

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

Quarter: III

Year: 2015-16

The filled- in State monitoring format as provided by the State for the III quarter (2015-16) has been analysed and following observations and suggestion are made for bringing a qualitative progress in elementary education. The State may look into these and adopt the suggestions provided as required. It is also to be mentioned that the State has to send only II and IV quarter QMT reports to the NCERT.

Part – I

Section A: School Information: This is to bring into the notice of concerned authority that significant information, as given below have not been provided which restricts the quality of feedback from NCERT

- *Number of CRC, BRC and Districts:* The State has provided the number of CRCs, BRCs and districts but data regarding the number of CRCs submitted CMFs, BRCs submitted BMFs and Districts submitted DMFs **are missing from the report**. The State may ask all the concerned functionaries to consolidate these information and submit it accordingly in future.
- *Number of schools:* **The total number of schools mentioned in the STMF is 23661, however the number of schools which filled up SMFs is 15598, which is only 66 percent.** For attaining the real goals envisaged in quality monitoring process, participation from all schools are required. The State may therefore put its all efforts for fulfilling this by ensuring 100 percent participation from schools of the State.
- *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 not provided in the STMF. All these information may kindly be provided as early as possible.

Section B: Attendance Information

- *Number of schools with average daily attendance:* It is good to notice that majority of the schools in State falls in the category above 80% attendance.
- *Children with Special Needs:* There are 10596 CWSN in the State, which is approximately 1 CWSN per school. Efforts taken for making classroom inclusive may also be provided for proper feedback.
- *Out of School Children:* The number of Out of School Children in the State has been noticed as 1882. It is also observed that the State is providing adequate support to these children through special training centres in own schools, residential centres and NGOs. The State need to ensure that after completing the training these students are enrolled in age appropriate classes in regular schools.

Section C: Curriculum Transaction

- *Distribution of textbooks:* Out of the total number of schools distributing textbooks, it is being noticed that some of the schools distribute textbooks after one month of the commencement of academic year. Serious attention need to be paid for timely distribution of textbooks in the State. **There is also some discrepancy existing in the data provided for number of schools in the State and schools distributing textbooks. Clarification is required for the same.**

Section D: Continuous and Comprehensive Assessment

- *CRCCs monitoring progress of pupils' learning:* CRCCs are monitoring pupil's progress by asking questions to students, observing their exercise books, home work, progress registers, making conversation with students asking questions of general awareness etc. Observations of CRCCs must be recorded for proper follow up action and needful action should immediately be taken..

Section E: Teacher Training

- *Suggestions for upcoming training programmes:* Various suggestions have been provided for upcoming training programmes at district level like to organise trainings in vacations, providing need based trainings, providing trainings in work education, Art and physical education etc. These suggestions may be given prior concern while organising any future training programme. State also need to ensure that these trainings are actually utilized in classrooms by teachers

Section F: Functioning of SMC

- *SMCs and School Development Plans:* As per information submitted, all schools in the State are having School Management Committees. It has also been mentioned that school development plans have been constituted in 100 percent of the schools and all schools are involving SMC in preparation of this plan. Efforts taken by the school in this regard is appreciable.
- *SMCs trained about their roles and functions:* All the members of SMCs were given training about their roles and functions in the last quarter.

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 observed from the table that most of the students are scoring Grade B.

Grade	Table 1: Learner's Assessment for primary level											
	Class-I	Class-II		Class- III			Class-IV			Class-V		
	L (%)	L (%)	M (%)	L (%)	M (%)	E.V.S (%)	L (%)	M (%)	E.V.S (%)	L (%)	M (%)	E.V.S (%)
A	26	27	24	27	24	28	28	24	29	29	26	31
B	56	55	55	55	55	55	54	55	54	54	55	53
C	19	19	21	18	21	17	18	21	17	17	20	17

- *Upper Primary level:* The learners' achievement for upper-primary level is shown in Table 2. The achievement level of children can be improved as most of the children are scoring Grades B and C. The State may obtain educational kits for science and

mathematics devised by NCERT, for bringing improvement in learners' achievement in these subjects.

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	18	16	18	20	20	16	18	20	19	15	17	20
B	29	28	29	28	29	27	29	30	30	27	29	30
C	28	29	30	27	29	28	30	29	28	29	29	30
D	19	20	18	17	17	21	17	17	16	20	17	16
E	5	8	6	7	5	8	6	5	6	9	7	6

Part – II

- *Pupils' progress and coverage of syllabus:* There are few schools (approximately 4 percent) which have less than 60 percent coverage of syllabus. The reasons behind this may be looked into and appropriate action may be taken.
- *DPOs providing QMTs Regularly:* As reported in STMF there are 4 DPOs in the State who are not providing QMTs regularly. As data from all schools are required for a proper monitoring process, all DPOs may be asked to consolidate the information and send it timely.

Part – III

- *BRCCs preparing schedule for visit of schools:* The number of BRCs preparing schedule for visit of schools is being mentioned as 89. However, the total number of BRCs in the State is 95. Remaining BRCs in the State are expected to make school visits in the coming quarters and provide support to teachers as per their roles.
- *In-service teacher training programmes:* The State has mentioned the number of in-service teacher training programmes organized at both primary and upper primary levels. The major issues emerging from in-service training programme at both levels have also been mentioned. From this it is clear that the teachers at primary levels need more support in early grade reading and writing and upper primary teachers need more support in Maths and Science. The State may organise future training programmes.

Part – IV

- *DPOs and DIET holding meetings:* It has been noticed that DPOs and DIETs hold meetings frequently to discuss and solve the problems of the district. From the problems mentioned, it is clear that the DPOs face difficulty in providing sufficient time for academic activities due to their engagement in administrative work. State may take necessary steps to address these issues.

Part – V

- *Status of CRCs and BRCs:* Regarding the number of CRCs and BRCs in position, it is noticed that many of the posts of both CRCs and BRCs are lying vacant. The State should take early action for filling up the same.
- *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 have been rated 3 while DIETs, DPOs and SCERT have been rated at 4. The State may communicate this expectation to the concerned educational functionaries so that it may help in improving their performance. They should also be given necessary facilities and support to enhance 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 this portal