

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

Quarter: IV

Year: 2014-15

The STMF provided by the State of Sikkim has been examined and following observations and suggestion are made for enhancement in quality of education. The State may implement the suggestions provided as per their need and resources.

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 CRCs who have submitted CMFs, BRCs who have submitted BMFs and Districts who have submitted DMFs has not been mentioned. This indicates that appropriate flow of information from lower levels is not taking place in the State. Kindly provide this information.
- *Number of schools:* It is appreciated that all the primary, upper primary and other schools in the State have sent filled-in monitoring formats. It would be better if the kind of schools being covered in the category of ‘Any Other’ schools is mentioned.
- *Pupil Teacher Ratio:* 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. Information regarding number of teachers who have failed to join place of posting in the last quarter and teachers attached elsewhere than the place of posting is also not mentioned. Kindly provide this necessary information.

Section B: Attendance Information

- *Number of schools with average daily attendance:* The number of schools reported in the different columns of daily attendance seems far less than the total number of schools i.e.

767, reported in the State monitoring format. The State may kindly verify this information.

- *Children with Special Needs:* There are 1059 children with special needs in the State. Many efforts have been made for making classrooms inclusive for CWSN like providing ramps and disable friendly toilets, special attention by teachers, frequent visits by special educators etc.
- *Out of School Children:* There are 1035 out-of school children in the State. The number of centers where these children are undergoing special training has not been mentioned. Information regarding the number of children who have dropped out of special training programme is also not been mentioned. The State may kindly provide these particulars.

Section C: Curriculum Transaction

- *Distribution of textbooks:* It is evident from the STMF that 274 schools are distributing textbooks within one week of beginning of the session. Whereas 491 schools are distributing textbooks within one month of beginning of session. SPO has taken steps to improve system for timely distribution of textbooks. The reasons for delay in distribution of textbooks may be assessed and it may be ensured that all the schools in the State distribute textbooks within one week of beginning of the session.
- *Strategies adopted for improving teaching learning process:* Many strategies have been adopted by teachers for improving teaching learning process like collaborative classrooms, classroom activities to involve students, play way method, attractive TLMs etc.

Section D: Continuous and Comprehensive Assessment

- *CRCCs monitoring progress of pupils' learning:* CRCCs are assessing pupils' progress by visiting schools, observing classrooms, analyzing quarterly report on students' achievement and conducting baseline studies at their own level.

Section E: Teacher Training

- *Suggestions for upcoming training programmes:* The State has listed some areas, such as trainings on teaching through activities, formative assessment, quality monitoring tools,

phonetics and subject-based training, in which trainings are required at the district level. Furthermore, some suggestions have been mentioned for training programmes like, school heads should be involved in trainings and trainings should be organized in vacations. The State may consider these while organizing upcoming training programmes.

Section F: Functioning of SMC

- *Schools having SMCs:* It is noted that all the schools in the State have constituted SMCs. As envisaged in the RTE Act, the State may ensure that parents form a majority in the School Management Committees, other than the elected members of the Panchayat and school teachers.
- *School Development Plans:* It is noticed from the STMF that 26 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. The State may assess reasons for this and address the issue. Efforts are required to motivate all other SMC to prepare School Development Plan.

Section G: Learners' Assessment

- *Primary level:* The learners' assessment for primary level is shown in Table number 1. The table shows that major percentage of the students in primary level is securing Grade B, C and D. Efforts may be made to improve the Grade of the students. It is noticed that the percentage of students scoring Grade A is decreasing with increasing level of classes, especially in Maths. More efforts are required in teaching of the subject.

Grade	Table 1: Learner's Assessment for primary level												
	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	14.99	17.17	14.20	15.18	9.78	9.10	12.41	8.20	5.79	7.96	8.61	5.43	8.75
B	24.75	25.64	24.08	24.25	20.20	20.41	20.73	18.23	17.68	18.13	19.86	15.56	18.72
C	29.91	30.21	30.39	29.21	29.92	30.01	29.94	30.97	31.98	30.82	31.62	30.62	30.81
D	24.04	21.61	24.85	24.44	33.69	32.91	30.23	35.38	36.58	35.36	32.98	38.74	34.28
E	6.31	5.36	6.49	6.91	6.41	7.57	6.69	7.22	7.97	7.73	6.93	9.64	7.44

- *Upper Primary level:* The learner’s assessment for upper primary level is shown in Table number 2. From the table, it is evident that major percentage of students are scoring Grade C and D. Efforts may be made to improve the level of learning of the students. Educational kits may be helpful in this regard.

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	7.24	3.88	5.91	6.58	7.06	3.79	5.14	6.58	6.52	4.07	5.35	6.60
B	17.01	12.55	16.05	16.35	18.79	12.42	15.25	18.57	17.93	11.67	16.42	17.24
C	32.52	28.54	30.71	31.18	31.84	27.12	31.92	30.43	34.21	27.30	32.16	33.24
D	35.23	43.91	38.91	37.92	36.27	44.96	40.35	38.59	36.45	45.03	38.94	37.27
E	8.01	11.12	8.41	7.97	6.04	11.70	7.34	5.82	4.90	11.93	7.13	5.65

Part – II

- *School Visits by CRCCs:* It is observed from the STMF, that only nine CRCCs (8 percent) are visiting schools once a month. The State may communicate to CRCCs to visit schools at least once a month. The CRCCs have provided some suggestions to improve classroom teaching i.e. to implement training inputs in classroom to improve teaching and establish regular contact with parents; prepare lesson plan and teachers’ diary; and use TLM in classroom teaching. These suggestions may be incorporated while teaching.
- *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:* Despite the fact that no in-service professional development programme has been organized for primary level, 100 percent target of the current year has been achieved during last quarter. In upper primary level, many programmes have been organized but zero percent of current year’s target has been achieved. This may kindly be clarified.

Part – IV

- *Quality interventions:* Interventions have been provided to resource persons on pedagogy and assessment and to SMC members on 'School Development Plan'. Quality interventions for resource persons on RTE Act 2009 and for educators in special training of children admitted to age-appropriate classes may also be provided at district level.

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 and DIETs are rated 3 and BRCs, DPOs and SCERTs are rated 4 (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 CRCs and 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