

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

Quarter: II

Year: 2015-16

The State monitoring format provided by the State for the quarter II (2015-16) has been analysed and following observations and suggestion are made with a view to bringing improvement. The State may look into the suggestions and make efforts as per its their need and requirement.

Part – I

Section A: School Information

- *Number of schools:* According to the STMF provided, all 2758 schools in the State have filled up SMFs. This reflects the sincere efforts of different educational functionaries for improving quality of education in the State.
- *Number of teachers:* The State has mentioned that there is no additional requirement of teachers, which indicates that all the teachers 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. These quality parameters are very important and therefore information 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 does not match with the total number in the schools provided in Part I item No 2. State may look into this information.
- *Children with Special Needs:* There are 5801 CWSN in the State i.e. approximately 2 children per school on average. The efforts taken by the State for making classroom inclusive for CWSN include appointment of resource teachers, making ramps and hand

grill etc. It is suggested that more and sincere support services may be provided for children with special needs and mainstreaming them in the regular classes.

- *Out of School Children:* It is mentioned that the State has identified 8757 Out of School Children, however no activities were taken up for them. Only identification may not satisfy the needs of these children and adequate actions may be taken up for providing special trainings, which will help may aid in completion of their elementary education.

Section C: Curriculum Transaction

- *Distribution of textbooks:* All schools in the State have completed their textbook distribution with in one week of the beginning of academic session. This will definitely help in smooth running of classes and the timely completion of syllabus.
- *Strategies adopted for improving teaching learning process:* Usage of relevant TLM, play way method, participation of students in classroom activity, outdoor learning etc are the various initiatives/strategies taken up by teachers for improving the teaching and learning process in the State. We have to see if these methods are having any impact on learning outcomes of children. If not, we have to find out more appropriate strategies.

Section D: Continuous and Comprehensive Assessment

- *CRCCs monitoring progress of pupils' learning:* CRCCs are monitoring the progress of pupils' learning by visiting classrooms, conducting meetings with the teachers and encouraging slow learners. CRCCs may also be asked to use more focused school based approach in monitoring by providing academic support.

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 and their participation in School Development Plans:* It is noticed that all schools in the State have constituted SMCs and have prepared school development plans. Efforts may be made to involve them in other activities of schools.

- *SMCs trained about their roles and functions:* As per the given information, it is found that all schools in the State have involved SMCs in the preparation of school development plan. However, the number of SMCs which were given trainings about their roles and functions is being mentioned as nil. As training of SMC members is very crucial in their proper functioning, all of them may be trained in the coming quarters. One way of orientation may be through collective meetings of SMC members, HMs and CRC and discuss the areas where they can help and in what way.

Section G: Learners' Assessment

- *Primary level:* Table 1 shows the learners achievement level of children. As per the given information, it is noticed that achievement level of most of the children falls in the category of B2 and C1. The State may look into the reasons for low achievement levels of children falling in the lower Grades. Efforts may be made for motivating students and teachers so as to bring improvement in achievement levels.

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 (%)
A1	7	6	7	7	7	7	8	7	7	7	7	7	8	8	8
A2	12	12	11	12	12	11	11	11	11	11	12	11	13	11	13
B1	16	16	17	16	16	17	17	18	18	18	17	17	17	16	16
B2	20	17	19	20	17	19	19	20	20	19	19	19	18	20	19
C1	21	18	20	16	18	20	20	20	19	18	19	19	21	22	18
C2	16	19	16	3	18	16	14	13	16	16	16	16	16	15	15
D1	3	3	4	3	3	4	4	3	4	4	5	5	3	3	4
D2	3	5	3	3	5	3	3	4	3	4	3	3	3	4	3
E	1	4	4	2	4	4	4	5	2	4	4	4	2	2	3

- *Upper Primary level:* The learners' achievement for upper-primary level is presented in Table 2. The data reveals that like primary level, majority of the students in the State are attaining Grade B2, C1 and C2. State may join its hands with different educational structures in the state for bringing a better 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. (%)
A1	7	7	7	7	8	7	7	9	7	6	6	8
A2	14	10	12	13	12	11	11	13	10	10	10	10
B1	16	16	15	15	17	16	17	16	17	16	16	16
B2	18	19	19	20	18	19	19	19	20	20	19	19
C1	20	20	21	19	19	19	19	18	20	20	22	21
C2	18	19	19	18	18	19	18	17	20	19	18	19
D1	3	4	3	4	4	4	5	4	3	4	4	4
D2	2	3	3	3	3	3	3	3	3	3	3	2
E	2	2	2	2	2	3	3	2	1	2	2	8

Part – II

- *School Visits by CRCCs:* The timely visits made by the CRCCs to schools seem to be encouraging. The inputs and suggestions provided by the CRCCs may help in improving classroom processes and betterment of quality of education. However, CRCCs need to monitor whether suggestions are used or not.
- *Pupils' progress and coverage of syllabus:* It is appreciable that all schools are maintaining records of pupil's progress in the schools and all schools are having more than 60 percent coverage of syllabus.

Part – III

- *BRCs preparing schedule for visit of schools:* It is noted that all 46 BRCCs in the State are preparing schedule for visit of schools. It would be nice if all BRCCs make planned school visits.
- *In-service teacher training programmes:* In-service teacher trainings are very crucial in enriching the teachers professionally. However, the number of in-service teacher training programmes organised by the State at both primary and upper primary level have been mentioned as 'Nil.' Adequate teacher training programmes need to be conducted as per teachers need in the coming quarters for improving the professional capabilities of the teachers.

Part – IV

- *Districts having Quality Monitoring Mechanism:* It is good to notice that all districts in the State have quality monitoring mechanism.
- *Quality interventions:* It has been mentioned that the State hasn't organised any quality intervention programmes at district level in the last quarter. The efforts for quality improvement should be a continuous process in which personnels' at various levels get enriched in their professional areas and make efforts to achieve desired outcome. One way, the State may give importance for organising sufficient training programmers in the coming quarters. This could happen at all levels and in all areas.
- *Field Visits by DPOs:* The information provided indicates that the DPOs make visits to the schools. The priority areas mentioned by the DPO also reflect the need of conducting more training programmes in the State.
- *Coordination Meetings:* As mentioned, the coordination meetings are sometimes organised between the DIETs and DPOs. As a matter of fact the DPOs and DIETs should discuss on issues of education more frequently.

Part – V

- *Status of CRCs and BRCs:* There are 134 sanctioned posts of CRCs out of which 125 are in position and 52 sanctioned posts of BRCs of which 46 are filled. Efforts may be made to fill up the vacant positions of CRCs and BRCs at the earliest.
- *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 and DIETs are rated 4 while BRCs, DPOs and SCERT is rated 5 (1 as least and 5 as greatest). This indicatess that all the educational functionaries are performing to their best.
- *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 can be viewed on the portal.