

# Observations on the Implementation of Monitoring Tools for Quality Enhancement in the Union Territory of Chandigarh

Quarter: IV

Year: 2014

The IV quarter monitoring format received by the department highlighted the following points:

- A comparative analysis reveals that there were 742 regular teachers in position in the UT at primary level in II quarter which has come down to 724 in the IV quarter. Despite this decrease, it is mentioned that UT needs only additional 518 posts as per RTE norms while it needed 523 posts in the II quarter. This needs to be looked into.
- As per the State Monitoring Format given by the UT, it is observed that the pupil - teacher ratio and posting of teachers is missing in the report. As these information are highly beneficial in assessing the learning environment available to students, the UT may provide this in future SMFs.
- It has been observed that there is slight increase in the number of schools which have recorded “above 80%” average daily attendance in the IV quarter for classes I and II. The UT is suggested to make efforts to increase the attendance for the remaining classes.
- The number of Children with Special Needs has increased from 3732 in II quarter to 4140 in the IV quarter. It appears that the UT has further identified the CWSN.
- It seems that few out of school children have been mainstreamed after receiving special training as evident by a decrease in their number by 796 in the present quarter which is noteworthy. The UT will further need sustained efforts to address the issue of drop outs.
- As provided by the UT it is observed that all schools distribute textbooks within one month of the commencement of academic session. It is suggested that the UT may take necessary steps so that the textbooks can be circulated in schools within one week.
- Item No. 19 of Part I provides information about percentage of boys and girls achieving different grades in different subject. The data provided by the UT does not seem to be in order. The percentage may be calculated in the following way.

$$\text{Percentage of boys in Grade A in language} = \frac{\text{No. of Boys in grade A in language} \times 100}{\text{Total No. of boys in language}}$$

$$\text{Percentage of girls in Grade A in language} = \frac{\text{No. of girls in grade A in language} \times 100}{\text{Total No. of girls in language}}$$

$$\text{Percentage of students in Grade A in language} = \frac{\text{No. of students in grade A in language} \times 100}{\text{Total No. of students in language}}$$

- The UT may review why there is more concentration of achievement near Grades C and D across all the subjects at upper primary level.
- It is appreciable that all the SMCs have been trained on their roles and functions by the IV quarter.
- As mentioned in the report, one of the issues regarding which the UT needs NCERT's intervention is orientation on CCE exemplar package. In this connection it is informed that the Department of Elementary Education has planned such programme for all the UTs without legislature in December 2014. Accordingly the UT will be communicated about the details of this programme.