

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

Quarter: II

Year: 2015-16

The State monitoring format provided by Chandigarh for 2nd quarter of 2015-16 has been carefully analysed and following observations and suggestion are made for making a qualitative progress in elementary education of the UT.

Part – I

Section A: School Information

- *Number of CRC, BRC and Districts:* We feel it very good to notice that all the Cluster Resource Centres (CRCs) in the UT has submitted the Cluster Monitoring Formats (CMFs).
- *Number of schools:* All Schools in the UT have participated in the quality monitoring process by filling up SMFs. Considerable efforts made by the educational authorities of the UT requires appreciation.
- *Number of teachers:* Regarding the teachers requirement, it is noticed that there are 518 primary teachers and 586 upper primary teachers required in the UT. The UT may have to fill up the vacant posts of teachers at the earliest.
- *Pupil Teacher Ratio:* The PTR of the schools have a significant impact on learning. The RTE mandates to maintain a Pupil Teacher Ratio of 1:30 for primary levels and 1:35 for upper primary levels in each school of the State. It is being noticed that the Pupil Teacher Ratio in Chandigarh is slightly not being maintained as per RTE norms. It is therefore suggested for the UT to review its existing recruitment and remove imbalances in the Pupil Teacher Ratio.

Section B: Attendance Information

- *Number of schools with average daily attendance:* It has been mentioned that the average daily attendance of schools in the UT is above 60%. More initiatives can be made for raising the attendance level of few schools falling in the category of below 60 percentage.

- *Children with Special Needs:* There are 3338 (approximately 31 per school) CWSN in the State. Considering the high number of Children with Special Needs, the UT may have to take necessary measures for providing adequate infrastructural and resource support for making classroom inclusive. The UT may also refer to a handbook developed by Department of Education for Groups with Special Needs NCERT titled *Including children with special needs-Primary Stage* which would be quite useful for handling CWSN in classrooms. The link for the document is http://www.ncert.nic.in/pdf_files/SpecialNeeds.pdf
- *Out of School Children:* There are 5453 OoSC in the UT. However, it is noticed that you have opened adequate number of special training centres, for making these children at par with the mainstream education. The UT may keep a check on these students so that they may not drop out again. In addition, it is also requested that the UT may also provide information about the number of children who have dropped out of special training programmes up to last quarter.

Section C: Curriculum Transaction

- *Distribution of textbooks:* It is very good to notice that all schools in the UT have distributed textbooks with in one week of the beginning of the academic sessions. The concern of the UT educational officers in ensuring quality elementary education in the UT is appreciable.
- *Strategies adopted for improving teaching learning process:* Need based teaching approaches, sharing of various teaching strategies, Use of ICT, Preparation and use of need based TLM,, Peer/group learning, use of referral material, Practical based activities etc are the various practices adopted by teachers for improving teaching learning process.

Section D: Continuous and Comprehensive Assessment

- *CRCCs monitoring progress of pupils' learning:* The various ways in which CRCCs monitor the progress of pupils learning include observation of classroom teaching learning process, interaction with teachers and students.

Section E: Teacher Training

- *Suggestions for upcoming training programmes:* Various suggestions have been provided for upcoming training programmes at district level like use of multimedia, conduct of group activities, peer/group learning, create joyful learning environment, preparation and use of need based TLM, Optimum use of Maths and Science kit etc. The upcoming training programmes at various levels may be organised by prioritising these suggestions by the concerned functionaries.

Section F: Functioning of SMCs

- *Schools having SMCs:* It is appreciated that all the schools in the UT have constituted SMCs. The UT may ensure that parents form a majority in the School Management Committees as it is recognized, in the RTE Act, that the parent-dominated SMC's will lead to overall improvement of the schooling system.
- *School Development Plans:* As per the 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. It is noticed that most of the schools in the UT have prepared school development plans and all the schools are involving SMCs in preparation of the plans.

Section G: Learners' Assessment

- *Primary level:* The learners' achievement provided by the UT in the STMF for primary level is shown in Table 1. The overall achievement level of the students in the UT at primary classes seems good as majority of the Students are achieving higher Grades A and B for Classes I and II and A1, A2, B1 and B2 for classes III, IV and V. The UT may communicate to the corresponding schools for undertaking adequate measures for enhancing the achievement level of children securing lower grades.

Grade	Table 1: Learner's Assessment for primary level													
	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	32	32	33	34	A1	15	12	11	11	9	10	11	9	10
B	29	29	30	30	A2	15	15	14	14	13	14	16	12	13
C	23	24	22	22	B1	15	17	15	15	16	17	16	15	15
D	15	15	14	14	B2	14	17	15	15	17	16	15	17	16
E	01	01	01	01	C1	14	16	15	14	17	16	15	18	17
					C2	15	14	17	15	16	16	15	17	17
					D	10	9	10	12	11	10	10	09	9
					E1	2	2	2	2	2	2	2	1	1
					E2	1	1	1	1	1	1	0	0	1

- Upper Primary level:* Table 2 represents the learners' achievement for children at upper-primary level. As per the information provided, it is noticed that compared to primary level, the achievement level of children at upper primary level is low as the percentage of children securing lower Grades C2 and D1 are more. There may be serious initiatives from the part of UT, in raising the upper primary achievement level of students. Most of the students in the UT are attaining Grades A and B. UT can initiative strategies to bring up the learners achievement of children scoring lower Grades.

Grade	Table 2: Learner's Assessment for upper- primary level											
	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	2	3	2	4	2	3	3	6	3	6	3
A2	9	4	6	5	10	4	5	4	11	5	7	6
B1	13	7	9	8	14	7	8	9	15	8	10	9
B2	15	11	12	12	16	10	11	11	16	10	12	12
C1	15	16	16	15	16	14	15	15	17	13	15	15
C2	18	22	22	23	18	22	22	25	18	20	20	23
D	16	23	21	23	15	26	23	23	12	23	20	21
E1	8	13	9	10	7	15	12	9	5	16	10	10
E2	1	2	1	1	1	2	1	1	1	2	1	1

Part – II

- *School Visits by CRCCs*: It is really a matter of appreciation that all the 20 CRCCs in the UT are making their school visits 3-4 times in a month. It is also expected that all the educational functionaries will keep its utmost interest in maintaining a long term educational quality.
- *Pupils' progress*: Progress records maintained in schools represent an important means of accountability; it is good to notice that all schools in the UT have clearly maintained their progress records.
- *Coverage of Syllabus*: The syllabus covered in the schools will influence directly on the achievement level of children. Noticing the achievement level provided in Section G-Learners Achievement, it is suggested that the UT may provide a better learning environment to their students at upper primary level for enhancing their achievement levels.

Part – III

- *In-service teacher training programmes*: It is good to notice that the UT have organised adequate number of in-service teacher training programmes for primary and upper primary teachers in the last quarter and achieved 100 percent of target.

Part – IV

Part – IV is not applicable, as Chandigarh is a single UT. Flow of information is directly from clusters to State Project Office (SPO)

Part – V

- *Status of CRCs and BRCs*: All the 20 sanctioned posts of CRCs in Chandigarh are in position. The UT may ensure commitment from all these Cluster Resource Centres (CRCs) for actively promoting and supporting the process of school quality improvement.

- *Performance of Educational structures:* As per the SPD's perception about extent up to which the academic structures are meeting UT's expectation in providing desired support for quality improvement of education process, it has been observed that CRCs are rated at 4 and SCERT is rated at 5 (1 as least and 5 as greatest). This shows that the concerned educational functionaries are performing its best in enhancing quality of school education in the UT.
- *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.