

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

Quarter: II

Year: 2014-15

Listed below are the reflections of NCERT based on the information received through the State Level Monitoring Format (STMF) of Sikkim. The State may refer this as per requirement for improving the quality of elementary education in the State.

Part – I

Section A: School Information

- *Number of schools:* It is good to notice that all the schools in the State have filled up the State Level Monitoring Format (STMF). Initiatives adopted by the State educational authorities is appreciable. We expect this participation from the State in the monitoring process of QMT in the future also.
- *Number of teachers:* As per the information provided by the State, there is a requirement of 1500 primary teachers and 1000 upper primary teachers in the State. The State needs to take necessary steps to fill the teachers' position there by fulfilling the goals envisaged in RTE.
- *PTR Ratio:* The State has not provided any information about the number of government schools having pupil teacher ratio above 1:30 and 1:35 in primary and upper primary schools, respectively. The information about the number of teachers in the State who have failed to join place of posting in last quarter and teachers attached elsewhere than place of posting is also not provided. This may kindly be provided.

Section B: Attendance Information

- *Average daily attendance:* As per the attendance information reported in the STMF, major chunk of the schools in the State belongs to the category of above 80 percentage of average daily attendance. Few schools lying in the category of below 60 percentage can be given more attention to raise their attendance level.
- *Children with Special Needs:* As reported in the STMF of present quarter, there are about

682 CWSN in the State. The State may give more attention for the needs of these children for encouraging and motivating the child to move along with the class room processes.

- *Out of School Children:* There are about 203 OoSC in the State, admitted to age appropriate classes. However the State haven't mentioned any special training centers where these children are undergoing special trainings. It requires a clarification whether State missed the data regarding special training or there are no such training centres existing in the State.

Section C: Curriculum Transaction

- *Distribution of textbooks:* It is noticed that many of the schools in the State distribute textbooks after one week of the beginning of the academic session. The State may initiate specific plans/schemes to assure that the textbooks are provided to the students within one week of beginning of session in the coming academic years.
- *Strategies adopted for improving teaching learning process:* It is appreciated that teachers have adopted many strategies for improving teaching learning process like activity based learning, preparation of attractive TLM, Adopting play way method, CCE etc.

Section D: Continuous and Comprehensive Assessment

- *CRCCs monitoring progress of pupils' learning:* It is noticed that CRCCs in the State are monitoring progress of pupils' learning through various ways such as, through school visits, analysing quarterly reports, conducting baseline studies etc.

Section E: Teacher Training

- *Suggestions for upcoming training programmes:* Teachers play the role of facilitators in learning and teacher trainings are an inevitable element in the regular teaching profession. Various suggestions have been provided in the report for upcoming training programmes. These suggestions may be considered while organising future training programmes at district level.

Section F: Functioning of SMC

- *Schools having SMCs:* It is clear from the State Level Monitoring Format that all schools which filled up SMF have constituted school management committees. However only

28% of the schools have prepared the school development plans and involved SMCs in the preparation of this plan. State may initiate adequate efforts in this regard.

Section G: Learners' Assessment

- *Primary level:* The learners' achievement provided by the State in the STMF for primary level is shown in Table 1. As per the information provided, it is noticed that majority of students are scoring Grades B, C and D. There are various factors inside and outside school that contribute for the quality of academic performance of students. The State may ask the schools to identify those factors and pay more attention to the students securing lower grades, so that their achievement level can be raised.

Table 1: The learners' achievement for Primary Level

Grade	Class-I		Class -II		Class -III			Class -IV			Class -V		
	L (%)	M (%)	L (%)	M (%)	L (%)	M (%)	E (%)	L (%)	M (%)	E (%)	L (%)	M (%)	E (%)
A	14	21	12	17	9	12	11	7	5	7	7	4	9
B	27	27	22	26	19	23	20	17	16	19	18	14	18
C	30	27	31	29	31	30	30	28	30	29	30	29	30
D	23	21	29	23	32	31	28	38	37	34	36	40	35
E	6	5	7	5	10	7	10	10	12	11	9	13	9

- *Upper Primary level:* Table 2 gives the learners' achievement for Students at upper primary level. The achievement level of children in upper primary classes needs more attention as majority of the children falls in the category of C and D. Efforts need to be initiated by the State in this regard, so that they will be able to perform academically better.

Table 2: The learners' achievement for Upper Primary Level

Grade	Class-VI				Class-VII				Class-VIII			
	L(%)	M(%)	SC(%)	SS(%)	L(%)	M(%)	SC(%)	SS(%)	L(%)	M(%)	SC(%)	SS(%)
A	5	3	4	4	6	3	4	5	5	3	5	5
B	14	10	14	13	16	10	13	13	17	10	15	15
C	28	26	28	27	31	24	29	29	34	25	31	32
D	38	41	39	41	37	45	40	40	36	45	40	38
E	15	19	14	15	10	18	13	13	9	18	11	10

Part – II

- *School Visits by CRCCs:* It is observed that school visit by majority of the CRCCs are made once in two month or once in three month. The frequency of school visits may be increased. Some suggestions are also made by the CRCCs to improve classroom processes. The State may look into these suggestions so that it can be effectively incorporated in the classroom processes.
- *Pupils' progress:* It is good to notice that all the schools in the State are maintaining records of pupil's progress. The analysis and action taken based on analysis may be provided in the next report.
- *Coverage of syllabus:* All schools in the State have coverage of more than 60 percentage of syllabus. The concern of the State educational functionaries in this regards is highly appreciable. However, the follow up actions may be taken.
- *DPOs providing QMTs regularly:* All the DPOs in the State are providing QMTs regularly and join their hands in the monitoring process.

Part – III

- *In-service teacher training programmes:* As per the information provided, it is noticed that the number of in-service teaching training programmes organised at primary and upper primary levels are quite few. With the constantly evolving needs of education context and the prescribed curricula and pedagogy, ongoing trainings on old and new subjects of learning have been proven to have positive impact on students' learning outcomes (Hoque, Alam and Abdullah, 2011). Teacher professional development is also considered a national priority from various social and economic perspectives. It is therefore requested to organise more number of training programmes for professional equipment of teachers in a better way.
- *Issues emerging from programmes:* There are few issues emerging from the in service teacher training programmes, specially related to management and teaching of children with special needs. To make inclusive education possible, the present education system needs to be more flexible and there need to more efforts in meeting these needs.

Part – IV

- *Quality interventions:* Regarding the kind of quality interventions provided by the State, it is noticed that the State haven't organised any trainings in the last quarter. We hope that the State may organize adequate quality intervention programmes in the coming quarters.
- *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/BRCs:* It is good to notice that all the sanctioned posts of CRCs and BRCs have been filled by the State; thereby they can extent adequate academic support to schools.
- *Performance of Educational structures:* As per 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 CRCs and DIETs are rated at 3 where as BRCs, DPOs and SCERTs are rated at 4. The UT may communicate this expectation to the concerned educational functionaries so that it may help in improving their performances.
- *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 material related to the quality monitoring can be viewed on the portal.