

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

General Information

- State Monitoring Format (QMT Format)
- Quarter under report - IInd Quarter (July to September)

Observations

On the basis of the information provided by the State, observations made by NCERT are as follows:

- Information about Part – I, Section A, Item no.1 is missing in the report provided.
- In part I, item no. 2, the number of schools in the State has been mentioned 20206. However only 15856 schools have filled up SMFs.
- In part 1, item no. 2, the description of the type of school under the category ‘any other’ has not been given. This may kindly be provided.
- The Pupil Teacher Ratio (PTR) in a large number of primary and upper primary schools is much higher than the RTE norms. Therefore the state needs to take urgent action on recruitment and posting appropriate number of teachers in the schools.
- It has been reported that 468 teachers have been posted elsewhere than place of posting. In view of higher PTR in schools the teachers need to be posted in the schools where they are required to be posted.
- In section B, item no. 4, the column on average daily attendance does not seem to be have been filled up correctly. Figures provided need re-examination. The number of primary and upper primary schools referred to in section A, item no. 2(b) and in section B, item no. 4 does not match with the information provided about number of schools. The number of primary schools referred to in item no.4 is more (for classes II, III, IV and V) than the number of primary schools which filled up School Monitoring Formats (SMFs) in 2 (b), the number of upper primary schools mentioned in item no.4 is greater than the number of upper primary schools mentioned in 2 (b) which filled up SMF.

- As per the report, 14071 schools distributed textbooks within one week of the beginning of the session. Further, a few schools distributed textbooks after one month. The department may find out reasons for late distribution of textbooks in these schools so that next time books may be distributed in time.
- Efforts initiated to implement CCE scheme in the state are mentioned. *However, if any support and guidance is required by the state, the state may like to communicate/interact to NCERT as and when required. The exemplar CCE package of NCERT is available on NCERT's website <http://www.ncert.nic.in/departments/nie/dee/publication/report.html#>.* The State Project Office may consult the material. If required the state may approach NCERT for any support in this regard.
- Steps need to be taken to follow the suggestions provided for future training for empowerment of teachers' professional and pedagogical skills.
- It has been reported that 615 SMCs were not involved in preparation of SDP and 2672 SMCs were not given training about their roles and functions. The reason for this may be mentioned.
- As far as learners' assessment is concerned it is found that percentage of children securing Grade A in all the subjects is less at both primary and upper primary level. *It would be appreciated if the state defines A, B, C, D and E Grades in terms of percentages attained by the children.* The State need to initiate strategic intervention to improve achievement level of children at all levels. *NCERT with the support of MHRD has developed Learning Indicators class-wise. State may use these indicators to monitor children's progress and provide feedback timely.*
- As per the report, no DRCC prepares schedule for school visit. However it is suggested that DRCCs should prepare schedule so that proper on site support may be given to teachers and other functionaries.
- Information about number of districts having quality monitoring mechanism is not given in the report.
- It is good to note that training on different quality interventions have been provided in all the districts.
- It is desired that activities of SRG and various recommendations undertaken by it are mentioned specifically.