

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

Quarter: II
Year: 2015-16

The State Monitoring Format provided by Goa 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 which have submitted CMFs, the number of BRCCs which have submitted BMFs and Districts which have submitted DMF is not been found. This information may be included in the reports of coming quarters.
- *Number of schools:* It is appreciable that most of the schools in the State have filled up the school monitoring formats. However, there are few schools which haven't filled up the SMFs. The participation from those schools may also be ensured in the monitoring process.
- *Teachers Position:* It is observed that the teachers position in the State has been filled up as per RTE Norms as there are no additional requirement of teachers

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.
- *Children with Special Needs:* There are 580 Children with Special Needs in the State, which has been increased from 453 of last quarter. Various efforts made by the State for making classroom inclusive like providing personal attention, involving CWSN in group

activities, special trainings of teachers, construction of ramps etc. is considered to be appreciable.

Section C: Curriculum Transaction

- *Distribution of textbooks:* It is clear from the STMF that textbook distribution in most of the schools is distributed within one month of the beginning of academic sessions. However, there are few schools where textbooks are distributed only after one month of a new session. More efforts from the State in this regard may result in timely distribution of textbooks in all schools.
- *Strategies adopted for improving teaching learning process:* Different strategies like group discussion, self learning, activity based teaching and learning, play way method, outdoor activities, child centered learning etc. have been adopted by teachers for improving teaching learning process.

Section D: Continuous and Comprehensive Assessment

- *CRCCs monitoring progress of pupils' learning:* Active monitoring of CRCCs for supporting the process of school quality improvement is being noticed.

Section E: Teacher Training

- *Suggestions for upcoming training programmes:* The various suggestions provided at the district level in conducting training programmes were to conduct it in Konkani and Marathi for primary teachers, provide need based trainings, provide more trainings in English and Maths, training to handle CWSN, training in value education etc.

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 88 percent of the schools have prepared school development plans. However, only 4% of schools were involving SMCs in the preparation of this plan. The remaining schools may be encouraged to

involve SMCs in the preparations of this plan so as to participate and contribute in active school functioning.

Section G: Learners' Assessment

- *Primary level:* The learners' achievement provided by the State in the STMF for primary level is shown in Table 1. The overall achievement level of the students in the State seems to be good as most of the Students are achieving Grades A and B.

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	45	48	39	43	32	34	38	33	31	37	23	21	26
B	29	27	29	30	28	30	28	29	29	29	26	25	24
C	17	16	20	18	22	23	20	21	23	20	22	25	21
D	8	8	11	9	16	12	13	15	15	13	22	23	23
E	0	1	1	0	1	1	1	1	1	1	7	6	7

- *Upper Primary level:* The learners' achievement for upper-primary level is shown in Table 2. Most of the students in the State are attaining Grades B, C and D. There are also few students scoring Grade E. More attention may be given for the Students scoring lower Grades and improving the overall achievement level.

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	17	16	19	20	17	16	19	21	13	15	18	20
B	25	22	22	22	26	20	21	23	22	20	21	22
C	25	24	23	23	25	24	23	23	25	23	23	23
D	25	29	28	26	26	31	28	26	30	31	27	27
E	7	8	8	9	7	9	9	8	9	11	10	9

Part – II

- *School Visits by CRCCs:* Most of the CRCCs are making their school visits once in a month. The suggestions provided by the CRCCs may be used appropriately by the teachers for improving classroom processes.

- *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:* All BRCs in the State have prepared schedule for visit of schools. It is also observed that the BRCCs have extended adequate professional support for the teachers during last quarter.
- *In-service teacher training programmes:* The percentage of target achieved in terms of professional development programmes organised at both primary and upper primary teachers is 40%. 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, training of SMC members on school development plan and training of educators for special training of Out of School Children.
- *Coordination Meetings between DPOs and DIETs:* As provided in the STMF, 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 and DPO are rated as 4, where as DIET is rated as 2 and SCERT as 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 and SCERT 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.