

Observations on the Implementation of Monitoring Tools for Quality Enhancement in the Union Territory of Puducherry

Observations

On the basis of the information provided by the Union Territory, observations made by NCERT are as follows:

- Quarter under report has been given in the report as III and period of quarter has been given as October to December. However, State Monitoring Format (STMF) for II quarter (July to September) and IV quarter (January to March) is to be submitted to NCERT.
- The Monitoring data has been provided for 34 CRCs, 06 BRCs and 04 districts in the State Monitoring Format in part I, item no.1. However, information should also be given about the following as per the QMT format:
 - Number of CRCCs submitted CMFs
 - Number of BRCCs submitted BMFs
 - Number of Districts submitted DMFs
- The UT needs to mention the number of required posts of teachers as per RTE norms.
- In part I, item number 2, the number of schools in the UT has been mentioned as 457. However only 224 Schools have filled up SMFs.
- It is appreciated that 40 boys and 27 girls have been admitted in age –appropriate classes. Only 19 of them are being provided special training in own schools. The details regarding training of remaining children may be mentioned. It would be better if training of educators for special training of children admitted in age appropriate classes is organized on priority basis to conduct the task of special training in appropriate manner.
- It is desired that textbooks should be distributed in all the schools of the UT within one month of the new_session.
- Efforts initiated to implement CCE scheme in the UT are mentioned. *However, if any support and guidance is required by the UT, the UT may like to communicate/interact to NCERT as and when required. NCERT CCE package is available on NCERT website <http://www.ncert.nic.in/departments/nie/dee/publication/report.html#>. UT may consult*

the material if required as NCERT package is an exemplar material. UT may adapt/adopt it.

- It is good to note that all the 224 Schools have involved SMCs in preparation of SDP.
- Learner's assessment data has been provided for all the Schools of primary and upper primary level. At primary level it is noted that higher the class, lower the percentage of A grade children in Language. The children securing A grade in EVS were less except in class II. More efforts is needed for bringing improvement in Mathematics achievement as there is a sharp decline of children securing A grade from class IV to class VIII as per the information provided.
- As mentioned in the report, 54 (24%) Schools are not mentioning records of pupil's progress. Steps may be taken for proper maintenance of school records.
- Out of total 06 BRC in the UT, it has been reported that only 3 of them prepare schedule for school visits. In this regard, it is suggested that BRCs should prepare schedule so that proper on site support may be given to teachers and other functionaries.
- Training organizing institutions should inform the Head Teachers quite in advance about the organization of training programmes with exact date and duration possible for all the teachers to attend these programmes.
- It has been mentioned that out of the four districts of the UT, only one district has implemented quality monitoring mechanism. However it is expected that the UT should implement the QMTs in rest of the districts also so that quality measures could be strengthened further for improvement of education.
- It is desired that primary syllabus should also be revised on the basis of recommendations of RTE.
- Steps should be taken to fill the vacant posts of CRCs and BRCs at the earliest.
- DIET faculty should be involved in development of textbooks, syllabus, curriculum and all other activities of SSA.
- In part II, item number 2 (a), four options have been given. However the IVth option (once in four to six months) is different than that given in QMT format (Each school could not be visited).

- In Class I, percentage of girls securing Grade A is higher than boys in Language, Mathematics and EVS. The achievement of children in EVS (48%) is relatively lower in Grade A as compared to Language (59%) and Mathematics (66%).
- In Class II, percentage of girls securing Grade A is slightly higher than boys in Language, Mathematics and EVS. The achievement of children in Language (56%) is relatively lower in Grade A as compared to Mathematics (62%) and EVS (66%).
- In Class III too, a similar trend of Class I and Class II could be seen with girls and boys achievement. Irrespective of subject, the children secured below 50 percent in Grade A except Mathematics (51%). Further, the achievement of children in Science (35%) needs more improvement.
- It is good to note that not a single child has secured Grade D in any subject from Class I to Class III.
- In Class IV, percentage of girls securing Grade A is higher than boys in all the subjects namely, Language, Mathematics, Science and Social Science. Irrespective of subject, the percentage of children who secured Grade A is low. It varied from 29% (Mathematics) to 40% (Language).
- Similar trend of achievement in Class IV could be seen in Class V too. Irrespective of subject, the percentage of children who secured Grade A varied from 28% to 37%.
- The percentage of children who secured Grade C in primary level was negligible irrespective of the subject.
- In upper primary level, it is observed that girls have done better in all the subjects in comparison to boys. The percentage of children obtaining Grade A is low varying from 8% to 21%.