

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

Quarter: IV

Year: 2014

Observations

Based on State Monitoring Format sent by the State, the observations of NCERT are as under:

- In Part I item no. 1 information about the number of CRCs, BRCs and Districts in the State has been given. However, information regarding the number of CRCCs who have submitted CMFs, number of BRCCs who have submitted BMFs and number of Districts which submitted DMFs is missing.
- According to the information reported for IVth Quarter, the State requires 4607 teachers in Primary Level and 1954 teachers in Upper Primary Level as per RTE norms. This indicates that the State needs to appoint the given number of teachers for better functioning of the school system. It is also being noted that the information on item number. 3 (ii), a, b and c regarding pupil-teacher ratio and teachers posting is missing in the report.
- It is a matter of appreciation that all schools of the State from class I to VIII have an average daily attendance of more than 80 percent.
- With regard to improving student's attendance, the effort of the concerned functionaries of the State in making regular contacts with parents is appreciated.
- The State has mentioned that 471 boys and 325 girls have been admitted to age appropriate classes. However the number of Out of School Children who have dropped out of special training programme is not mentioned in the report.
- Efforts of the State Project Office for timely distribution of textbooks are appreciated. The concerned authorities may also monitor the availability of textbooks in the field situation.
- The CRCCs and BRCCs need to make regular school visits to monitor the classroom practices and provide on-site teaching and pedagogic assistance which would help teachers in improving classroom transaction.
- It has been mentioned that there are 1144 (approximately 1.5 percent) Children with

Special Needs (CWSN) in the schools. Though the State is making efforts for making classrooms inclusive, more efforts are needed for schooling of these children.

- Details regarding how the State is implementing the continuous and comprehensive evaluation should have been mentioned more specifically. It is desired that the CRCCs and other functionaries should monitor and supervise the progress of children under CCE activities. If any support and guidance is required by the state, the state may like to communicate/interact to NCERT as and when required. NCERT's CCE package is available on NCERT website <http://www.ncert.nic.in/departments/nie/dee/publication/report.html#>. The State may adapt/adopt the material for its use.
- As reported by the State only 20 schools have prepared school development plans out of the total 769 schools. This is a matter of concern. Participation of SMC members is significant in many ways in school development plan for better functioning of the schools which has impact on quality education
- Problems of teachers emerged in various training programmes should be addressed on priority basis so as to empower them with professional knowledge and skills to solve various pedagogical problems.
- It has been reported that the number of primary schools which provided learners' assessment data is 769. However 769 is the total number of schools in the State. This requires some clarification.
- As per the information provided by the State monitoring format, all upper primary schools (352) have low pupil achievement levels in Science and Mathematics. The State needs to initiate strategic intervention to improve achievement level of children at all levels. NCERT with the support of MHRD has developed Learning Indicators class-wise. State may use these indicators to monitor children's progress and provide feedback timely.
- It would be appreciated if the State defines A, B, C, D and E Grades in terms of percentages attained by the children.
- An analysis of learners' assessment data reveals that the percentage of children securing Grade A is less for both primary and upper primary level. This highlights the fact that unless learning achievement improves all quality interventions will remain futile.

- Information regarding the details of training programmes conducted for the teachers' of primary classes is found missing in the report.
- As per the report, the State has not organized in-service professional development programmes for teachers of Upper primary classes in subjects like Social Science, Language, Arts Education and Health and Physical Education. It would be appreciated if the State initiates training programmes in all subjects at various intervals.
- It is desired that the concerned functionaries in SPO devise a systematic programme schedule in collaboration with SCERT & DIET faculty to undertake academic monitoring as and when required.
- The extent to which the CRCCs, BRCCs, DIETs and SCERT met the States' expectation is being provided in part-V item no.6. It would be appreciable if expectation of the State in this regard has been communicated to CRCCs, BRCCs, DIETs and SCERT. The State project office should take initiative to open a dialogue with the following structures in this regard.
- It is desired that the activities of SRG and various recommendations undertaken by it are mentioned specifically.