

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

Quarter: I

Year: 2015-16

The State monitoring format provided by Karnataka for Ist quarter of 2015-16 has been analysed and following observations and suggestion are made for making a qualitative progress in elementary education of the State.

Part – I

Section A: School Information

- *Number of CRC, BRC and Districts:* The State has provided information regarding the number of Clusters, Blocks and Districts in the STMF. However, it is desired that the data regarding the number of Clusters submitting Cluster Monitoring Formats, Blocks submitting Block Monitoring Formats and Districts submitting District Monitoring Format may also be included in the reports of coming quarters.
- *Number of schools:* We feel it very good to notice that all Schools in the State have participated in the quality monitoring process by filling up SMFs. Considerable efforts made by the educational authorities of the State requires appreciation.
- *Number of teachers:* It is noticed that there is some discrepancy in the data provided for ‘required posts’ of upper primary teachers as the number of teachers existing in the State is much lower than the teachers in position. The State needs to re check the data. The State may also take necessary actions for filling up the vacant posts of teachers for primary classes.
- *Pupil Teacher Ratio:* The PTR of the schools have a significant impact on learning. It is being noticed that the Pupil Teacher Ratio in many schools of Karnataka is not being maintained as per RTE norms. Considering Section 25 of the RTE Act, it is suggested for the State to review its existing posting and recruitment policy remove imbalances of the Pupil Teacher Ratio.

Section B: Attendance Information

- *Number of schools with average daily attendance:* It has been mentioned that the average daily attendance in most of the schools is above 80%. More initiatives can be made by the State in raising the attendance level of schools falling in the category of below 60 percentage.
- *Children with Special Needs:* There are 86793 (approximately 2 per school) CWSN in the State. The infrastructural and resource support provided by the State for making classroom inclusive is being noticed. The State may also 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
- *Out of School Children:* There are 8713 OoSC in the State. It is to be appreciated that the State have opened adequate number of special training centres as there are 5400 training centres existing for 8713 OoS Children.. The State may also keep a check on these students so that they may not drop out again. In addition, it is also requested that the State may also provide information about the number of children who have dropped out of special training programmes up to last quarter.

Section C: Curriculum Transaction

- *Distribution of textbooks:* It is mentioned in the STMF that few schools of the State have received textbooks only after one month of beginning of the academic session. However, the State had valid reasons behind late distribution of text books during last year. It is therefore suggested to make plans/schemes to assure that the textbooks are provided to the students within one week of beginning of session in the coming academic year.
- *Strategies adopted for improving teaching learning process:* Practices adopted by teachers for improving teaching learning process, as reported in the STMF include unit wise TLM preparation, activity based learning, remedial teaching, individual attention, utilization of TLM, technology based learning, etc. These are to be mentioned for their results.

Section D: Continuous and Comprehensive Assessment

- *CRCCs monitoring progress of pupils' learning:* Variation of CCE documents, individual mark register, student answer sheets, consolidated marks register, Home work/Class work verification, subject wise random student verification etc are the various ways through which CRCCs are monitoring pupils' progress of pupils learning.

Section E: Teacher Training

- *Suggestions for upcoming training programmes:* Various suggestions have been provided for upcoming training programmes at block level like training programmes need to be organised in summer/October vacation, duration of training period need to be reduced, trainings are to be conducted at cluster level, need based trainings are to be organised and non residential training programmes should be encouraged. The upcoming training programmes may be organised by prioritising these suggestions by the concerned functionaries.

Section F: Functioning of SMC

- *Schools having SMCs:* School Management Committees are being constituted in most of the schools of the State. It would be appreciable if initiatives are made for constituting SMCs in remaining 2830 schools.
- *School Development Plan:* It is good to notice that most of the schools in the State have prepared the school development plan

Section G: Learners' Assessment

- *Primary level:* The learners' achievement provided by the State in the STMF for primary level is shown in Table 1. The overall achievement level of the students in the State seems good as majority of the Students are achieving Grades A and B. The schools may be guided to pay attention to 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	29	30	29	29	29	29	30	29	30	30	29	29	29
A+	31	30	31	29	31	29	34	30	28	32	31	28	30
B	13	14	14	15	14	15	13	14	14	13	14	14	15
B+	22	22	22	22	22	22	21	23	24	22	22	22	22
C	05	05	05	05	04	04	03	04	04	3	04	04	04

- *Upper Primary level:* The learners' achievement for upper-primary level is shown in Table 2. Most of the students in the State are attaining Grades A and B. State can initiate strategies to bring up the learners achievement of few children scoring lower Grades. As the contribution of schools has a main role in students' learning, State may ask the respective schools to provide a better learning environment to their students.

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	28	28	28	28	27	27	28	28	29	26	27	27
B	31	28	30	31	31	29	30	30	31	30	30	32
C	13	15	14	14	14	15	14	14	12	15	14	13
D	24	25	25	23	24	24	24	24	24	24	23	23
E	03	4	4	3	3	4	4	4	5	5	5	5

Part – II

- *School Visits by CRCCs:* It is noticed in the STMF that most of the CRCCs are making their school visits 'once in three month'. It is suggested to make necessary initiatives by the concerned authorities for encouraging all the CRCCs to visit schools more frequently.

- *Pupils' progress:* There are 34 schools in the State who are not maintaining pupils' progress in the school. Any written or recorded item that shows details regarding the existing position of pupil in the school is very important for academical accountability, therefore all the schools in the State are to be asked to maintain their pupils' progress records very seriously.

Coverage of Syllabus: Three hundred and forty six schools in the State are having less than 60% coverage of syllabus. The efforts made for addressing these issues are being noted. As the syllabus completed in the schools will influence directly on the achievement of children, this need to a prior concern of the State

Part – III

- *BRCCs preparing schedule for visit of schools:* In the box corresponding to BRCCs schedule for school visit, it has been reported as 'Yes', it is requested to provide the exact number in future.
- *In-service teacher training programmes:* It is good to notice that the State have organised adequate number of in-service teacher training programmes for primary and upper primary teachers in the last quarter. There were few issues emerged from the programme like to organise more number of cluster and district specific programmes, to organise more activity based trainings etc. The State may address these issues while organising training programmes in the coming quarters.

Part – IV

- *Quality interventions:* The State have organised various kind of quality interventions at district level in the last quarter. It is expected that these training programmes will equip the functionaries at various level in catalysing the educational process more smoothly.
- *Coordination Meetings between DPO and DIET:* It is observed that the coordination meetings between DPO and DIET, for SSA activities were held sometimes. It may be organised more frequently.

Part – V

- *Status of CRCs and BRCs:* There are 4103 sanctioned posts of CRCs out of which 3669 are in position. The remaining posts of CRCs may be filled up
- *Performance of Educational structures:* As per the SPD's perception about 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 and BRCs has been rated at 3 where as DIETs, DPOs and SCERT have been rated at 2 .The State Project Office may try to improve their functioning. The State may communicate her expectation to the concerned educational functionaries and help them in improving their performance..
- *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.