

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

Quarter : IVth

Year : 2014

Observations

Based on the State Monitoring Format sent by the State on implementation of quality monitoring tools of the IVth Quarter, the observations of NCERT are as under:

- Part I Item no.1 of the State Monitoring Format provides information about the number of CRCs, BRCs and Districts in the State. However, information regarding the number of CRCCs who have submitted CMFs, number of BRCCs who have submitted BMFs and number of Districts which submitted DMFs is found missing.
- The total number of schools in the second quarter was reported as 46023, however, in the fourth quarter report it has been mentioned as 45459. The decrease in the total number of schools indicates that *some schools have been closed down during this period or some error took place in consolidation of the data.* This needs clarification.
- As per the information reported, the State requires 12975 teachers (approximately 20%) at primary stage and 25408 teachers (approximately 17%) at the upper primary stage as per RTE norms. The State needs to make initiatives to appoint the given number of teachers for better functioning of the school system. It is being noted that the information on item No. 3 (ii), a, b and c regarding pupil-teacher ratio and teachers posting is missing in the tools.
- The information in section A item no. 4 is not provided correctly. Here the State has provided number of children under the column above 80%, 60 % to 79%, below 60%. *Instead of number of children, the information has to be provided for the number of schools in each category.*
- It has been reported that there are 1, 39,288 (approximately 7 percent) Children with Special Needs (CWSN) in the State. More emphasis may be made for providing an inclusive setting for CWSN so that their integration to school turns ultimately easier.
- As per the fourth quarter report, there are 15333 Out of School Children (OoSC) admitted to age appropriate classes in the State. The corresponding number of OoSC in second

quarter was 12586. It seems that the State has identified more such children during this period and is imparting special training to them by increasing the number of special training centers.

- The number and percentage of children who have dropped out of special training programmes till last quarter has not been provided by the State.
- The total number of schools as mentioned in Part I, section A, Item no.2 is 45459 but after adding the number of schools distributing textbooks at different times comes upto 28101. This discrepancy may be seen at the State level.
- As per the report, 375 schools of the State distribute textbooks only one month after beginning of the session. It is desired that textbooks should be distributed in all the schools of the State within one week of the new session. Efforts are needed for timely distribution of textbooks.
- The steps taken by the State for implementation of CCE are noted. The CRCCs are monitoring the progress of pupils' learning in a quite appreciable manner. However, if any support and guidance is required by the state, the state may like to communicate/interact to NCERT as and when required. NCERT's CCE package is available on NCERT website <http://www.ncert.nic.in/departments/nie/dee/publication/report.html#.The> State may adapt/adopt the material for its use.
- The State has to take note of the suggestions provided for improving the upcoming training programmes so that children can ultimately get the fruits of each training programme.
- The information provided in part I, Section F, Item no. 19 (b) about the number of schools involving SMCs in the preparation of this plan needs re-examination as it does not match with the total schools of the state.
- The comparative analysis of second and fourth quarter learner's assessment data shows that there is an increase in the percentage of children obtaining Grade A in the fourth quarter for both primary and upper primary level which reflects the efforts put in by all concerned in improving achievement of children. NCERT with the support of MHRD has developed Learning Indicators class-wise. State may use these indicators to monitor

children's progress and provide feedback timely.

- *The good practices as reported by the CRCCs in part II item no.1 (b) is quite appreciable.* Efforts are to be made by the State so that BRCCs can extend their academic support to CRCCs as needed by them in a wider manner.
- The State needs to provide information on the number of DPOs who are not providing QMTs regularly under part II item no.6.
- It is good to note that the State has organized 13197 training programmes/ workshops in various subjects' for the teachers of upper primary classes during the last Quarter. However, information regarding the details of training programmes conducted for the teachers' of primary classes is found missing in the report.
- Under Item no.3 of Part IV, the number of districts organizing meetings of BRCs, CRCs and head teachers to understand the problem of the district has been consolidated as 'zero' in all the items. The State need to consider efforts to understand the problems of the district. The State is expected to provide data on this item.
- Efforts are to be extended by the State so as to coordinate with the DIETs for providing quality intervention in those areas where district requires further support from the DIETs.
- As mentioned in the report, 516 (approximately 13 percent) sanctioned post of CRCs and 11 (approximately 5 percent) sanctioned posts of BRCs are not in position. The State needs to make efforts to fill up the remaining post so that they can provide better academic support to school on a continuous basis.
- The extent to which CRCCs, BRCCs, DIETs and SCERT met the State's expectation is being provided in Part V item no.6.It would be appreciable if expectation of the State in this regard has been communicated to CRCCs, BRCCs, DIETs and SCERT. The State project office should take initiative to open a dialogue with the following structures in this regard.
- It would be better that discrepancies may be taken care in the next cycle of completion of Quality Monitoring Tools.
- Overall progress of the State is quite satisfactory.