

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

Quarter: III

Year: 2015-16

On the basis of information provided in the filled in State Level Monitoring Format (STMF) of Karnataka, following observations have been made. The State may look into this as per need and requirement.

## Part – I

### Section A: School Information

- *Number of schools:* The information provided in Part I Item No 2 of the State Level Monitoring Format reveals that 93 percent of the schools have filled up the SMF. But, we would like to point out that all schools from the State used to participate in the monitoring process by filling up SMFs during last quarters. Clarification regarding this may be provided.
- *Number of teachers:* There is a requirement of 5299 primary teachers and 1499 upper primary teachers in the State. **The State needs to take adequate steps to fill the teachers' position there by fulfilling the RTE norms.**

### Section B: Attendance Information

- *Average daily attendance:* As per the attendance information reported in the STMF, majority of the schools in the State belongs to the category of above 80 percentage of average daily attendance. **Schools lying in the lower categories can be given more motivation and attention to raise their attendance level.**
- *Children with Special Needs:* It is reported that there are 86793 (approximately 2 Children per School) CWSN in the State. Various efforts taken by the State for making classroom inclusive is being noticed. **The State may give adequate attention for the needs of these children for encouraging and motivating the child to move along with the class room processes.**
- *Out of School Children:* It is being noticed that the number of Out of School Children has decreased from 8713 of last quarter to 8572 in the present quarter. It may be ensured that all these children have completed their special trainings and got enrolled in age appropriate classes.

### Section C: Curriculum Transaction

- *Distribution of textbooks:* There are some schools in the State which distribute textbooks after one month of the beginning of academic session. **Initiatives are to be made for timely textbook distribution in all schools.**

### Section D: Continuous and Comprehensive Assessment

- *CRCCs monitoring progress of pupils' learning:* The various efforts put by CRCCs in monitoring the progress of pupils learning is appreciated.

### Section E: Teacher Training

- *Suggestions for upcoming training programmes:* Various suggestions are being provided for upcoming training programmes at block level. These suggestions may be considered while organising future training programmes.

### Section F: Functioning of SMC

- *Schools having SMCs:* Out of the 47111 schools in the State that have filled up SMFs 44321 have constituted the school management committees. **Remaining schools may also be asked to prepare SMCs at the earliest.**
- *School Development Plans:* The number of schools where school development plans have been prepared has been mentioned as 33871, but the number of schools involving SMC in preparation of this plan is given as 39508. A clarification is required in this regard as some sort of discrepancy is being noticed

### Section G: Learners' Assessment

- *Primary level:* The learners' achievement provided by the State in the STMF for primary level is shown in Table 1. As per the information provided, the achievement level of students in the State seems satisfactory as majority of them are scoring Grades A and A+.

**Table 1: The learners' achievement for Primary Level**

| Grade | Class-I |       |       | Class -II |       |       | Class -III |       |       | Class -IV |       |       | Class -V |       |       |        |
|-------|---------|-------|-------|-----------|-------|-------|------------|-------|-------|-----------|-------|-------|----------|-------|-------|--------|
|       | L (%)   | M (%) | E (%) | L (%)     | M (%) | E (%) | L (%)      | M (%) | E (%) | L (%)     | M (%) | E (%) | L (%)    | M (%) | S (%) | SS (%) |
| A     | 29      | 30    | 30    | 29        | 29    | 29    | 29         | 29    | 30    | 29        | 30    | 30    | 29       | 59    | 29    | 29     |
| A+    | 31      | 30    | 33    | 31        | 29    | 33    | 31         | 29    | 34    | 30        | 29    | 32    | 31       | 56    | 29    | 30     |
| B     | 13      | 14    | 12    | 14        | 15    | 12    | 14         | 15    | 13    | 14        | 14    | 13    | 14       | 29    | 15    | 14     |
| B+    | 22      | 22    | 21    | 22        | 22    | 22    | 22         | 22    | 21    | 23        | 24    | 22    | 23       | 48    | 23    | 22     |
| C     | 5       | 5     | 4     | 5         | 5     | 4     | 4          | 4     | 3     | 4         | 4     | 3     | 5        | 9     | 4     | 4      |

- *Upper Primary level:* Table 2 gives the learners' achievement for Students at upper primary level. Similar to primary level, majority of students in upper primary level also secure Grade A and A+. Special efforts may be made by the State for improving the attendance of Students falling to lower categories.

**Table 2: The learners' achievement for Upper Primary Level**

| Grade | Class-VI |      |       |       | Class-VII |      |       |       | Class-VIII |      |       |       |
|-------|----------|------|-------|-------|-----------|------|-------|-------|------------|------|-------|-------|
|       | L(%)     | M(%) | SC(%) | SS(%) | L(%)      | M(%) | SC(%) | SS(%) | L(%)       | M(%) | SC(%) | SS(%) |
| A     | 28       | 27   | 28    | 28    | 27        | 27   | 27    | 28    | 29         | 26   | 27    | 27    |
| A+    | 31       | 29   | 30    | 31    | 31        | 29   | 29    | 30    | 31         | 30   | 30    | 32    |
| B     | 13       | 15   | 14    | 14    | 14        | 15   | 15    | 14    | 12         | 15   | 14    | 13    |
| B+    | 24       | 26   | 25    | 23    | 24        | 25   | 25    | 24    | 24         | 24   | 23    | 23    |
| C     | 3        | 4    | 4     | 3     | 3         | 5    | 5     | 4     | 5          | 5    | 5     | 5     |

## Part – II

- *School Visits by CRCCs:* It is good to notice that CRCCs in the State perform their duty of school visits once in a month or once in two months. The timely support extended by CRCCs may help in maintaining quality education in the State.
- *Pupils' progress:* There are 21 schools in the State who are not maintaining records of pupil's progress in the State. CRCCs may be asked to provide adequate support and attention to the Schools, so that they can tackle any problems faced by the schools in this regard.

### Part – III

- School Visits by BRCCs: The total number of BRCs existing in the State is 204 where as, it is mentioned that the number of BRCCs the who have prepared a schedule for visit of schools is only 1. A clarification is required regarding this.
- *In-service teacher training programmes*: According to the information provided in STMF, it is found that the number of in-service teaching training programmes organised for all subjects at upper primary levels is mentioned as 0 and the percent of target achieved is given as 93 percent. **State may provide a clarification in this item.**

### Part – IV

- Districts having Quality Monitoring Mechanism: Part IV Item No.1 of the STMF reveals that the number of districts having quality monitoring mechanism is 32 in spite of the 34 districts existing in the State. **Why the remaining two districts were not able to participate in the process may be explained.**
- *District needs Support from DIET in Quality Interventions*: As reported, there are certain areas where district needs support from DIET in the coming quarter. These needs to be communicated to DIETs in the proper channel, so that they can extend their support.

### Part - V

- *Status of CRCs/BRCs*: Many of the sanctioned posts of both the CRCs and BRCs are not in position. **Adequate steps may be taken for filling up these positions so that they can catalyse for bringing improvement in various dimensions of education in the State.**
- *Performance of Educational structures*: As per the SPD's perception on 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 and BRCs has been rated at 2, DIETs and DPOs has been rated at 3 and SCERT has been rated 4. More efforts may be made for improving the educational quality in the State.

*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*

