# Observations on the Implementation of Monitoring Tools for Quality Enhancement in the UT of Puducherry

Quarter: II

Year: 2016-17

The State monitoring format provided by the UT for the II quarter of 2016-17 has been analysed and following observations and suggestions are made with a view to take appropriate action for improvement.

Part – I

Section A: School Information

- *Number of CRCs, BRCs and Districts:* The information provided indicates that all CRCs BRCs and Districts have submitted respective formats. This reflects the involvement of various functionaries in submitting the formats timely and supporting the quality monitoring process.

- *Number of schools*: It is good to note that more number of schools in the UT are filling up the school level monitoring format as compared to previous quarters. The remaining may be persuaded to follow.

- *Number of teachers:* It is observed that there is an increase in the number of regular teachers from the last quarter. It can also been observed that elementary level pupil teacher ratio is 14:1. However against this overall ratio, it s important to connect it with additional information regarding number of schools with high/low PTR against the norms of RTE.

- *Teachers' place of posting:* Information regarding the number of teachers in the UT who have failed to join place of posting in last quarter and teachers attached elsewhere than place of posting is not provided in the STMF. These quality parameters are very important and therefore information on these may be collected and provided in the coming reports.

Section B: Attendance Information

- *Number of schools with average daily attendance:* The number of schools with average daily attendance in most of the schools in the UT belongs to the category of above 80 percent. It is further observed that there is an increase in the number of schools in this category which is appreciated.

- *Children with Special Needs:* More number of children with special needs have been mentioned in the present quarter. The reasons for increase in number need to be known. It may be ensured that the efforts under taken by the UT is adequate and appropriate to meet the needs of CWSN in the UT.

- *Out of School Children:* It is found that the number of out of school children has increased from twelve in the last report to two hundred and one in the present report. This is very surprising and needs an investigation.

Section C: Curriculum Transaction

- *Distribution of textbooks:* The efforts made for timely distribution of textbooks within one week of new session is observed as there is an increase in the number of schools receiving textbooks within one week of new session.

Section D: Continuous and Comprehensive Assessment

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

Section E: Teacher Training

- *Use of Training inputs:* Some ways of using training inputs have been mentioned like implementing 5E lesson plan, encouraging group discussion, making charts and models from waste materials etc.

- *Suggestions for upcoming training programmes:* Suggestions provided for upcoming training programmes is provided in the format. These may be prioritized and adequate

steps may be taken for organising more fruitful training programmes with a proper follow up in future.

Section F: Functioning of SMCs

- *School Development Plans*: All 345 schools which have filled up SMFs have constituted SMCs and have prepared school development plans. It is also found that 100 percent of the SMCs were given training about their roles and functions. Efforts taken by the UT in this regard are appreciated. The authorities may also see that the SMC members actually take part in preparation of school development plan.

Section G: Learners' Assessment

- *Primary level:* The learners' achievement provided in the STMF for primary level is shown in Table 1. It is good to note that most of the students are scoring Grades A and B.

| Grade | Table 2: Learner's Assessment for Primary level | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Class-I | | | Class -II | | | Class -III | | | | | Class -IV | | | | | Class -V | | | | |
| | L | M | EVS | L | M | EVS | L | M | EVS | S.S. | G.S | L | M | EVS | S.S. | G.S | L | M | EVS | S.S. | G.S |
| A | 70 | 78 | 82 | 65 | 71 | 81 | 50 | 55 | 52 | 56 | 53 | 46 | 47 | 49 | 40 | 47 | 39 | 45 | 48 | 42 | 41 |
| B | 25 | 19 | 16 | 30 | 25 | 17 | 41 | 39 | 39 | 39 | 42 | 44 | 44 | 43 | 42 | 45 | 46 | 45 | 43 | 48 | 46 |
| C | 5 | 3 | 2 | 5 | 4 | 2 | 9 | 6 | 9 | 5 | 5 | 10 | 9 | 8 | 18 | 8 | 15 | 10 | 9 | 10 | 13 |

- *Upper Primary level:* The learners' achievement for upper-primary level is shown in Table 2. Most of the children are scoring Grades B and C.Teachers need to make more efforts for children scoring Grades D and E.

| 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 | 17 | 10 | 14 | 9 | 13 | 11 | 11 | 13 | 21 | 12 | 15 | 14 |
| B | 23 | 20 | 20 | 18 | 21 | 19 | 19 | 20 | 24 | 19 | 25 | 18 |
| C | 25 | 30 | 29 | 31 | 28 | 33 | 32 | 28 | 22 | 31 | 28 | 28 |
| D | 22 | 26 | 24 | 27 | 22 | 24 | 25 | 23 | 19 | 23 | 21 | 25 |
| E | 13 | 14 | 13 | 15 | 16 | 13 | 13 | 16 | 14 | 15 | 11 | 15 |

<center>Part –II</center>

- *School Visits by CRCCs:* Adequate visits provided by the CRCCs to schools seem to be encouraging. The suggestions provided by the CRCCs may help in improving classroom processes and quality of education.

- *Pupils' progress and coverage of syllabus:* It is appreciable that all schools are maintaining records of pupil's progress and all schools are having more than 60 percent coverage of syllabus.

<center>Part – III</center>

- *BRCCs preparing schedule for visit of schools:* <u>Like the last report even in the present quarter it is observed that out of the existing 6 BRCs, only 3 have prepared a schedule for visit of schools.</u> Some serious action in this regard is required so that the remaining BRCs also perform their duty.

- *In-service teacher training programmes:* In-service teacher trainings are very crucial in enriching the teachers professionally. Regarding the target achieved for in-service teacher trainings, it is noticed that the targets of 25% for primary level and 25-30% for upper primary level have been achieved which the same as mentioned in last quarter report. No training has been organized for other subjects like Social Science, Arts Education, Language and Health and Physical Education. The reason may be given. It is suggested to organise more number of training programmes and increase the target achievement of the UT in the next quarters.

<center>Part – IV</center>

- *Quality interventions*: It is noticed that all the four districts in the UT have organised training programmes on different aspects of RTE in the last quarter. However no information has been provided about the training of resource persons on pedagogy and assessment.

- *Field Visit by DPO:* The school visits made by DPOs reflects their concern for bringing improvement in schools. The kind of action taken on the basis of these feedbacks may be mentioned.

- *Coordination Meetings:* As reported, the coordination meeting between DPO and DIET are organised sometimes only. If more frequent interactions are held between the two bodies, activities at district level can be carried out more effectively.

Part – V

- *Status of CRCs and BRCs:* It is mentioned in the STMF that there are 34 sanctioned posts for CRCs and 40 posts for BRCs. Among these, 22 CRCs and 18 BRCs are in position. As per the present report two more posts of BRCs have become vacant. The concerned authorities may take cognizance of this issue which will directly affect academic support. Prompt actions for filling up vacant posts are expected in reports of the coming quarters.
- *Performance of Educational structures:* The SPD may be apprised about the different problems related to shortage of manpower in DIET, BRC and CRC.

*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.