

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

Quarter: IV

Year: 2015-16

The State monitoring format provided by the UT for the IV quarter of 2015-16 has been analysed and following observations and suggestions are made with a view to make appropriate steps for improvement.

Part – I

Section A: School Information

- *Number of CRCs, BRCs and Districts:* The information provided indicates that all CRCs in the UT have submitted CMFs. This reflects the involvement of various functionaries in submitting the formats timely and supporting the quality monitoring process.
- *Number of schools:* The information provided in the STMF reveals that all schools in the UT are filling up the school level monitoring format and ensuring their participation in improving quality education of the UT. As this target is being achieved, the focus should now be on utilization of the QMT data for quality improvement, for example for increasing students attendance, improving classroom teaching, identifying training needs, bringing out of school children in school, improving inclusive education in the school and the like.
- *Number of teachers:* It is observed that there is an additional requirement of 446 primary teachers and 496 upper primary teachers in the UT. The UT may initiate constructive efforts for filling up the teachers position as per RTE norms, so that the classroom transaction process become more fruitful one.
- *Teachers' place of posting:* Information regarding the number of teachers in the State who have failed to join place of posting in last quarter and teachers attached elsewhere than place of posting is not provided in the STMF. These quality parameters are very important and therefore information on these may be collected and provided in the coming quarter reports.

Section B: Attendance Information

- *Number of schools with average daily attendance:* The number of schools with average daily attendance in most of the schools in the UT belongs to the category of above 80 percent. However, there are some schools with average daily attendance of 60-79% and a few schools also fall in the category of below 60%. Initiatives may be taken for bringing improvement in average daily attendance of schools falling in lower categories.
- *Children with Special Needs:* As per the information provided there are 3308 CWSN in the UT i.e. approximately 31 children per school on average. It may be ensured that the efforts under taken by the UT is adequate to meet the needs of these high number of CWSN in the UT.
- *Out of School Children:* The UT has identified 4376 Out of School Children who are given special trainings in 185 centers. The UT may ensure that these children are receiving quality special trainings, which may aid in completion of their elementary education. Some of the important factors for this are training of teachers providing special training, appropriate teaching and learning material and appropriate methodology.

Section C: Curriculum Transaction

- *Distribution of textbooks:* All schools in the State have completed their textbook distribution with in one week of the beginning of academic session. This will definitely help in smooth running of classes and the timely completion of syllabus.
- *Strategies adopted for improving teaching learning process:* Different Strategies adopted by the teachers for improving the teaching learning process include need based teaching approaches, Usage of training inputs in classrooms, Experiential teaching, Use of technology, Lively environment in classroom, Peer/group learning, Practical based activities etc.

Section D: Continuous and Comprehensive Assessment

- *Monitoring of the progress of pupils' learning by the CRCCs:* There are various ways through which CRCCs in the UT are monitoring the progress of pupils learning. These include observation of classroom teaching learning process and interactions with teachers

- *Upper Primary level:* The learners' achievement for upper-primary level is presented in Table 2. Different from primary level, the achievement level of children seems to be low, as most of the children are scoring Grades C1, C2 and D. UT may join hands with different educational structures with a view for bringing improvement in the achievement level of students. We have to realize that key to improvement of learners achievement is improvement in our classroom processes particularly adapting appropriate methodology and giving attention to each child.

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	5	4	5	5	6	3	5	5	8	5	8	5
A2	11	6	8	7	12	6	8	8	13	7	10	8
B1	15	10	11	10	15	9	11	11	16	10	12	12
B2	15	12	13	11	16	11	14	13	17	12	14	12
C1	16	16	16	16	16	16	17	17	16	14	15	17
C2	18	22	21	22	17	23	20	22	15	19	17	21
D	14	19	18	20	12	20	17	17	11	20	16	17
E1	6	10	7	8	5	11	8	7	4	12	8	7
E2	1	1	1	1	0	1	0	0	0	1	1	0

Part – II

- *School Visits by CRCCs:* Adequate visits provided by the CRCCs to schools seem to be encouraging. The suggestions provided by the CRCCs may help in improving classroom processes and betterment of quality of education.
- *Pupils' progress and coverage of syllabus:* It is appreciable that all schools are maintaining records of pupil's progress in the schools and all schools are having more than 60 percent coverage of syllabus. It is a matter of further awareness as to what areas of pupils progress are covered in records or report card.

Part – III

- *In-service teacher training programmes:* In-service teacher trainings are very crucial in enriching the teachers professionally. However, it is noticed that the UT have provided the number of teachers who have received training in the last quarter. It is also requested to provide the number of in-service training programme organised in different subjects

Part – IV

Part IV is not Applicable for Chandigarh, as it is a single UT and flow of information is directly from cluster to State Project Office (SPO)

Part – V

- *Status of CRCs and BRCs:* It is being appreciable that all the 20 sanctioned posts of CRCs in the UT are in position. But we have to be more concerned about what the CRCCS are doing. They are the academic resource persons and not merely data collectors.
- *Performance of Educational structures:* The SPD's perception on extent up to which the academic structures are meeting UTs expectation in providing desired support for quality improvement of education process, reveals that the CRCs are rated at 4 and SCERT is rated at 5 (1 as least and 5 as greatest). This indicates that the educational functionaries existing in the UT for providing quality education are performing to 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 materials related to quality monitoring can be viewed on the portal.