

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

Quarter: IV

Year: 2014

The Quality Monitoring Tools promote understanding of various dimensions regarding quality of elementary education among educational functionaries in the State and the UTs. On the basis of this QMT format sent by the State, observations of NCERT are as under:

- The information provided in Part I section A Item no. 1 seems incomplete. The State has not given the number of CRCs, BRCs and also the number of CRCCs submitting CMFs, BRCCs submitting BMFs and Districts submitting DMFs. This data may be included in the coming quarter reports.
- The State has not provided the required number of teachers as per RTE norms. As RTE Act gives great importance to the role of teachers in reforming elementary education, the State may mention the same so as to ensure that there is no shortage of specialized teachers.
- The State is having a significant number of schools with PTR above standard norms as prescribed in the RTE Act. It is approximately 17 percent at both primary and upper primary stages, in the second quarter report it was 10 percent and 14 percent at the primary and upper primary stages. The State may try to minimize this number so as to maintain a standard Pupil Teacher Ratio for each school.
- As reported by the State, there are few teachers attached elsewhere than their place of posting. According to section 25(2) of RTE act “*no teacher posted in a school shall be made to serve in any other school or office*”. Therefore, the State may like to employ teachers on the basis of school-wise requirement.
- The information provided by the State regarding number of schools with average daily attendance seems to be different from the value given by the State earlier in Part I section A Item No. 2(b) in the SMF.
- There are 67,666 (approximately 3 per school) number of Children with Special Needs in government schools of the State. When compared to the last quarter report the number

seems increased slightly. The efforts made by the State in making classroom inclusive are noted.

- The number of out of school children admitted to age appropriate classes under RTE is 7354. Initiatives have to be made to track children who remain out of school such that they can be institutionalized and given adequate special training for their mainstreaming.
- It is appreciable that all schools of the State have distributed textbooks within one week of the commencement of academic session.
- The learners' assessment of the State provides information that the students are performing well at the primary level as most of the children scores Grades A and B. However, there are significant number of students with Grades C, D and E across all the subjects in the upper primary level. The State may put efforts so as to increase the achievement level of children. It is also noticed that the sum of percentage of Grades at various levels goes beyond 100 percent, the State may verify these values accordingly.
- In Part II Item No 4. the number of schools not maintaining records of people progress is reported as 100 percent. The State may confirm whether no school is maintaining the record of pupil's progress or some error occurred in filling up the format.
- The number of in-service professional development programmes organized for teachers of both primary and upper primary levels seem to be fewer. Since investment in teacher training is the key for the success of any educational process, the State may like to pay more attention may on capacity building of teachers.
- It is observed that 23 percent of sanctioned CRC and 20 percent of sanctioned BRC coordinators are not in position. However, as per the last quarter report all sanctioned posts of BRC and CRC coordinators were occupied. Some clarification is required in this regard. As BRCs and CRCs play an integral role in school improvement through their onsite support, State may take appropriate steps to maintain the number of BRCs and CRCs as required.