

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

Quarter: IV

Year: 2014-15

The completed State monitoring format provided by the State of Kerala for IV quarter of 2014-15 has been analysed and based on the information received the following observations and suggestion are made that may help in enhancement of quality of education. The State may consider the suggestions according to their need and resources.

## Part – I

### Section A: School Information

- *Number of CRC, BRC and Districts:* All the CRCs, BRCs and districts in the State are providing filled-in information required in CMFs, BMFs and DMFs. This is a good achievement.
- *Number of schools:* It is appreciated that all the schools in the State are providing filled-in SMFs.
- *Number of teachers:* The required posts mentioned in the present column have been reported as 62044 and 72197 in primary and upper primary levels, respectively. It appears that this figure is addition of the present regular and contractual teachers. It is to be informed here that in the present column the additional required number of teachers is to be mentioned. In case of no required posts, zero/nil may be mentioned.
- *Pupil Teacher Ratio:* It is an appreciable achievement that no school in the State has a pupil teacher ratio above 1:30 in primary and 1:35 in upper primary classes.

### Section B: Attendance Information

- *Number of schools with average daily attendance:* It is noted that all the schools in the State have average daily attendance above 80 percent. Many steps have been taken by the schools to improve students' attendance like Mid-day meal programme, transportation facility, parents' conference, supply of uniforms, special training for out of school children etc.

- *Children with Special Needs:* As reported in the STMF, there are about 136206 CWSN in the State. Specific efforts have been made by the State for making classrooms inclusive, for e.g., adaptation of curricular teaching manual; providing bridge material, evaluation tools, barrier free environment; proper seating arrangement; activity oriented workbooks; infrastructure facility in every school like ramp and rail, adapted toilets; life skills programmes like ‘Kalikoottam’ and ‘Sahavasa camp’, confidence building of CWSN through celebration of World Disabled Day; usage of special picture cards and storytelling method in classroom.
- *Out of School Children:* There are 1228 OoSC in the State admitted to age-appropriate classes and undergoing special training in 38 special training centers. The State may keep follow-up on these children so that after completion of special training these children don’t drop-out again. Role of SMCs may prove very helpful in this regard for identification of any left-out OoSC and then in follow up also.

#### Section C: Curriculum Transaction

- *Distribution of textbooks:* It is appreciable that all the schools in the State are distributing textbooks within one week of beginning of session. The SPD is concerned regarding distribution of textbooks timely and various steps are taken in this regard like, review meetings by concerned functionaries, online entries of textbooks, proper monitoring by field visits, etc.
- *Strategies adopted for improving teaching learning process:* Various initiatives like supply of maths kit to all schools, regular SRG meetings, ‘Metric Mela’ in primary classes, ‘Sastra Congress’ and ‘Ganitholsavam’ in upper primary classes and many other activities have been adopted by the State to improve teaching learning process.

#### Section D: Continuous and Comprehensive Assessment

- *CRCCs monitoring progress of pupils’ learning:* CRCCs in the State are monitoring schools by conducting different activities in reading, writing and mathematical operations; verifying students notebooks; verifying teaching material, CCE, assessing the periodic tests, term and evaluation performance, QMTs, attending SRG meetings, SMC meetings, and interacting with HMs, teachers and parents; monitoring notes of HMs and

educational officers. The CRCCs may regularly visit the schools at least once in a month to monitor the progress of the students.

#### Section E: Teacher Training

- *Suggestions for upcoming training programmes:* Some suggestions have been made for upcoming training programmes provided at district level such as, training in early reading and early writing, in-depth training on content areas of mathematics, social science, basic science, CCE, focus on inclusive education, use of ICT for better curriculum transaction, special empowerment training, empowerment of trainers in field inclusive training, empowerment of RTs for imparting training to teachers at CRC, BRC, State level etc. These may be considered before organizing any training programme as per State's need and resources.

#### Section F: Functioning of SMC

- *Schools having SMCs:* It is appreciated that all the schools in the State have constituted SMCs. The State may ensure that parents form a majority in the School Management Committees in addition to elected members of the Panchayat and school teachers as it is recognized, in the RTE Act, that the parent-dominated SMC's will lead to overall improvement of the schooling system.
- *School Development Plans:* As per the RTE, the SDP is visualized as a comprehensive plan focusing on all aspects of school e.g. protection of children's rights, infrastructure, teacher availability, classroom transaction and child assessments, inclusiveness, etc. It is noticed that all the schools in the State have prepared school development plans and all the schools are involving SMCs in preparation of the plans.

#### Section G: Learners' Assessment

- *Primary level:* As provided in the STMF, the learner's assessment for primary level is shown in Table 1. As per the table it can be noticed that most of the students in primary level are scoring Grade A and B. However, it seems that the percentage of students scoring Grade A is decreasing as the class level advances. In class V, it is noticed that more students are scoring Grade C and D as in previous levels. More efforts need to be made to improve learning levels.

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 (%)	S.S (%)
A	62.17	61.5	46.86	52.73	46.28	46.78	52.68	45.13	46.57	47.74	34.83	28.1	28.66
B	24.98	25.93	31.81	30.29	30.01	30.87	28.6	31.91	32.25	31.25	27.36	26.15	26.29
C	10.25	10.22	17.2	13.8	17.19	16.37	13.99	17.61	16.57	16.09	20.88	24.08	23.87
D	2.25	2.1	3.88	2.84	5.79	5.29	4.18	5.08	4.32	4.62	15.29	19.16	18.77
E	0.35	0.24	0.26	0.35	0.73	0.7	0.56	0.27	0.29	0.3	1.65	2.51	2.41

- *Upper Primary level:* The learner's assessment for upper primary level given in STMF is shown in Table 2. It is noticed that most of the students are scoring Grade A and B. Some efforts need to be undertaken for students scoring Grade C, D and E. The teachers may be motivated for giving special focus to such children who are lagging behind by conducting remedial classes. Training Kits having been developed by NCERT for different subjects may be ordered and utilized by the State. Some suggestions have been reported in the STMF which may also be considered.

Grade	Table 2: Learner's Assessment for upper- primary level												
	Class-VI				Class -VII				Grade	Class -VIII			
	L (%)	M (%)	G.S. (%)	S.S. (%)	L (%)	M (%)	G.S. (%)	S.S. (%)		L (%)	M (%)	G.S. (%)	S.S. (%)
A	36.68	23.62	29.91	29.37	38.26	23.79	29.67	28.51	A	16.72	11.06	12.99	12.37
B	28.03	25.78	26.21	27.59	27.99	24.91	26.43	25.86	A+	15.16	8.44	10.82	9.89
C	20.66	26.69	23.87	24.33	19.94	26.06	24.13	24.35	B	15.52	14.42	15.18	15.03
D	13.6	21.94	18.37	17.17	12.55	22.13	17.73	19.14	B+	15.82	12.75	13.67	13.50
E	1.03	1.98	1.64	1.54	1.26	3.11	2.05	2.14	C	11.18	15.50	14.70	14.88
									C+	12.53	14.03	14.13	14.01
									D	3.31	6.19	4.73	5.23
									D+	8.72	15.19	12.16	13.27
									E	1.04	2.44	1.60	1.82

## Part – II

- *School Visits by CRCCs:* In the STMF, it has been reported that out of 1385 CRCCs, 1320 are visiting schools once a month and 14 CRCCs are visiting once in two months. The State may kindly ensure that all the CRCCs are visiting schools once a month. Also, nothing is reported about the remaining 51 CRCCs. This may kindly be provided.
- *Pupils' progress and coverage of syllabus:* It is appreciable achievement that all the schools in the State are maintaining records of pupil's progress and are having more than 60 percent coverage of syllabus.

### Part – III

- *BRCs preparing schedule for visit of schools:* In part 1 section A item number 1, it has been mentioned that there are 159 BRCs in the State. However, in the present column, it has been mentioned that 168 BRCs have prepared schedule for visit of schools. The State is requested to kindly verify the information and send accordingly.
- *In-service teacher training programmes:* The State has organized in-service teacher training programme for primary and upper primary level and 100 percent target of the current year has been achieved. The impact of these training may be assessed through some follow up by BRCCs and CRCCs so that training benefits gets materialized in actual classroom teaching-learning.
- *Issues emerging from programmes:* Some issues have emerged from the programmes organized for primary and upper primary levels. The State may address these issues as per their requirement.

### Part – IV

- *Quality interventions:* Areas for quality interventions have been specified where districts need support in the coming quarter. These are training programmes to empower BRCCs/CRCCs; training in action research and impact study; preparation of evaluation tools; research studies; material development; resource support; TLM preparation and development of electronic teaching manual. The State may make appropriate preparation.

### Part - V

- *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 DIETs and SCERTs are rated 4 while CRCs, BRCs and DPOs are rated 5 (1 as least and 5 as greatest). This is a good achievement as all the educational functionaries are performing their best.
- *Key problems identified:* The State needs special training for teachers in CCE and life kits and advanced ICT training for primary teachers. The same may be communicated to concerned departments of NCERT so that necessary support may be provided.

- *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 material related to the quality monitoring can be viewed on the portal.