

Observations on the Implementation of Monitoring Tools for Quality Enhancement in Delhi

General Information

- State Monitoring Format (STMF) of Quality Monitoring Tools
- Quarter under report - IInd Quarter (July to September)

Observations

The filled in QMTs reveal that all the schools of Delhi have participated in the quality monitoring exercise by completing School Monitoring Formats. However it is also mentioned that out of the total 11 districts, 9 districts submitted District Monitoring Formats. The reason behind this may be found out. All the concerned CRCs, BRCs and DPOs deserve appreciation for submitting the required formats at different levels in time. On the basis of the information provided by the SPO, observations made by NCERT are as follows:

- As per the information reported, the NCT filled up the required posts of teachers as per RTE norms by engaging contractual teachers at primary and upper primary levels to meet out the need of the state. The number of teachers in position for regular and contractual posts has been reported as nil (in Part-I, item no.3i) which needs to be mentioned correctly.
- The pupil-teacher ratio in 748 (22% at Primary level) and 563 (80% at Upper primary level) government schools is in tune with the RTE norms in the NCT. The number of such schools which have favourable PTR is less as compared to the total number of schools. The NCT may take necessary steps to achieve the prescribed norms of PTR in the remaining schools especially in primary schools.
- In part I, item no. 2, the description of the type of school under the category ‘Any other’ has not been given. This may kindly be provided.
- In section B, item no. 4, the column on average daily attendance does not seem to have been filled up correctly. Figures provided need re-examination. The number of primary and upper primary schools referred to in section A, item no. 2(b) and in section B, item no. 4 does not match with the information provided about number of schools. The number of primary schools referred to in item no.4 is less than the number of primary schools which filled up School Monitoring Formats (SMFs) in 2 (b), the number of upper primary schools mentioned in item no.4 is greater than the number of upper primary schools mentioned in 2 (b) which filled up SMF.

- The Union Territory has mentioned that there are 7920 number of Children with Special Needs (CWSN) in the schools. As far as CWSN is concerned, required support and guidance need to be provided with the help of resource centers and resource teachers. Supervision and monitoring may be done at regular interval to find out whether suitable aids and appliances are provided to meet their learning needs.
- It is appreciated that 4946 out - of - school children have been admitted in age appropriate classes under RTE. Additional information regarding details like out of how many out - of - school children, 4946 children were admitted could provide more clarity.
- It has been informed that 34 children dropped out of special training programmes during the quarter. The reason may be investigated to address the problem.
- As per the report, 2006 schools distributed textbooks after one week (but within one month) of the beginning of the session. Further, a few schools distributed textbooks after one month. The department may find out reasons for late distribution of textbooks in these schools so that next time books may be distributed in time.
- *The exemplar CCE package of NCERT is available on NCERT's website <http://www.ncert.nic.in/departments/nie/dee/publication/report.html#>. The State Project Office may consult the material. If required the NCT may approach NCERT for any support in this regard.*
- The filled in QMT revealed that training on RTE and role of SMC members should be emphasized in upcoming training programmes. *It would be a fruitful exercise if these issues may be duly addressed in the next training programme.*
- As per the learners assessment information provided the number of students securing B and C grades are higher than those securing A grades. Therefore more attention needs to be given for bringing improvement in learning levels of the students in all subjects by employing appropriate strategies. School based support by the CRCCs and BRCCs is very crucial in this regard.
- In Part IV, Item 2, the number of districts providing quality interventions should have been provided.
- As mentioned in the report, there are 136 sanctioned posts of CRCCs and 28 sanctioned posts of BRCCs, out of which only 121 and 10 posts of CRCCs and BRCCs are in position respectively.
- It is desired that activities of SRG and various recommendations undertaken by it are mentioned specifically.