

Observations on the Implementation of Monitoring Tools for Quality Enhancement in the State of Gujarat

Quarter: IV

Year: 2014

After careful analysis of the information provided by SPO Gujarat, some observations have been made which are given below:

- It is good to note that the SPO, Gujarat has used revised Quality Monitoring Tools and sent data accordingly.
- The efforts put in by all CRCCs, BRCCs and Districts for compilation and consolidation of data reflect their determination for the cause of quality of elementary education.
- Required posts of teachers as per RTE norms have been reported as nil. It seems from the information provided that all teachers are in place. Under this situation the availability of teachers will definitely help in reducing gaps in pupil - teacher ratio. But information about these parameters have not been provided in item no. 3 (ii) a, b and c which are related to pupil- teacher ratio and teachers posting.
- Information on average daily attendance reveals that most of the schools have satisfactory attendance.
- It is encouraging to note that the State is employing inclusive education resource teachers. It is further suggested that these teachers at cluster level may assist in mobilizing community volunteers for spreading awareness about education of children with special needs.
- The children mainstreamed should continue to be followed up by the local authority, special training teachers and SMC, as they continue to be vulnerable to becoming drop outs for the same reasons they were OoSC earlier. As reported, many children have dropped out of special training centers. Support for supplementary problems/ issues which may have been provided to these children during special training, may still be required like counseling, aids and appliances for disability etc. Any child not making satisfactory progress should be individually discussed with the teachers and the academic support team. The headmaster may also make an assessment of the academic support required by the teachers. Similarly teachers from regular school could provide academic support to

teachers implementing special training. Teachers of the regular school could also be involved in conducting learning assessment of children in special training; they could also recommend which of the students could be ready for mainstreaming given that they would be aware of the learning standards of students in their regular classes.

- Out of the total 55524 schools mentioned in the State Monitoring Format as only 32861 schools have school management committees. There exists a gap of 22663. This needs to be looked into. It is further requested that the State needs to clarify whether RTE Act is being implemented in remaining schools and if it is so then the remaining schools should also have SMC.
- In Part III, item no. 6 (a) and 7 (a) the number of in-service teacher training programmes has to be given for both primary and upper primary level. Instead of the number the duration of the programme has been reported.
- In Part IV, item no.1 (a) regarding information about the different institutions involved in quality monitoring mechanism in the State, the kind of institutions involved may also be specified.
- The information which has to be given in part IV Item No.2 is about the number of districts providing different kind of quality interventions. Whereas in the format the response has been provided as YES and GOOD.
- The few positions of BRCs and CRCs which are lying vacant may be filled up so that these resource centers provide academic support to the teachers at the grass root level.