

STATE MONITORING FORMAT

(To be completed by SPD and sent to NCERT)

Quarter under Report

I	II	III	✓ IV
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2	0	1	5
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1	6
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Period of quarter: **January to March**

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. State - Chandigarh. (Chandigarh is a single District Union Territory)

Number of CRCs in the district **20** Number CRCCs submitted CMFs **20**
Number of BRCs in the district **NIL** Number of BRCCs submitted BMFs **NIL**

2. (a) Number of schools in the clusters **-108 Schools**

I - V	107
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VI - VIII	
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I - VIII	100
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Any other

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Total	
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(b) Number of schools which filled up SMFs

I - V	107
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VI - VIII	
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I - VIII	100
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Any other

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Total	
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Remark:- All schools (except 7 Primary schools) are composite schools.

© Number of clusters which filled up CMF—

All 20 clusters

3. (i) Number of Teachers: In Position Required Posts
(as per RTE Norms)

(a) Primary Teachers	(i) Regular	994	446	446 + 496 is additional requirement
	(ii) Contractual	675		
(b) Upper Primary Teachers	(i) Regular	1906	496	
	(ii) Contractual	626		

(ii) PTR (Pupil Teacher ratio) Govt. Schools:

Table-1

Level	2015-16
Primary level	29:1
Upper Primary Level	26:1
Elementary level	27:1

Table-2

Level	No. of Govt. Schools where PTR is greater than 50	No. of Govt. Schools where PTR is less than & equal to 50 and greater than 40	No. of Govt. Schools where PTR is less than & equal to 40
Primary	0	5	103
Upper Primary	3	6	93
Elementary	0	4	105

Source – U_DISE 2015-16

Section B: Attendance Information

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

Month: ...**March, 2016**

Class	Number of schools with average daily attendance of :									Remarks
	Boys			Girls			Total			
	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%	Above 80%	60% - 79%	Below 60%	
I	61	36	10	62	36	9	66	39	2	In 02 Girls Senior Secondary Schools (i.e. GGMSSS-18 & GGMSSS-20B) , there is no enrollment of boys from 6 th class onwards.
II	67	28	12	71	28	8	74	28	5	
III	86	13	8	85	15	7	90	16	1	
IV	80	17	10	79	20	8	85	17	5	
V	81	18	8	84	15	8	91	14	2	
VI	78	13	8	84	10	7	83	17	1	
VII	77	16	6	80	13	8	82	17	2	
VIII	73	19	7	81	10	10	85	14	2	01 school i.e. (GGMSSS-23 NYC) does not have Primary classes , it has classes from 6 th class onwards.

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

3308

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

- Time and again community and parents are made aware of importance of education and about the benefits/schemes being extended to the children
- Interactive & interesting teaching learning strategies
- Meeting with SMCs and especially with mothers to motivate them to send their children school regularly.
- Class teachers also make phone calls to parents to know reasons of students absenteeism and try to find out the solution with the help of parents.
- Persuasion & counseling by teachers.
- Attendance scholarship

- **Appreciation to students with maximum attendance in school morning assembly or in front of the whole class.**
- **Community volunteers pay home visits and guide parents to check absenteeism among students especially students of special training centres.**
- **Mid day meal, free text books and uniforms.**
- **Parents teacher meetings at regular interval.**
- **Child friendly teaching learning environment.**

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

Boys:

2383

Girls:

1993

b. Number of centers where these children are undergoing special training: **173 special training centers in Govt. schools and 12 centers in 03 un recognized Madrassas covering 389 children).**

Own schools	Other centers (NGO)	Residential centers	Any Other Non Residential Special Training Centres (NRSTC)
173 Centres	----	-----	04 Centres (VTC Building Snehalya at Maloya , Chandigarh) Nari Niketan-1 Juvenile Justice Home-01

Section C: Curriculum Transaction

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

108

Within one week	Within one month	After one month
✓ (It is ensured that books are provided to students in the beginning i.e. first week of academic session except some titles which are received late from NCERT.)		

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

Order for procurement of text books is placed well in advance with NCERT . As soon as the books are received from NCERT, are distributed to all the schools . It is ensured that all the children received text books well in time.

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

	Received %	Utilized %
Percentage of primary teachers		
Percentage of upper primary teachers		

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

- **Need based teaching approaches**
- **Discussion/sharing of various teaching strategies during cluster level training programmes.**
- **Training inputs are used for making classroom transaction more effective.**
- **Experiential teaching /learning**
- **Preparation/self made TLM & use of need based TLM with the help of students.**
- **Use of technology/ multimedia to make teaching learning process more effective**
- **Lively environment in the classroom**
- **Teachers frame such type of activities that active participation of all students is ensured.**
- **Peer/group learning.**
- **Use of reference material i.e. source books/teaching modules/man ual.**
- **Practical based activities .**
- **Teachers act as facilitator instead of being an authority.**

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

- **Individualized educational plan (IEPs) with modified curriculum to make teaching learning process CWSN friendly.**
- **Formation of peer group to support CWSN.**
- **Encouragement & motivation to CWSN to participate in all class activities.**
- **CWSN friendly seating arrangement in the class.**
- **Learning corners to facilitate the teaching learning process of CWSN.**

- Encouraging & conducive class environment.
- Peer sensitization by teachers.
- Resource teachers help general classroom teachers for handling CWSN and taking CWSN forward with other children of the class.

Section D: Continuous and Comprehensive Evaluation

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

Observations of classroom teaching learning process. Interaction with teachers & students to know whether desired competency level is achieved or not.

Section E: Teacher Training

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

- I. Teachers discuss the training inputs with their colleagues and try to implement the methods & techniques they learn in the training programme
- II. Use of multimedia for effective teaching.
- III. Conduct of group activities.
- IV. Optimum use/utilization of available resource in the classroom/school to enhance student learning.
- V. Helpful to understand child psychology.
- VI. Peer learning/group teaching .
- VII. Teachers apply new methodologies and evaluation techniques which they learn during various training programmes and workshops.
- VIII. Innovative/new methods learnt during training programmes are implemented in the classroom . This made teaching learning process more interesting.
- IX. Activity based teaching
- X. Training in the subjects of Maths and Science enables teachers to encourage students to enhance their problem solving critical thinking skill.
- XI. Connecting subject content to their immediate environment.
- XII. Use of innovative teaching methods to make teaching learning more interesting and effective.

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

- Training on subject content, addressing psychological needs and adolescent problems.
- Training on worksheet preparation.
- Training focusing on language studies
- Training on handling learning disability.
- Training with focus on Information Technology.
- Focus of the training should be subject content as well as latest developments in the education system.

Section F: Functioning of SMC

Number %

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

108	100
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17. (a) Number of schools where School Development Plans have been prepared.

108	100
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(b) Number of schools involving SMCs in preparation of this plan.

108	100
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(c) Action taken on schools that did not involve SMCs.

During various meetings and orientation programmes school heads have been sensitized to prepare School Development Plan by involving SMCs.

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

108	100
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(b) Action taken for coverage of SMCs not trained.

Section G: Learners' Assessment

19. (a) Details of Learner Achievement (Class wise and subject wise) for classes I-VIII for last quarter.

Number %

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

108	100
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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: **January to March**

Range 02 to 03 classes per day.

- (b)** Number of special training centers for out of school children visited and observed by the CRCCs

Range(minimum) 02 visits to (maximum) 03 visits per center per week

- 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
- (v) 3-4 times in a month.**

All 20 CRCCs

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

- **Reinforce teaching through projects, experiments & TLMs.**
- **To ensure reflection of various training programmes in classroom teaching.**
- **To improve reading & writing skills among young learners by adopting different techniques.**
- **To plan teaching strategies according to the learning level of students.**
- **To promote Peer group learning**
- **Faculty meeting/discussions on good classroom practices.**
- **To ensure participatory approach.**
- **Reflective teaching.**
- **Use of Multi media like e-Pathshala for making classroom teaching more effective.**
- **To encourage students to participation in all curricular & co-curricular activities.**

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

Number %

Nil	
Nil	

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

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

6. (a) Number of DPOs who are not providing QMTs regularly-**NA**

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

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.-NA
2. Number of BRCs who prepared a schedule for visit of schools.-NA
3. Number of times each school was visited by BRCs on an average. -NA
4. Write five examples of professional support provided by the BRC to teachers during the last quarter. NA
5. How are BRCs monitoring the records of pupil progress in learning? - NA
- 6 (a) Mention the number of in-service professional development programmes for primary teachers organized in last quarter.

As per the PAB approval , 921 teachers teaching Primary classes attended :-

- 1. Two days follow up training at cluster level.**
- 2. Five days In-service teacher training at SCERT-32, Chd under SSA.**

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

100%

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

No issue emerged.

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?

(i) Mathematics

(ii) Science

(iii) Social Science

(iv) Language

As per PAB approval 169 teachers teaching Maths and Science at Upper Primary level attended (1) 06 days in-service training at SCERT under SSA (2) 02 days follow up training at cluster level .

NA

NA

(v) Arts Education

NA

(vi) Health and Physical Education

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

100%

(c) List major issues emerging from the programmes.----**NA**

Part-IV (Not Applicable)

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

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

(a) The institutions involved _____

(b) Members of 'quality' monitoring _____

(c) Role of BRC/CRC in quality monitoring _____

(d) Role of DPO in 'quality' monitoring _____

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

Number of districts
providing interventions

(a) Training of resource persons on RTE Act 2009

(b) Training of Resource Persons on Pedagogy and Assessment

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

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

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

Number of districts
organizing meetings

(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

(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

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

Note: Part IV is not applicable, as Chandigarh is single district UT. Flow of information is directly from clusters to State Project Office (SPO)

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 | <input type="radio"/> |
| ✓ (b). NCERT | <input checked="" type="radio"/> |
| (c). Private publishers | <input type="radio"/> |
| (d). Any other..... | <input type="radio"/> |

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

In UT, Chandigarh text books published by NCERT are being followed. Text books revision is done at the level of NCERT.

	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

<i>Modules</i>	<i>Pry/Upper Pry</i>	<i>Year of development/procurement</i>
Padhne ki samajh	Primary	2009
(for Early Literacy Programme)		
Policy to practice	Primary	2010-2011
Modules/source books on subject		
Specific Content	Primary	2011-2012
(Hindi, English , Maths, Punjabi & EVS)		
Module/source book on subject specific	U. Primary	2011-2012
Content (Punjabi & Hindi)		
Shaping the way we Teach	Principals\ Heads	2011-12
Mathematics Teacher Training Manual	Primary	2014
for classes I & II		
Likhne ki shuruwat-ek samwad	Primary	2015

4. Status of CRCs/BRCs in the State:

	<i>Sanctioned Posts</i>	<i>In Position</i>
CRCs	20	20
BRCs	NA	NA

(However, there is one URC with 2 RPs)

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

In UT, Chandigarh earlier, there was State Institute of Education (SIE) but in 2014 it has been converted into SCERT. There is no DIET in UT, Chandigarh. SCERT is involved in all type of in-service teacher training programmes & development of source/resource material.

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).

	<i>Least</i>	1	2	3	4	5	<i>Greatest</i>
CRCs		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4
BRCs		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	NA
DIETs		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	NA
DPO		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	NA
SCERT		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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(b) If yes, when was last meeting held? What were the main recommendations? (Please attach copies of minutes and action taken)

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

(2015-16)

- **Capacity Building of teachers and CRC Coordinators.**
- **Follow up training at cluster level.**
- **Early literacy programme for classes I & II**

- Teaching/Training material i.e. Padhne ki samajh & Likhne ki shuruwat-ek samvad provided to all govt. schools for the reference of teachers.
- Interaction sessions/meeting with School Heads and CRC Coordinators for improving Quality of Education.
- Meetings/orientation programmes for SMCs to seek inputs for quality enhancement in school education.
- Faculty meetings at school level to review the progress of children in particular subjects as reflected in QMTs.
- Monitoring of classroom processes by SPO & CRC Coordinators for further on site support to the teachers.

(b) Progress of these programmes during the quarter.

- Early Literacy Programme for classes I & II is going on in all the schools with the objective of reading with comprehension. It is being monitored by CRC Coordinators. As per the feedback received from CRC coordinators and school heads. Early Literacy Programme is proved helpful for reading with comprehension, inculcation of reading habits and love for reading among young graders , contextual reading, development of imagination etc.
- Teachers are using training inputs in class room teaching learning processes.
- On-site support to the teachers.
- Post training follow up of classroom transactions.
- After every quarter discussion on QMTs analysis at cluster/school level for further remediation.

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

Role of SMCs not as per expected level.

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

Dated: 19/5/2016.


Dy. State Education Officer,
Sarva Shiksha Abhyan Society,
Chandigarh Administration