Grades C, D and E. The UT may like to take some initiatives so as to enhance the achievement level of students from diverse background.
- The number of Schools having school management committees in the UT is being reported as 3190. It is found that 15 percent of the schools do not have SMCs. The section -21 of the RTE act enforces to form school management committees in all schools of the State and UTs. This may be considered by the UT.
- A quick glance on the status of CRCs and BRCs in the UT reveals that 52 percent of the sanctioned CRCC and 71 percent of sanctioned BRCC are not in position. While comparing this data from II quarter report it was noticed that the CRCs and BRCs in position have decreased by 41 percent and 07 percent respectively. As these sub district academic support institutions can facilitate the school quality improvement UT may pay more attention in filling up the required post.

