

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

Quarter: III

Year: 2014-15

The State monitoring format provided by Himachal Pradesh for the quarter III (2014-15) has been analysed and following observations and suggestion are made for bringing a qualitative progress in education. It is to be mentioned here that the State need to send only II and IV quarter STMF to NCERT and not I and III quarter STMF. However, as the State has sent the STMF for the first time, the feedback on the STMF are provided so that the State may look into this and adopt the suggestions provided as per their need and requirement.

Part – I

Section A: School Information

- *Number of CRC, BRC and Districts:* The State has provided the number of CRCs, BRCs and districts. However, it is desired that the State may kindly provide information regarding the number of CRCs submitting CMF, number of BRCs submitting BMF and Districts submitting DMF.
- *Number of schools:* The State has not specified the total number of schools as well as the number of schools coming under ‘any other category’. It is also noticed that all the schools in the States are not providing filled up STMF. It may be ensured that all the schools in the State provide information required in STMF.
- *Number of teachers:* There is requirement of 943 primary and 552 upper primary teachers as per the RTE norms. Necessary action must be initiated at the earliest.
- *Pupil Teacher Ratio:* The State has not provided any information regarding the pupil teacher ratio i.e. number of government schools in the State having PTR above 1:30 in primary and 1:35 in upper primary schools. Information about teachers who have failed to join place of posting in last quarter and teachers attached elsewhere than place of posting is also not provided in the STMF. This information may kindly be provided in future.

Section B: Attendance Information

- *Number of schools with average daily attendance:* The State has not provided information about average daily attendance. It has been mentioned that average daily attendance in schools is above 85 % and all cluster head schools are being provided with tabs with GIS for tracking student and teachers. However, the number of schools having average daily attendance of 'Above 80%' , between '60-79%' and 'Below 60 %' has to be specifically given.
- *Children with Special Needs:* There are 12771 CWSN in the State. various efforts like barrier free access, sensitization of teachers for gender positive behaviour during classroom interactions, preparation of TLM for keeping in view the needs of special children and special efforts for inclusion and participation of special students etc. Are being taken up. The State may refer to a recently developed handbook by Department of Education for Groups with Special Needs NCERT titled *Including children with special needs-Primary Stage* which would be quite useful for handling CWSN in classrooms. The link for the document is http://www.ncert.nic.in/pdf_files/SpecialNeeds.pdf
- *Out of School Children:* There are 4942 OoSC in the State getting special training in 126 non-residential special training centres. It must be ensured that after completing the training these students are enrolled in age appropriate classes. Check may be kept on these students so that they may not drop out again. In addition, it is requested that the State may also provide information about the number of children who have dropped out of special training programmes up to last quarter.

Section C: Curriculum Transaction

- *Distribution of textbooks:* It is mentioned in the STMF that 20,699 schools are distributing textbooks within one month of beginning of the session. More efforts may be put in so that the textbooks are provided to the students within one week of beginning of session. The steps taken by the SPO for timely distribution of textbooks are noted.
- *Strategies adopted for improving teaching learning process:* Practices adopted by teachers for improving teaching learning process, as reported in the STMF include baseline assessment of students, classifying students in groups, giving inputs as per

requirements, dealing students separately on multi-level and multi-grade basis and taking timely remedial measures, etc.

Section D: Continuous and Comprehensive Assessment

- *CRCCs monitoring progress of pupils' learning:* CRCCs are monitoring pupils' progress by analyzing quarterly achievement report, observing classroom teaching, checking of notebooks and assessment sheets, observing teacher's diary and lesson plans.

Section E: Teacher Training

- *Suggestions for upcoming training programmes:* Various suggestions have been provided for upcoming training programmes at district level like training provided in actual classroom situation, experienced resource persons from national level, participatory method of training, impact analysis of students achievement after training, training of lesser number of teachers for longer duration and exposure of teachers of good schools at national and international level. These suggestions should be kept in mind while organising any future training programme.

Section F: Functioning of SMC

- *Schools having SMCs:* It is appreciated that 100 percent of the schools in the State have constituted school management committees.
- *School Development Plan:* Only 50 percent of the schools in the State have prepared school development plans and only 16.9 percent of schools are involving SMCs in preparation of these plans. It is suggested that all the schools in the State may prepare school development plans and all the SMCs may be involved in preparation of these plans. It is mentioned that action has been taken on schools that did not involve SMCs in preparation of plans like orienting and motivating school heads for involving SMC members along with orienting SMC members for the development of SDP.
- *SMCs trained about their roles and functions:* 87 percent SMCs have been given training about their roles and functions. It is appreciated that the State has initiated special drives for imparting training to the untrained SMC members.

Section G: Learners' Assessment

- Primary level:** The learners' achievement provided by the State in the STMF for primary level is shown in Table 1. It is observed from the table that in class I and II more students are scoring Grade A. However, the number of students scoring grade A is decreasing in class III, IV and V and in these classes more students are scoring Grade D and E. More attention may be paid to the students scoring Grade C, D and E at primary level.

Grade	Table 1: Learner's Assessment for primary level												
	Class-I		Class-II		Class- III			Class-IV			Class-V		
	L (%)	M (%)	L (%)	M (%)	L (%)	M (%)	E.V. S (%)	L (%)	M (%)	E.V. S (%)	L (%)	M (%)	E.V. S (%)
A	28	29	20	27	7	8	6	6	9	5	8	11	6
B	20	18	21	23	15	14	13	14	14	12	19	20	23
C	19	19	22	22	25	25	26	24	26	25	29	28	34
D	23	23	24	21	36	37	38	39	37	42	30	26	27
E	10	10	12	8	17	16	17	17	14	15	13	15	9

- Upper Primary level:** The learners' achievement for upper-primary level is shown in Table 2. Most of the students in the State are attaining Grade D and E and very less percentage of students are scoring Grade A. More efforts are required so that learning of low achieving students may improve. The State may also obtain educational kits for science and mathematics devised by NCERT, in order to improve learners' assessment of students in the subjects.

Grade	Table 2: Learner's Assessment for upper- primary level											
	Class-VI				Class -VII				Class -VIII			
	L (%)	M (%)	G.S. (%)	S.S. (%)	L (%)	M (%)	G.S. (%)	S.S. (%)	L (%)	M (%)	G.S. (%)	S.S. (%)
A	3	2	7	2	4	1	2	1	7	2	7	1
B	9	5	15	9	11	3	6	6	21	8	21	4
C	19	12	23	21	19	10	14	14	27	17	28	13
D	33	32	28	34	31	31	34	35	25	28	26	33
E	36	48	27	34	34	55	44	43	20	46	18	49

Part – II

- *School Visits by CRCCs:* It is noticed in the STMF that most of the CRCCs are not visiting schools frequently. Ways may be adopted to encourage all the CRCCs to visit schools once in a month.
- *Pupils' progress and coverage of syllabus:* It is good to note that all schools are maintaining records of pupil's progress in the schools and all schools are having more than 60 percent coverage of syllabus.

Part – III

- *BRCCs preparing schedule for visit of schools:* It is observed from the STMF that 41 BRCCs (16.5 percent) are not preparing schedule for visit of schools. State may motivate such BRCCs to prepare schedule for visit of schools.
- *In-service teacher training programmes:* The State may mention the number of in-service teacher training programmes organized instead of the percentage in the required columns of the STMF. In the primary level and upper primary, less than 25% in-service teacher training programmes have been organised. It is suggested that more in-service training programmes may be organised at both primary and upper primary levels as per the need and resources available at the State. In addition, in-service programmes at upper primary level had been organized for mathematics and science only. The State may organise in-service programmes for the remaining subjects, also.

Part – IV

- *Quality interventions:* Quality interventions have been organized for training of resource persons on pedagogy and assessment, training of SMC members on 'School Development Plan' and training of 'Educators' for special training of children admitted to age-appropriate classes at district level in the last quarter. However, training has been provided to resource persons on RTE Act 2009 which should also be paid attention to.

Part – V

- *Status of CRCs and BRCs:* There are 2102 sanctioned posts of CRCs out of which 2087 are in position. The remaining posts of CRCs may be filled. In the case of BRCs all sanctioned posts are in position.
- *Performance of Educational structures:* As per the SPD's perception about extent up to which the academic structures are meeting State's expectation in providing desired support for quality improvement of education process, it has been observed that CRCs has rated 2 while BRCs, DIETs, DPOs and SCERT have been rated 3 (1 as least and 5 as greatest). The State may communicate this expectation to the concerned educational functionaries so that it may help in improving the performance of the functionaries.
- *Web Portal:* The NCERT has launched a 'QMT Portal' which is available on <http://www.ciet.nic.in/QMTs/index.php>. The filled-in STMF provided by different States/UTs and the feedback given by NCERT and other important materials related to quality monitoring can be viewed on the portal.