

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

Quarter: IV

Year: 2014-15

State Monitoring Format sent by the State of Odisha for IV quarter has been analysed and the following observations are made for consideration of the SPO:

Part – I

Section A: School Information

- *Number of CRC, BRC and Districts:* The State has mentioned the number of CRCs, BRCs and District as 4602/4806, 316/316 and 30 respectively. However, it is not clear if these figures pertain to the in-position/sanctioned posts of CRCs and BRCs to those who filled-in CMFs and BMFs out of the total number of CRCs and BRCs in the State. Kindly clarify this point.
- *Number of schools:* The State has provided the number of schools in different categories namely I-V, VI-VIII and I-VIII. However, the total number of schools has not been mentioned which may kindly be specified. The numbers of schools which have filled up SMFs are quite low as compared to the sum total of different categories of schools. The success of such programme depends upon the participation of all schools in the State. All the schools in the State may be motivated to provide filled-in SMFs as the information may be used for providing feedback for improvement.
- *Number of teachers:* The required number of teachers as per RTE norms is quite high at the primary and upper primary levels. Information relating to the number of in position upper primary teachers is not given in the STMF. The State may kindly provide this information.
- *Pupil Teacher Ratio:* Information regarding number of government schools having PTR above 1:30 in primary and 1:35 in upper primary schools has not been mentioned. The number of teachers in the State who have failed to join place of posting and teachers who are attached elsewhere than place of posting also need to be mentioned. As per Section 25 of the RTE Act, pupil teacher ratio is to be maintained by the appropriate government and local authority. The State may kindly provide this information.

Section B: Attendance Information

- *Number of schools with average daily attendance:* From the attendance information provided, it seems that the percentage of schools has been provided in place of the information on the number of schools. This may kindly be rectified and appropriate information may be provided.
- *Children with Special Needs:* There are 118168 children with special needs in the State. Specific efforts made for making classroom inclusive like theme specific training in Braille, counseling and training to CWSN as per their mental level and requirement; remedial coaching, providing incentives, aids and appliances, reflect the concern of the authorities for the betterment of CWSN. In this regard, a handbook has been developed by the Department of Education for Groups with Special Needs of NCERT titled “*Including children with special needs-Primary Stage*”. This would be quite useful for handling CWSN in classrooms. This document is available online at http://www.ncert.nic.in/pdf_files/SpecialNeeds.pdf. A similar handbook for upper primary stage is also being developed.
- *Out of School Children:* There are about 6001 out of school children in the State. This figure has increased from II quarter (2014-15) figure of 3999 which means that the State has identified more out-of-school children and enrolled them in age appropriate classes. This should be appreciated. The State may also keep a check on these students once their training is complete and they are placed in proper classes. The State has not provided any information on the number of children who have dropped out of special training programme upto the last quarter. This may kindly be provided.

Section C: Curriculum Transaction

- *Distribution of textbooks:* Despite various steps being taken for timely distribution of textbooks, only 35 percent of schools are doing so within one week of beginning of session. It would definitely affect teaching learning process. More concerted efforts are required so that all the schools in the State distribute textbooks within one week of the new session.

Section D: Continuous and Comprehensive Assessment

- *CRCCs monitoring progress of pupils' learning:* CRCCs are monitoring the progress of pupils' learning in many ways like through regular verification of CCE register, observing classroom situations, visit of DIET faculty member, discussion in monthly sharing meeting, asking questions to the students, etc. The CRCCs are essential support structures and by providing appropriate academic support to teachers they can help in institutionalizing quality monitoring system of elementary education in respective States and UTs.

Section E: Teacher Training

- *Suggestions for upcoming training programmes:* Some suggestions are made in the STMF for requirements of training on attitudinal changes of teachers, on tools and techniques for evaluation, on key competencies on every subject through slides, projectors and audio-visual equipment. These may be kept in mind while organizing upcoming training programmes.

Section F: Functioning of SMC

- *Schools having SMCs:* About 93 percent of schools in the State have constituted SMCs. Remaining schools may also be motivated to constitute SMCs.
- *School Development Plans:* It is appreciated that all the constituted SMCs are involved in preparation of school development plan. The kind of their participation in schools need to be closely observed and guided.
- *SMCs training about role and functions:* It is reported that about 78.1 percent of SMCs are given training about their roles and functions. Some training programme for the remaining SMCs may be organized by the State as only after getting proper training the SMCs would really understand the importance role of community participation in enhancing quality education. Members of SMCs could be of immense help in identifying out of school children, children with special needs and monitoring their progress.

Section G: Learners' Assessment

- *Primary level:* The learners' assessment provided in the STMF for primary classes is shown in Table 1. It is observed that most of the students in primary level are scoring Grade A, B and C. However, the percent of students scoring grade D and E is also

significant. The State may put efforts in this regard to enhance achievement level of students.

Grade	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	25	31	23	27	26	26	24	25	26	26	25	28
B	28	28	29	26	26	23	24	30	26	27	23	23	23
C	21	19	23	27	28	22	24	27	28	23	20	24	24
D	12	18	16	16	12	19	16	17	11	14	14	18	15
E	10	10	1	8	7	10	10	2	10	10	17	10	10

- *Upper Primary level:* The learners' assessment provided in the STMF for upper primary classes is shown in Table 2. According to the table, more percentage of the students in upper primary level are scoring Grade A, B and C. But some students are also scoring grade D and E. More efforts may be put in this regard to enhance achievement level of students.

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	27	25	27	24	26	28	28	28	25	25	28	27
B	25	32	24	25	28	23	24	23	27	23	21	23
C	23	20	22	24	22	24	23	22	23	26	27	25
D	16	13	16	17	15	22	15	18	15	16	14	15
E	9	10	11	10	9	3	10	9	10	10	10	10

Part – II

- *School Visits by CRCCs:* In the column seeking information about the number of CRCCs who had visited schools once in a month, the State has mentioned the classes, i.e. 1-X, which had been visited by the CRCCs once in a month. This information may kindly be updated and sent accordingly.
- *Pupils' progress and coverage of syllabus:* It is appreciated that all the schools in the State are maintaining records of pupils' progress. However, in case of coverage of syllabus, about 24 percent schools have less than 60 percent coverage of syllabus. The concerned CRCCs may extend all academic support as required by such schools so that they achieve more than 60 percent coverage of syllabus in all schools. It is noticed that the State is concerned about this and is addressing this issue in meetings at CRCC level.

Part – III

- *In-service teacher training programmes:* From the STMF it is evident that in-service programmes have been conducted in primary level and upper primary level. However, the total number of programmes conducted in primary level has not been specified. This may kindly be provided. 90 and 95 percent of current year's target of teacher training has been achieved in primary and upper primary level, respectively. Some issues such as lack of DIET faculty, lack of resource person, lack of close monitoring, absenteeism in urban areas and pupil belonging to slum areas, have emerged which may be addressed by the State as per the need and resources.

Part – IV

- *Quality monitoring mechanism:* It is appreciated that all the 30 districts in the State have quality monitoring mechanism and DIET faculty, BRCCs, CRCCs, DPOs; teacher educators etc are actively involved.
- *Quality interventions:* In the item on quality interventions provided by the State at district level during the last quarter, the response has been provided as tick mark (√) in the different column, where the number of districts providing interventions was to be specified. It may be kindly mentioned.

Part - V

- *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 DIETs are rated 2; CRCs, BRCs and SCERTs are rated 3 and DPOs are rated 5 (1 as least and 5 as greatest) on a five point scale. Workable strategies may be adopted by the State for improving performance of BRCs, CRCs, DIETs and SCERTs.
- *Key problems identified by the UT:* Some key problems mentioned like lack of good resource persons at early grade level, implementation of PINDICS due to interference of teachers association and more orientation programmes for teachers in CCE have been identified by the State. The State may communicate to NCERT for any help regarding training programmes for early grade level and CCE.
- *Web Portal:* The NCERT has launched a 'QMT Portal' which is online 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.