

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

Quarter: II

Year: 2014-15

The following observations of NCERT may be taken into cognizance for further improvement in implementation of SSA in the State:

- It is appreciated that all the academic functionaries in the State like CRCs, BRCs, Districts and schools are submitting information required in quality monitoring tools.
- It has been noticed that number of regular teachers in primary and upper primary levels has increased from the last quarter. The State needs to ensure that all schools get teachers in accordance with RTE norms.
- The number of government schools in the State which have pupil teacher ratio above 1:30 in primary and 1:35 in upper primary level have decreased from the last quarter figures, which is quite encouraging.
- As per the attendance information given by the State, data regarding the number of schools with average daily attendance has to be provided. However, it seems that the State has mentioned number of students instead of number of schools. Clarification in this regard may be communicated and appropriate data may be provided separately
- There are about 86037 children with special needs which is approximately one child per school in the State. This number of children with special needs in the present quarter has increased from the last quarter report. The State may work upon the concept of inclusive classrooms for providing education to such children. For further assistance in this regard, the State may refer to a recently developed document by NCERT titled *Including children with special needs-Primary Stage* (available online on NCERT website).
- There are 8661 out of school children undergoing special training in 1119 centers. The remaining out of school children in the State, if any, may be identified and be admitted to age appropriate classes. Also, track has to be kept on such children so that they do not become drop-outs again. The State may visit NCERT website and refer to guidelines for special training developed by the department for special training of out of school children.

- In item no 7 (c), the information about number of children who have dropped out of special training programmes till last quarter has been left blank. It is not clear if the information has been missed or no children have dropped out. This information may kindly be provided.
- The State deserves appreciation for distribution of textbooks to all schools within one week of the new session.
- It is mentioned that the focus of current year teacher training was Early Grade Reading. It is suggested that concerned functionaries may be apprised of different materials which is developed under Early Literacy Programme uploaded on NCERT website.
- The item on functioning of SMCs shows that about 2 percent schools in the State are not having SMCs and are not preparing school development plans. It is contradictory to last quarter QMT where it was reported that SMCs were constituted in all schools in the State and were actively involved in preparation of development plans. Further, no training programme has been organized for SMCs to make them aware about their roles and functions. The State may identify schools not having SMCs and try to work them out.
- As per the learners' assessment information provided by the State, it is noticed that in primary level more students are scoring grades B and C and the number of students scoring grade A have decreased from the last quarter achievement. In upper primary level also, more students are scoring grade B and C. Further if compared with last quarter report, number of students achieving Grades D and E has decreased which is a good thing. However, number of students achieving Grade A has lowered from last quarter.
- 69 percent of the schools in the State are having less than 60 percent coverage of syllabus. The State needs to address this issue. It appears that CRCCs need to be more active in providing onsite support to the school and teachers.
- It is observed from the State monitoring format that more in-service teacher training programmes need to be organized in the State for primary level. The current target for in service programmes achieved in primary level is 60 percent and for upper primary level it is 97 percent. Some issues have emerged from the programmes which need to be addressed.