

## STATE MONITORING FORMAT

Quarter under Report

I	II	III	IV
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Year

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Period of quarter

Jan. 2014 to March 2014

## Part-I

## Section A: School Information

1	DRC	22	District	22	State	Punjab					
2	(a)	Number of schools in the district									
		I-V	13320	VI-VIII	6487	I-VIII	118	Any other	-	Total	19925
	(b)	Number of schools which filled up SMFs									
		I-V	10210	VI-VIII	6343	I-VIII		Any other	-	Total	16605
			22		30						
3	(i)	Number of Teachers:		In Position							
	(a)	Primary Teachers		(i)	Regular	28664					
				(ii)	Contractual	7445					
	(b)	Upper Primary Teachers		(i)	Regular	29579					
				(ii)	Contractual	7830					
	Subjects:-										
	Subjects:-										
3	(ii)	Number of Teachers:							Primary	Upper Primary	
	(a)	How many government schools in the district have a pupil teacher ratio above 1:30 in primary school and 1:35 in upper primary school?							2248	1297	
	(b)	How many teachers in the district have failed to join place of posting in last quarter?									0
	(c)	How many teachers are attached elsewhere than place of posting?									594

## Section B: Attendance Information

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

Month:

March 2014

Number of schools with average daily attendance of :

CLASS	BOYS			GIRLS			TOTAL		
	Above 80%	60%-79%	Below 60%	Above 80%	60%-79%	Below 60%	Above 80%	60%-79%	Below 60%
1	8379	1426	374	8382	1445	362	8379	1501	353
2	8448	1341	398	8543	1290	354	8508	1361	364
3	8487	1338	350	8652	1192	347	8585	1298	349
4	8728	1160	300	8808	1216	280	8704	1242	287
5	8874	1034	271	8948	960	274	8875	1071	286
6	5406	680	153	5493	637	153	5488	717	168
7	5413	646	179	5529	586	159	5496	691	185
8	5426	629	184	5510	583	181	5519	657	197

5 (i) Number of Children with Special Needs CWSN in govt. schools in the district. 67666

(ii) Number of schools with no CWSN enrolled. 6902

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

1. By regular meetings with SMC regarding improvement of attendance of students. arrangement of lectures of learned persons in the morning assembly.      2. Making announcements in the speaker of local Gurdwaras.      3. By making  
4. By sending the teachers to the homes of the students

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

Boys 4080

Girls 3274

(b) Number of centres where these children are undergoing special training:

In schools where enrolled	Other non-residential centers by NGOs	Residential centres	Any Other .....
1081	Nil	7	Nil

(c) Number of children dropped out of special training programmes up to last quarter. Nil

#### Section C: Curriculum Transaction

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

Within one week	Within one month	After one month
19925	--	--

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

DPO remains in touch with all school heads and block heads and gets regular updates from state head quarter about the supply and progress of distribution.

10 No. of teachers who received teacher (TLM) Grant and have utilised it.

Percentage of primary teachers

Received %

Nil

Utilised %

NA

Percentage of upper primary teachers

Nil

NA

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

1. By conducting relevant activities/TLMs during teaching..
2. By encouraging the students to ask variety of questions.
3. By ensuring gender sensitive and gender positive behaviour during teaching.
4. By making the students free to feel to express their feelings and problems. encourage participation of all students.
5. By answering the students questions/queries gladly.
6. By asking variety of questions to

12 Specific efforts made for making classrooms inclusive (CWSN)

1. By creating amicable atmosphere by teachers in the class room.
2. By arranging necessary learning material like brail kits , flash cards.
3. By arranging comfortable furniture.

Section D: Continuous and Comprehensive Evaluation (CCE)

13 How are BRCCs monitoring the progress of pupils' learning?

1. Through "Parvesh Project" at primary level.
2. Through subject specific projects in "Science ,Math, English and Social Study" at upper primary level by DRPs.
3. Through district science supervisor team at upper primary level.
4. The process of evaluation /monitoring includes classinspection ,arranging competitions and random checking

Section E: Teacher Training

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

- (a) Psychology tests learnt in pedagogy training.
- (b) By using cornucopia , flash cards and play cards.
- (c) By using Science and Math kits up to optimum level.
- (d) By arranging school level competitions in science and Math.(activities like paper folding and model making).
- (e) By using self made TLMs.

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

- (a) Training programmes should be arranged in the beginning of the academic year ie. in the month of April.
- (b) Project work should be given to the students.
- (c) Teaching should be on activity based.
- (d) New techiques of teaching should be given in teacher training programmes.
- (e) Teacher training programmes should be based on daily life.

Section F: Functioning of SMC

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

16605

17 (a) Number of schools where School Development Plans have not been prepared.

Nil

(b) Number of schools not involving SMCs in preparation of this plan.

Nil

18 18. Number of SMCs which have not been given training about their roles and functions.

Nil

Section G: Learners' Assessment

19 (a) Details of Learners' Achievement, class-wise and subject-wise for Classes I-V for last term/quarter/month.

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
<b>Ist</b>	Punjabi	164421	A	23663	14	24852	15	48516	29.51
			B	22999	14	22114	13	45113	27.44
			C	21827	13	19882	12	41709	25.37
			D	9538	6	7906	5	17444	10.61
			E	5728	3	5912	4	11640	7.08
			<b>Total</b>	<b>83755</b>	<b>50.94</b>	<b>80666</b>	<b>49.06</b>	<b>164421</b>	<b>100.00</b>
	Math	162428	A	25181	16	25290	16	50472	31.07
			B	22779	14	22020	14	44799	27.58
			C	20293	12	18678	11	38971	23.99
			D	9238	6	8655	5	17893	11.02
E			5252	3	5041	3	10293	6.34	
<b>Total</b>	<b>82743</b>	<b>50.94</b>	<b>79685</b>	<b>49.06</b>	<b>162428</b>	<b>100.00</b>			
Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
<b>2nd</b>	Punjabi	169193	A	27294	16	28689	17	55983	33.09
			B	23279	14	22615	13	45894	27.13
			C	21612	13	19052	11	40665	24.03
			D	9142	5	7538	4	16680	9.86
			E	5392	3	4579	3	9971	5.89
			<b>Total</b>	<b>86719</b>	<b>51.25</b>	<b>82474</b>	<b>48.75</b>	<b>169193</b>	<b>100.00</b>
	math	169348	A	28521	17	29120	17	57640	34.04
			B	23949	14	23159	14	47107	27.82
			C	19792	12	17810	11	37602	22.20
			D	9374	6	7734	5	17108	10.10
E			5298	3	4592	3	9890	5.84	
<b>Total</b>	<b>86933</b>	<b>51.33</b>	<b>82415</b>	<b>48.67</b>	<b>169348</b>	<b>100.00</b>			
Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
<b>3rd</b>	Punjabi	175384	A	32739	19	30250	17	62989	35.92
			B	26034	15	25590	15	51624	29.43
			C	21247	12	21135	12	42382	24.17
			D	10351	6	10285	6	20636	11.77
			E	15612	9	6115	3	21727	12.39
			<b>Total</b>	<b>87840</b>	<b>50.08</b>	<b>87544</b>	<b>49.92</b>	<b>175384</b>	<b>100.00</b>
	Math	171614	A	34717	20	30188	18	64906	37.82
			B	25642	15	23465	14	49108	28.62
			C	20633	12	20773	12	41406	24.13
			D	10007	6	10387	6	20394	11.88
E			16587	10	7168	4	23756	13.84	
<b>Total</b>	<b>85352</b>	<b>49.73</b>	<b>86262</b>	<b>50.27</b>	<b>171614</b>	<b>100.00</b>			
Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
			A	28575	11	38964	15	67539	25.39

<b>4th</b>	Punjabi	265977	B	33187	12	41942	16	75129	28.25
			C	29074	11	35081	13	64156	24.12
			D	16766	6	20325	8	37090	13.94
			E	9920	4	12143	5	22063	8.29
			<b>Total</b>	<b>117523</b>	<b>44.19</b>	<b>148454</b>	<b>55.81</b>	<b>265977</b>	<b>100.00</b>
	math	265930	A	27027	10	34854	13	61881	23.27
			B	32922	12	41101	15	74023	27.84
			C	30495	11	37734	14	68230	25.66
			D	16660	6	21567	8	38227	14.37
			<b>Total</b>	<b>117448</b>	<b>44.17</b>	<b>148482</b>	<b>55.83</b>	<b>265930</b>	<b>100.00</b>
	evs	265979	A	27863	10	37166	14	65029	24.45
			B	33266	13	41986	16	75251	28.29
			C	29768	11	35787	13	65555	24.65
			D	16483	6	21023	8	37507	14.10
			<b>Total</b>	<b>117551</b>	<b>44.20</b>	<b>148428</b>	<b>55.80</b>	<b>265979</b>	<b>100.00</b>

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
<b>5th</b>	Punjabi	243293	A	29133	12	42511	17	71644	29.45
			B	31208	13	40618	17	71826	29.52
			C	26029	11	30438	13	56467	23.21
			D	14438	6	17045	7	31483	12.94
			E	12621	5	17884	7	30504	12.54
			<b>Total</b>	<b>106738</b>	<b>43.87</b>	<b>136555</b>	<b>56.13</b>	<b>243293</b>	<b>100.00</b>
	Math	243618	A	25750	11	36602	15	62352	25.59
			B	31116	13	40388	17	71504	29.35
			C	28060	12	34648	14	62708	25.74
			D	15131	6	18870	8	34002	13.96
			E	13584	6	18583	8	32167	13.20
			<b>Total</b>	<b>106801</b>	<b>43.84</b>	<b>136817</b>	<b>56.16</b>	<b>243618</b>	<b>100.00</b>
	EVS	246584	A	28781	12	39993	16	68774	27.89
			B	33118	13	41832	17	74950	30.40
			C	28338	11	32428	13	60765	24.64
			D	14433	6	16926	7	31359	12.72
			E	11751	5	17656	7	29407	11.93
			<b>Total</b>	<b>109670</b>	<b>44.48</b>	<b>136914</b>	<b>55.52</b>	<b>246584</b>	<b>100.00</b>

(b) Details of Learners' Achievement, class-wise and subject-wise for Classes VI-VIII for last term/quarter/month.

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
			A	22629	8	32367	11	54996	19.41
			B	31630	11	41307	15	72936	25.74

# 6th

Punjabi	283351	C	34092	12	39684	14	73776	26.04
		D	23701	8	26072	9	49773	17.57
		E	19690	7	20115	7	39805	14.05
		<b>Total</b>	<b>127394</b>	<b>44.96</b>	<b>155957</b>	<b>55.04</b>	<b>283351</b>	<b>100.00</b>
Hindi	282891	A	21033	7	31530	11	52563	18.58
		B	29336	10	38169	13	67505	23.86
		C	34315	12	40085	14	74400	26.30
		D	25563	9	27742	10	53304	18.84
		E	21474	8	22035	8	43508	15.38
		<b>Total</b>	<b>127182</b>	<b>44.96</b>	<b>155709</b>	<b>55.04</b>	<b>282891</b>	<b>100.00</b>
English	282763	A	17821	6	23771	8	41592	14.71
		B	25760	9	33212	12	58972	20.86
		C	33515	12	40298	14	73814	26.10
		D	28265	10	32790	12	61055	21.59
		E	26688	9	29637	10	56325	19.92
		<b>Total</b>	<b>127115</b>	<b>44.95</b>	<b>155649</b>	<b>55.05</b>	<b>282763</b>	<b>100.00</b>
Math	282987	A	16113	6	22355	8	38469	13.59
		B	26060	9	33752	12	59812	21.14
		C	35649	13	43755	15	79404	28.06
		D	29664	10	33842	12	63506	22.44
		E	24522	9	26161	9	50683	17.91
		<b>Total</b>	<b>127232</b>	<b>44.96</b>	<b>155756</b>	<b>55.04</b>	<b>282987</b>	<b>100.00</b>
Science	283174	A	18229	6	25945	9	44173	15.60
		B	28121	10	36662	13	64783	22.88
		C	34805	12	42893	15	77698	27.44
		D	27027	10	30471	11	57497	20.30
		E	23628	8	23870	8	47498	16.77
		<b>Total</b>	<b>127337</b>	<b>44.97</b>	<b>155837</b>	<b>55.03</b>	<b>283174</b>	<b>100.00</b>
SSt	283312	A	18786	7	24657	9	43443	15.33
		B	27394	10	34787	12	62180	21.95
		C	33109	12	40981	14	74090	26.15
		D	26606	9	31924	11	58530	20.66
		E	25652	9	27378	10	53031	18.72
		<b>Total</b>	<b>127256</b>	<b>44.92</b>	<b>156056</b>	<b>55.08</b>	<b>283312</b>	<b>100.00</b>
Optional (Drawing/ Ag/ Home Sc. etc.)	282608	A	26441	9	34037	12	60478	21.40
		B	33800	12	43194	15	76994	27.24
		C	33934	12	41780	15	75714	26.79
		D	21715	8	23446	8	45161	15.98
		E	15567	6	16721	6	32288	11.42
		<b>Total</b>	<b>127243</b>	<b>45.02</b>	<b>155365</b>	<b>54.98</b>	<b>282608</b>	<b>100.00</b>
Computer Science	282832	A	23738	8	31761	11	55499	19.62
		B	31840	11	41466	15	73306	25.92
		C	36256	13	43807	15	80063	28.31
		D	23926	8	24465	9	48391	17.11
		E	15949	6	17712	6	33661	11.90
		<b>Total</b>	<b>127406</b>	<b>45.05</b>	<b>155426</b>	<b>54.95</b>	<b>282832</b>	<b>100.00</b>
Health and Physical Education	281304	A	27268	10	33845	12	61113	21.72
		B	35090	12	44520	16	79610	28.29
		C	35338	13	43022	15	78360	27.85

	Health and physical Education	201374	D	18936	7	21387	8	40322	14.33
			E	15002	5	16489	6	31491	11.19
			<b>Total</b>	<b>126728</b>	<b>45.04</b>	<b>154666</b>	<b>54.96</b>	<b>281394</b>	<b>100.00</b>

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
7 <sup>th</sup>	Punjabi	282320	A	22439	8	33435	12	55875	19.79
			B	32446	11	41728	15	74174	26.27
			C	35433	13	40326	14	75760	26.83
			D	23208	8	24096	9	47304	16.76
			E	19017	7	18588	7	37606	13.32
			<b>Total</b>	<b>127919</b>	<b>45.31</b>	<b>154401</b>	<b>54.69</b>	<b>282320</b>	<b>100.00</b>
	Hindi	281948	A	20944	7	29459	10	50402	17.88
			B	29610	11	38810	14	68421	24.27
			C	34350	12	40699	14	75049	26.62
			D	25291	9	27048	10	52339	18.56
			E	22192	8	22350	8	44542	15.80
			<b>Total</b>	<b>127722</b>	<b>45.30</b>	<b>154227</b>	<b>54.70</b>	<b>281948</b>	<b>100.00</b>
	English	281784	A	16616	6	21927	8	38543	13.68
			B	26600	9	34352	12	60952	21.63
			C	34703	12	43186	15	77889	27.64
			D	28835	10	32389	11	61224	21.73
			E	25811	9	26705	9	52516	18.64
			<b>Total</b>	<b>127702</b>	<b>45.32</b>	<b>154082</b>	<b>54.68</b>	<b>281784</b>	<b>100.00</b>
	Math	281853	A	16217	6	22873	8	39090	13.87
			B	26155	9	33585	12	59740	21.20
			C	35985	13	43351	15	79336	28.15
			D	29290	10	32934	12	62224	22.08
			E	24997	9	25903	9	50900	18.06
			<b>Total</b>	<b>127739</b>	<b>45.32</b>	<b>154114</b>	<b>54.68</b>	<b>281853</b>	<b>100.00</b>
	Science	280832	A	17217	6	25159	9	42376	15.09
			B	28891	10	37134	13	66025	23.51
			C	36217	13	44017	16	80234	28.57
			D	27253	10	29430	10	56683	20.18
E			23167	8	22736	8	45902	16.35	
<b>Total</b>			<b>127270</b>	<b>45.32</b>	<b>153563</b>	<b>54.68</b>	<b>280832</b>	<b>100.00</b>	
SSt	282381	A	18543	7	25084	9	43627	15.45	
		B	27739	10	35069	12	62808	22.24	
		C	33562	12	41060	15	74622	26.43	
		D	26477	9	30192	11	56669	20.07	
		E	22372	8	23689	8	46061	16.31	
		<b>Total</b>	<b>128120</b>	<b>45.37</b>	<b>154261</b>	<b>54.63</b>	<b>282381</b>	<b>100.00</b>	
Optional (Drawing/ Ag/ Home Sc. etc.)	280725	A	25624	9	35434	13	61058	21.75	
		B	33791	12	42543	15	76333	27.19	
		C	38408	14	42561	15	80968	28.84	
		D	20646	7	22431	8	43077	15.35	
		E	13571	5	14916	5	28487	10.15	

		<b>Total</b>	127389	45.38	153336	54.62	280725	100.00
Computer Science	280806	A	23342	8	32861	12	56202	20.01
		B	32927	12	41941	15	74868	26.66
		C	40249	14	44373	16	84622	30.14
		D	21190	8	23069	8	44259	15.76
		E	13900	5	15115	5	29016	10.33
		<b>Total</b>	127450	45.39	153356	54.61	280806	100.00
Health and pyhsical Education	280745	A	26128	9	34521	12	60649	21.60
		B	34414	12	44038	16	78452	27.94
		C	39049	14	43876	16	82925	29.54
		D	19765	7	21452	8	41217	14.68
		E	12525	4	13935	5	26460	9.43
		<b>Total</b>	127430	45.39	153315	54.61	280745	100.00

Class*	Subject*	No. of children assessed	Grade**	Boys		Girls		Total	
				No.	%	No.	%	No.	%
8th	Punjabi	282473	A	22506	8	34214	12	56720	20.08
			B	33082	12	42186	15	75268	26.65
			C	35673	13	39882	14	75555	26.75
			D	22416	8	23485	8	45901	16.25
			E	14282	5	14748	5	29030	10.28
			<b>Total</b>	127958	45.30	154515	54.70	282473	100.00
	Hindi	282474	A	22026	8	32521	12	54547	19.31
			B	31066	11	39990	14	71056	25.15
			C	33663	12	38818	14	72481	25.66
			D	24041	9	25595	9	49636	17.57
			E	17212	6	17541	6	34754	12.30
			<b>Total</b>	128008	45.32	154466	54.68	282474	100.00
	English	282473	A	16904	6	23568	8	40472	14.33
			B	26028	9	34504	12	60532	21.43
			C	35049	12	42028	15	77077	27.29
			D	28902	10	32259	11	61161	21.65
			E	21220	8	22011	8	43231	15.30
			<b>Total</b>	128103	45.35	154370	54.65	282473	100.00
	Math	282473	A	16673	6	23672	8	40345	14.28
			B	26690	9	34357	12	61047	21.61
			C	36293	13	43051	15	79344	28.09
			D	28250	10	31469	11	59720	21.14
			E	19998	7	22020	8	42017	14.87
			<b>Total</b>	127904	45.28	154569	54.72	282473	100.00
Science	282473	A	19034	7	27057	10	46092	16.32	
		B	29227	10	38131	13	67358	23.85	
		C	36237	13	43255	15	79492	28.14	
		D	25908	9	28063	10	53970	19.11	
		E	17607	6	17954	6	35561	12.59	
		<b>Total</b>	128013	45.32	154461	54.68	282473	100.00	



SSt	282473	A	20481	7	27699	10	48180	17.06
		B	27956	10	35730	13	63686	22.55
		C	33625	12	40765	14	74390	26.34
		D	25956	9	29197	10	55154	19.53
		E	20002	7	21060	7	41062	14.54
		<b>Total</b>	<b>128021</b>	<b>45.32</b>	<b>154452</b>	<b>54.68</b>	<b>282473</b>	<b>100.00</b>
Optional (Drawing/ Ag/ Home Sc. etc.)	256484	A	25115	10	32717	13	57831	22.55
		B	31183	12	39462	15	70645	27.54
		C	33601	13	36568	14	70168	27.36
		D	18401	7	19455	8	37856	14.76
		E	10080	4	9903	4	19983	7.79
		<b>Total</b>	<b>118379</b>	<b>46.15</b>	<b>138105</b>	<b>53.85</b>	<b>256484</b>	<b>100.00</b>
Computer Science	256493	A	23414	9	30827	12	54242	21.15
		B	31480	12	39020	15	70500	27.49
		C	35480	14	38957	15	74437	29.02
		D	18816	7	19384	8	38200	14.89
		E	9280	4	9834	4	19114	7.45
		<b>Total</b>	<b>118470</b>	<b>46.19</b>	<b>138024</b>	<b>53.81</b>	<b>256493</b>	<b>100.00</b>
Health and pyhsical Education	256493	A	26571	10	33754	13	60325	23.52
		B	34342	13	42313	16	76655	29.89
		C	34054	13	36515	14	70569	27.51
		D	15603	6	16711	7	32314	12.60
		E	7950	3	8679	3	16629	6.48
		<b>Total</b>	<b>118520</b>	<b>46.21</b>	<b>137973</b>	<b>53.79</b>	<b>256493</b>	<b>100.00</b>

1 Number of classrooms (teaching) observed by different BRCCs in the last quarter:

Range                                          45                      to                      180                     

2 School visits by DRCCs:

Number of times visits were made to each school

(i) Once in a month

(ii) Once in two months

(iii) Once in three months

(iv) Once in four to six months

3 Suggestions provided by the DRCCs to improve classroom teaching.

- (i) Use more TLM in teaching  
(ii) Use play way method  
(iii) Prefer smart class in the class room  
(iv) During teaching gives more examples from their daily lives  
(v) Create friendly atmosphere in a class room  
(vi) Give students more opportunities to express

	Number	%
4 Number of schools not maintaining records of pupils' progress in the schools	100	
5 (a) How many schools are having less than 60% coverage of the syllabus?	NA	NA
(b) What have DRCs/BRCs done to address this issue? Have they done enough? If not, what are you going to do?		

NA

6 (i) Number of DRCC's who undertook expected number BRC's and schools visits?	
(ii) Number of DRCC's who are not providing quarterly QMT's regularly.	NA
(iii) DRCC's who have not taken action in their blocks on schools/teachers lagging behind in annual syllabus/textbook coverage?	

**Part-III**

1 Five important specific functions that DRCCs performed in the district.

- (i) Regular monitoring of the school.
- (ii) On site teacher training to improve Quality of teaching
- (iii) Evaluating the students
- (iv) Helping the subject teacher to establish Lab/Corner in the school.
- (v) Use of TLM in Teaching to make Teaching Learning Process more effective.

2 Number of DRCCs who prepared a schedule for visit of schools.	ALL
---	-----

3 Number of times each school was visited by DRCC on an average?	Once in four to six months
--	----------------------------

4 Write five examples of professional support provided by the DRC to teachers during the last quarter.

- (a) On site teacher training
- (b) Helping in preparing new TLM & establish Math/English/S.St/ Library corner.
- (c) Helping to evaluate the students & and maintain their record as per CCE.
- (d) Helping to understand child psychology.
- (e) Guide them to use new technique like computer aided learning by using Internet etc.

5 How are DRCCs monitoring the records of pupil progress in learning?

- (a) Monitoring the CCE record of the student
- (b) Base line /Mid test / Post test of students
- (c) Using various testing tools o evaluating the student program

6 (a) Mention the number of in-service professional development programmes for primary teachers organized in last quarter.	1
--	---

(b) What percent of current year's target has been achieved during last quarter?	88%
--	-----

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

- (i) RTE information given to Head Teachers
- (ii) Special attention on Weak Students
- (iii) Making classes teaching friendly
- (iv) Regular observation and evaluation of students
- (v) To implement RTE in the schools

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?

	Number
(i) Mathematics	1

(ii) Science	1
--------------	---

(iii) Social Science	1
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(iv) Languages

1

(v) Arts Education

1

(vi) Health and Physical Education

1

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

87%

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

- (i) It is the necessity to maintain Math Lab/Corner in all schools
- (ii) Empathies should be given on practical knowledge of this subject so that pupil can utilize in their daily lives.
- (iii) Teaching of this subject should be such that students easily solve mathematical problem without any fear.
- (iv) Maximum work of this subject should be done by the students with the help of teachers.
- (v) Daily assignments and home work should be checked by the teacher and appreciation should be given even to be students.

#### Part-IV

1 Has the State authority (SCERT/SSA) provided any guidelines to BRCs & DRCs for supervision of schools' classroom processes in your district?

Yes

If yes, provide information on the following:

(a) Minimum number of schools to be supervised in a quarter

16000

(a) Minimum number of classes (teaching learning processes) observed in a quarter

16000

2 Do you have a 'quality monitoring' mechanism at the district level? If yes,

Yes

(a) The institutions involved DIET, DEO(SE) and DEO(EE)

(b) Members of 'quality monitoring' DRP (math), DSS, DRP (eng), DRP (ss), PDC (parvesh), APDC (parvesh).

(c) Role of DRC/BRC in quality monitoring maintain quality in education at grass root level.

(d) Role of DPO in quality monitoring is to provide LEP grant and other grants to organise different types of activities in the class room and superwise them

3 What kind of 'quality interventions' was provided a t district level in the last quarter?

(a) Training of resource persons on RTE Act 2009

Yes

(b) Training of Resource Persons on Pedagogy and Assessment

No

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

No

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

No

4 Do you organize meetings of DRCCs, BRCCs and Head Teachers to understand the problems of your district?

Yes

If yes, in what way:

(a) Once in a month

Yes

(b) Once in two months

(c) Once in three months

(d) Once in four to six months

5 Field visits (schools) by DPO during last quarter:

(a) Number of schools visited

58

(b) Feedback from field on 'quality: State three priority areas, where intervention in next quarter is required.

- (i) Vacant post should be filled up.
- (ii) There should be a check on the promotion of the weak students to next
- (iii) Extra burden except academic work should not be there on teachers.

(c) Number of BRCCs whose performance was poor

NIL

(d) What action has been taken on that?

NA

6 How often do DPO and DIET hold coordination meetings or coordinate between themselves for SSA activities:

(Please ✓ mark)

(a) Once in a month

✓

(b) Once in two months

(c) Once in three months

(d) Once in four to six months

If there are problems, give details

No

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

- (i) Multigarde Teaching

- (ii) Prepration and use of TLM
- (iii) Encouraging teachers to use a electronic media for transacting curriculum.
- (iv) Co-curriculum areas motivation to the teachers.

8 Do school buildings have minimum required infrastructure arrangement?

Yes

- (a) Number of schools without safe drinking water facilities
- (b) Number of schools without separate toilets for boys/ girls
- (c) Schools without barrier free access
- (d) Schools without boundary wall

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- (iii) Encouraging teachers to use a electronic media for transacting curriculum
- (iv) Co-curriculum areas motivation to the teachers

Do school buildings have minimum required infrastructure arrangement ?

(a)	Number of schools without safe drinking water facilities	Nil		
(b)	Number of schools without separate toilets for boys/girls		Girls: 341	Boys: 17
(c)	Schools without barrier free access	315		
(d)	Schools without boundary wall	2232		

Part V

(To be compiled 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 v)

- (a) State Government
- (b) NCERT
- (c) Private publishers
- (d) Any other

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

List Attached

		Initiated	Completed
Primary	Syllabi	_____	_____
	Textbooks	_____	_____
Upper	Primary Syllabi	_____	_____
	Textbooks	_____	_____

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

Modules	Pry/Upper Pry	Year of development
Cornucopia		
1 (English)	U.Pry	2012-13
2 Social Studies	U.Pry	2012-13
3 Maths Cornucopia	U.Pry	2012-13
4 Science	U.Pry	2012-13
5 Art and Craft	U.Pry	2012-13
6 Punjabi and Hindi	U.Pry	2012-13
7 Sanwaad	Pry.& U.Pry	2012-13

4. Status of CRCs/BRCs in the State

	Sanctioned Posts	In Position
CRCs	1499	1160
BRCs	852	679

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

a. DIETs: involvement

1. Training to the teachers
2. Monitoring
3. Need analysis.
4. Modules Development

Problems

b. SCERT. Involvement

1. Training to the teachers
2. Monitoring
3. Need analysis.
4. Modules Development
5. Research Work

Problems

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

	Least	1	2	3	4	5	GREATEST
CRCs					✓		
BRCs					✓		
DIETs					✓		
DPO					✓		
SCERT					✓		

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

(b) If yes, when was last meeting held? What were the main recommendations? (please attach copies of minutes and action taken)

1. To enhance the quality the main focus was laid on the capacity building of teachers for which activity based training were organised
2. It was recommended to organise the academic activities for e.g., quiz, map filling, spell bee etc.

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

1. Parvesh and Joro Gyan at Primary Level

**2. Math, Science, Social Science and English Quality Program at Upper Primary Level**

**(b) Progress of these programmes during the quarter**

- 1. Math and English corners have been established in the Upper Primary Schools**
- 2. Bilingual Dictionaries have been procured at SMC Level**
- 3. Enhancement of Results from Base Evaluation to Post Evaluation**
- 4. Activities according to academic calendar were done to enhance co-scholastic potential of students.**

**scholastic**

**9 State key problems encountered/ identified during the quarter by the State. In the context of quality parameters:**

- 1. Lack of funds led to decrease in the participation of students in the activities designed in academic calendar.**

**10 Issues identified by the State for National level intervention if any (for Department of School Education & Literacy, MHRD, NCERT, other departments).**

- 1. Vetting by NCERT is a tedious process.**

**Date:**

**Director General School Education  
-cum-State Project Director,  
Punjab**



















































**Yes**  
**No**  
**v**

**Part V**

(To be compiled 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 v)

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

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

		Initiated	Completed
Primary	Syllabi	_____	_____
	Textbooks	_____	_____
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	Textbooks	_____	_____

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

- a. DIETs: involvement
1. Training to the teachers \_\_\_\_\_
  2. Monitoring \_\_\_\_\_
  3. Need analysis. \_\_\_\_\_
  4. Modules Development \_\_\_\_\_

Problems \_\_\_\_\_

- b. SCERT. Involvement
1. Training to the teachers \_\_\_\_\_
  2. Monitoring \_\_\_\_\_
  3. Need analysis. \_\_\_\_\_
  4. Modules Development \_\_\_\_\_
  5. Research Work \_\_\_\_\_

Problems \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

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CRCs					√		
BRCs					√		
DIETs					√		
DPO					√		
SCERT					√		

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