

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

Quarter: IV

Year: 2015-16

Listed below are the reflections of NCERT on the basis of information received through the filled in State Monitoring Format (STMF) of Goa.

Part – I

Section A: School Information

- *Number of CRC, BRC and Districts:* The State has mentioned the total number of CRCs, BRCs and Districts, however the **number of CRCs, BRCs and Districts which have submitted CMFs, BMFs and DMFs is missing from the report.**
- *Number of schools:* It is noticed that 10 percent schools **have not filled up the school monitoring format.** All Schools may be asked to participate in the monitoring process by filling up the SMFs
- *Number of teachers:* **The State has not mentioned any data regarding the additional requirement of teachers as per RTE norms.** A clarification is required whether all the teacher position in the State is being filled as per RTE norms or the State have missed the data in the report.

Section B: Attendance Information

- *Average daily attendance:* As per the attendance information reported in the STMF, major chunk of the schools have more than 80 percent average attendance. Few schools falling in lower categories may be motivated for improving their average daily attendance.
- *Children with Special Needs:* As reported in the STMF of present quarter, there are about 588 CWSN in the State. The efforts made by the State in making classroom inclusive is being noticed. However, the State need to ensure whether these efforts are sufficient for meeting the requirement of all CWSN in the State.

Section C: Curriculum Transaction

- *Distribution of textbooks:* It is observed that there are few schools in the State which distribute textbooks after one month of the beginning of academic session. **Efforts need to be initiated for timely textbook distribution in all schools.**

Section D: Continuous and Comprehensive Assessment

- *CRCCs monitoring progress of pupils' learning:* It is appreciated that CRCCs in the State are monitoring progress of pupils' learning through various ways such as, cluster level meetings, observing and giving lessons, conducting educational games, checking students progress card, random checking of records etc.

Section E: Teacher Training

- *Ways in which Trainings Inputs are used by Teachers:* It is found that the teachers are able to connect the training inputs received from various training programmes for improving the classroom processes. The State must also give reflection if these inputs have affected increase in learning achievement.

Section F: Functioning of SMC

- *Schools having SMCs:* It is reported that 100 percent of the schools in the State have constituted School Management Committees. Constitution of SMCs will be beneficial in overall improvement of the schooling system. The State may also ensure that parents ' representatives form a majority in the School Management Committees in addition to elected members of the Panchayat and school teachers.
- *School Development Plans (SDP):* As reported in the STMF, 88 percent of schools in the State have developed school development plan. However **only 4 percent of the schools have involved SMCs in preparation of school development plan.** As envisaged in RTE, the SDP is visualized as a comprehensive plan focusing on all aspects of school. The State may take necessary steps to ensure that all schools prepare SDP with the involvement of SMCs.

Section G: Learners' Assessment

- *Primary level:* Table 1 shows learners' Assessment for primary level as provided in the STMF. It is appreciable on the part of the State that majority of students are securing Grade A and B in all subjects.

Table 1: Learner's Assessment for primary level													
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	45	49	40	44	36	33	39	36	32	40	22	21	27
B	28	28	29	29	29	30	28	29	29	28	26	26	23
C	17	16	20	17	20	23	20	20	23	19	22	24	20
D	9	8	12	9	14	12	12	13	15	13	22	22	21
E	0	1	1	0	2	1	1	2	1	1	7	7	9

- *Upper Primary level:* Table 2 depicts learner's Assessment for upper-primary level as provided in the STMF. The achievement of students in upper primary level seems to be low as compared to primary level. Major percentage of the students in the State are scoring Grades B,C and D. **Special attention need to be given to low scoring students.**

Table 2: Learner's Assessment for upper- primary level													
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	17	17	22	20	16	16	19	20	14	15	20	19	
B	25	23	23	22	26	20	22	22	22	19	22	22	
C	24	24	22	22	25	23	22	23	24	22	21	23	
D	25	27	24	26	24	29	27	25	28	29	25	26	
E	8	9	9	12	9	12	10	10	11	15	10	12	

Part – II

- *School Visits by CRCCs:* Most of the CRCCs are visiting schools once a month. What suggestions are made by the CRCCs to improve classroom teaching and how these have been utilized by the teachers may also be mentioned.
- *Pupils' progress and Coverage of syllabus:* It is good to notice that all the schools in the State are maintaining records of pupil's progress and have more than 60 percent coverage of syllabus by the end of second quarter.

Part – III

- *In-service teacher training programmes:* It has been reported that the target achieved for the in-service teacher training programme is 80 percent at upper primary level. It is also observed that the State have not organised any training programmes for social science,

arts education and health and physical education in this quarter. **These programmes may also be organised as these are important areas for holistic development of children.**

Part – IV

- *Co-ordination Meetings:* From the STMF it is observed that the co-ordination meeting between DPO and DIET is held sometimes. These meetings should be effectively used to facilitate a better coordination of activities between both the educational structures.

Part - V

- *Details of common Training Modules:* **The State has not mentioned any information regarding the details of common training modules used in the State,** which may be included in the future reports.
- *Key Problems and Issues Identified:* Part V, Item No 9 and 10 of the schedule i.e, Key problems identified by the State in the context of quality parameters and issues identified by the State for national level intervention significant information. **However, both these information are not being provided in the present quarter report of Goa.** These may be included in the next reports.

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