

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

Quarter: IV

Year: 2014-15

Listed below are the reflections of NCERT based on the information received through the State Level Monitoring Format (STMF) of Punjab. The participation of Punjab in the Quality Monitoring Process is highly appreciable as STMF is received from the State regularly. We are glad to notice the efforts made by the educational functionaries of the State in enhancing the quality of elementary education.

Part – I

Section A: School Information

- *Number of schools:* It is good to noticed that most of the schools (approximately 95 percent) in the State have filled up the State Level Monitoring Format (STMF).The State may make more initiatives for ensuring participation of the remaining schools in the monitoring process.
- *Number of teachers:* The State haven't provided any information regarding 'additional requirement' of teachers at primary and upper primary levels. It requires a clarification whether the teacher positions are filled up in the State as per RTE norms or the data regarding vacant positions have missed from the STMF.
- *PTR Ratio:* It is reported in the STMF that there are 6983 primary and 2480 upper primary government schools in the State having PTR above 1:30 and 1:35, respectively. This situation needs attention of the authorities for bringing down the PTR ratio.

Section B: Attendance Information

- *Average daily attendance:* As per the attendance information reported in the STMF, major chunk of the schools in the State belongs to the category of above 80 percentage of average daily attendance. Few schools lying in the category of below 60 percentage can be given more attention to raise their attendance level.
- *Children with Special Needs:* As reported in the STMF of present quarter, there are about 66298 CWSN in the State. The initiatives made by the State in making classroom inclusive are noted. The State may give more attention for the needs of these children for encouraging and motivating the child to move along with the class room processes.

- *Out of School Children:* There are about 3365 OoSC in the State, admitted to age appropriate classes. However the State haven't mentioned any special training centers where these children are undergoing special trainings. It requires a clarification whether State missed the data regarding special training or there are no such training centres existing in the State.

Section C: Curriculum Transaction

- *Distribution of textbooks:* It is appreciable that all the schools in the State are distributing textbooks within one week after beginning of the session.
- *Strategies adopted for improving teaching learning process:* It is appreciated that teachers have adopted many strategies for improving teaching learning process like taking students for educational trips, one to one interaction, using teaching learning aids in classroom etc.

Section D: Continuous and Comprehensive Assessment

- *BRCCs monitoring progress of pupils' learning:* It is noticed that BRCCs in the State are monitoring progress of pupils' learning through various ways such as, through "Parvesh Project" at primary level, subject specific projects in "Science ,Math, English and Social Study" at upper primary level by DRPs, district science supervisor team at upper primary level, arranging competitions and random checking etc

Section E: Teacher Training

- *Suggestions for upcoming training programmes:* Key suggestions for upcoming training programmes include organising training programmes at the beginning of academic year, project work to be given to students, teaching should be based on activity based teaching method etc. These suggestions may be considered while organising future training programmes at DRC level.

Section F: Functioning of SMC

- *Schools having SMCs:* It is clear from the State Level Monitoring Format that all schools which filled up SMF have constituted school management committees. However the data regarding number of schools were school development plan have been prepared and the schools involving SMCs in the preparation of this plan has not been provided.

Section G: Learners' Assessment

- *Primary level:* The learners' achievement provided by the State in the STMF for primary level is shown in Table 1. It is appreciable that achievement of most of the Students in the State falls in the category of A and B Grades. However the State educational authorities can ask the corresponding schools to pay more attention to the students securing lower grades D and E, so that their achievement level can be raised.

Table 1: The learners' achievement for Primary Level

Grade	Class-I		Class -II		Class -III			Class -IV			Class -V		
	L (%)	M (%)	L (%)	M (%)	L (%)	M (%)	E (%)	L (%)	M (%)	E (%)	L (%)	M (%)	E (%)
A	29	27	28	28	29	27	INP	28	25	27	30	25	27
B	26	26	27	27	26	26	INP	28	27	27	27	26	27
C	24	24	24	24	23	25	INP	23	25	24	23	26	24
D	13	14	13	13	13	14	INP	13	15	14	13	25	14
E	8	9	7	8	8	9	INP	9	9	9	8	9	8

- *Upper Primary level:* Table 2 gives the learners' achievement for Students at upper primary level. The achievement level of children in upper primary classes seems satisfactory as learners achievement of majority of the children falls in the category of B and C. More efforts if initiated by the State in bringing overall achievement higher will be appreciated.

Table 2: The learners' achievement for Upper Primary Level

Grade	Class-VI				Class-VII				Class-VIII			
	L(%)	M(%)	SC(%)	SS(%)	L(%)	M(%)	SC(%)	SS(%)	L(%)	M(%)	SC(%)	SS(%)
A	22	16	18	17	22	16	18	18	23	17	19	19
B	25	21	23	22	26	21	23	22	27	22	24	23
C	25	27	27	26	27	27	28	26	26	27	28	26
D	16	20	19	19	16	22	20	19	15	20	19	19
E	12	16	13	16	19	14	12	16	9	14	10	3

Part – II

- *School Visits by DRCCs:* It is appreciated that all the DRCCs are visiting schools once a month. Some suggestions made by the DRCCs to improve classroom teaching include use more TLM in teaching, use play way method, prefer smart class in the class room during teaching gives more examples from their daily lives, create friendly atmosphere in

a class room and give students more opportunities to express. The State may look into these suggestions so that it can be effectively incorporated in the classroom processes.

- *Pupils' progress:* It is good to notice that all the schools in the State are maintaining records of pupil's progress.
- *Coverage of syllabus:* All schools in the State have coverage of more than 60 percentage of syllabus. The concern of the State educational functionaries in this regards is highly appreciable.
- *DPOs not providing QMTs regularly:* All the DPOs in the State are providing QMTs regularly and join their hands in the monitoring process.

Part – III

- *In-service teacher training programmes:* The State have organised in-service teacher training programs for the teachers of both primary and upper primary level. But in primary level the number of training programme is mentioned as 1 and the target achieved given as 88%. A clarification is required in this regard.
- *Issues emerging from programmes:* It is noticed that there are few issues emerging from the in service training programmes at both primary and upper primary levels. This includes making classes teaching friendly, more attention to CWSN, maintaining Maths Lab/Corner in all schools, maximum work of this subject should be done by the students with the help of teachers, daily assignments and home work should be checked by the teacher and appreciation should be given even to be students. These suggestions may be given prior consideration while organising training programmes in the coming quarters.

Part – IV

- *Quality interventions:* Regarding the kind of quality interventions provided by the State, it is noticed that the State have provided training on RTE Act in the last quarter. We hope that the State may organize more quality intervention programmes for pedagogy and assessment, children admitted to age-appropriate classes and training for SMC members on 'schools development plan' in the coming quarters.

Part - V

- *Status of CRCs/BRCs:* There are 1499 and 852 sanctioned posts for CRCs and BRCs. However, the existing posts for both are 1160 and 679 respectively. The vacant posts of both CRCs and BRCs may be filled up.
- *Performance of Educational structures:* As per the SPD's perception on extent up to which the academic structures are meeting State's expectation in providing desired support for quality improvement of education process, it has been observed all the educational structures are rated as 4 out of 5. This reveals that all the educational functionaries in the State are performing at 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 material related to the quality monitoring can be viewed on the portal.