

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

Quarter: IV

Year: 2015-16

The State Level Monitoring Format (STMF) submitted by SPD, Odisha for the fourth quarter of 2015-16 has been analysed and the observations of the department are given in the following paragraphs. The State may look into the observations and suggestions and take necessary measures for improvement in educational processes and outcomes.

Part – I

Section A: School Information

- *Number of CRCs, BRCs and Districts:* The State has provided the number of CRCs, BRCs and districts submitting CMFs, BMFs and DMFs. It is observed that there is mismatch in the number of CRCs submitting CMFs and the total number of CRCs in the State. The number of CRCs submitting CMFs is reported as 4806 against the total number of CRCs in the State reported as 4389.
- *Number of schools:* The number of schools in the State which have filled up the SMFs has not been given.
- *Number of teachers:* Information provided about the number of existing teachers in the State at primary and upper primary levels and the posts of teachers that should be as per RTE Norms indicate there is large shortage of teachers in the State. We cannot expect any teaching in the absence of teachers. And there is no question of students learning in class if there is no

teaching. We are sure that the State must be preparing to do alternative arrangements till regular posts of teachers are filled up.

- *Pupil Teacher Ratio:* The State has not provided any information regarding the pupil teacher ratio i.e. number of government schools in the State having PTR above 1:30 in primary and 1:35 in upper primary schools. Information about teachers who have failed to join place of posting in last quarter and teachers attached elsewhere than place of posting is also missing in the STMF. This information may kindly be collected and utilized for educational planning.

Section B: Attendance Information

- *Number of schools with average daily attendance:* As per the attendance information provided, it is observed that majority of schools in the State have an average daily attendance of above 80 percentage. However there exist many schools (nearly 30%) having poor attendance of students. The State can initiate strategies for raising the attendance level of the schools falling in the lower category. This necessitates appropriate measures at the school level. District functionaries should look into it.
- *Children with Special Needs:* The number of Children with Special Needs in the State is the same as of the last quarter (III quarter) which is 102485.
- *Out of School Children:* In comparison to third quarter report, the number of out of school children has increased to 5152 from 4138. The number of out of school children under going special training in schools and residential hostels has been reported as 11872 which is larger as compared to 5152 shown admitted. This is either due to conceptual misunderstanding or error in data entry.

Section C: Curriculum Transaction

- *Distribution of textbooks:* It is mentioned in the STMF that 16% schools are distributing textbooks after one week and 24% after one month of the new session. As timely distribution of textbook has a major role in enhancing the learners' achievement, there must be more efforts for making textbooks available for students within one week of beginning of session. Late distribution of books seems to be a specific problem at the cluster or block level which needs to be tackled by the district level authority.

Section D: Continuous and Comprehensive Assessment

- *CRCCs monitoring progress of pupils' learning:* CRCCs are monitoring pupil's progress by visiting schools and verifying CCE registers. We would appreciate if specific examples of some schools are quoted in the next report. It is advised that best practices of schools could be documented and circulated or shared among all schools.

Section E: Teacher Training

- *Suggestions for upcoming training programmes:* Various suggestions have been provided for upcoming training programmes at district level. It is advisable that the future training programmes may be organised at various levels by prioritising these suggestions suitably. Success of any training programme must be viewed in term of its use in classrooms.

Section F: Functioning of SMC

Schools having SMCs: It is reported that 1455 schools have not constituted School Management Committees till now. Like last quarter the involvement of SMCs in preparation of school development plans is in progress and it seems the students and the SMCs need some orientation on 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. It is noticed that 49% to 59% percent of children are securing Grade A and B across all curricular areas. There is a large number of children (41% to 51%) in grade C, D and E who require to bring up the achievement levels in all subject areas. This indicates that teachers are required to teach giving attention to specific needs of children.

Grade	Table 1: Learner's Assessment for primary level														
	Class-I			Class-II			Class- III			Class-IV			Class-V		
	L (%)	M (%)	E.V.S	L (%)	M (%)	E.V.S	L (%)	M (%)	E.V.S (%)	L (%)	M (%)	E.V.S (%)	L (%)	M (%)	E.V.S (%)
A	27	28	29	29	27	27	26	26	26	25	24	27	22	29	26
B	29	31	26	30	30	29	31	28	24	29	27	23	30	26	23
C	25	25	25	25	26	30	26	25	23	27	26	24	28	25	24
D	11	10	13	9	11	12	10	11	18	10	10	18	11	11	19
E	8	6	7	7	6	2	7	10	8	9	13	8	9	9	8

- *Upper Primary level:* The learners' achievement for upper-primary level is shown in Table. At upper primary level also the pattern of achievement data seems similar to that of primary level. The low scorers have to be given due attention in classes.

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	26	28	28	27	26	28	26	25	27	26	25	26
B	30	25	24	28	30	26	25	24	30	25	26	24
C	32	24	23	23	26	23	23	23	25	22	24	23
D	10	14	18	22	11	14	16	21	10	18	21	22
E	2	9	7	0	7	9	10	7	8	9	4	5

Part – II

- *School Visits by CRCCs:* It is appreciated that all CRCCs are making school visits once in a month. In view of the poor achievement level of nearly half of the children, it is suggest that the CRCCs devote more time with teachers discussing effective ways of teaching and improving class room process.
- *Pupils' progress and coverage of syllabus:* It is noted that ten percent schools are having less than 60 percent coverage of syllabus. The CRCCs and BRCCs are required to find reasons for this and take appropriate measures for this.

Part – III

- *BRCCs preparing schedule for visit of schools:* It is good to observe from the STMF that all BRCCs prepare schedule for visit of schools.
- *In-service Teacher Trainings:* Instead of the number of in-service teacher training programmes organised it is found that the number of teachers who received training has been reported. Various issues have emerged from training programmes organised at both primary and upper primary levels. These suggestions may be looked into while organising future training programmes.

Part – IV

- *Quality interventions:* In part IV, item no. 2, the number of districts providing training on different quality aspects has to be reported. However, the response has been given as a tick mark in all the different categories of 2(a, b, c and d).
- *Field Visit by DPO:* The school visits made by DPOs reflect their concern for bringing improvement in schools. The feedback collected through these visit should help them for taking further action.
- NIL response columns 5 and 6 indicate that DPOs and DIETs need to coordinate with each of them for overall improvement in the quality of education.

Part – V

- *Status of CRCs and BRCs:* Information about sanctioned posts and actual position of CRCs and BRCs have not been provided in the report.
- *Involvement of DIET and SCERT:* As per the report it is revealed that DIET is not able to extend adequate support. Nothing has been mentioned about the functioning of SCERT in the State.
- *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. If you wish something relevant and related to monitoring of quality being undertaken in your State to be uploaded on NCERT’s portal for information, it can be sent to us.