

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

Quarter: III

Year: 2014-15

Listed below are the reflections of NCERT on the basis of information received through the State Monitoring Format (STMF) of Karnataka.

Part- I

- **Participation of Schools:** All schools in the State have taken part in the quality monitoring initiative of NCERT by filling up the School Monitoring Format. It is glad to know about the attempts made by concerned functionaries of the State in this regard.
- **Teachers' Position:** The total number of primary teachers in the State is reported as 63885 and required posts (as per RTE Norms) are mentioned as 87131. This may kindly be looked into.
- **Pupil Teacher Ratio:** As observed from STMF, it is noted that Pupil Teacher Ratio (PTR) in many primary and upper primary schools in the State is not maintained in the ratio as prescribed in the RTE Act i.e. 1:30 and 1:35 respectively. The academic performance of students may turn good if Pupil Teacher Ratio is well maintained in classrooms. In this aspect it is important to ensure the services of adequate teachers in classroom.
- **Attendance Information:** The average daily attendance in most schools in the State is above 80 percent. State can check into the reasons for less attendance level in remaining schools and make initiatives accordingly for increasing the attendance level.
- **Children with Special Needs:** It is noticed that the number of Children with Special Needs (CWSN) has increased from 84,196 in last quarter to 92,690 in this quarter. The State needs to make sure that the support services in school are sufficient for meeting the learning needs of all the children. More concern is also required for creating a learning environment without any bias or discrimination.
- **Out of School Children:** It is reported that 112830 Out of School Children (OoSC) in the State are admitted to age appropriate classes. In the last quarter report the number of OoSC was mentioned as 92286. It shows that many such children were newly identified.

The efforts taken for dealing with the increased need required by these children is visible by the greater number of centers opened for giving special training.

- **Textbook Distribution:** In order to keep child actively engaged in classrooms, the role of textbooks is significant. It is noted that textbooks in many schools in the State is not distributed in time. The reasons for late distribution of textbooks is noted, however there need to be some mechanism in the State so that all schools receives textbooks in time.
- **Suggestions for Training Programmes:** The suggestions provided for upcoming training programmes at block level indicate that it may be more useful for the teachers if training programs are organised in summer/October vacations. This may be addressed while planning future training programmes.
- **School Management Committees:** It is observed that the School Management Committees has yet to be constituted in few schools of the State. As the role of School Management Committee (SMC) is very crucial in envisaging the goals in RTE, it is suggested to constitute SMCs in remaining schools.
- **Learners' Achievement:** Learner's Assessment for primary level and upper primary level has been given in table 1 and 2. The data on learners' achievement reveals that more efforts are to be put for bringing up the achievement level of students as many students fall in the category of B+ Grade. One way is to make efforts to further improve classroom processes where individual attention is paid to students. Teachers may assess students during teaching and move ahead after ensuring that students have learnt. It is also noticed that in Class V mathematics, the Grade wise total percentage has been reported as 200. Hence it is desired that some clarification may kindly be given for this.

Table 1: Learners' Assessment for primary level

Grade	Class-I		Class-II		Class- III		Class-IV			Class-V		
	L (%)	M (%)	L (%)	M (%)	L (%)	M (%)	L (%)	M (%)	E.V.S (%)	L (%)	M (%)	S.S. (%)
A	29	29	30	29	29	29	29	29	30	29	60	30
A+	32	30	32	30	32	30	32	30	33	32	59	31
B	13	14	13	14	13	14	13	14	12	13	28	13
B+	23	23	23	23	23	23	23	23	21	22	46	22
C	03	04	03	04	03	04	3	04	03	4	07	3

Grade	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	29	28	28	29	29	28	28	29	29	28	28	29
A+	31	29	30	31	31	29	30	31	31	29	30	31
B	13	15	14	14	13	15	14	14	14	15	14	14
B+	23	24	23	23	23	24	24	23	23	24	24	23
C	3	4	04	4	3	4	4	4	3	4	4	4

Part- II

- School visits by CRCCs:** The responses given against different options for the item 'school visits by CRCCs' in Part II question no.2 does not seem to be either the number of CRCCs visiting the school or the number of times visits were made to each school. Clarification is required for this item.

The average number of classrooms observed by the CRCCs in the last cycle has been mentioned as 14754. This needs some clarification.

- Pupils' Progress Record:** It is noted that 30 percent of schools in the State are not maintaining records of pupils' progress. Assessing pupils work through progress records at schools can help in developing need based interventions, so it is recommended to maintain it in all schools.
- Coverage of Syllabus:** There are 413 schools in the State with 60 percent and less coverage of syllabus. It is good to notice that the number has reduced when compared to 735 of the last quarter. The effort of educational functionaries in State may be continued in this manner.

Part- III

- BRCCs School Visits:** The number of BRCCs who prepared schedule for visiting schools is given as 1010 in the STMF. But total number of sanctioned post of BRCs has been mentioned as 202. Some clarification is sought regarding the actual strength of BRCCs employed.

- **Teacher training:** The total number of in-service teacher training programmes conducted for primary level teachers during the last quarter is reported as 16881. This number appears to be the total number of teachers who received training. The State may kindly provide some explanation in this regard.

Part- IV

- **Districts Meetings:** It is reported that few districts in the State are organizing meetings 'once in three month' and 'once in four to six month'. It is suggested to organize meetings more frequently.
- **DPO and DIET Coordination:** The active and frequent involvement of both DPO and DIET would help in better conduction of different academic activities entrusted to these bodies. It is therefore desired that the concerned departments may schedule meetings more often.
- **Areas for Quality Intervention:** It is found that the district needs support from the DIET in several areas like research, monitoring, supervision and organizing in-service teacher training programmes. This reveals that there is not much linkage between DIETs and DPOs. The State need to organize more coordination meetings for discussion of important matters. In this regard it is also suggested that the DPO may kindly communicate their requirement to the SPO and SCERT for appropriate action.

Part- V

- **Status of CRCs/BRCs:** The CRCs and BRCs are expected to provide on-site academic support thereby improving the quality of education. It is noticed that few sanctioned posts of CRCs and BRCs are not in position. It is suggested to make appropriate measures for filling up these posts.
- **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 can be viewed on the portal.