

## **Observations on the Implementation of Monitoring Tools for Quality Enhancement in the State of Andhra Pradesh**

Quarter : IInd & IVth

Year : 2014

### **Observations**

Based on State Monitoring Format sent by the State, observations of NCERT are as under:

- In Part I item no. 1 information has been given about the total number of CRCs, BRCs and Districts in the State. However, information regarding the number of CRCCs who have submitted CMFs, number of BRCCs who have submitted BMFs and number of Districts which submitted DMFs is missing.
- According to the information reported for both the quarters, the State requires 6709 (approximately 4%) more teachers at the primary stage and 14408 (approximately 14%) more teachers at upper primary stage as per RTE norms. This indicates that the State needs to appoint these additional teachers for better functioning of the school system. It is being noted that the information on Item No. 3 (ii), a, b and c regarding pupil-teacher ratio and teachers posting is missing in the report.
- The State did not provide information on students' attendance as per the required format. In section B, item no. 4, the column on average daily attendance has not been filled up correctly. Figures provided in this column need re-examination. The number of primary and upper primary schools referred to in section A, item no. 2(b) and in section B, item no. 4 do not match with the information provided about number of schools.
- It has been mentioned that there are 176193 (approximately 3 percent) Children with Special Needs (CSWN) in the schools. Though the State is making specific efforts for making classrooms inclusive, attention may be given on education of these Children through the support provided by resource teachers
- There are in total 45723 out of school children (OoSC) admitted to age appropriate classes in the State among which 30965 were provided special training in 775 centers. The remaining 14758 OoSC children were not provided special training. The CRC

coordinators may be asked to keep this issue in mind while visiting classrooms, or else there is a great possibility for these children being dropped out. The other details regarding the year when the OoSC were identified, the special training was initiated and what efforts have been made to meet out their expectations may also be included in the report. The State may provide the number of out of school boys and girls separately.

- The information regarding the number and percentage of children who have dropped out of special training programmes till last quarter has not been provided.
- As per the report, 6.65 percent schools distributed textbooks after one month of the new session. The department may make necessary arrangements for timely distribution of textbooks in these schools in future.
- The State has implemented CCE scheme. If the State requires any support in its implementation, the state may approach to NCERT as and when required. NCERTs CCE package is available on NCERT website <http://www.ncert.nic.in/departments/nie/dee/publication/report.html#>. The State may adapt/adopt the material for its use.
- Suggestions highlighted for upcoming training programmes have been compiled at the district level. The training coordinators need to duly address these issues in the future training programmes.
- It is a matter of appreciation that all schools in the State have constituted School Management Committees (SMCs) and have involved them in preparation of School Development Plans. Schools' may be encouraged to involve the SMCs in different activities. CRCC coordinators may take up this issue in their monthly meetings and schedule visits.
- It is encouraging to note that all schools of the State have provided information about learners' assessment till elementary level. The number of schools having low pupils' achievement at primary level in II<sup>nd</sup> quarter has been reported as 14523 which have decreased to 12564 in IV<sup>th</sup> Quarter. Similarly the achievement has improved slightly in the upper primary classes for Science and Mathematics
- A comparative analysis of learners' achievement data of both the quarters reveals that percentage of children securing grade B is higher in primary level, while in upper primary the percentage of children obtaining both grades B and C is more.

- The State need to focus on those upper primary schools which have reported low pupil achievement in Science and Mathematics. The State is required to initiate strategic intervention to improve achievement level of children at all levels. NCERT with the support of MHRD has developed class-wise Learning Indicators. State may use these indicators to monitor children's progress and provide feedback timely.
- The State did not provide information about the number of classrooms (teaching) observed by the CRCCs in the last two quarters. The CRCCs may be encouraged to visit schools and observe class regularly.
- It has been reported that 5672 (7 percent) schools in the State are not maintaining the records of pupils' progress in the second quarter whereas in the fourth quarter report it has been mentioned as 56 (7 percent). There seems to be some error.
- As per the second quarter report there are 5421 schools (7 percent) which have less than 60 percent coverage of the syllabus, while in the fourth quarter report the number of such schools has been given as 79 which may be incorrect.
- The percentage of BRCs/MRCs who prepared a schedule for visit of schools declined by 12 percent from second quarter to fourth quarter. The reason behind this may be looked into.
- In Part 4, item number 2, information about the number of districts providing quality interventions is to be reported which has been mentioned as 'Yes' in different categories in the format provided by the State
- It is observed that the number of schools visited by DPOs on an average has decreased from 12581 in the second quarter to 1245 in the fourth quarter. It may be appreciated that regular monitoring would lead towards achieving high standards of quality elementary education in the State. The efforts may, therefore, be continued with utmost importance and on a regular basis.
- One of the key problems identified by the State is inadequate staff in DIETs. The implication of this would be that DIET may not be able to play its role of providing academic support in effective way. Therefore the State may appoint required number of faculty for better functioning of DIETs.