

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

Quarter: IV

Year: 2014

## **Observations**

Based on the information provided by the State, the observations of NCERT are as follows:

- The information provided under Item no.1 of Part I in the State Monitoring Format reveals information about the number of CRCs, BRCs and Districts in the State. The State also need to sum up the information regarding the number of CRCCs who have submitted CMFs, number of BRCCs who have submitted BMFs and number of Districts which submitted DMFs.
- In the light of information reported, it is found that the State requires 4963 (17% approximately) teachers in Primary Level and 199 (2% approximately) teachers in Upper Primary Level in view of RTE norms. It appears that the State needs to take immediate steps to appoint the given number of teachers to bring teaching-learning process more orderly.
- The State has to include data regarding pupil-teacher ratio and teacher posting under Item No. 3 (ii), in the coming quarters reports.
- The required information under Part I section B. item no.4 is about the number of schools having given average daily attendance. It seems that the State has provided information about number of children. The State need to provide the necessary data in the report of next quarters.
- It has been reported that there are 14955 Children with Special Needs (CWSN) in the State which indicates an average of less than one percent CWSN per school.
- It is appreciated that 1696 boys and 1714 girls have been admitted in age –appropriate classes under RTE. As noted in Part IV Item No.2 (d), no training of educators for special training of children admitted in age appropriate classes has been organized. All teachers undertaking this task are expected to undergo a special training so that they are equipped to shoulder such a big responsibility.
- The number of Out of School Children who have dropped out of special training

programme has not been reported. It seems that all such children have completed their training.

- As per the report only 6523 (approximately 37 percent) schools of the State distribute textbooks within one week 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. The SPO may coordinate with the Department of Education for timely distribution of textbooks.
- Efforts initiated to implement CCE scheme in the State are mentioned. *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 CCE package is available on NCERT website <http://www.ncert.nic.in/departments/nie/dee/publication/report.html#>.* State may consult the material if required as NCERT package is an exemplar material. State may adapt/adopt it.
- The various suggestions which have been provided for upcoming training programme at the district level need to be duly addressed while organizing future training programmes.
- An analysis of learners' assessment data reveals that the percentage of children securing Grade A is less for both primary and upper primary level. More attention need to be given for bringing improvement in achievement of those children who are securing B and C grades across all the subjects.
- The State need to focus on those upper primary schools which have reported low pupil achievement in Science and Mathematics. Special efforts may be undertaken for augmenting the achievement levels of students of these schools. Measures like diagnostic tests, remedial teaching, on-site support to teachers etc. may be undertaken in this regard. NCERT with the support of MHRD has developed class-wise Learning Indicators. State may use these indicators to monitor children's progress and provide feedback timely.
- Various materials on early grade reading and writing have been developed by NCERT which is available on its website. The state may refer to these resources for any support.
- As per the report, the State has not organized in-service professional development programmes for teachers of upper primary classes in subjects like Science, Health and Physical Education. It would be appreciated if the State initiates training programmes in all subjects at various intervals.

- As mentioned in the report, 485 (approximately 49 percent) sanctioned post of CRCs and 42 (approximately 5 percent) sanctioned posts of BRCs are not in position. SPO may like to fill-up the vacant posts at the earliest. They may be oriented about their expected roles in SSA. They may visit the schools under their jurisdiction regularly and provide academic leadership to the teachers and community at large.
- The extent to which CRCCs, BRCCs, DIETs and SCERT met the States' 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.