

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

Quarter: II Quarter

Year: 2014-15

On the basis of the STMF sent by the State of Odisha, the observations of NCERT have been given below:

- The State has mentioned the Quarter under observation as 3rd, however the months have not been mentioned. It is to be informed that as per NCERT Quality Monitoring tools, the State needs to submit 2nd and 4th quarter report and not third quarter. The 2nd quarter report for months July to September has to be sent by October and 4th quarter report for months January to March has to be sent by April. So, the state may kindly send the same in forthcoming quarters.
- It is found that the information regarding number of schools in the state and number of schools which filled up SMFs.
- It is noted that number of required posts of teachers in the State is quite high. The number of regular and contractual teachers (in position) in upper primary level has also not been given. **The State needs to mention two reasons for not fulfilling this condition so that action may be taken.**
- As per the information regarding attendance, it is noted that most of the schools in the State has average daily attendance above 80 per cent which is appreciated. However, there are some schools where average daily attendance is below 60 per cent. Efforts need to be made so that the attendance of the school may be maintained above 60 percent. Another clarification in this regard is that the State needs to provide data about number of schools which in this case has been reported in percentage in each category.
- There are about 3999 out of school children admitted to age appropriate classes and they are undergoing special training in the specified centers. The State needs to keep track of specially trained children after being admitted in age appropriate classes so that they do not become dropouts in future. In this regard, the actions taken by the State need to be specified.
- As per the report, textbooks are distributed to all schools only after one month of the beginning of new session. Why the textbooks are not available on time needs to be mentioned. More efforts are required for timely distribution of books to children as it will affect teaching learning

- There are about 61 percent schools in the State having SMCs. The State may ensure that all the schools are having well-trained SMCs who are aware of about their roles and functions and are actively contributing in preparation of development plans.
- As per the learner assessment provided by the State, it is observed that in both primary and upper primary level, more students are securing A, B and C grade across all subjects. However, some students are securing D and E grades also. NCERT has developed various kits for different subjects to make learning more enjoyable and easier for students without burdening them. The State may utilize the same to improve the learning levels of students.
- There are 24 percent schools in the State who have covered less than 60 percent of the syllabus. The review meeting conducted at CRCC level to address this issue is being noted. However, the State needs to put more initiative in this regard.
- As mentioned in the State monitoring format it has been observed that the State has organized only three in-service professional development programmes for teachers of upper-primary classes. Further, it is noted that the State has not mentioned any such programme, being organized at primary level. It will be appreciated if more such programmes are included for improving the professional competence of teachers.
- The State has not mentioned details regarding the status of CRCs/BRCs in the STMF. As these are being visualized as functionaries in providing academic support at grass root level, the State may include information regarding the sanctioned and in position posts of CRCs and BRCs.
- According to Part IV, item number 6 regarding SPD's perception, educational structures in the State are being rated as 2 and 3 on five point scale (ranging from 1 as least to 5 as greatest) in most of the cases. As these functionaries are associated with quality improvement in education. The State may look into the difficulty being faced by CRCs, BRCs, DIETs and SCERT and work on them for improving quality of education.