

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

Quarter: IV

Year: 2014

Based on the State Monitoring Format send by the State for implementation of quality monitoring tools, observations of NCERT are as under

- The monitoring format send by State seems to be incomplete. The State has not provided data regarding Part IV and Part V of the schedule. As quality monitoring formats send by the state seek to enhance the academic resource support structures for bringing improvement in classroom processes and student's performance, the State may provide the completed report in future.
- The SMF provided by the State gives the total number of CRCs, BRCs and districts in the State. However the number of CRCCs who have submitted CMFs, number of BRCCs who have submitted BMFs and number of districts which submitted DMFs have not been specified. The State is requested to include this information in the coming quarters.
- All schools of the State have actively participated in Quality Monitoring Tools by filling up the School Monitoring Format, which is a matter of appreciation.
- The State has not provided information regarding the required number of primary and upper primary teachers (as per RTE norms). In case if all teacher posts are being occupied, it may be mentioned in the specified column.
- The State has not provided information on Pupil Teacher Ratio and teacher posting in the present quarter report. As PTR is beneficial in assessing the learning environment available to students, the State may provide this in future SMFs.
- The attendance information provided under Part 1 section B item No.4 seems to be incorrect. The data given for number of schools with average daily attendance does not match with the total number of schools in Part 1 section A item No 2(a).
- As reported by the State, there are 352 Children with Special Needs in government schools of the State. The efforts made by the State in this regard are being noted. More

initiatives can be made for facilitating these identified children with disabilities so as to develop certain skills in them to complete the elementary education.

- The State has identified and admitted 418 Out of School Children (OoSC) to age appropriate classes during the last quarter. The State may make further effort to identify the maximum number of OoSC and provide adequate special training so that they can be at par with others.
- In Item no 9 of section C, Curriculum Transaction, it is being found that the number of schools distributing textbooks does not tally with the total schools as provided in Part I Item no.2 (a).
- Many schools of the State have distributed textbooks only after one month of beginning of academic session. It is appreciable if the schools can circulate text books within one month and if possible within one week.
- The detail indicating the functioning of SMCs points out that most of the schools in the State (87 percent) have constituted SMCs. However only 16 per cent of these committees have actively contributed in preparation of development plans. The schools involving SMCs in preparation of the plans is also unsubstantial (11 percent). The State may make necessary arrangements for the same.
- A glance at the learner's achievement reveals that more children in the primary level are securing Grade A, which seems to be good. However, some improvement is required for upper primary level as significant number of students scores Grade C, D and E.
- CRCCs can extend their academic support to schools more frequently as in once a month, since these visits are required for timely evaluation of school functioning.
- The State has identified certain issues emerging from in-service teacher training programmes for both primary and upper primary educators. These issues may be considered and essential arrangements can be made to overcome them.