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

Quarter under Report | I | II | III | IV | Year | 2 | 0 | 1 | 5 | 1 | 6 |

Period of quarter: **july to sep**

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 **1499** ,   BRC **141**,   District **22**_ ,   State _**PUNJAB**

2. (a) Number of schools in the cluster

| I - V | 13058 | VI - VIII | 6286 | I - VIII | | Any other | | | Total | |

(b) Number of schools which filled up SMFs

| I- V | 12697 | VI - VIII | 6274 | I - VIII | | Any other | | | Total | |

3. Number of Teachers: In Position
)

   (a) Primary Teachers   (i) Regular   **31396**

                                    (ii) Contractual   **6286**

   (b) Upper Primary Teachers   (i) Regular   **31984**

                                      (ii) Contractual   **7927**

Section B: Attendance Information

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

Month: ………………

Class	Number of schools with average daily attendance of :									
	Boys			Girls			Total			
	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%	
I	10059	1908	606	10049	2041	585	10083	1972	642	12697
II	10065	1929	579	10100	1893	583	10078	1967	653	12697
III	10113	1868	592	10203	1831	545	10193	1897	607	12697
IV	10096	1855	622	10300	1737	541	10236	1825	636	12697
V	10273	1748	552	10468	1625	484	10408	1735	555	12697
VI	5050	782	302	5130	779	312	5176	808	290	6274
VII	5109	768	271	5192	776	251	5220	807	248	6274
VIII	5132	740	256	5207	736	277	5250	784	241	6274

5. Number of Children with Special Needs (CWSN) in government schools in the State.

96186

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

1. The Department of School Education, Punjab has developed its own web portel where all schools have been provided with separate user name and password for accessing their accounts. Information related to Staff, Students and school infrastructure is updated by the schools on regular basis. A facility, in the software, to enter daily staff and student attendance has also been provided to the schools. Apart from this, the Department of School Education is going to implement Biometric Attendance project in Rupnagar District on pilot basis from this year.
2. By regular meetings with SMC regarding improvement of attendance of students.
3. Making announcements in the speaker of local Gurdwaras.
4. By making arrangement of lectures of learned persons in the morning assembly.
5. By sending the teachers to the homes of the students

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

Boys: | 4284 | Girls: | 3511 |

Section C: Curriculum Transaction

8. Number of schools distributing textbooks at different times after beginning of session | 20227 |

Within one week	Within one month	After one month
20227(Govt+ Govt aided)	---	---

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

DPO remains in touch with all school heads and block heads and updates the information to SPO about the supply and progress of distribution

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

was approved in 2015-16.

Received **N/A**%   Utilised **N/A** %

Percentage of primary teachers

Percentage of upper primary teachers

11. Initiatives/ strategies adopted by teachers for improving teaching learning process.
    1 Use of self made TLM.
    2 Use of multimedia.
    3 involving students in teaching learning process.

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

To impart education to students by using latest educational skills. Efforts made to motivate girl students to have more involvement in all aspects of life.

Section D: Continuous and Comprehensive Evaluation

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

Classroom observations done. Positive and constructive feedback given to the teachers for effective teaching learning process. Areas of improvement made clear to the teachers.

Section E: Teacher Training

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

1. Flash cards, charts, models and material received through parvesh project displayed to the students.
2. Students are taughted in pair and group works and individually also.
3. Students have been taught with the new and modern skills of teaching.

			state				
			Boys		**Girls**		**Total**	
			No.	**%**	**No.**	**%**	**No.**	**%**
1st	punjabi		20744	23	22631	25	43375	24
			23844	26	23409	26	47253	26
			23301	25	22435	25	45736	25
			14315	16	13289	15	27604	15
			9260	10	8440	9	17700	10
			91464	100	90204	100	181668	100
	math		24746	26	22333	25	47079	25
			23611	25	23165	26	46776	25
			23063	24	22079	24	45142	24
			15315	16	13845	15	29160	16
			9543	10	8783	10	18326	10
			96278	100	90205	100	186483	100
2nd	punjabi		26619	25	25039	26	51658	26
			26372	25	25331	26	51703	26

Grade	Subject						
		25065	24	23211	24	48276	24
		16117	15	14638	15	30755	15
		10222	10	9629	10	19851	10
		104395	100	97661	100	202056	100
	math	27314	26	25099	26	52413	26
		25519	24	24841	25	50360	25
		25381	24	22906	23	48287	24
		16294	16	15249	16	31543	16
		10511	10	9850	10	20361	10
		105019	100	97945	100	202964	100
3st	punjabi	29814	28	25769	27	55583	27
		26184	24	25707	27	51891	25
		25202	23	22705	23	47907	23
		16085	15	13907	14	29992	15
		10461	10	8920	9	19381	9
		107746	100	96985	100	204731	100
	math	28018	26	23488	24	51506	25
		25723	24	24610	25	50333	25
		26947	25	24981	26	51928	25
		16637	15	14249	15	30886	15
		10574	10	9455	10	20029	10
		107989	100	96782	100	204771	100
4st	punjabi	30237	26	27719	26	57956	26
		28931	25	28382	27	57313	26
		26454	23	23697	23	50151	23
		17186	15	14749	14	31935	15
		11895	10	10630	10	22525	10
		114703	100	105177	100	219880	100
	math	28814	25	24442	23	53256	24
		28980	25	28346	27	57326	26
		27571	24	26123	25	53694	24
		17639	15	15253	15	32892	15
		12453	11	11008	10	23461	11
		115457	100	105172	100	220629	100
	evs	28936	25	25996	25	54932	25

		28379	25	27999	27	56378	26
		27594	24	25568	24	53162	24
		17791	15	14884	14	32675	15
		12560	11	10727	10	23287	11
		115260	100	105174	100	220434	100
		30525	26	28263	27	58788	27
		28648	25	28203	27	56851	26
		27278	24	24204	23	51482	23
		16838	15	14446	14	31284	14
		12095	10	10055	10	22150	10
	hindi	115386	100	105169	100	220555	100
		27653	24	24883	24	52536	24
		27661	24	27242	26	54903	25
		28241	24	25950	25	54191	25
		18714	16	16416	16	35130	16
		13229	11	10976	10	24205	11
	English	115498	100	105467	100	220965	100
5st		33011	27	30643	28	63654	27
		31042	25	29479	27	60521	26
		28832	23	24803	23	53635	23
		18420	15	15186	14	33606	14
		11617	9	9523	9	21140	9
	Punjabi	122922	100	109634	100	232556	100
		31450	25	25660	23	57110	25
		29440	24	28374	26	57814	25
		29588	24	26791	24	56379	24
		19674	16	17744	16	37418	16
		13238	11	11027	10	24265	10
	Math	123390	100	109596	100	232986	100
		31013	25	28080	26	59093	25
		29773	24	29001	26	58774	25
		30231	24	26121	24	56352	24
		19693	16	16462	15	36155	16
		12811	10	9932	9	22743	10
	Evs	123521	100	109596	100	233117	100
		32477	26	30271	28	62748	27
		30006	24	29027	26	59033	25
	Hindi	29844	24	25633	23	55477	24

		18883	15	14970	14	33853	15
		12367	10	9695	9	22062	9
		123577	100	109596	100	233173	100
		29808	25	26253	25	56061	25
		28648	24	27779	26	56427	25
		29710	25	26178	25	55888	25
		19162	16	16204	15	35366	16
		12603	11	10077	9	22680	10
	English	119931	100	106491	100	226422	100
6 th	Punjabi	21262	17	25704	22	46966	19
		27793	22	29353	25	57146	24
		32787	26	28887	25	61674	26
		23570	19	18461	16	42031	17
		20157	16	13848	12	34005	14
		125584	100	116253	100	241837	100
	hindi	20049	16	24080	21	44129	18
		26075	21	27336	24	53411	22
		31755	25	28376	24	60131	25
		24911	20	20110	17	45021	19
		22795	18	16350	14	39145	16
		125585	100	116252	100	241837	100
	English	16706	13	19184	17	35890	15
		23759	19	25066	22	48825	20
		31316	25	28476	24	59792	25
		26561	21	23086	20	49647	21
		27263	22	20439	18	47702	20
		125585	100	116251	100	241836	100
	Math	16826	13	18303	16	35129	15
		23209	18	23699	20	46908	19
		32135	26	30709	26	62844	26
		27901	22	24941	21	52842	22
		25514	20	18600	16	44114	18
		125585	100	116252	100	241837	100
	Science	18576	15	21321	18	39897	16
		25352	20	27686	24	53038	22
		33117	26	30091	26	63208	26
		26252	21	21556	19	47808	20
		22289	18	15596	13	37885	16

		125586	100	116250	100	241836	100
	SSt	18110	14	20589	18	38699	16
		25134	20	26663	23	51797	21
		32007	25	29639	25	61646	25
		26193	21	21753	19	47946	20
		24139	19	17671	15	41810	17
		125582	100	116253	100	241835	100
7 th	Punjabi	20968	17	26884	24	47852	20
		28404	23	30071	26	58475	25
		31781	26	27432	24	59213	25
		23246	19	17996	16	41242	17
		18382	15	11830	10	30212	13
		122781	100	114213	100	236994	100
	Hindi	18821	15	31740	26	50561	21
		24798	20	27835	23	52633	21
		31526	26	27686	23	59212	24
		25451	21	20861	17	46312	19
		22221	18	14078	12	36299	15
		122817	100	122200	100	245017	100
	English	16322	13	19577	17	35899	15
		22408	18	24887	22	47295	20
		30469	25	29062	25	59531	25
		27089	22	22590	20	49679	21
		26529	22	18084	16	44613	19
		122817	100	114200	100	237017	100
	Math	16246	13	18910	17	35156	15
		23108	19	24855	22	47963	20
		32097	26	29672	26	61769	26
		28026	23	24444	21	52470	22
		23340	19	16319	14	39659	17
		122817	100	114200	100	237017	100
	Science	17330	14	22522	20	39852	17
		25103	20	26244	23	51347	22
		31936	26	29634	26	61570	26
		26945	22	21902	19	48847	21
		21503	18	13898	12	35401	15
		122817	100	114200	100	237017	100
	SSt	17934	15	21627	19	39561	17

Class	Subject						
		24796	20	25901	23	50697	21
		30874	25	28908	25	59782	25
		26075	21	22237	19	48312	20
		23138	19	15533	14	38671	16
		122817	100	114206	100	237023	100
8 th	Punjabi	22591	18	27937	26	50528	22
		28150	23	28492	26	56642	24
		31386	26	26716	24	58102	25
		22686	19	16210	15	38896	17
		17606	14	10152	9	27758	12
		122419	100	109507	100	231926	100
	Hindi	20138	16	24982	23	45120	19
		27032	22	26961	25	53993	23
		31177	25	26890	25	58067	25
		23456	19	18066	16	41522	18
		20717	17	12608	12	33325	14
		122520	100	109507	100	232027	100
	English	17277	14	20309	19	37586	16
		23948	20	25008	23	48956	21
		32160	26	28337	26	60497	26
		25378	21	20731	19	46109	20
		23724	19	15116	14	38840	17
		122487	100	109501	100	231988	100
	Math	17000	14	19564	18	36564	16
		23738	19	24319	22	48057	21
		32531	27	28285	26	60816	26
		27305	22	21652	20	48957	21
		21913	18	15681	14	37594	16
		122487	100	109501	100	231988	100
	Science	18424	15	23079	21	41503	18
		25743	21	26689	24	52432	23
		32861	27	27735	25	60596	26
		25652	21	19560	18	45212	19

		19807	16	12438	11	32245	14
		122487	100	109501	100	231988	100
	SSt	19024	16	22485	21	41509	18
		25727	21	25990	24	51717	22
		31795	26	27436	25	59231	26
		24718	20	19740	18	44458	19
		21223	17	13847	13	35070	15
		122487	100	109498	100	231985	100

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

1. More & more improved usage of audio & visual Aids in teaching learning process.
2. Teacher are advised to make their class so interesting that students are engaged.
3. Curriculam and Topic to be taught should be well planned before teaching.

Section F: Functioning of SMC

Number %

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

18971	100

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

N	A

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

N	A

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

Number %

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

N	A

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

Section G: Learners' Assessment

19. **Please aggregate pupil assessment data of schools <u>in the format used in schools</u> and enclose the same (CCE format). Following format is given as an example only**

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

   Number of schools of the State which provided this information:

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:
   Range………..to…………

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	

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

_____

	.Number	%
4. Number of schools not maintaining records of pupils' progress in the schools	nil	
5. (a) How many schools are having less than 60% coverage of the syllabus ?	nil	

   (b)What has been done to address this issue? __NA

_____

1. (a) Number of DPOs who are not providing QMTs regularly   Nil

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

_____

_____

_____

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.

Regular Monitoring Of the School.
One Site Teacher Trainingto Improve Quality of Teaching
Evaluating The students
Helping The Subject Teacher To establish lab corner in school/ lab.
Use of TLM in teaching to make teaching learning process more effective.

2. Number of BRCs who prepared a schedule for visit of schools.

| ALL |

3. Number of times each school was visited by BRCs on an average.

| 2 |

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

1) **On site support to teachers**

2) **Helping in Preparing New TLM & establish Math/ English/SSt/ Library Corner.**
3) **Helping to evaluate students & Maintain their records as per CCE**

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

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

| 3 |

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

| 50% |

(c) List major issues emerging from the programmes.

- Activity based teaching learning
- To improve reading habits
- Training to improve handwriting.
- To inculcate creativity among students.

6. (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

| 0 |

(ii) Science

| 0 |

(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? | 0 | %

(c) List major issues emerging from the programmes.

1 Use of playway method .

2 provision of TLM grant .

3 training should be such it can be transited to classroom level.

Part-IV

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

1. Number of districts having 'quality monitoring' mechanism. | 22 |

    (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 BRC/CRC in quality monitoring : maintain quality in education at grass root level.

    (d) Role of DPO in 'quality' monitoring is to provide grants approved by MHRD to organise different types of activities in the class room and superwise them.

2. What kind of 'quality interventions' were provided at 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 | Yes |

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

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

3. Number of districts organizing meetings of BRC, CRC and Head Teachers to understand the problems of district. | 22 |

    (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 | 30 |

    (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

NA

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

    (c). Private publishers

    (d). Any other…………………………

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

List attached as Annexure-1

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
Maths Cornucopia	U.Pry	2012-13
Science	U.Pry	2012-13
Sanwaad	Pry.& U.Pry	2012-13

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 DIETs & SCERT were involved. Please State problems, if any.

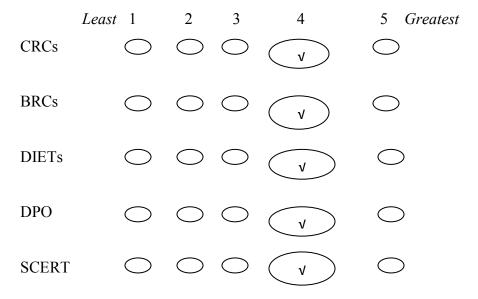 a. DIETs: Involvement

 1.Training to the teachers

 2. Monitoring

3. Need analysis.

4. Modules Development

Problems: The funds approved by MHRD are not sufficient. The rates given in the SSA Frame

work should be reviesed.

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 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
CRCs		◯	◯	◯	√	◯	
BRCs		◯	◯	◯	√	◯	
DIETs		◯	◯	◯	√	◯	
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)

1. To enhance the quality the main focus was laid on the capacity building of teachers for which activity based trainings were organized

2. It was recommended to organize the academic activities for e.g., quiz, map filling, spell bee etc.

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

a. The monthly agenda of activities under PERVESH project is prepared for schools at the head office and circulated to every school after monthly meetings at state, district and block level meetings of project coordinators. Monitoring is done to ensure that the work is being done in the schools as per the monthly agenda.

b. A bimonthly magazine 'Pervesh Bal Pustika' for students of class I to V is being published by Sarva Shiksha Abhiyan Punjab. This magazine contains the original writings and paintings by school students.

c. 'Swachta Club' has been established in all Govt. Primary schools in last sessions 2015-16 students and teachers are the members of 'Swachta Clubs' and different types of duties related to cleanliness have been assigned to the members.

d. Hand wash day has been celebrated on 15 October 2015 in all Govt. Primary Schools.

e. Appreciation letters have been given to hardworking teachers according to their performance.

f. The special focus was given to target behind children. A program has been started for three months (from August to October) to improve reading and arithmetic skills.

g. Monthly, daily calendar prepared at head office and circulated to all primary schools of the state through PERVESH Coordinators.

h. The participation of parents in the (formal) education of children studying in Govt. Primary schools plays an important role. In session 2015-16 a pre Parents Teacher Meeting has been arranged on 8th February in all schools. Meetings have been arranged in February Month so that parents can know the progress of their children and can make efforts to improve the achievements of their children till March.

1. The whole syllabus was divided on weekly basis during session 2015-16. Weekly syllabus with lesson plan was given to schools through monthly agenda. A positive feedback has been received for this effort and state want to keep it continue for next session too……..

   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. Enhancement of Results from Base Evaluation to Post Evaluation

   3. Activities according to academic calendar were done to enhance co-scholastic potential of students.

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

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

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

Vetting by NCERT is a tedious process.

Date: 28-3-2016

Sd/-

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