

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

Quarter: III

Year: 2015-16

The State of Chhattisgarh has submitted III quarter report in State level QMT format for the year 2015-16. Based on the information as provided in the State Level Monitoring Format (STMF) of Chhattisgarh, some observations are being made in the following paragraphs.

Part – I

Section A: School Information

- *Number of CRC, BRC and Districts:* All the CRCs and BRCs/URCCs of the State have provided the desired information to the DPO in their respective formats namely CMF and BMF, which reflects that the CRCs and BRCs are involved in the quality monitoring process. Contrary to this there appears to be problem at district level as nine districts have not been able to submit the formats to the SPDs. The reason behind this may be explored at the SPO level so that quality monitoring process is not held up at the district level.
- *Number of schools:* Not all the schools in the State have filled up the school Level Monitoring Format (SMF). This indicates that quality monitoring is not taking place in all schools of the State. SPO along with other functionaries need to look into it.
- *Number of teachers:* As per the information in the STMF, there are 5983 primary schools and 2180 upper primary schools in the State with high pupil teacher ratio. It is observed that there are no contractual teachers in position. In view of the large number of schools having adverse PTR it may be suggested that State government need to take immediate steps for recruitment of teachers. Rationalization of the posting of teachers may also help in this regard. Till regular appointments are made, qualified teachers on contractual basis may be appointed. In addition, adequate steps need to be taken for filling teachers' position according to the RTE norms.

Section B: Attendance Information

- *Average daily attendance:* As per the attendance information reported in the STMF, most of the schools in the State have attendance between 60% to 79%. More initiatives can be made for raising the attendance level of schools having less attendance.
- *Children with Special Needs:* As reported in the STMF of present quarter, there are about 72273 Children with Special Needs in the State. Various efforts taken by the State for making classroom inclusive have been mentioned in the STMF. The State may give adequate attention to the needs of these children for encouraging and motivating the child to move along with the classroom processes.
- *Out of School Children:* It is being noticed that the number of Out of School Children has decreased from 8661 in the last quarter (IV quarter, 2014-15) to 6735 in the present quarter (III quarter, 2015-16). It is not clear whether the children have dropped out or have mainstreamed. It may be ensured that these children get complete special training and are enrolled in age appropriate classes.

Section C: Curriculum Transaction

- *Distribution of textbooks:* All Schools in the State distributed textbooks within one month of the beginning of the academic session. This reflects the concern of the State for providing quality education in the State.

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, through school visits, assessing students achievement level, verifying activities under CCE , etc.

Section E: Teacher Training

- *Suggestions for upcoming training programmes:* Various suggestions were provided for upcoming training programmes like training to be given by expert master trainers, training to be organised during vacation, need based training, teachers decision regarding the choice of subject for being trained etc. These suggestions may be considered while organising future training programmes at district level.

Section F: Functioning of SMC

- *Schools having SMCs:* It is noted that all the schools in the State have constituted SMCs and have developed school development plans with the involvement of all SMCs. The SMC members may further be involved in other aspects of school functioning.

Section G: Learners' Assessment

- *Primary level:* The learners' achievement provided by the State in the STMF for primary level is shown in Table 1. As per the information provided, it is noted that mostly students scoring Grade B are larger in number as compared to students scoring either Grade A or Grade C. in all the curricular areas. This calls for more efforts on the part of teachers involved in order to raise the learning achievement of students.

Table 1: Learners' achievement for Primary Level

Grade	Class-I			Class -II			Class -III			Class -IV			Class -V		
	L (%)	M (%)	E (%)	L (%)	M (%)	E (%)	L (%)	M (%)	E (%)	L (%)	M (%)	E (%)	L (%)	M (%)	E (%)
A	32	29	33	35	27	32	31	30	33	31	29	34	30	31	32
B	44	43	43	43	43	43	43	42	41	43	43	43	44	44	43
C	25	29	25	22	28	26	26	29	27	27	29	24	26	26	26

- *Upper Primary level:* Table 2 gives the learners' achievement for students at upper primary level. As reported, 3807 schools (39%) have not provided information regarding achievement data. The reason for this may be explored and accordingly all schools should furnish achievement data. It is noticed on an average the percentage of learners achieving Grades A and B together in all subjects is around 60% or more. However, efforts may be made to increase the learning outcome of the remaining 40% students..

Table 2: Learners' achievement for Upper Primary Level

Grade	Class-VI				Class-VII				Class-VIII			
	L (%)	M (%)	SC (%)	SS (%)	L (%)	M (%)	SC (%)	SS (%)	L (%)	M (%)	SC (%)	SS (%)
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 visit schools once in a month. The report also mentioned suggestions provided by the CRCCs to improve classroom processes.
- *Pupils' progress:* It is noticed that all the schools in the State are maintaining records of pupil's progress.
- *Coverage of syllabus:* From the STMF it appears that all schools in the State have less than 60 percentage coverage of syllabus. This may be rechecked as it seems to be some typological error. On the other hand if it is true, appropriate measures are required at the school level for completion of syllabus in right spirit.
- *DPOs not providing QMTs regularly:* It is reported that nine DPOs in the State are not providing QMTs regularly. Efforts may be made so that they also join hands in the monitoring process.

Part – III

- *In-service teacher training programmes:* It is observed that the number of in-service teaching training programmes organised at primary level has not been given however, the duration of training programme has been mentioned as 4 days. At upper primary level, two programmes for Health and Physical Education and one programme for Mathematics and Science each has been organised. More number of training programmes may be organised in the coming quarters for better professional equipment of teachers.
- *Issues emerging from programmes:* It is noted from the issues pointed out in this column that the in service training programmes have been helpful in different ways for the teachers.

Part – IV

- *Quality interventions:* It is a matter of appreciation that all districts have organised training of resource persons on RTE Act in the last quarter. The training of SMC members on school development plan and their participation in various areas of school functioning should also be given due priority. As regards training of educators for special training of children admitted to age appropriate classes, it has been mentioned as 150 under the column seeking information about the number of districts providing interventions. This needs to be relooked into.
- *Districts need Support from DIET in Quality Interventions:* As reported, there are certain areas where districts need support from DIET in the coming quarter. This may be communicated to DIETs, so that they can extend their support to the district SSA functionaries.

Part - V

- *Status of CRCs/BRCs:* The State need appreciation that all the sanctioned posts of BRCs and almost 99 percent sanctioned posts of CRCs have been filled up.
- *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 DIETs and SCERT have been rated as mark one. It seems that these two academic bodies need more strengthening. The concerned educational functionaries may be apprised of this perception so that it may help in improving the performance of the functionaries.

- *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.