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

Year: 2015-16

Quarter: IV

The State of Punjab has taken initiatives to implement Quality Monitoring Tools in elementary schools of the State. The State has submitted QMTs for all the last six quarters. Following observations are made on the basis of information provided in the filled in State Level Monitoring Format (STMF). Although the information provided in the format show progressive and positive indications, there are few issues which need to be given attention. The State may look into them and take appropriate steps.

Part – I

Section A: School Information

- *Number of schools*: The information provided under Section A Item No.2 (a) and (b) of the State Monitoring Format reveals the number of schools in the State and number of schools filling up SMFs. However, it is noticed that the State has not provided any information regarding the *total number of schools in the State and total number of schools filling up STMF*. **The State needs to provide necessary data in the report of next quarters.**

- *Number of teachers:* In response to the number of teachers, it is found that the State has not provided any information regarding the required posts of teachers as per RTE norms. **It may be clarified whether the teacher positions in the State are being filled up as per RTE norms or State has missed the data in the present report.**

- *Pupil Teacher Ratio:* We would like to put it into your notice that information regarding pupil teacher ratio, the number of teachers in the State who have failed to join the place of posting in last quarter and teachers attached elsewhere than place of posting are not provided in the STMF. **These quality parameters are very important and therefore information may be collected and provided in the next quarter reports.**

Section B: Attendance Information

- *Number of schools with 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 percent of average daily attendance. However, there are some schools with low students attendance. **Few schools lying in the category of below 60 percent can be given more attention by the State to raise their attendance level.** This needs special attention.

- *Children with Special Needs:* It has been reported that there are 77671 Children with Special Needs (CWSN) in the State which indicates an average of four CWSN per school. The State may arrange adequate infrastructural and resource support to meet the requirement of these children to retain their attendance.

- *Out of School Children:* It is appreciated that 3832 boys and 3222 girls have been admitted in age appropriate classes under RTE. However, the State has not mentioned any special training centers where these children are undergoing for special trainings. The number of Out of School Children who have dropped out of special training programme has also not been reported.

Section C: Curriculum Transaction

- *Distribution of textbooks:* **State has not provided any information regarding textbook distribution in the report of present quarter. Reasons behind these may be clarified.**

- *Strategies adopted for improving teaching learning process*: Few initiatives adopted by the teachers for improving teaching learning processes like visiting local places, conducting quiz, poster, college making activities are being noticed. However, **teachers can be motivated and encouraged to adopt innovative strategies to make the teaching learning process enjoyable and effective further.**

Section D: Continuous and Comprehensive Assessment

- *CRCCs monitoring progress of pupils' learning:* Various ways through which the CRCCs are monitoring the progress of pupils' learning are appreciable and noticeable.

Section E: Teacher Training

- *Suggestions for upcoming training programmes:* Teacher training is important element of regular teaching profession. Various suggestions have been provided in the report for

upcoming training programmes. These suggestions may be considered while organising future training programmes at the district level.

Section F: Functioning of SMCs

- *Schools having SMCs and their participation in School Development Plans*: It is clear from the State Level Monitoring Format that all schools in the State have constituted SMCs. However, the number of schools where school development plan has been prepared, number of schools involving SMCs in preparation of this plan and number of SMCs which were given training about their roles and functions are given as NA. This is an important information and all the concerned functionaries are directed to monitor this component.

Section G: Learners' Assessment

- *Primary level:* Table 1 shows the learners achievement level of children at primary level. As per the given information, it is noticed that achievement level of the children in the State seems good as majority of the children falls in the category of A and B which has a promising future.

| Grade | Table 1: Learner's Assessment for primary level | | | | | | | | | | | | | | |
| | Class-I | | | Class-II | | | Class- III | | | Class-IV | | | Class-V | | |
	L (%)	M (%)	E.V.S (%)	L (%)	M (%)	E.V.S (%)	L (%)	M (%)	E.V.S (%)	L (%)	M (%)	E.V.S (%)	L (%)	M (%)	E.V.S (%)
A	27	26	NA	28	27	NA	28	27	NA	27	25	25	26	21	27
B	26	25	NA	27	26	NA	27	27	NA	27	28	27	28	26	29
C	24	25	NA	24	24	NA	23	25	NA	23	25	25	23	26	23
D	14	15	NA	14	14	NA	14	14	NA	14	14	15	14	18	13
E	9	9	NA	8	8	NA	8	8	NA	9	9	9	9	9	8

- *Upper Primary level:* The learners' achievement for upper-primary level is presented in the Table 2. It is noticed that most of the children are scoring Grades B and C. Efforts are needed to be taken by the State to bring improvement in the achievement levels of children scoring lower Grades, so that they will be able to perform academically better.

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. (%)
A	21	16	18	17	21	16	18	18	26	26	28	27
B	24	21	22	22	25	21	22	23	25	25	27	26
C	24	26	26	26	25	26	26	26	25	25	24	24
D	18	22	20	20	17	22	20	20	15	15	14	14
E	13	16	14	15	12	15	14	14	9	9	8	9

Part – II

- *School Visits by CRCCs:* The timely visits made by the CRCCs to schools seem to be encouraging. The inputs and suggestions provided by the CRCCs may help in improving classroom processes and betterment of quality of education. We would like to know about the inputs and suggestions provided by the CRCCs

- *Pupils' progress and coverage of syllabus:* It is appreciable to notice that all schools are maintaining records of pupil's progress in the schools and all schools are having more that 60 percent coverage of syllabus. You may ask the field functionaries to compile/analyse such suggestions and send it to us separately.

Part – III

- *In-service teacher training programmes:* In-service teacher trainings are very crucial in enriching the teachers professionally. However, the State has not provided any information regarding the number of in-service teacher training programmes organised at primary level. It is also observed that only few programmes are organised at upper primary level. **State may organise more number of teacher training programmes in the coming quarters to improve the professional capabilities of the teachers.**

Part – IV

- *Field Visits by DPOs:* DPOs in the State are making adequate school visits. However, feedback bought by the DPOs on quality is not provided, which may also be included in the future reports for strengthening quality of education. Follow ep of such feedback may also be provided.

- *Coordination Meetings between DPOs and DIETs:* It is good to notice that the coordination meetings between DPOs and DIETs are held mostly.

Part – V

- *Status of CRCs and BRCs:* All 1499 sanctioned posts of CRCCs and 852 sanctioned posts of BRCCs are in position, which is a commendable achievement of the State.

- *Performance of Educational structures:* As per the SPD's perception on the 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 that all the educational structures are rated as 4 (1 as least and 5 as greatest). This infers that all the educational functionaries are performing their best in achieving the set goal.

- It has been generally noticed that many important aspects of monitoring have not been responded indicating that monitoring officials are ignoring them. All these elements are significant from the point of view of quality of education. Therefore the authorities may kindly look into it.

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