

STATE MONITORING FORMAT

(To be completed by SPD and sent to NCERT)

Quarter under Report

I	II	III	✓ IV
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 Year

2	0	1	4
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1	5
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Period of quarter: **January to March**

General Guidelines:

1. This format has four parts, I, II, III, IV and V. Part I, II, III & IV will be completed by consolidating information received from all DPOs through DMFs.
2. Part V will be completed by the SPD on the basis of his/her perceptions.
3. Information provided should belong to the quarter under report only.
4. Completed STMf should be submitted to NCERT.
5. Guidelines given in each part should be read carefully before answering the questionnaire.

Part-I

(To be consolidated by SPD using information from DMF (Part I) filled by DPOs of all districts)

Section A: School Information

1. (a) CRC : **20** , BRC_ **Nil** , District **Single** , State : **Chandigarh**

2. (a) Number of schools in the clusters -**107 Schools**

I - V	106	VI - VIII		I - VIII	99	Any other		Total	107
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(b) Number of schools which filled up SMFs

I - V	106	VI - VIII		I - VIII	99	Any other		Total	107
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Remark:- All schools (except 7 Primary schools) are composite schools.

© Number of clusters which filled up CMF—

All 20 clusters

3. Number of Teachers:

In Position

Required Posts
(as per RTE Norms)

Remarks

(a) Primary Teachers

(i) Regular

710

698

(ii) Contractual

783

698 +775 is
additional
requirement

(b) Upper Primary Teachers (i) Regular

957

(ii) Contractual

651

775

Remark:- Recruitment Process of 1037 teachers (JBTs-489 & TGTs-548) is going on.

(Details showing PTR as per U-DISE is placed at Annexure 'A')

Section B: Attendance Information

4. Information about attendance of students during last month in the State:

Month: ...**March, 2015**

Class	Number of schools with average daily attendance of :									Remarks
	Boys			Girls			Total			
	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%	
I	89	17	0	85	21	0	89	17	0	In 02 Girls Senior Secondary Schools (i.e. GGMSSS-18 & GGMSSS-20B) , there is no enrollment of boys from 6 th class onwards.
II	86	20	0	86	20	0	88	18	0	
III	99	7	0	100	6	0	100	6	0	
IV	98	8	0	96	10	0	97	9	0	
V	98	8	0	100	6	0	99	7	0	
VI	94	5	0	96	4	0	96	4	0	
VII	93	6	0	95	5	0	95	5	0	
VIII	93	4	0	95	3	0	96	2	0	02 Schools (i.e. GHS-Kajheri & GMS-Palsora Colony) have classes' upto 7 th only. These schools will have next higher class every year. In 01 school i.e. (GGMSSS-23 NYC) does not

										have Primary classes , it has classes from 6 th class onwards.
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5. Number of Children with Special Needs (CWSN) in government schools in the State.

3857

6. Steps taken by the schools to improve students' attendance:

- **Persuasion & counseling by teachers.**
- **Attendance scholarship**
- **Activity based teaching**
- **Meeting with SMCs to motivate parents to send their children school regularly.**
- **Appreciation to students having maximum attendance in school assembly or in front of whole class.**
- **Mid day meal, free text books and uniforms.**
- **Regular visits of volunteers to motivate students & parents for regularity and punctuality.**
- **Parents teacher meetings at regular interval.**
- **Child friendly teaching learning environment.**

7. (a) Number of out-of-children admitted to age-appropriate classes under RTE.

Boys:

2465

Girls:

1953

(b) Number of centers where these children are undergoing special training: **182**

Own schools	Other centers (NGO)	Residential centers	Any Other Non Residential Special Training Centres (NRSTC)
182 Centres	----	-----	04 Centres (VTC Building Snehalya at

			Maloya , Chandigarh) Nari Niketan-1 Juvenile Justice Home-01
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Section C: Curriculum Transaction

8. Number of schools distributing textbooks at different times after beginning of session

107

Within one week	Within one month	After one month
✓ (It is ensured that all the books are provided to students in the beginning i.e. first week of academic session except some titles which are received late from NCERT.)		

9 .What is SPO doing to improve system for timely distribution of textbooks?

Order for procurement of text books is placed well in advance with NCERT . As soon as the books are received from NCERT, are distributed to all the schools . It is ensured that all the children received text books well in time.

10. No. of teachers who received teacher/ (TLM) Grant and have utilized it. ----NA

	Received %	Utilized %
Percentage of primary teachers		
Percentage of upper primary teachers		

11. Initiatives/ strategies adopted by teachers for improving teaching learning process.

- **Need based teaching approaches**
- **Discussion/sharing of various teaching strategies during cluster level training programmes.**
- **Use of ICT**
- **Training inputs are used for making classroom transaction more effective.**
- **Experiential teaching /learning**
- **Preparation & use of TLM with the help of students.**
- **Use of technology multimedia to make teaching learning process more effective**

- **Peer/group learning.**
- **Use of reference material i.e. source books.**
- **Practice based activities .**

12. Specific efforts made for making classrooms inclusive (CWSN).

- **Individualized educational plan with modified curriculum to make teaching learning process CWSN friendly.**
- **Visits of Resource teachers for hand holding of general classroom teachers in respect of handling CWSN.**
- **Sitting plan as per the need of CWSN.**
- **Learning corners to facilitate the teaching learning process of CWSN.**
- **Peer sensitization by teachers.**

Section D: Continuous and Comprehensive Evaluation

13. How are CRCCs monitoring the progress of pupils' learning?

Observations of classroom teaching learning process. Interaction with teachers & students to know whether desired competency level is achieved or not.

Section E: Teacher Training

14. Ways in which training inputs were used by the teachers. Write five prominent examples.

- I. Teachers discuss the training inputs with their colleagues and try to implement the methods & techniques they learn in the training programme**
- II. Use of multimedia for effective teaching**
- III. Use of innovative teaching methods to make teaching learning more interesting and effective.**
- IV. Connecting subject content to their immediate environment.**
- V. Peer learning/group teaching**
- VI. Teachers apply the new methodologies and evaluation techniques which they learn during various training programmes and workshops.**
- VII. Preparation and use of low cost TLMs**
- VIII. Create joyful learning environment**
- IX. Optimum use of Maths and Science kits**

- X. Training in the subjects of Maths and Science enables teachers to encourage students to enhance their problem solving critical thinking skill.**

15. Suggestions for upcoming training programmes provided at the District level.

- **Training on subject content, addressing psychological needs and adolescent problems.**
- **Training with focus on Information Technology.**
- **Focus of the training should be subject content as well as latest developments in the education system.**
- **Training on handling learning disability.**

Section F: Functioning of SMC

Number %

16. Number of schools having School Management Committees (SMCs) in the State.

107	100
-----	-----

17. (a) Number of schools where School Development Plans have been prepared.

104	97
-----	----

(b) Number of schools involving SMCs in preparation of this plan.

104	97
-----	----

(c) Action taken on schools that did not involve SMCs.

During various meetings and orientation programmes school heads have been sensitized to prepare School Development Plan by involving SMCs.

Number %

18. (a) Number of SMCs which were given training about their roles and functions.

107	100
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(b) Action taken for coverage of SMCs not trained.

Section G: Learners' Assessment

19. (a) Details of Learner Achievement (Class wise and subject wise) for classes I-VIII for last quarter.

Number %

(i) Number of schools of the State which provided this information:

107	100
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Part-II

(To be consolidated by SPD using information from DMF Part II filled up by all DPOs)

1. (a) Number of classrooms (teaching) observed by the CRCCs in the last quarter: **January to March**

Range 02 to 03 classes per day.

- 2 (a) School visits by CRCCs:

Number of times visits were made to each school

Number of CRCCs visiting

- (i) Once in a month

- (ii) Once in two months

- (iii) Once in three months

- (iv) Once in four to six months

- (v) **3-4 times in a month.**

All 20 CRCCs

3. Suggestions provided by the CRCCs to improve classroom teaching.

- **To plan teaching strategies according to the learning level of students.**
- **To ensure reflection of various training programmes in classroom teaching.**
- **To promote Peer group learning**
- **Reinforce teaching through projects, experiments & TLMs.**
- **Faculty meeting/discussions on good classroom practices.**
- **To improve reading & writing skills among young graders.**
- **To participatory approach.**
- **Use of Multi media for making classroom teaching more effective.**

4. Number of schools not maintaining records of pupils' progress in the schools

Number %

Nil	
Nil	

5. (a) How many schools are having less than 60% coverage of the syllabus ?

(b) What has been done to address this issue? - **NA**

6. (a) Number of DPOs who are not providing QMTs regularly-**NA**

(b) What has been done to address this issue?- **NA**

Part-III

(To be consolidated by SPD using information from DMF Part III filled up by all DPOs)

1. Five important specific functions that BRCs performed in the district.-NA
2. Number of BRCs who prepared a schedule for visit of schools.-NA
3. Number of times each school was visited by BRCs on an average. -NA
4. Write five examples of professional support provided by the BRC to teachers during the last quarter. NA
5. How are BRCs monitoring the records of pupil progress in learning? - NA
- 6 (a) Mention the number of in-service professional development programmes for primary teachers organized in last quarter.

As per the PAB approval , 300 teachers teaching Primary classes attend (1) 5 days in-service training at SCERT. (2) 02 days follow up training at cluster level. (3) 05 days training attended by 98 teachers (as per PAB approval) on 'Hand Book on Curricular adaptation' prepared by NCERT.

- (b) What percent of current year's target has been achieved during last quarter?

100%

- (c) List major issues emerging from the programmes.

No issue emerged.

7. (a) How many in-service professional development programmes /workshops were organized for teachers of upper primary classes in the following subjects during last quarter?

(i) Mathematics

(ii) Science

All teachers teaching Maths and Science at Upper Primary level attended (1) 05 days in-service training at SCERT (2) 02 days follow up at cluster level .

(iii) Social Science

(iv) Language

(v) Arts Education

(vi) Health and Physical Education

(b) What percent of current year's target has been achieved during last quarter?

100%

(c) List major issues emerging from the programmes.----**NA**

Part-IV (Not Applicable)

(To be consolidated by SPD using information from DMF Part IV filled up by all DPOs)

1. Number of districts having 'quality monitoring' mechanism.

(a) The institutions involved _____

(b) Members of 'quality' monitoring _____

(c) Role of BRC/CRC in quality monitoring _____

(d) Role of DPO in 'quality' monitoring _____

2. What kind of 'quality interventions' were provided at district level in the last quarter?

Number of districts providing interventions

(a) Training of resource persons on RTE Act 2009

(b) Training of Resource Persons on Pedagogy and Assessment

(c) Training of SMC members on 'School Development Plan'

(d) Training of 'Educators' for special training of children admitted to age-appropriate classes

3. Number of districts organizing meetings of BRC, CRC and Head Teachers to understand the problems of district.

Number of districts organizing meetings

(a) Once in a month

(b) Once in two months

(c) Once in three months

(d) Once in four-six months

4. Field visits (schools) by DPOs during last quarter:

(a) Number of schools visited by DPOs on an average

(b) Mention the feedback from field on 'quality'. Mention priority areas, where intervention in next quarter will be provided by the DPOs.

5. (a) How often do DPOs and DIETs hold coordination meetings or coordinate between themselves for SSA activities (Please ✓ mark)

Number of districts coordinating :		
Mostly	Sometimes	Never

- (b) If there are problems, give details

6. List the areas for quality intervention where district needs support from the DIET in the next quarter.

Note: Part IV is not applicable, as Chandigarh is single district UT. Flow of information is directly from clusters to State Project Office (SPO)

Part-V

(To be completed by SPD on the basis of his/ her perceptions)

1. The textbooks used in the State at primary and upper primary stage are developed by (Mark ✓)

- | | |
|-------------------------|----------------------|
| (a). State Government | <input type="text"/> |
| (b). NCERT | <input type="text"/> |
| (c). Private publishers | <input type="text"/> |
| (d). Any other..... | <input type="text"/> |

2. When was the last revision of syllabi and textbooks initiated and completed in the State?

In UT, Chandigarh text books published by NCERT are being followed. Text books revision is done at the level of NCERT.

	Initiated	Completed
Primary: Syllabi	<input type="text"/>	<input type="text"/>
Textbooks	<input type="text"/>	<input type="text"/>
Upper Primary: Syllabi	<input type="text"/>	<input type="text"/>
Textbooks	<input type="text"/>	<input type="text"/>

3. Please furnish details of common training modules in use, if any, in training of different functionaries at primary and upper primary levels in the State

<i>Modules</i>	<i>Pry/Upper Pry</i>	<i>Year of development/procurement</i>
Padhne ki samajh	Primary	2009
(for Early Literacy Programme)		
Policy to practice	Primary	2010-2011
Modules/source books on subject		
Specific Content	Primary	2011-2012
(Hindi, English , Maths, Punjabi & EVS)		
Module/source book on subject specific	U. Primary	2011-2012
Content (Punjabi & Hindi)		
Shaping the way we Teach	Principals\ Heads	2011-12
Padhne ki samajh	Primary	2009
(for Early Literacy Programme)		
Mathematics Teacher Training Manual	Primary	2014

4. Status of CRCs/BRCs in the State:

	<i>Sanctioned Posts</i>	<i>In Position</i>
CRCs	20	20
BRCs	NA	NA

(However, there is one URC with 3 RPs)

5. Activities of SSA/RTE in which DIETs & SCERT were involved. Please State problems, if any.

In UT, Chandigarh earlier, there was State Institute of Education (SIE) but in 2014 it has been converted into SCERT. There is no DIET in UT, Chandigarh. SCERT is involved in all type of in-service teacher training programmes & development of source/resource material.

6. To what extent following structures met State's expectations in providing desired support for quality improvement of educational processes (Please rate on 5 point scale).

	<i>Least</i>	1	2	3	4	5	<i>Greatest</i>
CRCs		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
BRCs		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	NA
DIETs		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	NA
DPO		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	NA
SCERT		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

7. (a) Does the State have State Resource Group to advice on Quality?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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(b) If yes, when was last meeting held? What were the main recommendations? (Please attach copies of minutes and action taken)

The meeting was held in the month of March, 2015 (Copy of minutes of the meeting is attached at Annexure 'B').

8. (a) Major programmes / activities of SSA for quality enhancement during the current year

(2014-15)

- **In –service teacher trainings for Capacity Building of teachers and CRC Coordinators.**
- **Early literacy programme for classes I & II.**
- **Interaction sessions/meeting with SRG for improving Quality of Education.**

- Follow up training programme at cluster level.
 - Meetings/orientation programmes for SMCs to seek inputs for quality enhancement in school education.
 - Faculty meetings at school level to review the progress of children in particular subjects as reflected in QMTs.
 - Monitoring of classroom processes by SPO & CRC Coordinators for further on site support to the teachers.
- (b) Progress of these programmes during the quarter.
- Early Literacy Programme for classes I & II is going on in all the schools with the objective of reading with comprehension. It is being monitored by CRC Coordinators. As per the feedback received from CRC coordinators and school heads. Early Literacy Programme is proved helpful for reading with comprehension, inculcation of reading habits and love for reading among young graders , contextual reading, development of imagination etc.
 - Teachers are using training inputs in class room teaching learning processes.
 - On-site support to the teachers.
 - Post training follow up of classroom transactions.
 - After every quarter discussion on QMTs analysis at cluster/school level.
9. State Key problems encountered/identified during the quarter by the State, in the context of quality parameters:
- High PTR in some schools of peripheral areas.
 - Role of SMCs not as per expected level.
 - Due to regular appointment in the native states, contractual teachers appointed under SSA leave the job in the mid session.
10. Issues identified by the State for National level intervention if any (for Department of school Education & Literacy, MHRD, NCERT , other departments).

Dated: 02-06-2015

Name & Signature

By, State Project Director,
Sarva Shiksha Abhiyan Society
Ch. Parh Administration

MINUTES OF MEETING OF STATE RESOURCE GROUP (SRG) HELD ON 9TH & 10TH MARCH UNDER THE CHAIRMANSHIP OF DR. S. S. DAHIYA, DIRECTOR SCERT, SECTOR-32 CHANDIGARH.

List of members who attended the meeting is attached at Annexure-I.

A two days meeting of State Resource Group was held on 9th and 10th March, 2015 at GMSSS-19-C, Chandigarh under the chairmanship of Dr. Surender S. Dahiya, Director SCERT, Chandigarh.

In the beginning, Chairman welcomed all the members. The members were appraised about the initiatives taken up in the previous year for improvement in quality of education. Thereafter, the Chairman gave a broad outline of the issues to be discussed in the meeting and requested all the members to give their suggestions/ inputs.

ISSUES TAKEN UP

- Poor results in Achievement Surveys (for classes- 3, 8, 10) conducted by NCERT.
- Measures to be taken up to improve the performance of students.
- New Strategies for improvement in the quality of education like Work books, digital content etc.
- Class-Room Interaction between Teacher and taught needs to be reformed.
- Monitoring and mentoring of schools/teachers.
- High PTR in some schools.


All the issues were discussed one by one and members gave their inputs on the issues.

Dr. Surender Singh Dahiya, Chairman suggested that the services of Trainee Teachers from the institutions like SCERT and from B.Ed. colleges be utilized as a substitution during their Teaching practice (internship) against vacant posts of teachers in Govt. schools. All the members agreed unanimously.

Dy. Director School Education informed that problem of high PTR will soon be resolved with the recruitment of 1037 teachers. He was of the view that over crowding in classrooms can be handled effectively through peer tutoring.

All the members were of the opinion that:-

- Teachers should be accountable for achieving desired teaching learning outcomes .
- Teaching should be assessed by the teachers themselves as well as by Principals/Heads of Schools.
- There is a need of self-appraisal and self motivation among teachers to get desired outcomes. Also, teachers need to be motivated by the Principals and Officers for their innovative endeavors'.



Annexure 'A'

PTR (Pupil Teacher ratio) Govt. Schools as on 30.09.2014:

Table-1

Level	2014-15
Primary level	35:1
Upper Primary Level	31:1
Elementary level	33:1

Table-2

Level	No. of Govt. Schools where PTR is greater than 60	No. of Govt. Schools where PTR is less than & equal to 60 and greater than 40	No. of Govt. Schools where PTR is less than & equal to 40
Primary	3	24	79
Upper Primary	4	19	77
Elementary	2	22	83

Source –U_DISE 2014-15

(Remark:- Recruitment Process of 1037 teachers (JBTs-489 & TGTs-548) is going on.)

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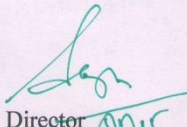
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- There is a need of self-appraisal and self motivation among teachers to get desired outcomes. Also, teachers need to be motivated by the Principals and Officers for their innovative endeavors'.



- ICT should be made an integral feature of Teacher –Learning process.
- There should be separate Academic coordinators/in-charges for the Primary/Elementary classes during evening shifts.
- Micro level planning is needed for quality improvement of the varying needs of different schools with respect to infrastructure and other components.
- Theatre workshops ^{maybe} ~~are~~ regularly organized for Primary Teachers to promote joyful and stress free activity based teaching learning at Primary level.
- The teachers should strictly follow the instructions for teachers given in NCERT books to interpret the books in appropriate perspective.
- School Heads / District Education Officer should monitor class-room transactions regularly and record it
- Every school should have its own activity calendar reflecting day wise/month wise activities.
- Academic plans developed by SCERT should strictly be adhered, to monitor the transaction of monthly syllabus.
- Concept of Peer learning to be implemented in true spirit.
- Follow up of teachers receiving training be taken through classroom transactions by School Heads /Academic Coordinators
- More and more oral communication exposure to students so as to enhance their ability to comprehend.
- NSS, NCC, Scouts and Guides volunteers to assist the school in finding out the whereabouts of dropout children.
- More and more possibilities to be explored to get maximum parental and community support.

The two days meeting concluded with vote of thanks to the chair.


 Director
 SCERT, Sector-32
 Chandigarh

MONITORING TOOL FOR QUALITY DIMENSIONS
Learners' Assessment (Elementary Level)

Quarter under report (Reporting Format) To be reported quarterly by SPC

I	II	III	✓ IV	Year	2014-15
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A. General Information

Name of State : Chandigarh

No. of Districts : Single

No. of BRC's : NIL

No. of CRC's : 20

No of Schools :Primary :

106

Upper
Primary : 99

B. Class-wise details of Learners Achievements(Total Students)

	No. of children	Subject*	Boys		Girls		Total	
			No.	%	No.	%	No.	%
Class 1	Hindi	Language Hindi						
	8480	A	1529	35.43	1726	41.44	3255	38.38
		B	1284	29.76	1218	29.24	2502	29.50
		C	926	21.46	783	18.80	1709	20.15
		D	546	12.65	396	9.51	942	11.11
		E	30	0.70	42	1.01	72	0.85
		TOTAL	4315	100	4165	100	8480	100
	English	English						
	8460	A	1426	33.07	1617	38.98	3043	35.97
		B	1302	30.19	1230	29.65	2532	29.93
		C	970	22.50	849	20.47	1819	21.50
		D	580	13.45	417	10.05	997	11.78
		E	34	0.79	35	0.84	69	0.82
		TOTAL	4312	100	4148	100	8460	100
	Maths	Maths						
	8481	A	1713	39.70	1811	43.47	3524	41.55
		B	1240	28.74	1216	29.19	2456	28.96
		C	853	19.77	723	17.35	1576	18.58
		D	478	11.08	379	9.10	857	10.10
		E	31	0.72	37	0.89	68	0.80
		TOTAL	4315	100	4166	100	8481	100

Grade 'A' represents 80% Marks and above

Grade 'B' represents 65% to 79% Marks

Grade 'C' represents 50% to 64% Marks

Grade 'D' represents 35% to 49% Marks

Grade 'E' represents below 35% Marks

Class 2	No. of children	Subject*	Boys		Girls		Total	
		Language	No.	%	No.	%	No.	%
	HINDI	Hindi						
	9979							
		A	1947	39.00	2068	41.47	4015	40.23
		B	1392	27.88	1358	27.23	2750	27.56
		C	982	19.67	935	18.75	1917	19.21
		D	569	11.40	549	11.01	1118	11.20
		E	102	2.04	77	1.54	179	1.79
		TOTAL	4992	100	4987	100	9979	100
	English	English						
	9982							
		A	1659	33.22	1735	34.78	3394	34.00
		B	1436	28.75	1428	28.63	2864	28.69
		C	1148	22.99	1092	21.89	2240	22.44
		D	663	13.28	651	13.05	1314	13.16
		E	88	1.76	82	1.64	170	1.70
		TOTAL	4994	100	4988	100	9982	100
	Maths	Maths						
	9979							
		A	2061	41.29	2065	41.41	4126	41.35
		B	1382	27.68	1377	27.61	2759	27.65
		C	973	19.49	936	18.77	1909	19.13
		D	499	10.00	534	10.71	1033	10.35
		E	77	1.54	75	1.50	152	1.52
		TOTAL	4992	100	4987	100	9979	100

	No. of children	Subject*	Boys		Girls		Total	
			No.	%	No.	%	No.	%
Class 3	11064	Hindi	No.	%	No.	%	No.	%
		A1	787	13.65	947	18	1734	15.67
		A2	808	14.01	882	17	1690	15.27
		B1	834	14.46	872	16	1706	15.42
		B2	850	14.74	766	14	1616	14.61
		C1	870	15.09	633	12	1503	13.58
		C2	871	15.10	692	13	1563	14.13
		D	617	10.70	416	8	1033	9.34
		E1	105	1.82	76	1	181	1.64
		E2	25	0.43	13	0	38	0.34
		TOTAL	5767	100	5297	100	11064	100
	11103	English	No.	%	No.	%	No.	%
		A1	689	11.92	769	14	1458	13.13
		A2	730	12.63	758	14	1488	13.40
		B1	838	14.49	811	15	1649	14.85
		B2	814	14.08	781	15	1595	14.37
		C1	850	14.70	779	15	1629	14.67
		C2	1031	17.83	739	14	1770	15.94
		D	677	11.71	571	11	1248	11.24
		E1	131	2.27	95	2	226	2.04
		E2	22	0.38	18	0	40	0.36
		TOTAL	5782	100	5321	100	11103	100
	11124	Maths	No.	%	No.	%	No.	%
		A1	801	13.85	739	14	1540	13.84
		A2	884	15.29	865	16	1749	15.72
		B1	988	17.08	975	18	1963	17.65
		B2	942	16.29	889	17	1831	16.46
		C1	839	14.51	775	15	1614	14.51
		C2	830	14.35	675	13	1505	13.53
		D	405	7.00	354	7	759	6.82
		E1	82	1.42	60	1	142	1.28
		E2	12	0.21	9	0	21	0.19
		TOTAL	5783	100	5341	100	11124	100
	11108	EVS	No.	%	No.	%	No.	%
		A1	707	12.24	818	15	1525	13.73
		A2	831	14.38	843	16	1674	15.07
		B1	949	16.43	946	18	1895	17.06
		B2	923	15.98	850	16	1773	15.96
		C1	892	15.44	756	14	1648	14.84
		C2	823	14.25	649	12	1472	13.25
		D	561	9.71	397	7	958	8.62
		E1	78	1.35	65	1	143	1.29
		E2	13	0.23	7	0	20	0.18
		TOTAL	5777	100	5331	100	11108	100

Grade 'A1' represents 91% to 100 % Marks

Grade 'A2' represents 81% to 90% Marks

Grade 'B1' represents 71 % to 80% Marks

Grade 'B2' represents 61 % to 70 % Marks

Grade 'C1' represents 51% to 60% Marks

Grade 'C2' represents 41% to 50% Marks

Grade 'D' represents 33% to 40% Marks

Grade 'E1' represents 21% to 32% Marks

Grade 'E2' represents 0 to 20% Marks

Class 4	No. of children	Subject*	Boys		Girls		dk	
			No.	%	No.	%	No.	%
Class 4	12070	Hindi	No.	%	No.	%	No.	%
		A1	740	12.03	965	16	1705	14.13
		A2	855	13.90	1070	18	1925	15.95
		B1	917	14.91	1003	17	1920	15.91
		B2	890	14.47	834	14	1724	14.28
		C1	942	15.32	757	13	1699	14.08
		C2	1071	17.42	773	13	1844	15.28
		D	584	9.50	427	7	1011	8.38
		E1	128	2.08	74	1	202	1.67
		E2	22	0.36	18	0	40	0.33
		TOTAL	6149	100	5921	100	12070	100
	12086	English	No.	%	No.	%	No.	%
		A1	637	10.35	811	14	1448	11.98
		A2	775	12.59	908	15	1683	13.93
		B1	858	13.94	943	16	1801	14.90
		B2	911	14.80	865	15	1776	14.69
		C1	986	16.01	900	15	1886	15.60
		C2	1124	18.26	851	14	1975	16.34
		D	709	11.52	541	9	1250	10.34
		E1	132	2.14	90	2	222	1.84
		E2	25	0.41	20	0	45	0.37
		TOTAL	6157	100	5929	100	12086	100
	10213	Punjabi	No.	%	No.	%	No.	%
		A1	534	10.30	718	14	1252	12.26
		A2	612	11.81	787	16	1399	13.70
		B1	704	13.59	729	14	1433	14.03
		B2	803	15.50	776	15	1579	15.46
		C1	814	15.71	707	14	1521	14.89
		C2	910	17.56	765	15	1675	16.40
		D	641	12.37	435	9	1076	10.54
		E1	149	2.88	101	2	250	2.45
		E2	15	0.29	13	0	28	0.27
		TOTAL	5182	100	5031	100	10213	100
	12086	Maths	No.	%	No.	%	No.	%
		A1	726	11.79	792	13	1518	12.56
		A2	862	14.00	938	16	1800	14.89
		B1	1015	16.49	1001	17	2016	16.68
		B2	997	16.19	927	16	1924	15.92
		C1	986	16.01	937	16	1923	15.91
		C2	957	15.54	804	14	1761	14.57
		D	497	8.07	424	7	921	7.62
		E1	98	1.59	92	2	190	1.57
		E2	19	0.31	14	0	33	0.27
		TOTAL	6157	100	5929	100	12086	100
	12191	EVS	No.	%	No.	%	No.	%
		A1	679	11.03	905	15	1584	13.11
		A2	827	13.43	919	16	1746	14.45
		B1	903	14.67	1018	17	1921	15.89
		B2	986	16.01	893	15	1879	15.55
		C1	1055	17.13	894	15	1949	16.13
		C2	977	15.87	814	14	1791	14.82
		D	620	10.07	401	7	1021	8.45
		E1	87	1.41	63	1	150	1.24
		E2	23	0.37	22	0	150	0.37
		TOTAL	6157	100	5929	100	12191	100

	No. of children	Subject*	Boys		Girls		Total	
			No.	%	No.	%	No.	%
Class 5	12652	Hindi	No.	%	No.	%	No.	%
		A1	670	10.26	1016	17	1686	13.33
		A2	918	14.06	1145	19	2063	16.31
		B1	1059	16.22	1076	18	2135	16.87
		B2	1031	15.79	922	15	1953	15.44
		C1	1054	16.15	787	13	1841	14.55
		C2	1047	16.04	710	12	1757	13.89
		D	620	9.50	411	7	1031	8.15
		E1	117	1.79	42	1	159	1.26
		E2	12	0.18	15	0	27	0.21
		TOTAL	6528	100	6124	100	12652	100
	12760	English	No.	%	No.	%	No.	%
		A1	577	8.77	792	13	1369	10.73
		A2	835	12.69	1006	16	1841	14.43
		B1	953	14.49	1029	17	1982	15.53
		B2	1064	16.17	905	15	1969	15.43
		C1	1130	17.18	909	15	2039	15.98
		C2	1083	16.46	925	15	2008	15.74
		D	787	11.96	529	9	1316	10.31
		E1	130	1.98	75	1	205	1.61
		E2	20	0.30	11	0	31	0.24
		TOTAL	6579	100	6181	100	12760	100
	10669	Punjabi	No.	%	No.	%	No.	%
		A1	505	9.18	721	14	1226	11.49
		A2	654	11.89	838	16	1492	13.98
		B1	743	13.50	840	16	1583	14.84
		B2	835	15.18	765	15	1600	15.00
		C1	918	16.68	717	14	1635	15.32
		C2	1001	18.19	729	14	1730	16.22
		D	718	13.05	472	9	1190	11.15
		E1	105	1.91	65	1	170	1.59
		E2	23	0.42	20	0	43	0.40
		TOTAL	5502	100	5167	100	10669	100
	12759	Maths	No.	%	No.	%	No.	%
		A1	631	9.58	730	12	1361	10.67
		A2	832	12.63	918	15	1750	13.72
		B1	967	14.68	995	16	1962	15.38
		B2	1156	17.55	1036	17	2192	17.18
		C1	1142	17.33	974	16	2116	16.58
		C2	1068	16.21	876	14	1944	15.24
		D	645	9.79	528	9	1173	9.19
		E1	125	1.90	101	2	226	1.77
		E2	22	0.33	13	0	35	0.27
		TOTAL	6588	100	6171	100	12759	100
	12904	EVS	No.	%	No.	%	No.	%
		A1	699	10.50	890	14	1589	12.31
		A2	865	12.99	1016	16	1881	14.58
		B1	1004	15.08	1061	17	2065	16.00
		B2	1078	16.19	953	15	2031	15.74
		C1	1114	16.73	972	16	2086	16.17
		C2	1094	16.43	784	13	1878	14.55
		D	630	9.46	426	7	1056	8.18
		E1	88	1.32	50	1	138	1.07
		E2	88	1.32	92	1	180	1.39
		TOTAL	6660	100	6244	100	12904	100

	No. of children	Subject*	Boys		Girls		Total	
			No.	%	No.	%	No.	%
class 6	13654	Hindi	No.	%	No.	%	No.	%
		A1	250	3.52	425	6	675	4.94
		A2	590	8.32	816	12	1406	10.30
		B1	876	12.35	1033	16	1909	13.98
		B2	1089	15.35	1142	17	2231	16.34
		C1	1208	17.03	1088	17	2296	16.82
		C2	1434	20.21	1070	16	2504	18.34
		D	1200	16.92	691	11	1891	13.85
		E1	390	5.50	272	4	662	4.85
		E2	57	0.80	23	0	80	0.59
		TOTAL	7094	100	6560	100	13654	100
	13805	English	No.	%	No.	%	No.	%
		A1	169	2.36	230	3	399	2.89
		A2	422	5.89	524	8	946	6.85
		B1	664	9.26	749	11	1413	10.24
		B2	664	13.44	1050	16	2013	14.58
		C1	664	18.01	1215	18	2506	18.15
		C2	1560	21.77	1345	20	2905	21.04
		D	1372	19.14	1015	15	2387	17.29
		E1	659	9.19	468	7	1127	8.16
		E2	67	0.93	42	1	109	0.79
		TOTAL	6241	100	6638	100	13805	100
	11323	Punjabi	No.	%	No.	%	No.	%
		A1	175	3.01	290	5	465	4.11
		A2	421	7.24	637	12	1058	9.34
		B1	701	12.06	822	15	1523	13.45
		B2	701	15.24	896	16	1782	15.74
		C1	701	17.58	869	16	1891	16.70
		C2	1164	20.02	958	17	2122	18.74
		D	984	16.93	701	13	1685	14.88
		E1	409	7.04	305	6	714	6.31
		E2	51	0.88	32	1	83	0.73
		TOTAL	5307	100	5510	100	11323	100
	13804	Maths	No.	%	No.	%	No.	%
		A1	212	2.96	256	4	468	3.39
		A2	398	5.55	445	7	843	6.11
		B1	631	8.80	671	10	1302	9.43
		B2	631	11.65	894	13	1729	12.53
		C1	631	15.06	1166	18	2245	16.26
		C2	1627	22.70	1367	21	2994	21.69
		D	1576	21.99	1197	18	2773	20.09
		E1	717	10.00	575	9	1292	9.36
		E2	92	1.28	66	1	158	1.14
		TOTAL	6515	100	6637	100	13804	100
	13804	Science	No.	%	No.	%	No.	%
		A1	263	3.67	335	5	598	4.33
		A2	458	6.39	529	8	987	7.15
		B1	594	8.29	789	12	1383	10.02
		B2	934	13.03	955	14	1889	13.68
		C1	1176	16.41	1084	16	2260	16.37
		C2	1506	21.02	1386	21	2892	20.95
		D	1459	20.36	1087	16	2546	18.44
		E1	662	9.24	412	6	1074	7.78
		E2	114	1.59	61	1	175	1.27
		TOTAL	7166	100	6638	100	13804	100
	13805	Social Science	No.	%	No.	%	No.	%
		A1	210	2.93	287	4	497	3.60
		A2	359	5.01	463	7	822	5.95
		B1	576	8.04	717	11	1293	9.37
		B2	576	11.90	955	14	1808	13.10
		C1	576	15.71	1098	17	2224	16.11
		C2	1637	22.84	1415	21	3052	22.11
		D	1651	23.04	1234	19	2885	20.90
		E1	643	8.97	412	6	1055	7.64
		E2	112	1.56	57	1	169	1.22
		TOTAL	6340	100	6638	100	13805	100

	No. of children	Subject*	Boys		Girls		Total	
			No.	%	No.	%	No.	%
Class 7	13976	Hindi	No.	%	No.	%	No.	%
		A1	255	3.49	463	7	718	5.31
		A2	588	8.04	903	15	1491	11.02
		B1	954	13.05	1131	18	2085	15.41
		B2	1189	16.26	1085	17	2274	16.81
		C1	1319	18.04	997	16	2316	17.12
		C2	1501	20.53	875	14	2376	17.57
		D	1116	15.26	576	9	1692	12.51
		E1	345	4.72	167	3	512	3.79
		E2	46	0.63	16	0	512	0.46
		TOTAL	7313	100	6213	100	13976	100
	14278	English	No.	%	No.	%	No.	%
		A1	170	2.30	231	4	401	2.93
		A2	393	5.32	570	9	963	7.05
		B1	750	10.15	842	13	1592	11.65
		B2	991	13.41	1061	17	2052	15.01
		C1	1391	18.82	1253	20	2644	19.34
		C2	1731	23.42	1172	19	2903	21.24
		D	1502	20.32	833	13	2335	17.08
		E1	394	5.33	300	5	694	5.08
		E2	69	0.93	16	0	694	0.62
		TOTAL	7391	100	6278	100	14278	100
	12009	Punjabi	No.	%	No.	%	No.	%
		A1	218	3.55	327	6	545	4.79
		A2	488	7.94	683	13	1171	10.28
		B1	671	10.91	760	15	1431	12.57
		B2	877	14.26	858	16	1735	15.24
		C1	1103	17.94	789	15	1892	16.62
		C2	1307	21.26	873	17	2180	19.14
		D	1015	16.51	654	12	1669	14.66
		E1	421	6.85	272	5	693	6.09
		E2	48	0.78	23	0	693	0.62
		TOTAL	6148	100	5239	100	12009	100
	14600	Maths	No.	%	No.	%	No.	%
		A1	210	2.84	253	4	463	3.39
		A2	412	5.58	466	7	878	6.42
		B1	593	8.02	650	10	1243	9.09
		B2	780	10.55	750	12	1530	11.19
		C1	1058	14.32	972	15	2030	14.85
		C2	1713	23.18	1346	21	3059	22.38
		D	1875	25.37	1292	21	3167	23.17
		E1	618	8.36	497	8	1115	8.16
		E2	131	1.77	54	1	1115	1.24
		TOTAL	7390	100	6280	100	14600	100
	14581	Science	No.	%	No.	%	No.	%
		A1	266	3.59	362	6	628	4.58
		A2	436	5.88	579	9	977	7.12
		B1	671	9.04	714	11	1385	10.10
		B2	876	11.81	961	15	1837	13.39
		C1	1131	15.24	1116	18	2247	16.38
		C2	1682	22.67	1222	19	2904	21.17
		D	1583	21.34	974	15	2557	18.64
		E1	693	9.34	330	5	1023	7.46
		E2	81	1.09	42	1	1023	0.90
		TOTAL	7419	100	6300	100	14581	100
	14364	Social Science	No.	%	No.	%	No.	%
		A1	242	3.27	342	5	584	4.27
		A2	436	5.90	616	10	1052	7.70
		B1	656	8.88	861	14	1517	11.10
		B2	924	12.50	935	15	1859	13.60
		C1	1285	17.39	1024	16	2309	16.89
		C2	1703	23.04	1162	19	2865	20.96
		D	1584	21.43	1016	16	2600	19.02
		E1	495	6.70	294	5	789	5.77
		E2	65	0.88	28	0	789	0.68
		TOTAL	7390	100	6278	100	14364	100

Class 8	No. of children	Subject*	Boys		Girls		Total	
	13788	Hindi	No.	%	No.	%	No.	%
		A1	345	4.72	646	10	991	7.35
		A2	697	9.55	1012	16	1709	12.68
		B1	1120	15.34	1163	19	2283	16.94
		B2	1283	17.57	1136	18	2419	17.95
		C1	1299	17.79	913	15	2212	16.41
		C2	1332	18.24	763	12	2095	15.54
		D	982	13.45	423	7	1405	10.42
		E1	224	3.07	113	2	337	2.50
		E2	20	0.27	9	0	337	0.22
		TOTAL	7302	100	6178	100	13788	100
	14316	English	No.	%	No.	%	No.	%
		A1	170	2.30	247	4	417	3.05
		A2	345	4.66	530	8	875	6.39
		B1	662	8.94	850	14	1512	11.05
		B2	1003	13.54	1032	16	2035	14.87
		C1	1343	18.13	1147	18	2490	18.19
		C2	1755	23.69	1268	20	3023	22.08
		D	1511	20.40	863	14	2374	17.34
		E1	511	6.90	284	5	795	5.81
		E2	107	1.44	61	1	795	1.23
		TOTAL	7407	100	6282	100	14316	100
	11581	Punjabi	No.	%	No.	%	No.	%
		A1	235	3.86	399	8	634	5.68
		A2	519	8.53	846	17	1365	12.22
		B1	789	12.97	869	17	1658	14.84
		B2	1079	17.74	911	18	1990	17.82
		C1	1138	18.71	756	15	1894	16.96
		C2	1161	19.09	737	14	1898	16.99
		D	856	14.08	398	8	1254	11.23
		E1	285	4.69	159	3	444	3.97
		E2	19	0.31	14	0	444	0.30
		TOTAL	6081	100	5089	100	11581	100
	15037	Maths	No.	%	No.	%	No.	%
		A1	204	2.75	312	5	516	3.77
		A2	385	5.20	476	8	861	6.29
		B1	593	8.00	620	10	1213	8.86
		B2	714	9.64	724	12	1438	10.50
		C1	940	12.69	909	14	1849	13.51
		C2	1469	19.83	1227	20	2696	19.69
		D	1984	26.78	1268	20	3252	23.76
		E1	950	12.82	656	10	1606	11.73
		E2	169	2.28	89	1	1606	1.88
		TOTAL	7408	100	6281	100	15037	100
	14314	Science	No.	%	No.	%	No.	%
		A1	330	4.48	467	7	797	5.86
		A2	514	6.98	665	11	1179	8.67
		B1	787	10.69	807	13	1594	11.72
		B2	945	12.84	875	14	1820	13.38
		C1	1207	16.40	1051	17	2258	16.60
		C2	1477	20.07	1229	20	2706	19.90
		D	1502	20.41	884	14	2386	17.55
		E1	542	7.36	245	4	787	5.79
		E2	56	0.76	16	0	787	0.53
		TOTAL	7360	100	6239	100	14314	100
	14196	Social Science	No.	%	No.	%	No.	%
		A1	256	3.46	398	6	654	4.78
		A2	447	6.03	605	10	1052	7.69
		B1	733	9.90	780	12	1513	11.06
		B2	896	12.10	889	14	1785	13.05
		C1	1204	16.25	1098	18	2302	16.83
		C2	1675	22.61	1269	20	2944	21.52
		D	1633	22.05	935	15	2568	18.77
		E1	442	5.97	247	4	689	5.04
		E2	121	1.63	52	1	689	1.26
		TOTAL	7407	100	6273	100	14196	100