

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

Quarter: IV

Year: 2014-15

After careful analysis of IV quarter State Monitoring Format sent by the UT of Chandigarh, some observations have been made which are listed below for consideration of the SPO:

Part – I

Section A: School Information

- *Number of schools:* It is appreciated that all the schools in the State are providing filled-up SMFs.
- *Number of teachers:* There is additional requirement in the UT of 698 primary and 775 upper primary teachers as per the RTE norms. Section 26 of RTE act provides that vacancies in schools should not exceed 10% of the teacher's strength. This provision is constituted to ensure that States/UT take necessary steps to fill up existing teacher vacancies as also rationalise deployment of teachers in schools to remove urban-rural imbalances in teacher deployment.
- *Pupil Teacher Ratio:* It is good to note that recruitment process of teachers is going on in the UT for normalizing required PTR at the primary level. Other than this, information regarding teachers who have failed to join place of posting in last quarter and teachers who are attached elsewhere than place of posting is also required.

Section B: Attendance Information

- *Number of schools with average daily attendance of children:* It is noteworthy that most of the schools in the UT have average attendance above 80 percent except for very few schools having attendance below 80 percent. It is also observed that in comparison to the STMF of II quarter 2014-15, no school has average daily attendance below 60 percent. This is a good achievement.
- *Children with Special Needs:* There are 3857 children with special needs in the UT. As per the II quarter (2014-15) STMF, there were 4247 children with special needs. The UT needs to assess the cause of sudden decline in the number of CWSN. These children require continuous support therefore their number should be monitored carefully and

regularly. The efforts taken by the UT, like individualized educational plan to make teaching-learning process CWSN friendly, seating arrangements as per the need of CWSN, learning corners to facilitate CWSN and peer sensitization by teachers, for making classroom inclusive are noticed and appreciated.

- *Out of School Children:* There are about 4418 out of school children in the UT who are undergoing special training in 182 centers. It is to be ensured that these children complete their training and subsequently get enrolled in age-appropriate classes. Further, it is to be monitored frequently so that these children do not drop-out of schools again. In addition to this, the UT needs to send information about number of children who have dropped out of special training programmes in last quarter may also be given.

Section C: Curriculum Transaction

- *Distribution of textbooks:* It is appreciated that all the schools in the UT are distributing textbooks to the students within one week of beginning of the session (April 1st week).
- *Strategies adopted for improving teaching learning process:* The strategies adopted by the teachers for improving teaching learning process like need based teaching approaches, use of ICT, experimental teaching, use of TLM, use of technology, multimedia, peer/group learning, practice based learning, etc are noticed. The teachers may also utilize learning kits devised by N.C.E.R.T for primary and upper primary classes in this regard.

Section D: Continuous and Comprehensive Assessment

- *CRCCs monitoring progress of pupils' learning:* The CRCCs in the UT are monitoring progress of pupil's learning by observing classroom teaching learning process and interacting with teachers and students to assess competency level. In addition to monitoring, CRCCs may also provide academic support to teachers in case of any problems they are facing while teaching.

Section E: Teacher Training

- *Suggestions for upcoming training programmes:* Some suggestions are listed in the STMF like need of training programmes on subject content, psychological needs/adolescent problems of children, information technology, handling learning disability, etc. The UT may keep these in mind while organizing upcoming training programmes at district level.

Section F: Functioning of SMC

- Schools having SMCs: It is appreciated that all the schools in the UT have constituted School Management Committees.
- *School Development Plans*: 97 percent of schools in the UT, have prepared School Development plans and similar number are involving SMCs in preparation of schools development plans. It is required that all the schools in the UT are involved in preparation of school development plan. The action taken by the UT on schools that did not involve SMCs like sensitization to prepare schools development plan in meeting and orientation programmes is noted.
- *SMCs training about role and functions*: It is appreciated that all the SMCs were given training about their roles and functions.

Section G: Learners' Assessment

- *Primary level*: The learners' assessment for primary level provided by the UT is shown in table 1. According to the table, most of the students are scoring Grade A, B and C in class I and II. In class III, IV and V, most of the students are scoring Grade A1, A2 and B1. Teachers may adopt innovative techniques in teaching learning process to further enhance learning capacity of students. It would be better if the UT defines the various grades.

Grade	Class-I		Class-II		Grade	Class- III			Class-IV			Class-V		
	L (%)	M (%)	L (%)	M (%)		L (%)	M (%)	E.V.S (%)	L (%)	M (%)	E.V.S (%)	L (%)	M (%)	E.V.S (%)
A	38.38	41.55	40.23	41.35	A1	15.67	13.84	13.73	14.13	12.56	13.11	13.33	10.67	12.31
B	29.50	28.96	27.56	27.65	A2	15.27	15.72	15.07	15.95	14.89	14.45	16.31	13.72	14.58
C	20.15	18.58	19.21	19.13	B1	15.42	17.65	17.06	15.91	16.68	15.89	16.87	15.38	16.00
D	11.11	10.10	11.20	10.35	B2	14.61	16.46	15.96	14.28	15.92	15.55	15.44	17.18	15.74
E	0.85	0.80	1.79	1.52	C1	13.58	14.51	14.84	14.08	15.91	16.13	14.55	16.58	16.17
					C2	14.13	13.53	13.25	15.28	14.57	14.82	13.89	15.24	14.55
					D	9.34	6.82	8.62	8.38	7.62	8.45	8.15	9.19	8.18
					E1	1.64	1.28	1.29	1.67	1.57	1.24	1.26	1.77	1.07
					E2	0.34	0.19	0.18	0.33	0.27	0.37	0.21	0.27	1.39

- *Upper Primary level*: The learners' assessment for upper primary level provided by the UT is shown in table 2. From the table it is evident that more percentage of students are scoring grades B1, B2, C1 and C2. Also, it is noticed that students are lagging behind in science, mathematics, general science and social science. In order to improve learners'

assessment of students in the subjects, the UT 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. (%)
A1	4.94	3.39	4.33	3.60	5.31	3.39	4.58	4.27	7.35	3.77	5.86	4.78
A2	10.30	6.11	7.15	5.95	11.02	6.42	7.12	7.70	12.68	6.29	8.67	7.69
B1	13.98	9.43	10.02	9.37	15.41	9.09	10.10	11.10	16.94	8.86	11.72	11.06
B2	16.34	12.53	13.68	13.10	16.81	11.19	13.39	13.60	17.95	10.50	13.38	13.05
C1	16.82	16.26	16.37	16.11	17.12	14.85	16.38	16.89	16.41	13.51	16.60	16.83
C2	18.34	21.69	20.95	22.11	17.57	22.38	21.17	20.96	15.54	19.69	19.90	21.52
D	13.85	20.09	18.44	20.90	12.51	23.17	18.64	19.02	10.42	23.76	17.55	18.77
E1	4.85	9.36	7.78	7.64	3.79	8.16	7.46	5.77	2.50	11.73	5.79	5.04
E2	0.59	1.14	1.27	1.22	0.46	1.24	0.90	0.68	0.22	1.88	0.53	1.26

Part – II

- *School Visits by CRCCs:* The CRCCs deserve credit for visiting schools i.e. 3-4 times in a month. They CRCCs have provided some suggestions to improve classroom teaching which can be incorporated by the respective teachers and principals.
- *Pupils' progress and coverage of syllabus:* It is good to notice that all the schools in the UT are maintaining records of pupils' progress and have covered more than 60 percent of the syllabus.

Part – III

- *In-service teacher training programmes:* The UT has mentioned that three in-service teacher training programmes for primary and two in-service teacher training programmes for upper-primary level have been conducted. It is encouraging to find that 100 percent target of current year has been achieved, both in primary and upper- primary level.

Part – IV

As per the STMF, part IV is not applicable, as Chandigarh is single district UT. Flow of information is directly from clusters to State Project Office (SPO)

Part - V

- *Performance of Educational structures:* The UT has not provided any rating on performance of Educational structures. It is noted that there is no BRCs, DIETs, and DPO in the UT. However, it is requested that the SPO may provide some rating on the basis of the performance of remaining educational structures like CRCs and SCERT.

- *Key problems identified by the UT:* Some problems have been identified by the UT in the context of quality parameters like, high PTR in some schools of periphery areas, SMCs not as per expected level, shortage of contractual teachers etc. The concerned authorities may kindly address these issues.
- *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.