

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

Quarter: IV

Year: 2014-15

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

## Part – I

### Section A: School Information

- *Number of CRC, BRC and Districts:* There are 110 CRCs, 12 BRCs and 2 Districts in the State of Goa. The State may also provide information regarding the CRCCs who have submitted CMFs, BRCCs who have submitted BMFs and Districts which have submitted DMFs.
- *Number of schools:* Out of total 1331 schools in the State, 3 schools are not providing filled in school monitoring format. The schools may be communicated to provide filled in SMFs on regular basis. The number of schools has decreased from the IV quarter STMF of 2013-14. The reasons for decrease in the number of schools may kindly be reported.
- *Number of teachers:* There are 2878 primary and 4027 upper primary teachers in the State. The State has not mentioned if there is any additional requirement of teachers as per RTE norms. This may kindly be specified.
- *Pupil Teacher 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

- *Number of schools with average daily attendance:* The State has mentioned the number of classes in the column related to attendance information. However, in this column the

number of schools with average daily attendance has to be mentioned. The State may kindly provide the relevant information regarding number of schools.

- *Children with Special Needs:* There are 453 CWSN in the State in the IV quarter report of 2014-15. However, in the IV quarter STMF of 2013-14, the number of CWSN was 352. The rise in the number of CWSN is a matter of concern. Various efforts taken by the State for making classroom inclusive like sensitizing children about CWSN, awareness talks, making classroom barrier free, special training to teachers, giving equal opportunities, proper seating arrangement as per the CWSN students requirement, proper ventilation and lighting, use of audio visual aids, group activities, providing assistive aids to make CWSN comfortable, computer aided lessons etc., have been noted.
- *Out of School Children:* There are no out of school children in the State admitted to age appropriate classes in the present quarters. In the 2013-14 IV quarter report there were 418 out of school children. Does this mean that all the out of school children have been mainstreamed and admitted to age appropriate classes? Kindly specify.

#### Section C: Curriculum Transaction

- *Distribution of textbooks:* It is noticed that many schools in the State are distributing textbooks within one month (762 schools) and after one month (434 schools). It has been reported that due to late supply by SCERTs the textbooks are delayed. It may be seen to that SCERTs deliver books in time so that the books may be distributed to children within one week of beginning of the session.
- *Strategies adopted for improving teaching learning process:* Many strategies have been adopted by the State for improving teaching learning process like utilization of TLM, audio-visual aids, remedial teaching, models, ICT and play methods of teaching. Teachers may also try to evaluate whether the students are learning through interaction and assessment.

#### Section D: Continuous and Comprehensive Assessment

- *CRCCs monitoring progress of pupils' learning:* Progress of pupil's learning is assessed in various ways like, through discussion with teachers, random checking of records, by using different methods of evaluation, observing the students in group activities,

conducting small tests, checking CCE report cards, through quality monitoring tools, through observation, evaluation, interaction etc.

#### Section E: Teacher Training

- *Suggestions for upcoming training programmes:* The State has provided many suggestions for upcoming training programmes like activity based training programmes at beginning of session, training related to topics, computer training for teachers, training in English grammar, training in co-scholastic areas, training in monitoring tools, training related to textbooks and curriculum, training on how to handle CWSN, subject wise training, subject specific training programme based on CCE, etc. The State may kindly keep this in mind while organizing upcoming training programmes.

#### Section F: Functioning of SMC

- *Schools having SMCs:* It is appreciated that the number of schools has increased to 95.6 percent in the present quarter from 87 percent of the IV quarter report of 2013-14.
- *School Development Plans:* 12 percent of schools in the State have prepared school development plans. However, in the IV quarter STMF of 2013-14, 16 percent of schools were involved in preparation of school development plans. The State may assess the reasons for the loss in number of schools involved in preparation of schools development plan. In addition, it is noticed that the percentage of schools involving SMCs in preparation of this plan has also decreased from 11 percent in IV quarter of 2013-14 to 6 percent in the present quarter. The State may take some strict action in this regard so that all the schools prepare school development plans with the help of SMCs.

#### Section G: Learners' Assessment

- *Primary level:* The learner's assessment for primary level reported by the State is shown in Table 1. It is noticed from the table that most of the children are achieving Grade A and B. More efforts may be put by the teachers to improve the achievement level of the students so that the number of students in Grade D and E should reduce significantly.

| Grade | Table 1: Learner's Assessment for primary level |       |           |          |       |           |           |       |           |          |       |           |         |       |           |
|-------|---|-------|-----------|----------|-------|-----------|-----------|-------|-----------|----------|-------|-----------|---------|-------|-----------|
|       | Class-I   |       |           | Class-II |       |           | Class-III |       |           | Class-IV |       |           | Class-V |       |           |
|       | L (%)   | M (%) | E.V.S (%) | L (%)    | M (%) | E.V.S (%) | L (%)     | M (%) | E.V.S (%) | L (%)    | M (%) | E.V.S (%) | L (%)   | M (%) | E.V.S (%) |
| A     | 44  | 49    | 45        | 42       | 44    | 45        | 36        | 32    | 37        | 35       | 33    | 39        | 22      | 19    | 25        |
| B     | 28  | 27    | 30        | 29       | 29    | 28        | 28        | 31    | 29        | 30       | 30    | 28        | 26      | 24    | 23        |
| C     | 18  | 16    | 18        | 18       | 18    | 18        | 21        | 23    | 20        | 20       | 22    | 20        | 21      | 25    | 20        |
| D     | 9   | 7     | 8         | 10       | 9     | 8         | 14        | 13    | 12        | 13       | 13    | 12        | 22      | 23    | 22        |
| E     | 1   | 1     | 1         | 1        | 1     | 1         | 1         | 2     | 2         | 1        | 1     | 1         | 9       | 8     | 10        |

- *Upper Primary level:* Table 2 shows the learners achievement for upper primary level as reported by the State. It is noticed that less percentage of students are scoring Grade A. The State may put some efforts to improve the achievement level of students. In this regard educational kits developed by NCERT may be ordered and utilized. With the help of these kits, students can understand difficult topics in enjoyable and practical manner.

| 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     | 16   | 17    | 22      | 19      | 15        | 15    | 18      | 19      | 13         | 14    | 19      | 18      |
| B     | 25   | 22    | 23      | 20      | 23        | 18    | 20      | 21      | 20         | 18    | 21      | 20      |
| C     | 23   | 25    | 21      | 22      | 25        | 22    | 23      | 22      | 24         | 21    | 21      | 22      |
| D     | 25   | 26    | 24      | 26      | 25        | 30    | 27      | 24      | 29         | 29    | 26      | 24      |
| E     | 11   | 10    | 10      | 12      | 11        | 15    | 13      | 12      | 14         | 18    | 14      | 15      |

#### Part – II

- *School Visits by CRCCs:* The State has mentioned that the CRCCs are visiting schools 3-4 times once in a month. However, in this column the number of CRCCs visiting schools once in a month is to be mentioned. The State may kindly provide this information.
- *Pupils' progress and coverage of syllabus:* It is appreciable that all schools are maintaining records of pupils' progress and no school is having less than 60 percent coverage of syllabus.

#### Part – III

- *BRCs preparing schedule for visit of schools:* It is noteworthy that all BRCs have prepared a schedule for visit of schools.
- *In-service teacher training programmes:* 100 percent target for primary level and 65 percent target for upper primary level regarding in-service teacher training programme

has been achieved. At upper primary level, the focus areas are science and mathematics but no programme has been organised for social science, language, arts education, health and physical education. In-service programmes meeting the needs of the teachers may be organized in these subjects. The suggestions/issues emerging from the programme may be looked into for further guidance.

#### Part – IV

- *Quality interventions:* Quality interventions have been provided in training of resource persons on pedagogy and assessment. However, no intervention has been provided for training of resource person on RTE Act 2009, training of SMC members on ‘School Development Plans’ and trainings of ‘educators’ for special training of children admitted to age-appropriate classes. In addition, the State may kindly provide the number of districts which have provided interventions instead of responding as ‘yes’ and ‘no’.

#### Part – V

- *Status of CRCs and BRCs:* There are 110 sanctioned posts for CRCs in the State and 105 are in position. The State may fill up the remaining positions of CRCs.
- *State Resource Group:* The State may form a State resource group to advise on quality of education.
- *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. We expect State’s comment on utilization of the information given on web portal.