

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

Quarter: II

Year: 2014-15

The information sent by the UT of Delhi on monitoring format for II quarter has been analysed and observations made are given for consideration of the SPO. It is expected that the information collected at all levels (particularly at school level) has been used to provide proper feedback for improvement of classroom processes.

Part – I

Section A: School Information

- *Number of CRC, BRC and Districts:* It is very encouraging that all the CRCs, BRCs and Districts have submitted information required in CMFs, BMFs and DMFs to their next respective levels. It is noticed that the number of CRCs in the UT as reported in the fourth quarter report of 2013-14 was 121 which has decreased to 64 in the present quarter report. Similarly the number of BRCs has also come down to 8 as compared to 10 in the fourth quarter report. This point needs to be relooked into.
- *Number of schools:* All the primary, upper primary and other schools present in the UT are sending filled up SMFs. It is a matter of appreciation for the UT. It is suggested that the type of schools coming under the category 'any other' may be defined. The total number of schools has been reported as 5059 in the present STMF. It requires some clarification if new schools have been opened during this period.
- *Number of teachers:* There is requirement of 1384 primary and 633 upper primary teachers in the UT. In addition, 840 primary and 363 upper primary government schools are having PTR above 1:30 and 1:35, respectively. The UT and appropriate authority may ensure that adequate teachers are appointed as per the requirement in schools so that proper PTR is maintained.

Section B: Attendance Information

- *Number of schools with average daily attendance:* As per the attendance information provided by the UT, it is observed that a large number of schools have below 80 percent average daily attendance. It is required that all schools in the UT may have average daily

attendance of above 80 percent. It is noticed that the schools have taken some steps for improving students attendance like motivating students in assembly, making parents aware in SMC meetings, online attendance system, effective execution of mid day meal etc.

- *Children with Special Needs:* There are 13586 CWSN in the UT. It has been reported that some specific efforts have been taken up for making classroom inclusive like wide door classrooms, proper seating arrangement, peer sensitization programmes by special educators, training to teachers, special educators and resource persons for CWSN. The NCERT has developed a manual on curriculum adaptation for children with special needs entitled *Including children with special needs-Primary Stage* available on NCERT website. The UT may make use of this manual.
- *Out of School Children:* There are 6773 OoSC in the UT getting special training from 181 training centers. After comparing the figures from the IV quarter report of 2013-14, it is observed that the number of OoSC has increased. However, the number of training centers has decreased from the IV quarter STMF. In this connection it is required that the training centers are adequate for providing special training to the available number of students. Further, it is appreciated that no child has dropped out of special training programme; however there is need of continuous monitoring so that after receiving training, the children are enrolled in age-appropriate classes and they do not drop out.

Section C: Curriculum Transaction

- *Distribution of textbooks:* Information is not provided about the number of schools distributing textbooks at different times after beginning of session. The number of schools distributing textbooks at different times after beginning of session may be mentioned in appropriate column even if all the schools are distributing textbooks within one week. The UT may kindly provide this information.
- *Steps taken for timely distribution:* It is reported that different educational functionaries like HOS, DPO, BURCCs and CRCCs are concerned regarding timely distribution of textbooks and are taking adequate steps for the same.
- *Strategies adopted for improving teaching learning process:* It is appreciated that various initiatives have been taken for improving teaching and learning process like, awareness

programme, need based teaching by teachers, utilization of teaching aids, organization of trainings/workshops.

Section D: Continuous and Comprehensive Assessment

- *Monitoring of pupils' learning:* It is noted that CRCCs are monitoring the pupil's progress during visits by random check-up of notebooks, assessing basic knowledge, checking participation of students in classroom and quiz session related to curriculum.

Section E: Teacher Training

- *Suggestions for upcoming training programmes:* Same suggestions have been provided for future training programmes at district level in the STMF like organizing need based training programme and focus on skills and behaviour. The suggestions may be kept in mind while organizing in-service training programme.

Section F: Functioning of SMC

- *Schools having SMCs:* Out of 5059 schools in the UT, only 2371 schools have school management committees. UT is required to assess the reasons why the remaining schools have not constituted these committees, and necessary steps may be taken to establish SMCs in all schools. In the last quarter STMF it was reported that 3190 schools have SMCs which has decreased to 2371 in the present quarter report. This may kindly be looked into.
- *School Development Plans:* It is reported that in 1104 schools, development plans have been prepared and 2837 schools have involved SMCs in development of plans. It is also reported that 2371 schools in the UT have SMCs. These information are contradictory to each other. The facts may please be verified. Necessary steps may kindly be taken to improve involvement of SMCs in functioning of schools. CRCCs may be key to this.
- *SMCs training about role and functions:* The UT has not provided information regarding number of SMCs trained about their role and functions. As reported the undergoing training process may be completed soon so that SMCs involvement in schools may improve.

Section G: Learners' Assessment

- *Learners' Assessment:* As per the learners' achievement provided by the UT, it has been observed that more students are securing Grades B and C at the primary level. The upper primary level, more students are achieving Grades B, C and D. More efforts need to be

done to improve students' achievement level. One way is to make efforts to further improve classroom processes where individual attention is paid to students. The table for Learner's Assessment for primary level and upper primary level has been given in table 1 and 2. Teachers should assess students during her teaching and move ahead after ensuring that students have learnt.

Grade	Class-I		Class-II		Class- III		Class-IV			Class-V		
	L (%)	M (%)	L (%)	M (%)	L (%)	M (%)	L (%)	M (%)	E.V.S (%)	L (%)	M (%)	E.V.S (%)
A	31	31	26	26	27	29	20	20	24	21	20	23
B	53	54	62	62	56	54	47	47	52	47	47	50
C	16	15	12	12	17	17	23	23	15	21	21	14
D							8	8	8	10	10	11
E							2	1	2	2	2	2

Grade	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	11	13	12	13	13	13	14	13	12	13	14
B	26	21	26	28	25	28	25	25	25	26	28	23
C	31	28	34	29	29	33	24	32	29	28	30	27
D	22	28	20	21	26	19	25	22	25	23	20	25
E	5	12	7	9	8	8	12	7	10	11	10	11

Part – II

- *School Visits by CRCCs:* In the column regarding number of CRCCs visiting schools the response has been given in the form of a tick mark (√). However the actual response should have been the number of CRCCs who are making visits to each school.
- *Suggestions by CRCCs to improve classroom teaching:* CRCCs has provided some suggestions to improve classroom teachings like incorporation of in service training inputs in classroom teaching, development of cost effective TLM and active participation of children. The CRCCs need to continually support the teachers for adopting these suggestions in true manner.
- *Pupils' progress and coverage of syllabus:* The UT has reported not applicable (NA) for schools not maintaining records of pupils' progress and schools having less than 60 percent of the syllabus. It is to be mentioned that in these columns the number of schools has to be provided. The UT may kindly provide the same.

Part – III

- *In-service teacher training programmes:* During last quarter, the UT has not organised any in-service teacher training programme for primary level while two programmes were organised for upper-primary level. In addition, the percent of current year's target achieved has not been mentioned for both, primary and upper-primary levels. The UT needs to organise need based in-service programmes for improvement in teaching learning process and for providing academic support to teachers.
- *Issues emerging from programmes:* Some issues have emerged from in-service programmes organised for primary and upper primary teachers like more use of day to day examples for explaining concepts, more interactive sessions, use of different teaching methodologies, gender sensitization, group learning etc. These suggestions can be incorporated by teachers in classroom interactions.

Part – IV

- *Quality monitoring mechanism:* It is appreciated that all the districts in the UT have operational 'quality monitoring' mechanism.
- *Quality interventions:* UT has identified some areas where quality interventions are required in the next quarter like rural areas, JJ clusters and evening shifted schools. The UT may ensure that all the interventions to be organised are need based so that they strengthen the areas where support is required. Instead of giving the number of districts which have organized training of resource persons on RTE Act 2009, the response has been given as yes in item number 2(a). It is also noted that no training has been organized regarding pedagogy and assessment. It is suggested that the concerned functionaries may take up this issue and accordingly arrange for training programme so that teachers are further equipped with emerging concepts.

Part - V

- *Status of CRCCs/BRCCs:* The sanctioned number of CRCCs and BRCCs in the State are 136 and 11 respectively. However, 64 CRCCs and 08 BRCCs are in position. The State may fill up the remaining vacant posts of CRCCs and BRCCs so that adequate and timely support is available to teachers.
- *Performance of Educational structures:* As per 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 DIETs are rated as 3, DPOs as 4 and SCERT as 5 (1 as least and 5 as greatest). This is a good achievement as DPOs and SCERT is performing at their best. Strategies may be adopted by the UT for improving performance of CRCs, BRCs and DIETs.

- *State Resource Group:* It is mentioned in the STMF that there is no SRG in the UT. However, as per earlier quarter reports, the UT was having SRG. It is therefore required that this point may be clarified.
- *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 material related to the quality monitoring can be viewed on the portal.