

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

Quarter: IV

Year: 2014-15

Listed below are the Observations of NCERT based on the analysis of State Monitoring Format (STMF) send by the State:

- All States and UTs are requested to provide information regarding the number of CRCs, BRCs and Districts in the State and number of CRCCs submitted CMFs, number of BRCCs submitted BMFs and number of districts submitted DMFs under Part I Section A item no 1 of the State Monitoring Format. However it is being noted that the State haven't provided this information in the required manner. It is requested to include this in the coming quarter reports.
- Out of the total 19970 schools in the State, 17608 have filled up the School Monitoring Format. It would be appreciated if the State is able to have 100 percent participation of schools in this process.
- The Right of Children to Free and Compulsory Education (RTE) Act, 2009, prescribes that the Pupil Teacher Ratio at school level should be maintained as 1:30 and 1:35 at primary and upper primary levels, respectively. However it is being noted that there are 2248 primary and 1297 upper primary schools in Punjab, with PTR above standard norms. The State needs to develop adequate strategies in order to ensure better PTR in schools of the State.
- There are 594 teachers in the State who are attached elsewhere than the place of posting. In view of the RTE Act teachers posted in one schools should not be made to serve at any other place. It would be appreciated if all teachers work at their place of posting.
- The data on attendance information reveals that most of the schools of the State are having an average daily attendance of above 80 percent. However there are few schools with average daily attendance of less than 60 percent. Efforts may be made for bringing improvement in the attendance level of such schools.
- There are 66298 (approximately 4 per school) Children with Special Needs (CWSN) in Govt. schools of the State. Some specific efforts made for making classroom inclusive

have been reported by the State. The State can further extend support to CWSN with the help of resource teachers.

- As observed from the report there are 3365 Out of School Children (OoSC) admitted to age appropriate classes in the last quarter. It would be appreciable if the State is able to sort out reasons behind dropping out and develop strategies appropriately in a long term manner.
- It is a matter of appreciation that all schools of the State distributed textbooks within one week of the commencement of academic session.
- It is suggested to make appropriate arrangements for organizing all in service training programmes in the beginning of the academic year. This may help teachers to share all the inputs they have received with the learners' and make a more productive classroom environment.
- The data on learners' assessment reveals that the achievement of children needs to be improved as significant number of children are securing Grades C, D and E. The State needs to put efforts in this regard. This calls for greater attention on classroom processes and onsite support to the CRCCs to the teachers.
- All schools need to maintain a record of pupils' progress. This record indicates the progress of students over time. However, it is reported that all schools in the State are not maintaining pupils' progress records. More efforts are required in this regard.
- Coverage of syllabus in schools is highly related to achievement of children at elementary level. The State hasn't provided data on this aspect, it is requested to provide this in coming quarter reports.
- It is noted that all DRCCs of the State have prepared a schedule of visit to schools, but the number of times each school was visited on an average is reported as 'once in four to six months.' As improvement in the quality of education at schools is a collective effort from all the academic functionaries, it would be appreciable if DRCCs are able to extend academic support to schools more frequently.
- The number of in- service professional development programmes for teachers of primary classes is reported as one and target achieved has been given as 88%. This requires some reexamination of records.

- The in-service professional development programmes organised for the teachers can help teachers to analyse their own and thereby make them more competent and resourceful. So it is suggested to organise more number of in-service professional development programmes. It is also requested to ensure the participation from all teachers of the State in the training programme organised.
- The major issues emerged from the training programmes indicate that the children may be given more subject specific practical knowledge. As this can be much helpful for the students in making learning more joyful State may plan strategies for incorporating this in curriculum.
- The Status of CRCs and BRCs reveals that few sanctioned posts of both CRCCs and BRCCs are not in position. As these sub district academic support institutions can assist in bringing overall educational improvement, it is suggested to take strategies for filling up the post of CRCs and BRCs as required.
- The QMT portal launched by the NCERT 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 is available in this portal. State may view this as necessary.