

Observations on the Implementation of monitoring Tools for Quality Enhancement in the state of Karnataka

It is appreciated that nearly all the schools in the state have participated in the Quality Monitoring Exercise by completing School Monitoring Format. The data is quite systematic and provide information about the efforts made by the state for assuring quality in Elementary Education. The monitoring format has been presented for 203 Block Resource Centers and 4103 Cluster Resource Centers in the State. Looking at the responses provided in the formats under different heads, the commitment of SPO for implementation of SSA programme is reflected. Critical examination of the information provided by the State has brought to notice certain observations which the state is required to look into.

It is observed from the report that as per RTE norms though teachers have been recruited but the state is required to recruit more teachers, (24% approximately at Primary Level and 20% approximately at Upper Primary Level). As per the information provided by the state it is seen that there is sharp decline in enrolment in class VIII which is a matter of concern. Under an important observation it is found that majority of teachers reported problems in completing syllabus in time which is due to shortage of teachers. No specific mention has been reflected about initiatives taken under CCE. As per the report, teacher training components are successfully transacted during teacher-learning process by the teachers. SMCs are constituted in all the schools and the functioning of SMC is found to be satisfactory.

As far as learners' assessment is concerned it is found that more than 50% children at primary level secured A grade in Language and EVS though in mathematics it is slightly less. Data shows that nearly 70% children at upper primary level have secured A and B grade in all the subjects; however C grade ranges from 7 to 18%.

Classroom observation by CRCCs is adequately covered which is supported by BRCCs at regular intervals. With regard to quality interventions, the data shows that district functionaries of all the 30 districts have been provided training. However training of educators for special training of children admitted to age – appropriate classes have been provided in nine districts only. During the last quarter, satisfactory number of schools has been visited by DPO. State developed textbooks are used in schools. Syllabus and textbooks have been revised during 2009 of both Primary and upper primary level.

Modules for RTE, CCE and KCF-2009 have been developed during 2009 and 2010-11 respectively. As per the report, DIET faculty is involved in all SSA-RTE activities. SCERT conducts training for all concerned functionaries under SSA. As per SPD's observation desired support is provided by CRCs, BRCs, DIET, DPO and SCERT

functionaries for quality improvement according to the ratings given by him on 5 point scale.

SRG is functional in the state. Adequate interventions have been undertaken by the state for quality enhancement during 2012-2013 such as LEP, Mobile Science Lab, science Centre, Radio Programmes etc. Under these programmes, TLM have been distributed (Nali-Kali plastic and wooden materials, geography kits, Geo kit, workbook and supplementary books to government schools).

Suggestions - The data received from state report shows that there is shortage of teachers. As such, the state needs to specify what efforts are being taken to recruit teachers to address this problem. The state has reported 1, 39, 288 children with special needs. Interventions undertaken for inclusive education for such children need to be strengthened. The number of Out of School Children (OOSC) during 2012-13 need to be mentioned. Key functionaries at the state level need to be oriented for capacity building of teachers and other concerned stakeholders in implementing quality education to slow learners/ CWSN alongwith mainstreaming of OOSC. As far as learners' achievement is concerned, the state need to adopt strategies to increase achievement level of students acquiring C Grade which ranges from 7 to 18% as stated in the report. In this endeavour, state needs to organize capacity building programme for implementation of CCE in all schools. As per the report the state has 4103 sanctioned posts of CRC, however there is no mention of the no. of CRC coordinators in position. This is a major concern which needs to be addressed on priority basis. As and when required state may take academic support from NCERT for capacity building of SCERT/DIET faculty to perform their roles and responsibilities under SSA. It is desired that activities of SRG and various recommendations undertaken by it is mentioned specifically.