

Pb

STATE MONITORING FORMAT
(To be completed by DIET and to be sent to SPD and SCERT)

Quarter under report

I II III IV

Year 2 0 1 3 - 1 4

Period of quarter

July 2013

to

Sept. 2013

General Guidelines

- 1 This format has three parts, I, II and III. Part I&II will be completed by the DRC coordinator by consolidating the information received through BMFs from all BRCCs.
- 2 Part III will be completed by the DRC Coordinator on the basis of his/her perceptions.
- 3 Please answer all questions. Unanswered questions or blank spaces left will mean that the activity was not carried out or the information is nil.
- 4 Information provided should belong to the current quarter.
- 5 Completed DMF should be submitted to the DPO and DIET.

Part-I

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

Section A: School Information

DRC		STATE		STATE		State		Punjab		
2	(a)	Number of schools in the district								
	I-V	12613	VI-VIII	6502	I-VIII	104	Any other	929	Total	20206
	(b)	Number of schools which filled up SMFs								
	I-V	9958	VI-VIII	6404	I-VIII	95	Any other	795	Total	15856
3	Number of Teachers:									
	(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?								
								Primary	Upper Primary	
								10% 1372	14 1038	
	(b)	How many teachers in the district have failed to join place of posting in last quarter?								
	(c)	How many teachers are attached elsewhere than place of posting?								120
										468

STATE ATTENDANCE

Boys			Girls			Total		
Above 80%	60%-79%	Below 60%	Above 80%	60%-79%	Below 60%	Above 80%	60%-79%	Below 60%
10462	2785	633	10612	2667	585	15430	4294.5	904
10941	2588	667	11110	2246	633	16274	3814	994.5
11459	2264	591	11388	2107	584	16885	3474.5	910
12143	2250	549	11963	1992	503	17974	3485	827
12249	2060	537	12243	1810	533	18295	3174.5	845.5
10072	2191	538	9559	2746	495	15685	4539	773

VII	10126	2289	501	9649	1961	513	15974	3845	854
VIII	10239	2239	482	9559	2074	465	15845	3958	789
Total	87691	18666	4498	86083	17603	4311	132362	30584.5	6897

- 5 (i) Number of Children with Special Needs CWSN in govt. schools in the district 53679
- (ii) Number of schools with no CWSN enrolled. 6626
- 6 Steps taken by the schools to improve students' attendance :
1. By making announcement in gurrwara, mandir & masjid. 2. By lisening the problem of children.
3. By telling importance of education. 4. By contacting parents on phone.
- 7 (a) Number of out of school children admitted to age appropriate classes under RTE.
- Boys 3526 Girls 2853
- (b) Number of centres where these children are undergoing special training:
- In schools where enrolled 0 Other non-residential centers by NGOs 0 Residential centres 0 Any Other 0
- (c) Number of children dropped out of special training programmes up to last quarter. 00

Section C: Curriculum Transaction

- 8 Number of schools distributing textbooks at different times after beginning of session
- Within one week 14071 Within one month 1778 After one month 7
- 9 What is SPO doing to improve system for timely distribution of textbooks?
- He 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.
- Received % NA Utilised % NA
- Percentage of primary teachers NA
- Percentage of upper primary teachers 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. questions/queries gladly.

5. By answering the students
6. By asking variety of questions to encourage participation of all

12 Specific efforts made for making classrooms inclusive (CWSN)

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. questions/queries gladly.

5. By answering the students
6. By asking variety of questions to encourage participation of all

Section D: Continuous and Comprehensive Evaluation (CCE)

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

1. Through "Parvash 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 teachers.
- (c) Teaching should be on activity based.
- (d) New techniques 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 State.

15539

100% because pri schools has not :
00

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

615

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

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

2672

Section G: Learners' Assessment

19 (a) Details of Learners' Achievement, class-wise and subject-wise for Classes I-V for last term/quarter/month.
(i) Number of schools of the district which provided this information:
(ii) Number of schools of the district which have low pupil achievement levels.

7495
965

										state
Sr NO	Class	Subject	Total	Grade	Boys	Percentage	Girls	Percentage	Total	Percentage
1	first	Language	119038	A	11210	9.4171609	11717	9.84307532	22927	19.3
2	first	Language	119038	B	17172	14.425646	16979	14.26351249	34151	28.7
3	first	Language	119038	C	20431	17.16	18636	15.66	39067	32.82
4	first	Language	119038	D	6392	5.37	5681	4.77	12073	10.14
5	first	Language	119038	E	5825	4.89	4995	4.20	10820	9.09
6	first	mATH	120476	A	10500	8.72	10981	9.11	21481	17.83
7	first	mATH	120476	B	16683	13.85	16794	13.94	33477	27.79
8	first	mATH	120476	C	20565	17.07	18515	15.37	39080	32.44
9	first	mATH	120476	D	7473	6.20	6281	5.21	13754	11.42
10	first	mATH	120476	E	6943	5.76	5741	4.77	12684	10.53
11	SECOND	Language	168034	A	18659	11.10	19062	11.34	37721	22.45
12	SECOND	Language	168034	B	25991	15.47	25894	15.41	51885	30.88
13	SECOND	Language	168034	C	27053	16.10	25006	14.88	52059	30.98
14	SECOND	Language	168034	D	7677	4.57	6825	4.06	14502	8.63
15	SECOND	Language	168034	E	6295	3.75	5572	3.32	11867	7.06
16	SECOND	MATH	132474	A	14158	10.69	14566	11.00	28724	21.68
17	SECOND	MATH	132474	B	20003	15.10	19657	14.84	39660	29.94
18	SECOND	MATH	132474 C		20282	15.310174	18551	14.00350257	38833	29.31367665
19	SECOND	MATH	132474 D		7306	5.5150445	6536	4.93379833	13842	10.44884279
20	SECOND	MATH	132474	E	5829	4.400109	5586	4.21667648	11415	9
21	THIRD	Language	167657	A	22065	13.1608	22983	13.708345	45048	27
22	THIRD	Language	167657	B	27175	16.208688	25510	15.21558897	52685	31
23	THIRD	Language	167657	C	25053	14.943009	21402	12.7653483	46455	28
24	THIRD	Language	167657	D	7331	4.37	5771	3.44	13102	7.81
25	THIRD	Language	167657	E	5908	3.52	4459	2.66	10367	6.18
26	THIRD	MATH	162154	A	16763	10.34	16774	10.34	33537	20.68
27	THIRD	MATH	162154	B	27074	16.70	25221	15.55	52295	32.25
28	THIRD	MATH	162154	C	26022	16.05	23193	14.30	49215	30.35
29	THIRD	MATH	162154	D	8522	5.26	6940	4.28	15462	9.54
30	THIRD	MATH	162154	E	6324	3.90	5321	3.28	11645	7.18
31	FOURTH	LANGUAGE	204798	A	23433	11.44	25477	12.44	48910	23.88
32	FOURTH	LANGUAGE	204798	B	32713	15.97	31152	15.21	63865	31.18
33	FOURTH	LANGUAGE	204798	C	29646	14.48	25472	12.44	55118	26.91
34	FOURTH	Language	204798	D	11753	5.74	9550	4.66	21303	10.40
35	FOURTH	Language	204798	E	8917	4.35	6685	3.26	15602	7.62
36	FOURTH	MATH	199627.0	A	18822	9.43	19536	9.79	38358	19.21
37	FOURTH	MATH	199627.0	B	30845	15.45	28751	14.40	59596	29.85
38	FOURTH	MATH	199627.0	C	30655	15.36	27763	13.91	58418	29.26
39	FOURTH	MATH	199627.0	D	13121.0	6.6	11378.0	5.7	24499.0	12.3
40	FOURTH	MATH	199627.0	E	10336.0	5.2	8420.0	4.2	18756.0	9.4
41	FOURTH	EVS	204786.0	A	23378.0	11.4	25445.0	12.4	48823.0	23.8

42	FOURTH	EVS	204786.0	B	33884.0	16.5	31465.0	15.4	65349.0	31.9
43	FOURTH	EVS	204786	C	29272	14.29	26140	12.76	55412	27.06
44	FOURTH	EVS	204786	D	11790	5.76	9582	4.68	21372	10.44
45	FOURTH	EVS	204786	E	7761	3.79	6069	2.96	13830	6.75
46	FIFTH	Language	196300	A	24608	12.54	28295	14.41	52903	26.95
47	FIFTH	Language	196300	B	32709	16.66	29766	15.16	62475	31.83
48	FIFTH	Language	196300	C	27362	13.94	23133	11.78	50495	25.72
49	FIFTH	Language	196300	D	10779	5.49	8132	4.14	18911	9.63
50	FIFTH	Language	196300	E	6903	3.52	4613	2.35	11516	5.87
51	FIFTH	MATH	187463	A	20427	10.90	21222	11.32	41649	22.22
52	FIFTH	MATH	187463	B	29396	15.68	27432	14.63	56828	30.31
53	FIFTH	MATH	187463	C	28339	15.12	24659	13.15	52998	28.27
54	FIFTH	MATH	187463	D	11683	6.23	10098	5.39	21781	11.62
55	FIFTH	MATH	187463	E	7876	4.20	6331	3.38	14207	7.58
56	FIFTH	EVS	177228	A	20594	11.62	22813	12.87	43407	24.49
57	FIFTH	EVS	177228	B	29806	16.82	27371	15.44	57177	32.26
58	FIFTH	EVS	177228	C	25583	14.44	22226	12.54	47809	26.98
59	FIFTH	EVS	177228	D	10693	6.03	7987	4.51	18680	10.54
60	FIFTH	EVS	177228	E	5717	3.23	4438	2.50	10155	5.73

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

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

3591

(ii) Number of schools of the district which have low pupil achievement in

(a) Mathematics

861

(b) Science

869

1	SIXTH	Language	207302	A	14237.47	6.87	17242.3	8.32	31479.77	15.19
2	SIXTH	Language	207302	B	22664.28	10.93	24550	11.84	47214.28	22.78
3	SIXTH	Language	207302	C	27349.26	13.19	24549.6	11.84	51898.86	25.04
4	SIXTH	Language	207302	D	23522.92	11.35	17713	8.54	41235.92	19.89
5	SIXTH	Language	207302	E	22101.07	10.66	13372.1	6.45	35473.17	17.11
6	SIXTH	MATH	207693	A	9731.64	4.69	10980	5.29	20711.64	9.97
7	SIXTH	MATH	207693	B	16517.96	7.95	17591.5	8.47	34109.46	16.42
8	SIXTH	MATH	207693	C	26674.9	12.84	24848.5	11.96	51523.4	24.81
9	SIXTH	MATH	207693	D	27787.24	13.38	23297.5	11.22	51084.74	24.60
10	SIXTH	MATH	207693	E	29341.26	14.13	20922.5	10.07	50263.76	24.20
11	SIXTH	SCIENCE	206940	A	10963.47	5.30	12436.6	6.01	23400.07	11.31
12	SIXTH	SCIENCE	206940	B	18601.11	8.99	19668.7	9.50	38269.81	18.49
13	SIXTH	SCIENCE	206940	C	26792.58	12.95	25271.1	12.21	52063.68	25.16
14	SIXTH	SCIENCE	206940	D	26493.43	12.80	21886.6	10.58	48380.03	23.38
15	SIXTH	SCIENCE	206940	E	27246.41	13.17	17580	8.50	44826.41	21.66
16	SIXTH	Social study	204786	A	15436.64	7.54	16483.2	8.05	31919.84	15.59
17	SIXTH	Social study	204786	B	22317.62	11.19	22724.4	11.10	45642.02	22.29
18	SIXTH	Social study	204786	C	28770.26	14.05	27163.5	13.26	55933.76	27.31
19	SIXTH	Social study	204786	D	28731.9	14.03	25240.2	12.33	53972.1	26.36
20	SIXTH	Social study	204786	E	35608.58	17.39	24499.7	11.96	60108.28	29.35
21	SIXTH	RAWING/AGI	55584	A	5541	9.97	5808	10.45	11349	20.42
22	SIXTH	RAWING/AGI	55584	B	6897	12.41	6700	12.05	13597	24.46
23	SIXTH	RAWING/AGI	55584	C	6995	12.58	6199	11.15	13194	23.74
24	SIXTH	RAWING/AGI	55584	D	5429	9.77	4365	7.85	9794	17.62
25	SIXTH	RAWING/AGI	55584	E	4715	8.48	2935	5.28	7650	13.76
26	SIXTH	Physical	54658	A	4732	8.66	5291	9.68	10023	18.34
27	SIXTH	Physical	54658	B	6985	12.78	7041	12.88	14026	25.66

28	SIXTH	Physical	54658	C	8466	15.49	6603	12.08	15069	27.57
29	SIXTH	Physical	54658	D	4872	8.91	4087	7.48	8959	16.39
30	SIXTH	Physical	54658	E	3756	6.87	2825	5.17	6581	12.04
31	SEVENTH	Language	212483	A	15786	7.42	19536	9.19	35302	16.61
32	SEVENTH	Language	212483	B	24760.4	11.65	26489.38	12.47	51249.78	24.12
33	SEVENTH	Language	212483	C	29803.8	14.03	25324.46	11.92	55128.26	25.94
34	SEVENTH	Language	212483	D	23175.6	10.91	16695.62	7.86	39871.22	18.76
35	SEVENTH	Language	212483	E	20149.84	9.48	10781.96	5.07	30931.8	14.56
36	SEVENTH	MATH	212430	A	10926.08	5.14	11921.6	5.61	22847.68	10.76
37	SEVENTH	MATH	212430	B	18962.4	8.93	19633.26	9.24	38595.66	18.17
38	SEVENTH	MATH	212430	C	26717.16	12.58	24553.9	11.56	51271.06	24.14
39	SEVENTH	MATH	212430	D	27600.36	12.99	23127.94	10.89	50728.3	23.88
40	SEVENTH	MATH	212430	E	29365	13.82	19622.3	9.24	48987.3	23.06
41	SEVENTH	SCIENCE	212404	A	11668.36	5.49	13299.58	6.26	24967.94	11.75
42	SEVENTH	SCIENCE	212404	B	20596.6	9.70	21345.42	10.05	41942.02	19.75
43	SEVENTH	SCIENCE	212404	C	29232.8	13.76	27238.12	12.82	56470.92	26.59
44	SEVENTH	SCIENCE	212404	D	27043.88	12.73	21310.66	10.03	48354.54	22.77
45	SEVENTH	SCIENCE	212404	E	25083.36	11.81	15585.22	7.34	40668.58	19.15
46	SEVENTH	Social study	212809	A	11208	5.27	11570	5.44	22778	10.70
47	SEVENTH	Social study	212809	B	18274	8.59	17492	8.22	35766	16.81
48	SEVENTH	Social study	212809	C	26572	12.49	25303	11.89	51875	24.38
49	SEVENTH	Social study	212809.0	D	25425.0	11.9	22115.0	10.4	47540.0	22.3
50	SEVENTH	Social study	212809.0	E	32186.0	15.1	22664.0	10.6	54850.0	25.8
51	SEVENTH	RAWING/AGI	61536.0	A	5690.0	9.2	6197.0	10.1	11847.0	19.3
52	SEVENTH	RAWING/AGI	61536.0	B	7444.0	12.1	7391.0	12.0	14835.0	24.1
53	SEVENTH	RAWING/AGI	61536	C	9960	16.19	7877	12.80	17837	28.99
54	SEVENTH	RAWING/AGI	61536	D	5655	9.19	4284	6.96	9939	16.15
55	SEVENTH	RAWING/AGI	61536	E	4176	6.79	2902	4.72	7078	11.50
56	SEVENTH	Physical	61027	A	5788	9.48	6086	9.97	11874	19.46
57	SEVENTH	Physical	61027	B	8157	13.37	7984	13.08	16141	26.45
58	SEVENTH	Physical	61027	C	9751	15.98	7858	12.88	17609	28.85
59	SEVENTH	Physical	61027	D	4996	8.19	3872	6.34	8868	14.53
60	SEVENTH	Physical	61027	E	3850	6.31	2685	4.40	6535	10.71
61	EIGHT	Language	208720	A	17772.04	8.51	20697	9.92	38469.04	18.43
62	EIGHT	Language	208720	B	23161	11.10	25488	12.21	48649	23.31
63	EIGHT	Language	208720	C	29248.16	14.01	24830	11.90	54078.16	25.91
64	EIGHT	Language	208720	D	22662.8	10.86	15542	7.45	38204.8	18.30
65	EIGHT	Language	208720	E	18356	8.79	10963	5.25	29319	14.06
66	EIGHT	MATH	208757	A	11722.56	5.62	11875	5.69	23597.56	11.30
67	EIGHT	MATH	208757	B	19774.6	9.47	19497	9.34	39271.6	18.81
68	EIGHT	MATH	208757	C	27700.8	13.27	24425	11.70	52125.8	24.97
69	EIGHT	MATH	208757	D	25105.48	12.03	21874	10.48	46979.48	22.50
70	EIGHT	MATH	208757	E	26898.56	12.89	19884	9.52	46782.56	22.41
71	EIGHT	SCIENCE	208937	A	12495.48	5.98	15092	7.22	27587.48	13.20
72	EIGHT	SCIENCE	208937	B	21947.88	10.50	23101	11.06	45048.88	21.56
73	EIGHT	SCIENCE	208937	C	30470.12	14.58	27218	13.03	57688.12	27.61
74	EIGHT	SCIENCE	208937	D	25875.92	12.38	18597	8.90	44472.92	21.29
75	EIGHT	SCIENCE	208937	E	20419.6	9.77	13720	6.57	34139.6	16.34
76	EIGHT	Social study	231966	A	11660.48	5.03	12566	5.42	24226.48	10.44
77	EIGHT	Social study	231966	B	42220.48	18.20	20007	8.62	62227.48	26.83
78	EIGHT	Social study	231966	C	27602.72	11.90	25199	10.86	52801.72	22.76

79	EIGHT	Social study	231966	D	25787.52	11.12	20484	8.83	46271.52	19.95
80	EIGHT	Social study	231966	E	27219.8	11.73	19219	8.29	46438.8	20.02
81	EIGHT	RAWING/AGI	62082	A	5395	8.69	6276	10.11	11671	18.80
82	EIGHT	RAWING/AGI	62082	B	7779*	12.53	7373	11.88	15152	24.41
83	EIGHT	RAWING/AGI	62082	C	9750	15.71	7664	12.34	17414	28.05
84	EIGHT	RAWING/AGI	62082	D	6121	9.86	4628	7.45	10749	17.31
85	EIGHT	RAWING/AGI	62082	E	4407	7.10	2687	4.33	7094	11.43
86	EIGHT	Physical	61833	A	5601	9.06	6481	10.48	12082	19.54
87	EIGHT	Physical	61833	A	9200	14.88	8754	14.16	17954	29.04
88	EIGHT	Physical	61833	A	10665	17.25	7929	12.82	18594	30.07
89	EIGHT	Physical	61833	A	4634	7.49	3454	5.59	8088	13.08
90	EIGHT	Physical	61833	A	3005	4.86	2110	3.41	5115	8.27

Part-II

TO BE CONSOLIDATED BYSPD USING INFORMATION FROM DMF PART 2 FILLED BY ALL DPOs

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

Range 03 to 180

2 School visits t BRCs

Number of times visits were made to each school

(i) Once in a month

Number of DRCCs visited

32

(ii) Once in two months

NIL

(iii) Once in three months

NIL

(iv) Once in four to six months

NIL

3 Suggestions provided by the DRCCs to improve classroom teaching.

(i) Proper use of black board by all the teachers in their teaching.

(ii) Relevant TLMs are being used in the teaching process.

(iii) Students are being encouraged to ask questions freely.

(iv) Student based teaching is being done in the class room by involving the students in activities.

(v) Teacher is sharing students' experience and developing the lesson on the bases of their experience.

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

Number %

0

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

0

(b) What have DRCs/BRCs done to address this issue? Have they done enough? If not, what are you going to do?

Regular monitoring teams, which motivate the teachers to take extra classes so as syllabous can be completed timely.

6 a Number of DPO's who are not providing quarterly QMT's regularly.

0

Part - III

TO BE CONSOLIDATED BY SPD USING INFORMATION FROM DME PART 3 FILLED BY ALL DPOS

1.	Five important specific functions that DRCCs performed in the district.	
(a)	One site support to train the teachers with new teaching techniques.	
(b)	To monitor the work done by the students and giving them proper guidance.	
(c)	To organise Quiz competitions at block and district levels for encouragement of the students.	
(d)	Ensured timely distribution of books, grants for civil works, other material provided by the government.	
(e)	To work as a resource person in teacher training Seminars, inspection of remedial teaching and to conduct baseline test of the students to check their progress.	
2.	Number of DRCCs who prepared a schedule for visit of schools.	0
3.	Number of times each schools was visited by DRCC on an average?	7
4.	Write five examples of professional support provided by the DRC to teachers during the last quarter.	
(a)	Gave topic specific guidelines for weaker students.	
(b)	Provided guidelines and gave instructions for making TLMs	
(c)	Acted as bridge between teachers and administration for addressing local problems.	
(d)	Arranged teachers for schools where teacher students ratio is low from neighboring schools.	
(e)	Provided latest multimedia support in teacher training programmes.	
5.	How are DRCCs monitoring the records of pupil progress in learning?	
(a)	By CCE registers.	
(b)	By organizing school and block level competitions.	
(c)	Testing students randomly during the visit.	
6.	Mention the number of in-service professional programmes for primary teachers organized in last quarter.	25%
7.	What percent of current year's target has been achieved during last quarter?	14%
8.	List five major issues emerging from the programmes.	
(i)	Attendance of students must be consistent.	
(ii)	Parents of students must be involved in education process.	
(iii)	Low cost TLMs must be developed and provided to all schools.	
(iv)	Consumable items like chart papers, pencils and ink etc. must be provided to poor students.	
(v)	There must be at least one teacher per class.	
9.	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	0
(ii)	Science	0
(iii)	Social Science	0
(iv)	Languages	0
(v)	Arts Education	0

(vi) Health and Physical Education

0

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

0%

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

- (i) **Daily life examples related to topic must be there to enhance interest among the students.**
- (ii) **Math/Science labs must be fully equipped.**
- (iii) **Teacher must prepare TLMs with the help of students.**
- (iv) **Use of computers/multimedia must be encouraged.**
- (v) **Objective type question bank must be developed for every subject/topic.**

Part-IV

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

1 No. of districts having 'quality monitoring/mechanism.

Yes

(a) The institutions involved

DEO(SE), DEO(EE) and Principal DIET

(b) Members of 'quality monitoring' All DRP's, All BRP's, Lecturers DIET's, Director SCERT, Dy. Director SISE, ASPDs (SSA)

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

(d) Role of DPO in quality monitoring DRPs provide training to the RPs and also guide them how to prepare TLM.

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

(a) Training of resource persons on RTE Act 2009

22

(b) Training of Resource Persons on Pedagogy and Assessment

22

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

22

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

22

3 No. of districts organising meetings of BRC, CRC and Head Teachers to understand the problems of district.

(a) Once in a month

22

(b) Once in two months

(c) Once in three months

(d) Once in four to six months

4 Field visits (schools) by DPO 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.
- (i) **To find substitutes for vacend posts**
- (ii) **To ensure maximum attendance of students in the coming winter season.**
- (iii) **To minimize non academic activities at the end of the session.**

5 How often do DPO and DIET hold coordination meetings or coordinate between themselves for SSA activities:
(Please ✓ mark)

✓ Number of districts coordinating
Mostly Sometimes Never

If there are problems, give details

NA

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

- (i) **Preparation of TLMs and project based learning**
- (ii) **Need based teacher training is required for all the teachers.**
- (iii) **Development of lesson plans in technology based teaching process.**
- (iv) **To provide new techniques of teaching methods,innovative and scientific attitude during teacher training programmes.**

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

(b) NCERT

© Private publishers

(d) Any other

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

Initiated

Completed

Primary Syllabi

Textbooks

Upper Primary Syllabi

Textbooks

Note:- PCF-2013 has been framed. Syllabi and textbooks will be revised as per the PCF-2013 at the earliest.

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
1.	Eng. Cornucopia	Upper Pry	2012-13
2.	S.St.	Upper Pry	2013-14
3.	Maths	Upper Pry	2013-14
4.	Science	Upper Pry	2013-14
5.	English	Upper Pry	2013-14
6.	Pedagogy	Upper Pry	2013-14

4 Status of CRCs/BRCs in the state.

	Sanctioned Posts	In position
CRCs	1499	1499
BRCs	852	852

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

(a) DIETs Involvement : Modules Development and Teacher Training

Problems: Nil

(b) SCERT Involvement Teacher Training Curriculum Development and Revision of syllabus .

Problems Nil

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)

Least 1 2 3 4 5 Greatest

CRUs N/A

BRCs

✓

DLEs

✓

DPO

✓

SCERT

✓

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

Yes✓

No

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

8 (a) Major programme activities of SSA for quality enhancement during the current year

Parvesh at primary level and activity based teaching at upper primary level of Mathematics, Science, English and Social Science.

(b) Progress of these programmes during the quarter

The baseline and midline testing of the above said subjects shows the improvements of students in learning.

9 State key problems encountered/identified during the quarter by the State, in the context of quality parameters:

- (1) shortage of funds for the activities planned for the Quality Enhancement.
- (2) Delayed receipt of funds hinder the process of Quality Enhancement.

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

Approved funds should be released in the beginning of session.


Additional State Project Director, Punjab