

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

Quarter: IV

Year: 2014-15

The STMF provided by the State of Uttarakhand has been examined and following observations and suggestion are made for enhancement in quality of education. The State may consider the suggestions provided as per their need and resources.

Part – I

Section A: School Information

- *Number of CRC, BRC and Districts:* There are 994 CRCs, 95 BRCs and 13 districts in the State. The State has not provided information about number of CRCs who have submitted CMFs, BRCs who have submitted BMFs and Districts which have submitted DMFs. This may kindly be provided.
- *Number of schools:* It is observed from the STMF that 243 primary and 113 upper primary schools have not provided filled-up SMFs. The State may address this issue and communicate to the schools to provide filled-up SMFs regularly.
- *Number of teachers:* In the STMF it has been mentioned that there is requirement of 28970 and 10320 teachers in primary and upper primary level. This figure is quite high. The State may kindly specify whether this is additional requirement of teachers in the State or total requirement as per RTE norms.
- *Pupil Teacher Ratio:* The State has not provided any information regarding pupil teacher ratio i.e. the number of schools in the State having PTR above 1:30 and 1:35 at primary and upper primary level, respectively. In addition number of teachers who have failed to join place of posting and teachers attached elsewhere than place of posting may kindly be provided.

Section B: Attendance Information

- *Number of schools with average daily attendance:* It is noticed that most of the schools in the State have average daily attendance above 80 percent. There is no school in the State

having attendance below 60 percent in the IV quarter of 2014-15 as compared to IV quarter of 2013-14. This is a good achievement.

- *Children with Special Needs:* There are 11263 children with special needs in government schools in the State. This figure has decreased as compared to IV quarter STMF of 2013-14 (14955 CWSN). The reason for this sudden decrease may be assessed. In this regard, the State 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 teaching CWSN in classrooms.
- *Out of School Children:* There are 1579 OoSC admitted to age appropriate classes in 50 special training centers as reported in the present quarter. In the IV quarter STMF of 2013-14, there were 3410 OoSC in 363 special training centers. The decreased number of OoSC indicates that the children may have completed their training and are now admitted to age-appropriate classes. The number of special training centers has also decreased. Whether this is due to decrease in total number of OoSC, this may be specified. The concerned authorities may keep check that after the completion of special training the children may not drop out again.

Section C: Curriculum Transaction

- *Distribution of textbooks:* Despite SPD's efforts for timely distribution of textbooks by printing textbooks and providing funds for distribution, it is evident from the STMF that only 31 percent schools are distributing textbooks within one week of beginning of session. This requires concerted efforts from SPO for complete distribution of textbooks within one week of starting of the session so that the children may get maximum time to study from them.
- *Strategies adopted for improving teaching learning process:* It is appreciated that many strategies have been adopted by teachers for improving teaching learning process like action research, project work, activity based teaching-learning, peer group learning, play way method, CCE, use of TLM, group learning, use of songs and stories, remedial teaching etc.

A	26.11	INP	27.74	25.51	27.15	24.24	28.59	27.69	23.84	29.38	29.06	24.51	30.83
B	54.55	INP	54.49	54.85	54.73	54.67	53.97	54.86	56.27	55.02	54.09	56.00	52.99
C	19.33	INP	17.77	19.65	18.12	21.08	17.44	17.45	19.89	15.60	16.85	19.49	16.18

- *Upper Primary level:* Table 2 shows the learners achievement for upper primary level as reported by the State. It is noticed that more percentage of students are scoring Grade B and C. The State may put some efforts to improve the achievement level of students. In this regard educational kits developed by NCERT may be procured and utilized. With the help of these kits, students can understand difficult topics in enjoyable and practical manner.

Grade	Table 2: Learner's Assessment for upper- primary level											
	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	18.21	15.10	17.38	19.27	19.21	15.24	17.38	18.86	19.96	15.23	17.49	19.66
B	28.69	26.44	27.90	28.67	28.73	25.78	27.47	28.41	29.26	25.49	28.16	29.34
C	28.21	29.43	29.87	28.81	28.84	29.41	30.48	30.10	29.09	29.71	29.94	29.31
D	19.68	22.32	19.45	18.55	17.98	22.86	19.04	17.84	17.40	22.29	19.44	17.26
E	5.20	6.71	5.40	4.71	5.23	6.72	5.63	4.78	4.28	7.28	4.97	4.43

Part – II

- *School Visits by CRCCs:* It has been reported that about 76 percent of CRCCs are visiting schools once in a month. About 8 percent are visiting schools once in two months and 4 percent are visiting once in three months. It may be communicated to the CRCCs to visit schools at least once a month to monitor and provide academic support to teachers. It seems that some CRCCs (106) are not visiting schools. The State may kindly address this issue.
- *Pupils' progress and coverage of syllabus:* It is appreciated that all schools in the State are maintaining record of pupils' progress and all schools have more than 60 percent coverage of syllabus.

Part – III

- *BRCs preparing schedule for visit of schools:* It is noted that all the BRCCs are preparing schedule for visit of schools.
- *In-service teacher training programmes for primary teachers:* Four in-service teacher training programmes have been organized for primary teachers in the State. The state

may organize more training programmes as only 20 percent of current year's target has been achieved. Some issues have reported in the STMF like, teachers want more support in maintaining CCE records, early grade reading and writing, and training should be subject-wise and new technology based. These suggestions may be included in coming training programmes.

- *In-service teacher training programmes for upper primary teachers:* Two in-service teacher training programmes, i.e. in Mathematics and Science each have been organized in the State. Training programmes in other subjects may be organized as only 20 percent of the target has been achieved. Some ideas/suggestion have been made like, more focus on improving hand writing, teaching to be based on storytelling, more attention in Mathematics and science teaching learning, subject wise posting of teachers, training to be provided by subject specialists only etc. which may also be incorporated.

Part – IV

- *Quality interventions:* Training of resource persons on different quality interventions like RTE act 2009, on pedagogy and assessment techniques and for special training of children admitted to age-appropriate classes may be organized.

Part – V

- *Status of CRCs and BRCs:* It is noticed that all sanctioned posts of CRCs and BRCs are in position.
- *Performance of Educational structures:* From 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, BRCs and SCERTs are rated 3 and DIETs and DPOs are rated 4 (1 as least and 5 as greatest). The State may communicate to the educational structures about areas in which performance is not as expected. More efforts may be made by CRCs, BRCs and SCERTs to improve their performance.
- *Web Portal:* The NCERT has launched a 'QMT Portal' on which filled-in STMF provided by different States/UTs, feedback given by NCERT and other important material related to the quality monitoring can be viewed. The link for the portal is

<http://www.ciet.nic.in/QMTs/index.php>. The State may kindly look into it and provide their valuable suggestions or inputs which they may like to include in the portal.