

# **Observations on the Implementation of Monitoring Tools for Quality Enhancement in the UT of Puducherry**

Quarter: II

Year: 2015-16

The State Level Monitoring Format (STMF) submitted by the UT for the second quarter of 2015-16 has been analysed and suggestions are given for bringing improvement. The UT may look into this and adopt the suggestions provided as per their need and requirement.

## Part – I

### Section A: School Information

- *Number of CRC, BRC and Districts:* The UT has provided the number of CRC, BRC and districts. However, it is desired that the UT may kindly provide information regarding the number of CRCs submitting CMF and number of BRCs submitting BMF and districts submitting DMF.
- *Number of schools:* As per the information provided, it is noticed that all schools in the UT haven't filled up the SMFs. It would be good if participation from all schools are ensured in the monitoring process. It would also be better if the kind of schools being covered in the category of 'Any Other' schools is mentioned.
- *Number of teachers:* Item No. 3(a), (b) of Part I provides information about the number of teachers existing in the State at primary and upper primary levels and required post of teachers as per RTE Norms. It is noticed that the UTs response was 'Nil' in the box corresponding to the 'required posts' of teachers. It is appreciable if all the teacher posts in the UT are filled up as per RTE Norms.
- *Pupil Teacher Ratio:* The UT has not mentioned information regarding the Pupil Teacher Ratio. Section 25 of RTE aspires for maintenance of proper pupil teacher ratio by the appropriate government and local authority. Therefore the UT may furnish this information in forthcoming reports.

## Section B: Attendance Information

- *Number of schools with average daily attendance:* As per the attendance information provided by the UT, it is observed that majority of schools in the UT have an average daily attendance of above 80 percentage. The UT can initiate strategies for raising the attendance level of few schools falling in the lower category. As attendance level of children is a major contributing factor for raising the achievement, schools falling in lower category in the UT may be strictly asked to make efforts for enhancing their average daily attendance.
- *Children with Special Needs:* There are 393 Children With Special Needs in the UT. Various efforts undertaken by the UT for making classroom inclusive is being noticed. The UT can also seek the support of trained resource teachers in this regard. The UT may refer to a recently developed handbook by Department of Education for Groups with Special Needs NCERT titled *Including children with special needs-Primary Stage* which would be quite useful for handling CWSN in classrooms. The link for the document is [http://www.ncert.nic.in/pdf\\_files/SpecialNeeds.pdf](http://www.ncert.nic.in/pdf_files/SpecialNeeds.pdf)
- *Out of School Children:* There are 12 OoSC in the UT getting special training in schools. It must be ensured that after completing the training these students are enrolled in age appropriate classes. Check may be kept on these students so that they may not drop out again.

## Section C: Curriculum Transaction

- *Distribution of textbooks:* It is mentioned in the STMF that many schools are distributing textbooks after one week of the new session. As timely distribution of textbook have a major role in enhancing the learners achievement, there must be more efforts for making textbooks available for students within one week of beginning of session.

## Section D: Continuous and Comprehensive Assessment

- *CRCCs monitoring progress of pupils' learning:* CRCCs are monitoring pupil's progress by visiting schools and analysing progress card of students. The UT may suggest the

CRCCs for developing more monitoring strategies like conducting meetings with teachers, classroom observations, attendance monitoring etc.

#### Section E: Teacher Training

- *Suggestions for upcoming training programmes:* Various suggestions have been provided for upcoming training programmes at district level. The future training programmes may be organised at various levels by prioritising these suggestions suitably.

#### Section F: Functioning of SMC

- *Schools having SMCs:* It is appreciated that 100 percent of the schools in the UT have constituted school management committees.
- *School Development Plans:* All schools in the UT have prepared the School development plans. SDP should focus on key transformative issues for improving school education. As per RTE norms, it is provided that the SDP will be prepared by a sub-committee of the School Management Committee (SMC). However, it is being observed in the STMF that the number of schools involving SMC in preparation of this plan is provided as '0'. A clarification is required in this regard.

#### Section G: Learners' Assessment

- *Primary level:* The learners' achievement provided by the UT in the STMF for primary level is shown in Table 1. The overall achievement level of the students in the UT seems good as majority of the Students are achieving Grade A. The schools may be guided to pay attention to enhance the achievement level of children securing 'C' Grades

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 (%)	E.V. S (%)
A	68	71	60	69	44	52	49	38	47	34	33	39	35
B	26	23	32	26	40	39	40	48	45	46	50	48	41
C	06	06	08	05	16	09	12	15	08	20	17	13	23

- *Upper Primary level:* The learners' achievement for upper-primary level is shown in Table 2. Most of the students in the UT are attaining Grades B, C and D. UT can

initiative strategies to bring up the learners achievement of children scoring lower Grades. As the contribution of schools has a main role in students' learning, UT may ask the respective schools to provide a better learning environment to their students.

Grade	<b>Table 2: Learner's Assessment for upper- primary level</b>											
	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	15	8	12	9	13	9	8	9	16	9	12	11
B	21	17	17	16	23	17	18	17	24	18	23	20
C	27	32	31	28	28	32	34	33	25	30	31	31
D	25	27	28	30	22	26	27	30	22	28	24	26
E	12	17	13	18	14	15	13	12	13	15	10	11

#### Part – II

- *School Visits by CRCCs:* It is appreciated that many of the CRCCs are making school visits once in a month. However, as the total number of CRCCs is 34, it is possible to extent more academic support by CRCCs by initiating more school visits.
- *Pupils' progress and coverage of syllabus:* It is good to note that all the schools are maintaining records of pupil's progress and are having more that 60 percent coverage of syllabus.

#### Part – III

- *BRCCs preparing schedule for visit of schools:* It is observed from the STMF that out of the existing 6 BRCs in the UT, only 3 have prepared a schedule for visit of schools. A clarification is required in this regard. The remaining BRCs may be asked to perform their duty regarding school visit in the coming quarter.
- *Inservice Teacher Trainings:* Regarding the target achieved for in service teacher trainings, it is noticed that the UT have achieved a target of 25% for primary level and 25-30% for upper primary level. It is suggested to organise more number of training programmes and increase the target achievement of the UT in the next quarters.

#### Part – IV

- *Quality interventions:* It is noticed that all the 4 districts in the UT have organised adequate quality intervention programmes in the last quarter.
- *Field Visit by DPO:* The school visits made by DPOs reflects their concern for bringing improvement in schools. The feedback collected through these visit should help them for taking further action.
- *Coordination Meetings:* As reported, the coordination meeting between DPO and DIET are organised sometimes only. If more frequent interactions are held between the two bodies, activities at district level can be carried out more effectively.

#### Part – V

- *Status of CRCs and BRCs:* It is mentioned in the STMF that there are 34 sanctioned posts for CRCs and 40 posts for BRCs. Among these, 22 CRCs and 21 BRCs are in position. The remaining positions of CRCs and BRCs may be filled up.
- *Performance of Educational structures:* According to the SPD's perception about extent up to which the academic structures are meeting UT's expectation in providing desired support for quality improvement of education process, it has been observed that CRCs and DIETs have been rated at 2, BRCs and DPOs are rated at 4 and SCERT is rated at 3 (1 as least and 5 as greatest). The UT may communicate this expectation to the concerned educational functionaries so that it may help in improving their performances.
- *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 can be viewed on the portal. If you wish something relevant and related to monitoring of quality being undertaken in your State to be uploaded on NCERT's portal for information, it can be sent to us.