

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

Quarter: II
Year: 2015-16

The State Monitoring Format provided by Manipur has been examined and following observations are made for quality enhancement of education in the State.

Part – I

Section A: School Information

- *Number of CRCs, BRCs and Districts:* The State has given information about number of CRCs, BRCs and Districts. However, the number of CRCCs who have submitted CMFs and the number of BRCCs who have submitted BMFs seems to be much more than the existing number of CRCs and BRCs in the State. It is therefore suggested to provide clarifications regarding the same.
- *Number of schools:* There are few schools in the State which haven't filled up the SMFs. It would be appreciable if participation from all schools are ensured in the monitoring process. It would also be better if the kind of schools being covered in the category of 'Any Other' schools is mentioned.
- *Pupil Teacher Ratio:* It is good to notice that the teachers in the State are in position as per RTE norms. However the State has not provided any information regarding the number of schools in the State having PTR above 1:30 and 1:35 in primary and upper primary classes respectively, teachers who have failed to join place of posting in the last quarter and teachers attached elsewhere than the place of posting, which may be included in the coming quarters

Section B: Attendance Information

- *Number of schools with average daily attendance:* As per the information received, it is noticed that the average daily attendance of schools in the State falls in the category of above 80 percent, which is appreciable.

- *Children with Special Needs:* There are 5573 (Approximately 2 per School) Children with Special Needs in the State. The efforts made by the State in making classroom inclusive are noticed. More initiatives can be made so that these children can enjoy learning as par with other children.
- *Out of School Children:* There are 10566 (Approximately 3 per School) Out of School Children in the State. It has been mentioned that special training is being provided in own schools and residential centers. It is suggested to ensure all necessary services in these centers so that the children may not drop out again.

Section C: Curriculum Transaction

- *Distribution of textbooks:* It is clear from the STMF that all schools in the State distribute textbooks within one month of beginning of the session. It is also provided that textbooks are decentralized through BRPs/CRPs and is ensured before the start of academic session. It is therefore required to maintain textbook distribution within one week of the new session.
- *Strategies adopted for improving teaching learning process:* Many strategies have been adopted by teachers for improving teaching learning process like preparation of lesson plan, peer group learning, play way method etc.

Section D: Continuous and Comprehensive Assessment

- *CRCCs monitoring progress of pupils' learning:* CRCCs are assessing pupils' progress by assessment reports, regular monitoring of attendance, ensuring participation of CRC to participate in district and State level competitions.

Section E: Teacher Training

- *Suggestions for upcoming training programmes:* The main suggestions provided at the district level in conducting training programme were to conduct it during vacations so that it does not disturb the teaching schedule of teachers. It was also suggested to include innovations and case study in training and training on making and use of TLM. The State may consider these while organizing upcoming training programmes.

Section F: Functioning of SMC

- *Schools having SMCs:* It is good to note that all the schools in the State have constituted SMCs.
- *School Development Plans:* It is observed from the STMF that 20 percent of the schools have prepared school development plan and have involved SMCs in preparation of the plan. The SDP focus on development of all aspects of school e.g. protection of children's rights, infrastructure, teacher availability, classroom transaction and child assessments, inclusiveness, etc. Therefore further initiatives are required to motivate all other SMC to prepare School Development Plan.

Part – II

- *Classroom Observation by CRPs:* It is observed from the STMF that the number of classrooms observed by CRPs in the last quarter ranges from 1 to 5 and the number of special training centres for out of school children visited and observed by CRPs ranges from 1 to 3. The CRCCs have provided some suggestions to improve classroom teaching i.e. monitoring of attendance and punctuality of teachers, usage of biometrics, preparation of lesson plan and teachers diary, training of senior teachers regarding new methods, digitalization etc. These suggestions may be incorporated during the teaching process in future.
- *Pupils' progress and coverage of syllabus:* It is appreciated that all schools are maintaining records of pupil's progress in the schools and have more than 60 percent coverage of syllabus.

Part – III

- *BRCs preparing schedule for visit of schools:* It is noted that all BRCs have prepared schedule for visit of schools.
- *In-service teacher training programmes:* The number of in service teacher training programme for primary teachers organised for last quarter is 25% and that of upper primary teachers is 30%. It is therefore suggested to increase the number of training programmes in the coming quarters by tackling the issues emerged in previous programmes.

Part – IV

- *Quality interventions:* Different quality interventions have been provided at district level on RTE Act, training of resource persons on pedagogy and assessment etc. Training of SMC members on school development plan may also be provided at district level in the coming quarters.
- *Coordination Meetings between DPOs and DIETs:* It is observed that the coordination meetings between DPOs and DIET for SSA activities is mentioned as ‘sometimes’. This frequency can be increased so that the future activities for SSA can be planned more effectively.

Part – V

- *Status of CRCs and BRCs:* It is appreciated that all the sanctioned posts of CRCs and BRCs are in position.
- *Performance of Educational structures:* From the SPD’s perception on 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, BRCs, DPOs and SCERTs are rated 4 and DIET is rated 3 (1 as least and 5 as greatest). The State may communicate to the educational structures the areas where they are not performing as expected. More efforts may be made by DIET to improve their performance.
- *Web Portal:* The NCERT has launched a ‘QMT Portal’ on which filled-in STMF provided by different States/UTs, feedback given by NCERT and other important material related to the quality monitoring can be viewed. The link for the portal is <http://www.ciet.nic.in/QMTs/index.php>. The State may kindly look into it and provide their valuable suggestions or inputs which they may like to include in the portal.