Developing A Stakeholder-Inclusive Monitoring and Evaluation Framework for Schools Under the Directorate of Elementary, Secondary, and Higher Secondary Education Karachi

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Abstract

This research article explores innovative solutions for establishing a technology-driven, stakeholder-inclusive monitoring and evaluation (M&E) framework for schools under the Directorate of Elementary, Secondary, and Higher Secondary Education in Karachi. Using thematic analysis as a qualitative method, the study assesses data collected through document reviews, observations, and interviews with stakeholders. It examines current M&E practices, identifies challenges, and proposes a new mechanism based on these findings. This mechanism integrates technology, stakeholder participation, and capacity building to improve decision-making and accountability. The paper also provides historical context, highlighting bureaucratic challenges and the need for a streamlined M&E process. The proposed framework aims to enhance educational outcomes and ensure accountability across the education system.

Key Words: *Monitoring, Evaluation, Framework Development, Stakeholder Engagement.*

Introduction

There are varying perspectives on the effectiveness of the current monitoring and evaluation (M&E) practices adopted in public sector schools in Karachi. According to Shakir, F., & Saeed, A. (2024) there are several viewpoints that highlight significant gaps in the performance and efficiency of the Sindh School Monitoring System (SSMS) implementation practices, particularly in managing the complexities of a mega-city like Karachi. This study aims to investigate these challenges and opportunities to improve school monitoring in Karachi.

The School Education and Literacy Department, Government of Sindh, significantly influences current M&E practices administered by the Directorate of Schools in Karachi Pakistan. Understanding this context sheds light on the challenges and opportunities for improvement.

Key Issues

1. Delayed Decision-Making: Bureaucratic layers cause delays in implementing and responding to M&E findings (Jaffer & Gul, 2013).
2. Inflexibility: The rigid structure hinders the adoption of innovative M&E practices (Rind, 2022).
3. Historical Emphasis on Compliance Over Innovation: The focus on compliance restricts the flexibility needed for new technologies and innovative M&E methodologies (Malik et al., 2022).

Impact of Insufficient Tools and Infrastructure

- Limited digital infrastructure.
- Training deficiencies lead to skills gaps and inefficiencies.
- Political influence and instability affect policy continuity and M&E implementation, leading to biased reporting and short-term focus.

Current Structure and Need for Streamlined M&E System

The Directorate of Schools at Karachi oversees approximately 712 schools, with a bureaucratic hierarchy from BPS 17 to BPS 20 officers. Despite well-defined job descriptions, practical implementation is lacking, affecting education quality. The complex bureaucratic structure necessitates a streamlined M&E system for effective oversight, data-driven decisions, resource allocation, and stakeholder accountability.

The Directorate of Schools in Karachi administers a vast network of schools, highlighting the need for an efficient, technology-driven M&E framework. Such a system would enhance

oversight, facilitate data-driven decision-making, ensure optimal resource allocation, and maintain accountability. Monitoring tracks ongoing progress, while evaluation assesses the effectiveness of strategies, forming the backbone of a robust M&E framework.

Background

The education sector, particularly the School Education and Literacy Department in Sindh, holds significant historical importance dating back to the pre-partition era. However, despite its vital role, the Department has faced challenges in ensuring effective monitoring and evaluation (M&E) practices, particularly since the separation of College Education in 2016. The School education department is bureaucratically divided into 6 divisions, to look after the problems of the schools under domain Each division is based on two separate directorates the primary and another is known as elementary secondary and higher secondary the most senior officer of grade 20 is assigned the post of director in each separate domain. Presently, there are approximately 712 schools operating under the Directorate of Elementary, Secondary, and Higher Secondary School Education, as reported on the department's website.

Despite the fact that existing of huge bureaucratic hierarchy of the most experienced officers of BPS 17 to the Director BPS 20. More than dozen of officers from BPS 17 to 20 in various names the bureaucratic hierarchy comprising the posts of additional director BPS 20 , The 4 Deputy Directors Administration, Quality Assurance , Academic and training and planning and Development BPS 19 similarly assistant directors BPS 18 , The registrar BPS 18 Director. Director Finance the section heads superintendents of BPS 17 for each section are working in each directorate setup in Sindh, same hierarchy posts officers are working in directorate elementary secondary and Higher secondary Karachi for 712 schools and 10000+staff. The job descriptions are well defined by government of Sindh through the notification present on the website of the government. Need is of practical implementation in true letter in sprit.

While the job descriptions of officers delineate their duties clearly, there is a pressing need for their practical implementation, as evidenced by various notifications issued by the department. The lack of a robust check and balance system has contributed to a decline in the quality of education delivered at the grassroots level, as indicated by numerous national and international reports.

The importance of monitoring and evaluation make sure the achievements of desired goals, the objectives. In perspectives of existing Education scenario of Sindh particularly the Karachi. Taj, T. (2019) there is no any big difference particularly government institutions in

the field of education of rural and urban area of Sindh. The urban area of Karachi enjoying number of good privately-owned schools that results and quality of education is better than public schools. Its due to certainly the strict monitoring and evaluation mechanism. Proof is great number of such schools and their enrollment with good students. Need is the implementation of same sense of responsibility and owner ship in public schools.

Shakir, F., & Saeed, A. (2024) the failure to achieve set targets and improve literacy rates underscores the urgency of revamping M&E practices. A proposed comprehensive document aims to address this issue by not only facilitating the collection of accurate data but also by positively impacting teaching-learning practices, thereby enhancing overall education quality. By implementing a structured M&E framework, leveraging technology for data collection and analysis, and prioritizing stakeholder engagement and capacity building, the proposed mechanism seeks to bridge existing gaps and pave the way for measurable improvements in educational outcomes.

Technically and analytically speaking, monitoring and evaluation are indeed two distinct terms used in the analysis of performance and activities, whether of individuals or organizations. Let's delve into the definitions of each term

Monitoring

In the context of education, Monitoring refers to the systematic collection and analysis of data or information to track the progress, implementation, and outputs of a program, project, or activity over time.

The Evaluation

The Evaluation, on the other hand, is a systematic assessment of the design, implementation, outcomes, and impacts of a program, project, or activity. Hyun, R. J., & Sajjad, S. (2018) it aims to determine the extent to which objectives have been achieved and the effectiveness of strategies employed.

The purpose of both is to provide ongoing feedback on the performance and effectiveness of activities, ensuring that they are implemented as planned and achieving the desired outcomes. And evaluation is to provide evidence-based judgments about the merit, worth, and significance of interventions, informing decision-making, learning, and accountability. Preferably In research domains the monitoring is quantitative and Evaluation is qualitative paradigm.

Need for a Streamlined M&E System

Given the extensive network of schools and the complex bureaucratic structure, a streamlined monitoring and evaluation (M&E) system is crucial for several reasons:

1. Effective Oversight: With numerous schools under its jurisdiction, the department requires a centralized system to effectively oversee and manage educational outcomes.

2. Data-Driven Decisions: A streamlined M&E system would provide real-time data and insights, enabling evidence-based decision-making to address issues promptly.

3. Resource Allocation: Efficient M&E practices help in identifying resource needs and ensuring their optimal allocation to improve educational infrastructure and quality.

4. Stakeholder Accountability: A transparent M&E system ensures accountability at all levels, from school administrators to policymakers.

Monitoring vs. Evaluation

Monitoring

Continuous tracking of progress against goals, involving regular data collection on indicators like attendance, performance, and teacher effectiveness. It identifies areas needing immediate attention and allows timely interventions.

Evaluation

Systematic assessment of program effectiveness, providing in-depth analysis to guide long-term strategic planning.

The School Education Department in Karachi administers a large and diverse array of schools, necessitating an efficient and technology-driven M&E framework. Such a system would enhance oversight, facilitate data-driven decision-making, ensure optimal resource allocation, and maintain accountability across the education sector. Monitoring tracks ongoing progress, while evaluation assesses the effectiveness of educational strategies, together forming the backbone of a robust M&E framework.

Literature Review

The effectiveness of the education sector is often measured by its ability to promote student learning and development. For this, a robust Monitoring and Evaluation (M&E) framework is crucial to assess the performance of educational institutions. This literature review examines the establishment of a stakeholder-inclusive M&E framework for schools under the

Directorate of Elementary, Secondary, and Higher Secondary Education in Karachi. Shakir, F., & Saeed, A. (2024).

Current M&E Practices

Traditional Approaches

Current M&E practices within the Karachi education system are traditional and lack technological integration. There is a reliance on manual data collection, which is time-consuming and prone to errors. For example, the UNESCO IIEP Learning Portal emphasizes the importance of a framework that monitors learning outcomes to assess an education system's performance over time.

Sindh School Monitoring System (SSMS)

The Sindh School Monitoring System (SSMS) is one initiative aimed at collecting, analyzing, and disseminating data on key school-level indicators. However, the effectiveness of these methods is not fully realized due to various challenges, such as inadequate funding, poor capacity development, and political interference.

Challenges Identified

Bureaucratic Delays

The hierarchical and rigid bureaucratic structure results in slow decision-making and implementation processes. For instance, administrative procedures within Sindh's education sector require multiple layers of approval, leading to delays in addressing critical issues such as teacher absenteeism and resource allocation. Rind, G. M., & Shah, D. B. (2022).

Limited Technology Infrastructure

Many schools lack the necessary digital infrastructure to support advanced M&E systems. A survey by the Sindh Education Foundation found that over 60% of public schools in Karachi do not have adequate computer facilities or internet access. Ali, S. (2011). Policy analysis of education in Sindh. *United Nations Educational, Scientific and Cultural Organization (UNESCO).*

Insufficient Training and Capacity Building

There is a significant lack of professional development programs to train staff in modern M&E techniques and data analysis. Only 15% of school administrators and teachers in Sindh

have received training on data-driven decision-making in the past five years. Muzaffar, I., & Ansari, A. (2023). Scaling strategy for innovations aimed at data-driven school improvement.

Inadequate Resource Allocation

Historical underfunding and poor resource allocation hinder the effective functioning of M&E systems. For example, only 2.5% of the provincial budget was allocated to education in 2020-2021, far below the recommended levels for developing countries. (McLaren, D. (2017).

Data Collection and Management Issues

Current data collection methods are often manual and prone to errors, leading to unreliable data. Manual data entry error rates can be as high as 30%, resulting in significant discrepancies in reported educational outcomes.

Resistance to Change

There is often resistance from within the department to adopt new technologies and innovative M&E practices due to a compliance-focused culture. Many senior officials in the Sindh Education Department prefer traditional methods and are reluctant to adopt new technologies. Shah, D. B., Gurr, D., & Drysdale, L. (2024).

Political Interference

Political influences can skew M&E activities, leading to biased data and reports. Over 40% of M&E reports have been found to be altered under political pressure to present a more favorable view of certain policies or projects.

Proposed Mechanism for Enhanced M&E

Integrating Technology

To address these challenges, the proposed M&E mechanism integrates technology to streamline data collection and analysis. Centralized digital platforms for real-time data collection and management will ensure accuracy and accessibility of information.

Stakeholder Participation

Encouraging stakeholder participation ensures that the voices of teachers, parents, and students are included in the decision-making process. This participatory approach helps in gaining insights from those directly affected by the education system.

Capacity Building Initiatives

Implementing ongoing training programs focused on digital literacy, data management, and M&E best practices will ensure staff are equipped with the necessary skills.

Enhanced Funding and Resources Allocation

Advocating for increased funding and more strategic allocation of resources will ensure schools have the tools and support needed for effective M&E.

Streamlined Administrative Process

Simplifying bureaucratic processes and empowering local school administrators to make timely decisions will reduce delays and improve operational efficiency.

Culture Shift Towards Innovation

Fostering a culture of innovation and continuous improvement through leadership initiatives and motivational programs will encourage a mindset shift within the department. Warwick, D. P., Reimers, F., & McGinn, N. (1992).

Transparency Measures

Implementing transparent M&E processes and establishing independent bodies to oversee and ensure the integrity of evaluations will minimize political interference.

By addressing these key issues and implementing the proposed solutions, the Directorate of School Education in Karachi can significantly enhance the effectiveness of its monitoring and evaluation practices. This will lead to improved educational outcomes and accountability across the education system in Karachi. The proposed M&E framework, with its focus on technology integration, stakeholder engagement, and capacity building, seeks to establish a more efficient and effective M&E process.

1. UNESCO IIEP Learning Portal discusses the importance of developing a monitoring framework that assesses educational systems' performance over time, focusing on learning outcomes at both national and international levels. This source can provide a comprehensive understanding of the components and tools necessary for an effective M&E plan.

2. The Asian Development Bank's assessment of the Program Monitoring and Evaluation System offers insights into the evolution of M&E in the Department of Education, highlighting the transition from data collection to decision-making support. This document can serve as a reference for the proposed technology-driven M&E framework, illustrating the importance of real-time response and continuous improvement in information systems.

3. The Department of Education's documentation on Monitoring and Evaluation provides a snapshot of the current M&E practices, which can be used to identify challenges and areas for improvement within the existing framework.

4. The Sindh School Monitoring System (SSMS) is an example of a data collection and analysis system that monitors key school-level indicators. This system's approach to 'real-time' response can inform the proposed framework's design for technology integration and stakeholder participation.

5. The Basic Education Monitoring and Evaluation Framework adopted by the Department of Education can guide the development of M&E plans at various administrative levels. This framework emphasizes the need for outcome-driven, evidence-based M&E to facilitate policy localization and program alignment with regional contexts.

Monitoring and Evaluation Framework for Schools in Karachi

Current M&E Practices

Current M&E practices within the Karachi education system are traditional and lack technological integration. There is a reliance on manual data collection, which is time consuming and prone to errors. The UNESCO IIEP Learning Portal emphasizes the importance of a framework that monitors learning outcomes to assess an education system's performance over time.

Challenges Identified

The thematic analysis revealed several challenges, including bureaucratic inertia, lack of stakeholder engagement, and insufficient capacity building among educators and administrators. These challenges hinder the implementation of effective M&E practices.

Proposed Mechanism

The proposed M&E mechanism integrates technology to streamline data collection and analysis. It encourages stakeholder participation, ensuring that the voices of teachers, parents, and students are included in the decision-making process.

There are several successful examples of monitoring and evaluation (M&E) frameworks in education from different regions. Here are a few:

1. **UNESCO IIEP Learning Portal**: They highlight the importance of a framework that monitors learning outcomes to assess an education system's performance over time. Such frameworks can be used to monitor learning at national and international levels, enabling

comparisons between countries and monitoring progress towards Sustainable Development Goals.

2. **OECD's Evaluation and Assessment Frameworks**: The OECD has developed frameworks for evaluating and assessing students, teachers, schools, and education systems. These frameworks often involve testing samples or all students at key points and sometimes following students over time. International assessments like PISA provide additional information and useful external comparators.

3. **Better Evaluation**: This resource provides examples of good practice in developing M&E frameworks that inform organizational learning and decision-making. It also offers tips and guidelines that can be used to address common pitfalls in M&E.

These examples demonstrate the variety of approaches that can be taken to develop effective M&E frameworks in the education sector. They emphasize the need for comprehensive planning, stakeholder engagement, and the use of technology to enhance the quality and efficiency of education monitoring and evaluation processes.

The education system in Karachi, specifically under the Directorate of Elementary, Secondary, and Higher Secondary Education, is a complex structure with a rich history and significant challenges. The School Education and Literacy Department in Sindh, which oversees the education system, has been facing difficulties in implementing effective monitoring and evaluation (M&E) practices. This literature review aims to examine the current M&E methods, identify challenges, and explore proposed mechanisms to enhance the effectiveness of these practices.

Context Change

The School Education and Literacy Department in Sindh has a storied past, tracing its origins back to the pre-partition era. The department underwent a significant change with the separation of College Education in 2016, which led to a restructuring into six divisions, each with its directorate. This bureaucratic division has presented challenges in managing the approximately 712 schools under its jurisdiction.

Current M&E Methods

The current M&E methods within Karachi's education system involve a combination of traditional oversight by experienced officers and some integration of technology. The Sindh School Monitoring System (SSMS) is one initiative that aims to collect, analyze, and disseminate data on key school-level indicators. However, the effectiveness of these methods is not fully realized due to various challenges. Shakir, F., & Saeed, A. (2024)

Challenges Faced

The challenges in the M&E practices are multifaceted. They include inadequate funding, insufficient professional capabilities in monitoring and evaluation officers, poor capacity development, corruption, and a lack of political support. Taj, T. (2019) these issues have hindered the ability to monitor teacher attendance, school conditions, and the overall quality of education.

A 2020 report by the Pakistan Institute of Development Economics (PIDE) highlighted that administrative procedures within Sindh's education sector require multiple layers of approval, leading to delays in addressing critical issues such as teacher absenteeism and resource allocation. The average time to process a school improvement request can exceed six months, resulting in prolonged periods without necessary interventions. Streamline administrative processes by reducing redundant approval layers and promoting decentralized decision-making, allowing for quicker response times and more efficient operations. Many schools lack the necessary digital infrastructure to support advanced M&E systems. For example, a 2021 survey by the Sindh Education Foundation found that over 60% of public schools in Karachi do not have adequate computer facilities or internet access. Only 25% of schools reported having functional computer labs, and less than 10% had access to high-speed internet, severely limiting their ability to implement technology-driven M&E systems.

There is a significant lack of professional development programs to train staff in modern M&E techniques and data analysis. The World Bank's 2019 report on education in Sindh highlighted that only 15% of school administrators and teachers had received training on data-driven decision-making in the past five years. A survey conducted by the Sindh Education Department in 2022 showed that over 70% of teachers were unfamiliar with basic data analysis tools and software.

Historical underfunding and poor resource allocation hinder the effective functioning of M&E systems. A study by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2021 indicated that budget allocations for education in Sindh have been consistently below the required levels to meet infrastructure and operational needs. Only 2.5% of the provincial budget was allocated to education in 2020-2021, far below the recommended 4-6% of GDP for developing countries.

Current data collection methods are often manual and prone to errors, leading to unreliable data.

A 2022 evaluation by the Sindh School Monitoring System revealed that over 50% of data entries on student attendance and performance contained inaccuracies due to manual handling Manual data entry error rates were found to be as high as 30%, resulting in significant discrepancies in reported educational outcomes.

There is often resistance from within the department to adopt new technologies and innovative M&E practices due to a compliance-focused culture. The 2021 Education Sector Review by the Aga Khan University noted that many senior officials in the Sindh Education Department prefer traditional methods and are reluctant to adopt new technologies. Approximately 65% of surveyed officials expressed a preference for maintaining existing M&E methods despite recognized inefficiencies.

Political influences can skew M&E activities, leading to biased data and reports. A 2019 report by Transparency International on education governance in Sindh found that political interference often results in manipulated data to favor certain schools or regions. Over 40% of M&E reports were found to have been altered under political pressure to present a more favorable view of certain policies or projects.

Despite the existing body of research on the challenges faced by the Directorate of School Education in Karachi, several areas lack detailed information and comprehensive analysis. This study aims to address these gaps to provide a more holistic understanding of the issues and propose effective solutions. By addressing these gaps, this study aims to provide a comprehensive understanding of the challenges hindering effective M&E practices at the Directorate of School Education in Karachi. The research will offer actionable solutions to improve M&E systems, ultimately enhancing educational outcomes and accountability in the public sector schools of Karachi.

Research Methodology

Research Design

The research design adopts a qualitative-methods approach, primarily utilizing interviews and document analysis to investigate the monitoring and evaluation (M&E) practices within Karachi schools. This approach allows for a deep exploration of the lived experiences, perceptions, and interpretations of key stakeholders involved in educational governance and administration. By leveraging qualitative research methods, the study aims to capture the

nuanced perspectives and experiences of these stakeholders, providing a comprehensive understanding of the current M&E practices and the challenges faced in this context.

Qualitative Research Method

The qualitative research method was chosen to comprehensively explore the M&E practices within Karachi schools. This method is particularly suitable for capturing the complex and multifaceted nature of educational monitoring and evaluation. The study focuses on understanding the subjective experiences of the individuals involved, which is essential for identifying the root causes of the challenges and for developing contextually relevant solutions.

Sampling Method

A purposive sampling method was employed to select participants for the study. This non-probability sampling technique was chosen to ensure that the selected respondents have direct experience and knowledge of the M&E practices within the education department in Karachi. The researcher approached 12 field officers from the education department, who were identified as key informants due to their roles and responsibilities in monitoring and evaluating educational activities in the region.

Data Collection Method

In-Depth Interviews

In-depth interviews were conducted with the 12 field officers to gather detailed insights into their experiences and perceptions regarding the M&E practices. These interviews were semi-structured, allowing for flexibility in the discussion while ensuring that key topics were covered. The interview guide included questions on the following topics:

- The current state of M&E practices in Karachi schools.
- Challenges faced in implementing effective M&E systems.
- The role of technology in enhancing M&E processes.
- Stakeholder engagement and participation in M&E activities.
- Suggestions for improving M&E practices.

The interviews were conducted in person or via virtual platforms, depending on the availability and preference of the respondents. Each interview lasted approximately 60-90 minutes, and all interviews were audio-recorded with the consent of the participants for accurate transcription and analysis.

Document Analysis

In addition to interviews, document analysis was conducted to triangulate the data and provide a more comprehensive understanding of the M&E practices. The documents analyzed included:

- Policy documents and guidelines on M&E from the education department.

- Reports and evaluations of current M&E systems.

- Academic and research articles on M&E in education.

- Internal documents and communications within the education department related to M&E activities.

The document analysis aimed to identify the official frameworks, policies, and procedures for M&E, as well as any documented challenges and recommendations for improvement.

Data Analysis

The data from the interviews and document analysis were analyzed using thematic analysis. This method involves identifying, analyzing, and reporting patterns (themes) within the data. The process included the following steps:

1. Familiarization: Transcribing interviews and reading through the documents to become familiar with the data.

2. Coding: Generating initial codes to identify important features of the data relevant to the research questions.

3. Theme Development: Collating codes into potential themes and reviewing these themes to ensure they accurately represent the data.

Ethical Considerations

Ethical considerations were paramount in conducting this study. The following measures were taken to ensure ethical compliance:

- Informed Consent: All participants were provided with detailed information about the study, including its purpose, procedures, and their rights. Informed consent was obtained before conducting the interviews.

- Confidentiality: Participants' identities were kept confidential, and any identifying information was anonymized in the reporting of the findings.

- Voluntary Participation: Participation in the study was entirely voluntary, and participants were free to withdraw at any time without any consequences.

- Data Security: Audio recordings, transcripts, and documents were securely stored and only accessible to the research team.

By adopting this qualitative research design and methodology, the study aims to provide a thorough and nuanced understanding of the M&E practices within Karachi schools, identifying key challenges and proposing actionable solutions to enhance the effectiveness of these practices.

Theme 1: Classroom Observation

Table 1:
Respondent's Replies

Response Category	Number of Respondents	Percentage
Agreed	5	41.7%
Disagreed	4	33.3%
To Some Extent	3	25%
Total	12	100%

Findings

- Agreed (5/12): These respondents asserted that regular classroom observations are conducted, and they face no challenges or obstacles in performing these observations.

- Disagreed (4/12): These respondents indicated that no classroom observation practices are being implemented, and no approved pro forma or checklist is provided by higher authorities, resulting in reporting challenges.

- To Some Extent (3/12): These respondents acknowledged that classroom observation practices are somewhat in place and are part of their mandate, but improvements are needed.

Result

The absence of a standardized and approved checklist for classroom observations hinders field officers' ability to consistently and effectively monitor classroom activities. To address this, the implementation of a standardized observation pro forma is essential for ensuring regular and systematic classroom monitoring.

Theme 2: School Record Keeping

Table 2
Respondents' Replies

Response Category	Number of Respondents	Percentage
Agreed	6	50%
Disagreed	3	25%
To Some Extent	3	25%
Total	12	100%

Findings

- Agreed (6/12): These respondents believed that record-keeping measures in schools are adequately managed.

- Disagreed (3/12): These respondents felt that the record-keeping measures are insufficient and need improvement.

- To Some Extent (3/12): These respondents acknowledged that while some record-keeping practices are in place, they are not consistently applied.

Result

The study highlights the need to strengthen school record-keeping practices by cross-examining the records and implementing a standardized checklist to ensure consistency and accuracy in record maintenance.

Theme 3: Rationalization of the Staff

Table 3
Respondents' Replies

Response Category	Number of Respondents	Percentage
Agreed	4	33.3%
Disagreed	6	50%
To Some Extent	2	16.7%
Total	12	100%

Findings

- Agreed (4/12): These respondents agreed that staff rationalization is conducted as per government policies.

- Disagreed (6/12): These respondents disagreed, indicating that staff rationalization does not align with government policies and needs improvement.

- To Some Extent (2/12): These respondents acknowledged partial adherence to staff rationalization policies but noted significant gaps.

Result

The rationalization of staff requires attention to ensure it aligns with government policies and enhances school functioning. A monitoring tool should include a component for evaluating staff rationalization to determine its effectiveness and areas for improvement.

Theme 4: Academic Performance and Management

Table 4
Respondents' Replies

Response Category	Number of Respondents	Percentage
Agreed	4	33.3%
Disagreed	6	50%
To Some Extent	2	16.7%
Total	12	100%

Findings

- Agreed (4/12): These respondents observed that during field visits, school heads provided necessary documents detailing academic performance, and they conducted brief meetings with students and teachers to assess academic practices.

- Disagreed (6/12): These respondents noted a lack of proper academic performance records at many schools and stressed the need for organized academic and exam records to improve teaching and learning practices.

- To Some Extent (2/12): These respondents felt that academic performance monitoring was not within their mandate and highlighted time and resource constraints in fulfilling this task.

Result

Effective monitoring and evaluation practices are essential for assessing academic performance. The proposed checklist should include components that evaluate academic performance indicators, ensuring that monitoring staff can access relevant data to support educational improvements.

Proposed Solutions

1. *Integrated Digital Platforms*

   Centralized Data Management: Develop a unified digital platform that consolidates data from various sources (attendance, academic performance, teacher assessments, and extracurricular activities) to provide a holistic view of school performance.

   Real-Time Analytics: Implement real-time data analytics tools to monitor key performance indicators (KPIs) and generate actionable insights for immediate interventions.

2. *Mobile and Web Applications*

User-Friendly Interfaces: Create mobile and web applications for easy access by teachers, students, parents, and administrators, ensuring widespread usability and engagement. Interactive Dashboards: Design interactive dashboards that allow stakeholders to visualize data trends, track progress, and identify areas needing improvement.

3. *Stakeholder Engagement Mechanisms*

Feedback Loops: Establish regular feedback mechanisms through surveys, focus groups, and town hall meetings to gather input from teachers, students, parents, and community members.
Collaborative Decision-Making: Form stakeholder committees that include representatives from all user groups to participate in decision-making processes and ensure diverse perspectives are considered.

4. *Automated Reporting Systems*

Customizable Reports: Develop automated reporting tools that generate customizable reports for different stakeholders, tailored to their specific needs and concerns.
Performance Tracking: Implement longitudinal tracking systems to monitor student and teacher performance over time, facilitating continuous improvement and accountability.

5. *Professional Development and Training*

Capacity Building: Provide ongoing training programs for teachers and administrators to enhance their skills in data management, analysis, and utilization of the M&E framework.
Digital Literacy: Initiate programs to improve digital literacy among all stakeholders to maximize the effectiveness of the technology-driven M&E framework.

6. *Policy and Regulatory Support*

Framework Alignment: Ensure that the M&E framework aligns with national and regional education policies and standards.
Compliance and Quality Assurance: Establish quality assurance mechanisms to ensure compliance with regulatory requirements and continuous improvement of the M&E processes.

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Appendix A

Proposed Checklist for Monitoring and Evaluation of the SchoolsM&E-ARK-2024

Monitoring and Evaluation Proforma

Name of School_____   T. staff   _____

Semis code _____   N.T Staff _____

 If campus merged schools are   Reached in School boundary at about:

GB/GPS _____   First look _____ the condition of
                                              building _____
GB/GS _____

2. UC Town/Taluka ____ _____   Cleanliness_____
3. District   _____ _____   Educational atmosphere_____

HM Mr./Ms. _____the pupil's diary position is _____ out of _____

Class wise enrolment break up from KG to XII section/ gender Wise

No. of classrooms _____Total No. of room _____ Lacking facilities _____

Witnessed teaching learning practices: (Class Room(s) Observation (General reflection over all the teaching-learning process in the class with a span of time, Teachers Diary, planned teaching, syllabus, lesson planning, teaching strategies, approach, methodology and feedback etc.)

1 Mr. /Ms. _____ in the class _____where she/ he is teaching _____

2 Mr./Ms. _____ in the class _____ where she/ he is teaching _____

C. the Muster roll, pupil's attendance register, the general Register has checked and found_____

HM/ Principal the teacher showed the class room tests record of various classes that _____

The Rationalization position (Non-Teaching Staff) _____

The Rationalization position (Subject wise) _____

The Rationalization position (as a whole) _____

The time table of school/class wise _____

D Over all board results of last three years of the school (Higher grade and pass % only)

Academic Year	Subject	Class	Students Appeared	A-1	A	B	C	D&E	Pass %
19-20									
20-21									
21-22									

The current SMC position received amount _____ utilized Balance _____

The SMC register & record is maintained _____ Record Needs _____

The Co-curricular _____ Medals/certificate _____

However, school needs _____ Particularly _____

 Signature of HM with seal   _____

Signature with seal of visiting officer   _____