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

Quarter: II

Year: 2016-17

The State monitoring format provided by Chandigarh for 2nd quarter of 2016-17 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 have submitted the Cluster Monitoring Formats (CMFs) in the UT.

- *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 require appreciation.

- *Number of teachers:* Regarding the teachers requirement, it is noticed that 198 primary teachers and 318 upper primary teachers are additionally required in the UT. The UT may have to fill up the vacant posts of teachers at the earliest so that teaching learning process does not suffer.

- *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 overall Pupil Teacher Ratio in Chandigarh seems to be balanced (less than 1:30). However, at the same time it has also been noticed that in some of the schools at primary and upper primary level the PTR is very high (even higher than 1:40 and 1:50). Therefore, it is suggested that UT should take necessary initiatives for rationalising PTR in such schools at the earliest to enhance the better learning among learners.

Section B: Attendance Information

- *Number of schools with average daily attendance:* It has been mentioned that the average daily attendance of most of the 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 percent.

- *Children with Special Needs:* There are 3360 (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. It may be ensured that the efforts under taken by the UT are adequate to meet the needs of this high number of CWSN in the UT.

- *Out of School Children:* There are 4652 OoSC in the UT. However, it is noticed that UT has 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 UT has ensured the distribution of textbooks to students within 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:* It is also very good to notice that in the UT teachers have adopted a number of strategies to improve teaching learning process such as participatory approach, experiential teaching/learning, need based TLM, use of technology, peer/group learning, use of reference material, activity based learning, need based teaching approaches, sharing of various teaching strategies and use of training inputs for making classroom transaction more effective. However, it would be interesting to know **how the remedial support to low activities** is provided and up to **what extent**

the training inputs are utilised by all the teachers in the UT. UT is requested to provide more information on these aspects also.

- *Specific efforts made for making classrooms inclusive:* It is also very good to notice that UT has made many efforts to make classrooms inclusive for CWSN. UT is advised to continue with its efforts for CWSN.

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 for achieving desired competency levels.

Section E: Teacher Training

- *Ways in which training inputs were used by the teachers:* It is appreciated that training inputs are used in a number of ways by teachers in the UT.

- *Suggestions for upcoming training programmes:* Various suggestions have been provided for upcoming training programmes at district level like classroom management; pronunciation skills; training on subject content, addressing psychological needs and adolescent problems; training on active learning pedagogy; training on handling learning disability and autism; training on IT and; focus of training on subject content and latest developments in the education system. 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*: All 110 schools in the UT have constituted SMCs and have prepared school development plans. It is also found that 100 percent of the SMCs were given training about their roles and functions. Efforts taken by the UT in this regard are appreciated. The authorities may also see that the SMC members actually take part in preparation of school development plan.

- *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	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	29	31	33	34	A1	14	13	12	14	12	12	13	11	13
B	27	27	27	28	A2	15	15	13	13	13	12	14	13	14
C	26	24	23	23	B1	15	16	15	15	16	14	15	15	15
D	17	16	16	15	B2	14	16	15	14	16	15	15	16	16
E	01	01	01	01	C1	14	15	16	14	16	16	14	16	15
					C2	15	14	17	16	15	17	15	15	15
					D	11	9	10	12	11	17	11	10	10
					E1	2	1	2	2	2	2	2	2	2
					E2	0	0	1	0	0	0	0	1	0

Table 1: Learner's Assessment for primary level

- *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 of children at upper primary level is low, as the percentage of children securing lower Grades C2 and D is more. It is also noticed that more than fifty percent of the students of Classes V – VIII are falling in lower Grades C1, C2, D, E1 and E2. There may be some serious initiatives from the part of UT, in raising the upper primary achievement level of students. UT can initiate strategies to bring up the learning 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	7	5	7	5	8	6	6	7	7	6	7	6
A2	9	6	7	5	12	5	7	6	10	6	7	6
B1	13	9	10	8	14	9	11	10	14	9	10	10
B2	16	12	14	11	15	12	13	12	17	12	13	13
C1	15	14	15	14	14	13	15	14	16	13	15	16
C2	15	20	19	21	15	19	21	20	16	18	18	20
D	15	22	18	23	13	21	21	20	13	20	19	18
E1	8	11	9	10	7	13	12	10	6	14	10	10
E2	1	2	2	2	2	3	2	2	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. The suggestions provided by the CRCCs may help in improving classroom processes and betterment of quality of education.

- *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 directly influences the achievement level of children. It is appreciable that all schools are having more that 60 percent coverage of syllabus. 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 primary as well as 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 follow up and induction training programmes at cluster level in the last quarter. It is

noticed that the UT have achieved the 100 percent of the target of follow up training programmes for both primary as well as upper primary levels, 91 percent of the target of induction training programmes for primary level and 54 percent of the target for upper primary level. However, UT has not conducted any in-service training programme for primary or upper primary level in the last quarter. It is requested that UT must ensure to conduct in-service training programmes as in-service teacher trainings are very crucial in enriching the teachers professionally.

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 Centers (CRCs) for actively promoting and supporting the process of school quality improvement.

- *Performance of Educational structures:* As per the SPD's perception about the extent up to which the academic structures are meeting UT's expectation in providing desired support for quality improvement of educational 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.