

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

Year: 2014-15

The State monitoring format provided by the State of Meghalaya has been examined and following observations and suggestions are made for bringing improvement in quality of elementary education. However, **it is noticed that the State have not mentioned the quarter to which the data belongs to.** The State may provide complete information in future reports.

Part – I

Section A: School Information

- *Number of schools:* As per the information provided in the STMF, it is noticed that out of 11204 schools in the State, only 3413 have submitted the filled in QMTs. i.e. **only 30 percent of the schools have submitted QMTs.** This means that, a great effort is required on the part of concerned educational functionaries of the State for ensuring the participation of all schools in the UT.
- *Number of teachers:* Information regarding the number of teachers reveals that there are only contractual teachers existing in the State. The State need to make efforts so that the teacher position in the State are filled up as per RTE Norms.
- *Pupil Teacher Ratio:* Information regarding pupil teacher ratio, 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 not provided in the STMF. Data on these may be collected and provided in the coming quarter reports.

Section B: Attendance Information

- *Number of schools with average daily attendance:* The information provided on number of schools with average daily attendance by the State indicates that the average daily attendance of most of the schools is above 80 percent.
- *Out of School Children:* There are 123 Out of School Children in the State who are given special trainings in own schools and NGOs. The State need to check whether all these children complete their special trainings and get enrolled in age appropriate classes.

Section C: Curriculum Transaction

- *Distribution of textbooks:* **Information on the number of schools distributing textbooks is not being provided by the State.** This is a point of concern
- *Strategies adopted for improving teaching learning process:* The different strategies adopted for improving teaching learning process have been mentioned. It is important to see if these methods are having any impact on learning outcomes of children. If not, we have to find out more appropriate strategies for their implementation.

Section D: Continuous and Comprehensive Assessment

- *CRCCs monitoring progress of pupils' learning:* CRCCs are monitoring the progress of pupils' learning by visiting classrooms, asking questions etc. CRCCs may have an in-depth discussion with teachers during classroom visits and solve their problems appropriately.

Section E: Teacher Training

- *Suggestions for upcoming training programmes:* Various suggestions provided for upcoming training programmes may be prioritized and adequate steps may be taken for organising more fruitful training programmes in the future.

Section F: Functioning of SMCs

- *Schools having SMCs:* The number of schools having school management committees have not been provided by the State.
- *School Development Plans and SMCs Involvement:* The data provided for number of schools where school development plans have been prepared is not matching with the total number of schools in the State or the number of schools which filled up SMFs

Section G: Learners' Assessment

Information on learner's achievement has not been provided by the State. As this is a very significant information, it need to be provided in each quarters, so that we are able to consolidate it and draw needful suggestions.

Part – II

- *School Visits by CRCCs:* The school visits by majority of the CRCCs are conducted in once in two months or three months. CRCCs need to be more careful in completing their schedule of visits and extending timely support to schools with in the specified time.
- *DPOs not submitting QMTs:* It is noticed that three DPOs haven't submitted the filled in QMTs. All DPOs in the State may be requested to consolidate the information in QMTs and submit it timely.

Part – III

- *BRCs preparing schedule for visit of schools:* **The total number of BRCs in the State as reported in part I is 39. However, the number of BRCs who prepared a schedule of visit of schools is only 16.** It is also to be mentioned why the remaining BRCs were not able to perform their duty of school visits appropriately.
- *In-service teacher training programmes:* The number of in-service teacher training programmes organised by the State at both primary and upper primary is very less. Adequate teacher training programmes with follow up need to be conducted for improving the professional capabilities of the teachers.

Part – IV

- *Quality Intervention Programmes:* It is noticed that the State have organised adequate number of quality intervention programmes during last quarter. The feedback from field on quality may also be considered while organising future programmes
- *Coordination Meetings:* As mentioned, the coordination meetings are well organised between the DIETs and DPOs. How these are helping to improve the quality of education should be briefly reported.

Part – V

- *Revision of syllabi and textbooks and training modules:* The State haven't provided any information regarding the latest revision of syllabi and textbooks and details of common training modules used.. This information may be provided in the coming quarter reports.
- *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 that CRCs, DIETs and

SCERT is rated as 2 and BRCs and DPOs is rated 1 (1 as least and 5 as greatest). This indicates that more initiatives are required for improving the performance of educational structures in the State. What action plan has been prepared in this regard may be shared in the next quarter report.

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 materials related to quality monitoring