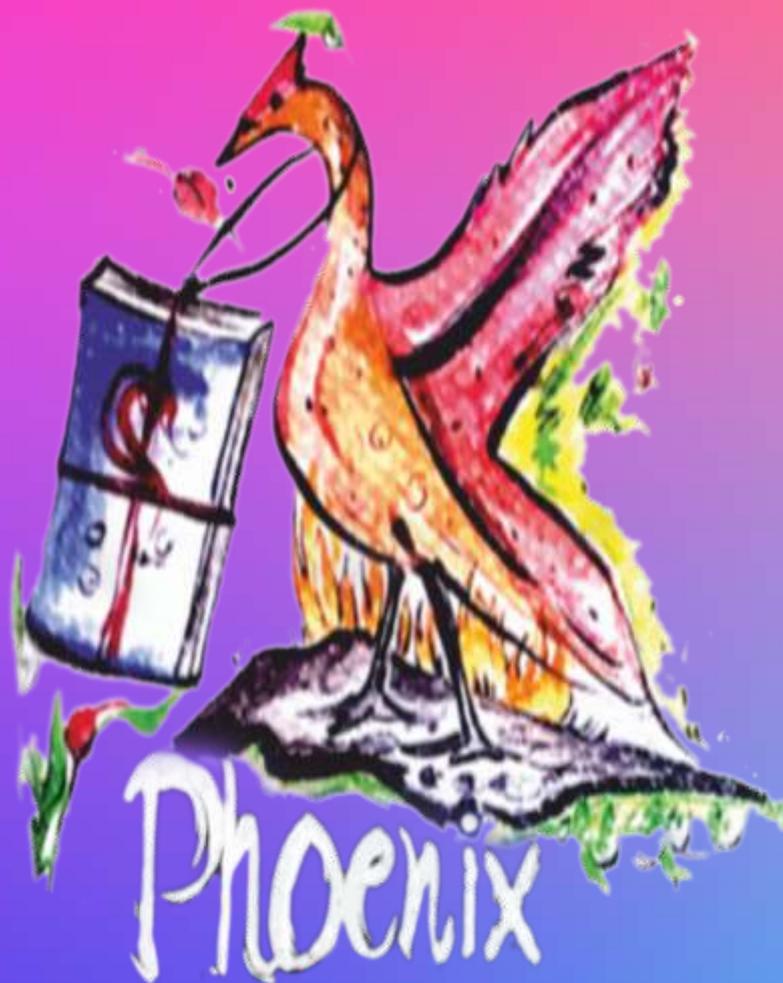




Department of School Education U.T. Chandigarh



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PHOENIX

Striving for Excellence



Conceptualised by:

Sh. B.L. Sharma, IAS
Education Secretary
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उस्ताद है वही, जो रमूजे जिन्दगी सिखा दे।
बेपर को पर लगा दे, पर वाले को परवाज़ सिखा दे।

शायर :

बी.एल. शर्मा, आई.ए.एस.

सचिव, शिक्षा विभाग, चण्डीगढ़ प्रशासन



V.P. Singh Badnore
Governor of Punjab
and
Administrator
Union Territory, Chandigarh



MESSAGE

Raj Bhavan
Chandigarh
November 20, 2019

UT of Chandigarh has got 1st Rank in the country in School Education Quality Index (SEQI) as released by NITI Aayog on 30.09.2019. Chandigarh has also occupied first position in the country in the Performance Grading Index (PGI) notified by MHRD. On 70 parameters, by scoring 841 points out of 1000. Chandigarh has been selected by the Government of India for PISA scheduled to be held in April, 2021. Chandigarh, thus, is emerging as a new Centre of Excellence in Education of Northern India.

For improving the quality of education at elementary level, we have introduced the project Phoenix, which has been conceptualised, developed and launched to monitor the performance of teachers on regular basis as well as learning outcomes of students of Elementary Classes, on real time basis. The objective of the project is to ensure the attainment of knowledge and skill commensurate with their class/grade.

I am sure the successful implementation of the project will go a long way in strengthening the foundation of School Education System. It will not only raise the quality of education to a higher plane but will also demonstrate high performance of the teachers and the students to meet the expectations from today's generation.

I extend my appreciation to all the senior officers of the Department including Secretary (Education), Director (Education), other officials of the Department and experts for their vision to take the lead in the country and develop/implement the project Phoenix and also. I also wish the very best to the Principals/Phoenix and also to the Principals/Headmasters/Headmistresses and Teachers for their diligence and commitment for making the project a great success.

[V.P. Singh Badnore]

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06th November, 2019

MESSAGE

The universalization of education at elementary level has made it mandatory for each and every child to be imparted school education irrespective of the socio economic background. With this mandate the Govt. Schools in the city ensure admission of the students from all strata of society. Imparting education to such children and retaining them within the educational institutions, is a big challenge.

The curricular framework has evolved over a period of time and burden of studies on students has increased manifold. This has brought about new challenges for teachers and students. Under such circumstances taking care of the education of every child and ensuring that all the students attain the prescribed learning outcomes is a difficult task. To meet this challenge the Department of Education, Chandigarh has conceived the idea of Project Phoenix and implemented it with utmost commitment. The successful implementation of this project, I am sure, is going to transform the education system especially at the Elementary Level. It will equip the educational administrators to monitor the learning outcomes of each child and undertake remedial measures and policy interventions, whenever and wherever required. This, in turn, would bring about qualitative improvement in the education at Elementary Level.

I congratulate Secretary Education and his team, who have been involved in the conceptualization, development and implementation of the project which has become a landmark scheme in the country.



(MANOJ PARIDA)

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FOREWORD

The ultimate goal of education is holistic development of an individual including intellectual, emotional, aesthetic, physical and moral/ethical development. The UNESCO report titled "Learning to Be" published in 1972 while defining the aim of education echoes the same idea. It reads: "the physical intellectual, emotional and ethical integration of the individual into a complete man". In a similar vein Swami Vivekanand had defined education as: "manifestation of the perfection already in man". The main focus of learning is to make hidden ability of a learner manifest. Thus the aim of education is to ignite the spark within and develop the potential which is already there in the child. The job of the teacher is to identify the flair and talent of the learner in the light of his propensities and to assist the child in learning and holistic development. The process of exploiting the talent or potential leads to empowerment of the individual, enabling him not only to stand on his own legs but also became a active and useful member of the group, society and nation, at large.

However, the stark reality on the ground is that there are cases where students who have reached secondary level, may be IX or X standard but are found deficient in the matter of attainment of knowledge and skills, required to be acquired, at primary level, say, in IV or V standard, either because of inadequacy of proper infrastructure, or lack of proper training of the teachers or lack of motivation on the part of teachers or because of inappropriate pedagogical processes adopted by teachers etc. Such an anomalous situation reflects badly on the prevalent system of education and calls for proper analysis and course correction. We had come across cases in Govt. schools where

students who had reached Xth standard, were not having the competency of even the IV and V standard. This was observed among large section of students and in large number of schools in the U.T. of Chandigarh. Such a situation is really challenging one for any educational system. To combat such a situation of low quality of education, which was a consequence of lackadaisical approach towards teaching-learning processes and ineffective governance system of schools, that the Project Phoenix was conceived, developed and launched.

Through the Project Phoenix the department is able to track each and every learning outcome, in respect of each and every subject, in relation to each and every student. Simultaneously, we are able to track the performance of each and every teacher, teaching at the Elementary Level. The bedrock of the project is the Progress Sheet, displaying therein, the names of the students of the class, on one axis and prescribed learning outcomes, on the other axis. The grading in respect of learning outcome is reflected against each learning outcome. Those students who are not able to attain the prescribed outcomes are then identified; special and individual attention is extended by the teachers using innovative and appropriate pedagogies for raising the learning levels of such students. As and when the performance of the child improves viz-a-viz a particular learning outcome, higher grading is reflected in the Progress Sheet.

Supervisory teams have been constituted to monitor the implementation of the project at school/class level and to ascertain as to whether teaching-learning processes are being transacted in the prescribed/intended manner or not. They also check and assess the accuracy of grading of the students being recorded by the subject teachers in the Progress Sheet, so as to ensure the implementation of the project in letter and spirit.

A Web Application has also been developed for leveraging technology in connection with the implementation of the project which enables the teachers, principals and senior functionaries of the department to access and view the learning outcomes of each and every student, of each and every section/class and of each and every school on the click of the button. The Web Application provides us with the micro level data i.e. grading in respect of each and every

outcome, of each and every student, of each and every subject and macro level data of sections, classes, schools, clusters and U.T. The data, so generated, by the Web Application is analysed at different levels and appropriate interventions are undertaken including the policy interventions at the highest level. The Web Application has been so designed as to have scope for further up-gradation and expansion of the work.

Implementation of the Project Phoenix is bringing about transformation of teaching-learning processes at Elementary Level. It is also raising the quality of education being imparted substantially. This is a **unique project** of its kind in the country and could well serve as a model in government schools in other states/U.Ts to improve the standards of education at Elementary Level.



B.L. Sharma, IAS



Rubinderjit Singh Brar
PCS



D.O. No. PA/DSE/2019/437

Director, School Education
Chandigarh Administration

Dated 15-11-2019

Quality improvement in Education encompasses the all round development of learners. The system of education therefore needs to ensure appropriate conditions which allow each child to learn and progress. As the Department of School Education is responsible for imparting quality education amongst children, it is important to track the learning levels of all children. As stakeholders of education system, we need to focus on every child, for not only being in school, but also learning and gaining knowledge.

To meet this challenge, the Department of School Education, Chandigarh has conceptualized and implemented a project named 'Phoenix'. Through this project, the department is able to track each and every learning outcome in respect of each and every subject in relation to each and every student. A Web based Application which has been developed for leveraging technology in implementation of the project has been so designed as to have scope for further expansion of capturing students' attendance, Mid day Meal attendance, Teacher training etc.

I would like to express my deep gratitude to Sh. B.L. Sharma, Secretary Education, Chandigarh Administration for having conceived the idea of project 'Phoenix' and for extending whole hearted support to the team of Education Department to make the project working in its true spirit. His keen interest towards the purpose and cause of education is evident in his valuable contribution towards this project.

I am sure the project will go a long way in revamping the teaching learning processes at Elementary level and will be helpful in overall improvement of the knowledge of students in schools of Chandigarh.

(RUBINDERJIT SINGH BRAR)

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PROJECT PHOENIX

The prime objective for the launch of the Project "phoenix" was to address the quality of education, particularly, at the elementary level in Govt. Schools and optimum utilization of the available resources to upgrade, improve and transform the system of education.

B. L. Sharma (Secretary Education, U.T., Chandigarh)

The Right to Education (RTE) Act 2009, undoubtedly, one of the landmark legislations, in the education sector, in post-independence India, aimed at providing momentum to India's vision of universalization of education by making it compulsory for all. Although implementation of RTE led to substantial increase in enrolment and expansion of infrastructure, yet the Act has been less than successful in providing adequate focus on quality of education which was also the area of concern for the Department of school Education in Chandigarh. It cannot be denied that classes 1st to 8th are the foundation on which edifice of education is built up: this is the stage when student imbibes the art & science of learning. If a child can pass an examination even after leaving the paper blank, then there is something seriously wrong with the system; it was felt that in such case the actual development of the intelligence of the student would continue to be minimal or nil. When the foundation is so easy to pass through, schools will only promote parrots and not holistically educated/developed students particularly in government schools, increasing the gap, further, between the products of government and private schools.

What concerned, the Education Secretary, in particular and the Department of school education, in general, was that under Continuous and Comprehensive Evaluation (CCE), promotion from one class to the next was taking place whether or not the student learned anything. The lackadaisical manner in which CCE was implemented, it became travesty of what it was actually conceived to be. This led to an environment, where none of stakeholder was really bothered about learning of the child, consequently quality of education was the biggest casualty. The issue of serious concern was that, even if an intelligent child, who got admitted in government school, wanted to study to his potential, this education system would have never acted as a platform. It was feared that if interventions were not made he,

instead, will turn out to be a mediocre as there will be nothing challenging for him for 8 years of his elementary education. And on reaching higher standards like 9th or 10th, there is bound to be a huge gap in the actual competency level viz-a-viz the expected competency level. In a number of cases it was seen that the students who had reached higher classes did not even possess the knowledge and skills required to be achieved at the lower level and fared miserably in practical competencies such as measurement, problem-solving and writing of meaning full and grammatically correct sentences. One quarter to one third of those who graduate from primary school lacked basic numeracy and literacy skills that would enable them to further their education. Even remedial teaching for plugging the learning gaps became an arduous task in such cases.

The Continuous and Comprehensive Evaluation (CCE) as provided in the Right of Children to Free and Compulsory Education (RTE) Act 2009 envisaged of assessing children's progress in a system which is accustomed to classifying and labelling children in terms of scores and grades. Despite the reforms in curricular material and pedagogy as brought about by different National Curriculum Frameworks (NCF), discrete changes at the ground level were not visible. It might have been due to the fact that traditional practices of using tests and examinations as assessment strategies still continue to prevail. This system also denies acknowledging individual needs, pace and socio-cultural contexts of students; further it looks at assessment as one way process, and does not take into account the teachers involvement in the child's learning process. Besides, the absence of appropriate training to teachers made them incapable to create the congenial environment for proper implementation of the scheme. For the successful execution of CCE it is necessary to provide adequate and qualified faculty and to bring about qualitative improvement/transformation in terms of curricular material, classroom environment and processes

OBJECTIVES

- To track students' progress in respect of Learning Outcomes
- To plan and implement Strategies to ensure improvement in Learning Outcomes
- To monitor the performance of teachers.
- To assess the learning gaps and make interventions on regular basis at micro level (bottom –top approach)
- To prepare the Annual Pedagogical Plan based on the outcomes.

so as to create conducive environment for learning as well as participation of all the stakeholders in the system.

The results of the students in government schools in 2016-17 and 2017-18 bear testimony to the fact that the quality of Education in Govt. schools was deteriorating abysmally. Hence, it was necessary to devise a system where it could be ensured that each and every teacher imparted the prescribed knowledge and skills to the students and each and every student also acquired the requisite knowledge and proficiency appropriate to the classes in an academic environment which is conducive to learning. The Project Phoenix is aimed at application of appropriate and innovative pedagogies, while impacting teaching by the teachers, tracking of the performance of teachers as well as learning outcomes of students.

Keeping the entirety of facts and circumstances in view and to bring necessary improvement in the learning levels the Secretary, Education, Department of Education, Shri B. L. Sharma (IAS) set a road map for achieving the Learning Outcomes (LOs), in accordance with the approach and concepts developed by NCERT for ultimate objective of achieving the goal of quality education. The experts from Department of Education devised the Progress Sheet which is the bedrock of the project. Thirty three Handbooks with multiple choice and open ended questions were designed for all the subjects at Elementary level i.e. 03 books each, for class I & II; 04 books each, for class III to V and 05 books each, for class VI to VIII were prepared to assess the learning levels of the students for classes I to VIII. Implementation of the Project was assisted enthusiastically by Director (Education), District Education Officer, Mission Coordinator, her Pedagogy Team and 68 Teachers of different subjects under Post/Pre-NAS Activity. This exercise was carried out under Samagra Shiksha Scheme, UT, Chandigarh in the month of September, 2018.

These Handbooks enable the teachers to ascertain learning skills of students in different subjects more accurately. While making the Handbooks, it has been ensured that the learning needs of the children with different learning levels i.e. Pre Basic, Basic, Proficient & Advanced, are catered to & the academic progress of the students is monitored by Faculty In-charges, Cluster Resource Centre Coordinators & further by Principals or Heads of the School.

The Handbooks are a sort of compendium for the teachers which provide detail of the description/illustration of the processes/methodologies that can be followed by subject teachers for specific topics. The material provided in the Handbooks can be used as an assessment tool for Elementary Classes for keeping a track of the

achievement of the students at all the learning levels. These Handbooks help teachers to focus on teaching -learning processes and also enable the State Functionaries to ensure quality education in schools. To make it user-friendly, simple language has been used as far as possible, in all the Handbooks. The learning outcomes are being monitored through a Mobile App which has been developed by experts of Society for Promotion of Information Technology, Chandigarh (SPIC) in collaboration with the pedagogy team and subject experts of the Department of Education.

LAUNCH OF THE PROJECT

These Handbooks were launched by Secretary Education on 05.10.2018 under the project named 'Phoenix'. Secretary Education, during the launch of the Handbooks, urged the Teachers and Reporting Officers to utilize these tools optimally, for improving the learning levels of the students. It was also highlighted as to how these Handbooks, prepared by the teachers of Govt. schools can prove to be useful in enhancing the learning levels of the students while preparing them for PISA.





DISSEMINATION

Teachers Handbooks were made available to all the teachers of Govt. and Govt. Aided Schools teaching Elementary classes. The books were provided in sufficient numbers in print and soft copy was also mailed to each one of them to use it for each and every student.

MONITORING MECHANISM

The Handbooks include list of learning outcomes and Progress Sheet for monitoring/tracking the progress made by the students. The Progress Sheets have been developed to indicate/record the student's learning achievement/level in the classroom and also to mark the grade or level which the student has acquired after completion of a unit or after completion of the prescribed syllabus in each subject. The Progress Sheet enables the teachers and the monitoring teams in the following manner:-

- Identification of the students with low performance in respect of Learning Outcomes.
- Recording of the Remedial Measures/Interventions undertaken/suggested by Teachers and Supervising Officers.
- Maintenance of the academic record of the students which can be shared with the successor teacher(s) taking over the class/subject in the next session.
- Monitoring and comparison of the outcomes of the learners at different levels.
- Apprising the parents about their ward's level of achievement.

OPERATIONAL MEASURES

Under the Project Phoenix, the progress of each and every child is to be tracked in terms of the prescribed learning outcomes on regular basis. If any deficiency or shortcoming in the learning process is noticed with respect to any outcome, it would be the duty of the teacher concerned, to address it by devoting special attention to the child and if required by suitably modifying process/methodology of teaching. The teacher can also resort to experiential learning or can promote self learning or use different tools, as the need may be, so that the child can be assisted and enabled to learn what is intended to be learnt. In other words whatever form/nature of remediation is required; the teacher is expected to undertake the same to improve the

learning outcomes. Since the standards of learning levels under Phoenix are being prescribed in terms of grades, the moment remediation takes place and the student acquires the requisite knowledge and skill, the teacher is required to upgrade the improved grade(s) of the students with regard to specific Learning Outcome(s).

FOLLOW UP

The monitoring/supervisory teams constituted by the Department of Education have been mandated to monitor the implementation of the Project Phoenix in letter and spirit. Heads of the respective Schools, Nodal Officers and Cluster Resource Centre Coordinators have been assigned the task of ensuring that teachers use the Handbooks in the most suitable manner and also draw strategies for remediation accordingly. In case of mismatch between the actual learning level of the students and the one shown in the Progress Sheet, the teacher is liable to disciplinary action.

One of the two major objectives of the project is tracking the performance of teachers, schools and clusters. Implementation of the project would be successful only when each and every teacher gets involved in the project fully and follows the process scrupulously. As learning levels of each and every child/student have to be assessed on regular basis, a teacher has the opportunity of assuming the role of a mentor, guiding them, igniting the spark, within and urging them to use their potential to the fullest in order to achieve their dreams.

The execution of this whole project was carried out in a record time which enabled the Department to hold a test on 30th of January, 2019 in all the Govt. schools for classes III, V and VIII (for 32875 students). The Department was able to assess the success of this pilot project and calculate the number of students who performed well; those who performed moderately well and those who fared poorly. Further, it helped the Department to identify the areas of study (Learning Outcomes) in which the students faced difficulty in learning as well as in performing well. Deliberations were held with the teachers concerned and methodologies/processes were devised for identifying the Learning Outcomes (Los) in areas of study which posed difficulty for the students. Remedial classes for the students who had attained low grades were also started on regular basis. As the task of execution of such an important and massive project in paper-form was time consuming, it was decided to promote green office and use technology to optimum use. The services of Society for Promotion of Information Technology in Chandigarh (SPIC) were hired for developing

a web based application for monitoring of this project. IT Experts of SPIC, in collaboration with Pedagogy Coordinator and teachers, developed software which enabled the Department to access and view each and every learning outcome of each and every student and in respect of each and every subject on the click of a button. The use of the application on mobile and computer provides access to micro level data (L.Os of each student) as well as macro level data of all the schools in UT Chandigarh: student wise, class wise, section wise, subject wise, teacher wise and cluster wise. The entire hierarchy of Department of Education ranging from Secretary Level to teachers, parents and students can monitor the progress/work being undertaken under this project on a day to day basis. Provision for access to the dashboard is also available to other stakeholders and researchers if required.

Feed back about the attainment of learning outcomes and overall progress of the students will be provided to the parents through Report Cards during Parent Teacher Meetings. Their suggestions and responses with reference to the improvement in the knowledge & skill of their wards will help us to bring about the desired changes, to upgrade and expand the scope of the project, in future, as and when required.

**SAMPLE OF PROGRESS SHEETS
FOR TRACKING STUDENTS'
PERFORMANCE**

**उपलब्धि पत्रक
(सुझावात्मक)**

संकुल (क्लस्टर) क्रमांक

विद्यालय नाम

छात्र नाम

अनुक्रमांक

कक्षा-8

सीखने की संप्रप्ति विवरण	अप्रैल	मई	जुलाई	अगस्त	सितम्बर	अक्टूबर	नवम्बर	दिसम्बर	जनवरी	फरवरी
	अंक ग्रेड	अंक ग्रेड	अंक ग्रेड	अंक ग्रेड	अंक ग्रेड	अंक ग्रेड	अंक ग्रेड	अंक ग्रेड	अंक ग्रेड	अंक ग्रेड
छात्र उपस्थिति →										
परिभाषक ↓										
गद्य/पद्य वाचन										
चर्चा										
चित्र वर्णन										
संदर्भ स्थापन										
वाक्य रचना										
व्याकरण										
रचनात्मकता										
शिल्प सौंदर्य										

SOCIAL SCIENCE LEARNING OUTCOMES PROGRESS SHEET (CLASS VI)

SOCIAL SCIENCE LEARNING OUTCOMES		GEOGRAPHY																	
		1	2	3	4	5	6	7	8										
ROLL NO.	SCHOOL: CLASS:																		
	TEACHER NAME:																		
	STUDENT NAME:																		
		UNDERSTANDS MOTIONS OF THE EARTH (LO 1, CHAPTER 1 GEOGRAPHY)	SSG 601	SSG 602	SSG 603	SSG 608	SSG607	SSG 602	SSG 604	SSG 602	SSG 602	SSG 602	SSG 606	SSG602					
		KNOWLEDGE OF GLOBE (CHAPTER-2)	SSG 602	SSG 605	SSG 603	SSG 608	SSG607	SSG 602	SSG 604	SSG 602	SSG 602	SSG 602	SSG 606	SSG602					
		UNDERSTANDS ASTRONOMICAL PHENOMENA (LO 3, CHAPTER 3, GEOGRAPHY)	SSG 603	SSG 605	SSG 603	SSG 608	SSG607	SSG 602	SSG 604	SSG 602	SSG 602	SSG 602	SSG 606	SSG602					
		ABLE TO EXPLORE MAPS(CHAPTER-4)	SSG607	SSG607	SSG607	SSG607	SSG607	SSG607	SSG607	SSG607	SSG607	SSG607	SSG607	SSG607					
		UNDERSTANDS MAJOR DOMAINS OF THE EARTH (CHAPTER-5)	SSG 602	SSG 604	SSG 604	SSG 604	SSG 604	SSG 604	SSG 604	SSG 604	SSG 604	SSG 604	SSG 604	SSG 604					
		UNDERSTANDING MAJOR LANDFORMS OF THE EARTH (CHAPTER 6)	SSG 602	SSG 602	SSG 602	SSG 602	SSG 602	SSG 602	SSG 602	SSG 602	SSG 602	SSG 602	SSG 602	SSG 602					
		ABLE TO DESCRIBE PHYSICAL FEATURES OFINDIA (CHAPTER-7)	SSG 602	SSG 602	SSG 602	SSG 602	SSG 602	SSG 602	SSG 602	SSG 602	SSG 602	SSG 602	SSG 602	SSG 602					
		ABLE TO COMPREHEND CLIMATE,VEGETATION AND WILDLIFE OF INDIA (CHAPTER-8)	SSG 602	SSG 602	SSG 602	SSG 602	SSG 602	SSG 602	SSG 602	SSG 602	SSG 602	SSG 602	SSG 602	SSG 602					

DEVELOPMENT TEAM

Conceptualised by

B. L. Sharma IAS, Secretary Education, UT of Chandigarh

Co-ordinator

Rubinderjit Singh Brar PCS, Director School Education–cum- State Project Director, Samagra Shiksha, UT of Chandigarh

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- Mr. Rakesh Kumar, JBT, Govt. Model Senior Secondary School, Sector-38 (West), Chandigarh
- Mr. Ajit, JBT, Govt. High School, Kajheri, Chandigarh
- Ms. Sadhna, JBT, Govt. Model Senior Secondary School, Sector-8, Chandigarh
- Mr. Raj Kumar, JBT, Govt. Model High School, Sector-12, Chandigarh
- Mr. Gajraj Singh, JBT, Govt. High School, Sector-53, Chandigarh
- Ms. Jaswinder Kaur, TGT-Hindi, Govt. Model Senior Secondary School, Sector-22, Chandigarh
- Mr. Dinesh Chandra, TGT-Hindi, Govt. Model High School, Sector-12, Chandigarh
- Ms. Brij Rani, TGT-Hindi, Govt. High School, Kajheri, Chandigarh
- Mr. Piyush Aggarwal, TGT, Govt. Model Senior Secondary School, Sector-28D, Chandigarh
- Ms. Sudesh Wadhawan, CRC Coordinator, Govt. Senior Secondary School, Sector-45, Chandigarh
- Ms. Gayatri, CRC Coordinator , Govt. Senior Secondary School, Raipur Khurd, Chandigarh
- Ms. Anju Thakur, CRC Coordinator, Govt. Model Senior Secondary School, Sector-38(West), Chandigarh

(d) Mathematics (Class 1st to 8th)

- Mr. Rakesh Sood, Principal, Govt. Model Senior Secondary School, Sector-28D, Chandigarh
- Mr. Kapil Mohan Sood, TGT-Maths, Govt. High School, Sec. 53, Chandigarh

- Ms. Navneet, JBT, Govt. Model Senior Secondary School, MHC, Manimajra, Chandigarh
- Mr. Gulshan Kumar, JBT, Govt. Primary School, Mauli Complex, Chandigarh
- Mr. Harish Kumar, JBT, Govt. Model Senior Secondary School, Sector-28D, Chandigarh
- Mr. Abha Kumar, TGT-Maths, Govt. Model Senior Secondary School, Sector-19, Chandigarh
- Ms. Hemlata, TGT-Maths, Govt. Model Senior Secondary School , Sector-21, Chandigarh
- Ms. Gurpreet Kaur, TGT-Maths, Govt. Model Senior Secondary School, Sector-23, Chandigarh
- Ms. Jyoti Sharma, TGT-Maths, Govt. Model Senior Secondary School, Sector-15, Chandigarh
- Ms. Renu Singla, CRC Coordinator, Govt. Model Senior Secondary School, MHC,MM, Chandigarh
- Ms. Neena, CRC Coordinator, Govt. Model Senior Secondary School, Dhanas, Chandigarh
- Mr. Vikram Singh, CRC Coordinator, Govt. Model Senior Secondary School, Sector-26TM, Chandigarh
- Ms. Neelam Sharma, CRC Coordinator, Govt. Senior Secondary School, Mauli Jagran, Chandigarh

(e) Science (Class 6th to 8th)

- Ms. Ravinder Kaur, Principal, Govt. Model Senior Secondary School, Sector-35, Chandigarh
- Mr. Mohinder Kumar, TGT-Science, Govt. Senior Secondary School, Behlana, Chandigarh
- Mr. Amit Kumar Sood, TGT-Science, Govt. Model High School, Sector-49, Chandigarh
- Mr. Ravi Jaiswal, TGT-Science, Govt. High School, Maloya Colony, Chandigarh
- Ms. Anu Mahajan, TGT-Science, Govt. Model Senior Secondary School, Sector-20D, Chandigarh
- Ms. Suman, TGT-Science, Govt. Model Senior Secondary School, Sector-19, Chandigarh

- Ms. Sukhreet, TGT-Science, Govt. Model Senior Secondary School, Sector-47, Chandigarh
- Ms. Reena Vij, CRC Coordinator, Govt. Model Senior Secondary School, Sector-35, Chandigarh
- Ms. Renu Soni, CRC Coordinator, Govt. Model Senior Secondary School, Sector-37B, Chandigarh
- Ms. Suman Narang, CRC Coordinator, Govt. Model Senior Secondary School, Sector-10, Chandigarh

(f) Social Science (Class 6th to 8th)

- Mr. Darshanjit Singh, Principal, Govt. Model Senior Secondary School, Sector-46, Chandigarh
- Mr. Ram Kumar, TGT-Social Science, Govt. Model Senior Secondary School, Sector-37B, Chandigarh
- Mr. Joginder Singh, TGT-Social Science, Govt. Model High School, Sector-31, Chandigarh
- Ms. Dheerja, TGT-Social Science, Govt. Model Senior Secondary School, Sector-16, Chandigarh
- Ms. Dolly, TGT-Social Science, Govt. Senior Secondary School, Mauli Jagran, Chandigarh
- Mr. Bharat Bhushan, TGT-Social Science, Govt. High School, Daddumajra, Chandigarh
- Ms. Anita Mahajan, TGT-Social Science, Govt. Model Senior Secondary School, Sector-33, Chandigarh
- Ms. Supinder Kaur, CRC Coordinator, Govt. Model Senior Secondary School, Sector-40, Chandigarh
- Ms. Sukhdev Kaur, CRC Coordinator, Govt. Model Senior Secondary School, Sector-47, Chandigarh
- Ms. Meena Sharma, CRC Coordinator, Govt. Model Senior Secondary School, Sector-27, Chandigarh





PROJECT PHOENIX

‘Teaching-learning has become participative and interesting, and not one-way traffic’

HINAROHTAKI
CHANDIGARH, JUNE 16

TO ADDRESS the problem of deteriorating quality of education in UT schools and preparations for PISA (Programme for International Student Assessment) which will be held in Chandigarh in 2021, the UT Administration's ambitious project Phoenix seems to be the remedy. UT Education Secretary B.L. Sharma, who introduced this project to improve quality at elementary level, speaks in Hina Rohitak about the project and how it addresses the problems of students whose basics remained poor till they reached Class X boards.

What was the genesis of Project Phoenix?

The genesis of Phoenix Project was poor quality of education, particularly at the primary and upper primary level in government schools, which also impacted the learning capabilities of students at the secondary and senior secondary level. Huge learning gaps were observed among the students at different levels, in a number of cases students who had reached higher standards did not possess the knowledge and skills required to be achieved at the lower level. This phenomenon was prevalent across all the classes and across all the subjects. Consequently, teachers imparting education to students at secondary and senior secondary level were feeling handicapped against an uphill task of teaching students at secondary and senior secondary level when the latter did not have the knowledge and skills which the students ought to have attained at much lower level. For such students too, it used to be a very difficult task to grasp and comprehend knowledge and skills being imparted at higher level when their fundamentals were very weak. Even remedial teaching for plugging the learning gaps used to be an arduous task in such cases.

It was necessary to devise a system under which it could be ensured that each and every teacher undertakes/imparts prescribed knowledge/skills to the students and students too acquire the requisite knowledge and skills appropriate to their class in an academic environment which is conducive to learning. The Project Phoenix ensures proper/imparted teaching by the teachers and requisite learning by the students in a safe, secure, child-friendly and congenial environment.

How does Phoenix address this problem?

Under the Project Phoenix, if there is any deficiency or shortcoming in the learning process, the teacher is required to address it by devoting special attention to the child and by suitably modifying his process/methodology of teaching, by resorting to experiential learning or self-learning and/or by using different tools as may



B.L. Sharma

the implementation of the project and to ensure that project is implemented in letter and spirit by the principals and teachers concerned.

How is the monitoring of the project being carried out?

After the launch in October 2018, we were able to hold a visit on January 30 in all the schools for classes 3rd, 5th and 8th (for 32,875 students) whereby we were able to assess the success of implementation of the project. At the same time we were able to see as to how many students had performed well and how many had performed not so well. Further, we could also identify the learning outcomes (LO) in respect of which the students had faced difficulty in learning and then performing. Teachers were called upon to devise better methodology/processes for teaching the LOs which posed difficulty for the students. Remedial classes for the students who had attained lower grades were carried out in the month of April. Thereafter, the process is being carried out on a regular basis.

be required so that the child can be assessed and enabled to learn what he or she is intended to learn. In other words, whatever formative or remedial is required, the teacher has to undertake the same. Since the learning levels under Phoenix are being prescribed in terms of grades, the moment remediation takes place and the student acquires the requisite knowledge and the skill, the teacher has to upgrade the attainment (grade) of the students with regard to a specific learning outcome.

How has the project impacted the students?

Under this project, it is incumbent on the teacher to focus on each and every child. The involvement of teacher in the teaching-learning process is almost complete. This has evolved the interest of the student in what is being taught and what is to be learnt. Teaching-learning has become participative and interesting and not one-way traffic of teacher imparting teaching without the involvement of students in the process.

Who were the officers/jobs involved in the formulation of this project?

The project was conceived at the level of secretary (education) Mission coordinator, her pedagogy team and 68 teachers of different teachers are actively involved in the formulation of the project. Director (Education) also played a key role in the entire exercise. The experts of education department devised the progress sheet which is the backbone of the project and 33 handbooks for all subjects for all elementary classes. These handbooks are sort of guide books for teachers which describe/illustrate the processes/methodologies to be followed by teachers of specific subjects and for specific topics.

Are you able to track the performance of teachers and fix up their responsibility?

Yes, it does. Under the project we also track the performance of each and every teacher, each and every school and each and every cluster. Implementation of the project predicated full (100%) involvement of teachers in the project. Since learning levels of each and every child/student have to be assessed on a regular basis, a teacher becomes a great enabler in the learning process of the students (which ordinarily he is not). Nine inspection teams have been constituted to supervise

UT tops MHRD's performance grading index

RAISING EDUCATION LEVELS IN SCHOOLS

UT SCORECARD AND DOMAINS

Learning outcomes and quality
Chandigarh scored 150 points out of 180 to come second. Rajasthan is on the top with 180 points

Top three
Chandigarh | 142
Kerala | 1026
Gujarat | 808

Access

Out of 80 UT scored 75 points and came sixth. The top five are Tamil Nadu (79), Kerala (78), Puducherry (77), Maharashtra (76) and Himachal Pradesh (76)

Infrastructure and facilities UT scored 133 out of 150 points and stood third. Above it was Punjab with 139 points and Goa with 138 points

Equity

Out of 230 Chandigarh scored 213 points and took 6th place. Above it are Dadra and Nagar Haveli (221), Tamil Nadu (218), Kerala (217), Odisha (214) and Delhi (214)

Governance process Chandigarh came second after scoring 250 out of 300 points. Gujarat came first with 279 points

WHAT NEIGHBOURING STATES SCORED

REGION OF APPRECIATION

Chandigarh | Percentage of new teachers recruited through a transparent online recruitment system is very high

Punjab | 753
Haryana | 787
HP | 736

Haryana | Good percentage of schools that have completed self evaluation and made school improvement plans in the given financial year

Himachal Pradesh | Percentage of schools offering vocational courses at classes IX and X is quite high

Punjab | Percentage of schools having computer-aided learning in upper primary level is very high

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Chandigarh: The Union ministry of human resource and development (MHRD) on Wednesday released a detailed report of performance grading index where Chandigarh has ranked No 1 among all states and union territories (UTs) in the country.

Though this achievement of Chandigarh was shared by the ministry of human resource and development in a video conference with UT authorities last month, details where it stood on various parameters was made available on Wednesday.

This Performance Grading Index (PGI) is for the academic year 2017-18 and has been prepared by the Union ministry in consultation with Niti Aayog.

The grading of all 36 states and UTs was based on 70 indicators. The total weightage was 1,000 points and Chandigarh scored top slot and came in grade I with po-

ints ranging between 801 and 850. In total, it has scored 841 points out of 1000.

The other two states in grade I are Kerala and Gujarat. The PGI indicators are divided into two broad categories - outcomes and governance processes.

The first category is further divided into four domains viz. learning outcomes, access outcomes, infrastructure and facilities and equity outcomes; the second category is about governance processes that covers attendance, teacher adequacy, administrative adequacy, training, accountability and transparency. Each indicator has been given either 20 or 10 points.

The city had also clinched top position in National Achievement Survey (NAS) for classes III, V, and VIII among all the union territories. Chandigarh education secretary B.L. Sharma said they were yet to see the report and would be working on the areas where they scored less.





Samagra Shiksha
Department of School Education
U.T. Chandigarh
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