

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

Quarter: IV

Year: 2014-15

Listed below are the reflections of NCERT on the basis of information received through the State Monitoring Format (STMF) of Chhattisgarh.

Part – I

Section A: School Information

- *Number of CRC, BRC and Districts:* The State has mentioned the number of CRCs, BRCs and Districts as well as number of CRCs, BRCs and Districts which have submitted CMFs, BMFs and DMFs, respectively. Only 20 districts out of 27 districts have submitted DMFs in the quarter under report. However, in the last quarter report it was reported that all the 27 districts have submitted DMFs. This may be looked into as why seven districts have dropped out.
- *Number of schools:* As compared to the II quarter STMF of 2014-15, the number of schools in the State has slightly gone up. But the number of schools which filled up SMFs has decreased from 47031 in last quarter to 35414 in this quarter. It is likely due to lack of follow up and feedback by the concerned CRC coordinators.
- *Number of teachers:* The number of primary teachers in II quarter STMF of 2014-15 was reported as 109993, however in the present quarter it is only 95692. Similarly the number of upper primary teachers has also reduced from 76417 in the last quarter to 55623 in the present quarter. This decrease in teachers' strength may lead to unfavorable pupil teacher ratio, thereby affecting students' learning. It is reported in the STMF that there are 6983 primary and 2480 upper primary government schools in the State having PTR above 1:30 and 1:35, respectively. This situation needs attention of the authorities.

Section B: Attendance Information

- *Average daily attendance:* As per the attendance information reported in the STMF, major chunk of the schools have less than 80 percent average attendance of students. This necessitates steps to enhance students attendance through properly communicating with teachers and parents.

- *Children with Special Needs:* As reported in the STMF of present quarter, there are about 75557 CWSN in the State. As per II quarter STMF (2014-15), there were 86037 CWSN. This sudden decrease in the number of CWSN needs attention and the reasons for this may be assessed at all levels.
- *Out of School Children:* There are about 8661 OoSC in the State undergoing special training in 792 schools, 1 NGO center, 254 residential centers and 72 other centers. However, the matter of concern here is that 8661 children have dropped out of special training programmes up to last quarter. The State may verify this information as it seems that all 8661 children who are undergoing special training have dropped out of special training programme.

Section C: Curriculum Transaction

- *Distribution of textbooks:* It is appreciable that all the schools in the State are distributing textbooks within one week after beginning of the session.
- *Strategies adopted for improving teaching learning process:* It is appreciated that teachers have adopted many strategies for improving teaching learning process like training on CCE and activity based learning, focus on early grade literacy and mathematics, peer and group learning, remedial teaching for weak students, magazines for children, efforts for inclusive classrooms, etc.

Section D: Continuous and Comprehensive Assessment

- *CRCCs monitoring progress of pupils' learning:* It is noticed that CRCCs in the State are monitoring progress of pupils' learning through various ways such as, classrooms observation; students assessment; students profile, report cards, portfolio, evaluation register and follow-up CCE etc.

Section E: Teacher Training

- *Suggestions for upcoming training programmes:* Key suggestions include training with expert master trainers through SCERT, need based training, organization of trainings in vacation, training as per interest and requirement of teachers etc. have been reported in the STMF. These may be kept in mind while organizing new programmes.

Section F: Functioning of SMC

- *Schools having SMCs:* It is reported that 98 percent of the schools in the State have constituted School Management Committees. Constitution of SMCs will be beneficial in

overall improvement of the schooling system. The State may also ensure that parents form a majority in the School Management Committees in addition to elected members of the Panchayat and school teachers. According to RTE act, SMC for the schools is mandatory.

- *School Development Plans (SDP):* As reported in the STMF, 98 percent of schools in the State have involved SMCs in preparation of school development plan. As envisaged in RTE, the SDP is visualized as a comprehensive plan focusing on all aspects of school e.g. protection of children’s rights, infrastructure, teacher availability, classroom transaction and child assessments, inclusiveness, etc. The State may take necessary steps to ensure that all schools have prepared SDP with the help of SMCs.
- *SMCs training about role and functions:* It has been reported in the STMF, that no SMCs have been given training about their roles and functions. However, from item on action taken for coverage of SMCs not trained, it seems that some training has been organized somewhere. The State may kindly verify this information and send again.

Section G: Learners’ Assessment

- *Primary level:* Table 1 shows learners’ Assessment for primary level as provided in the STMF. It is noted that Grade B is obtained by a large number of students in all subjects.

Grade	Class-I		Class-II		Class- III		Class-IV			Class-V		
	L (%)	M (%)	L (%)	M (%)	L (%)	M (%)	L (%)	M (%)	E.V.S (%)	L (%)	M (%)	E.V.S (%)
A	32	29	35	27	31	30	31	29	34	30	31	32
B	44	43	43	43	43	42	43	43	43	44	44	43
C	25	29	22	28	26	29	27	29	24	26	26	26
D	0	0	0	0	0	0	0	0	0	0	0	0
E	0	0	0	0	0	0	0	0	0	0	0	0

- *Upper Primary level:* Table 2 depicts learner’s Assessment for upper-primary level as provided in the STMF. It is noticed that major percentage of the students in the State are scoring Grade A, B and C. However, some percentage of students are also scoring Grade D and E. Special attention need to be given to low scoring students. In this regard, in order to improve learners’ assessment of students in the subjects, the State may obtain educational kits for science and mathematics devised by NCERT.

Grade	Class-VI				Class -VII				Class -VIII			
	L (%)	M (%)	G.S. (%)	S.S. (%)	L (%)	M (%)	G.S. (%)	S.S. (%)	L (%)	M (%)	G.S. (%)	S.S. (%)
A	28	23	24	27	26	23	26	26	30	24	24	29
B	35	34	35	33	37	35	36	35	34	36	36	36
C	29	33	33	32	29	33	29	29	27	30	29	27
D	7	7	8	6	7	7	7	8	7	8	8	7
E	2	3	2	3	3	3	3	3	3	3	3	3

Part – II

- *School Visits by CRCCs:* It is appreciated that all the CRCCs are visiting schools once a month. Some suggestions are made by the CRCCs to improve classroom teaching like teaching through TLM, engaging all the students, regular homework, using active methodology and group work in teaching and learning. These suggestions may be utilized by the teachers.
- *Pupils' progress:* It is good to notice that all the schools in the State are maintaining records of pupil's progress.
- *Coverage of syllabus:* In the STMF, it has been mentioned that 95 percent of the schools are having less than 60 percent coverage of syllabus. It appears that this information has occurred due to some typing error. The State may kindly verify this information.
- *DPOs not providing QMTs regularly:* Out of the total 27 DPOs, seven are not providing QMTs regularly. Though reminder letters has been sent by the State in this regard. The State may assess reasons or problems being faced by the DPOs for not sending filled-in DMFs.

Part – III

- *In-service teacher training programmes:* Various in-service teacher training programmes have been organized by the State during last quarter for primary and upper primary level. It has been reported that 82 percent for primary level and 97 percent for upper primary level of the current years target has been achieved. The remaining in-service programmes may be organized as per the need and requirement of the State.
- *Issues emerging from programmes:* It is noticed from the STMF that the in-service programmes were successful in many aspects as much has been achieved through it like, improvement in basic language skills, development of teaching methods, development of

interpersonal relation between teachers and SMC, improvement in students' participation, discovering innovative ways to engage students in meaningful ways, implementation of CCE, organization of sports activities, etc. It is suggested that problems faced by teachers or limitation in teaching, if any, may also be explored so that these may be confronted in the upcoming programmes.

Part – IV

- *Quality interventions:* From the STMF it is observed that various quality interventions have been provided on RTE Act, pedagogy and assessment, children admitted to age-appropriate classes. However, no intervention has been provided for SMC members on 'schools development plan'. The State may organize the same.

Part - V

- *Status of CRCs/BRCs:* There are 2703 and 146 sanctioned posts for CRCs and BRCs. All posts of BRCs are in position. However, in case of CRCs, 2682 are in position. The vacant posts of CRCs may be filled.
- *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 BRCs, DIETs and DPOs are rated 4 and CRCs and SCERTs are rated 5 (1 as least and 5 as greatest). This is a good achievement as all the educational functionaries are performing 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 material related to the quality monitoring can be viewed on the portal.