

**Observations on the Implementation of Monitoring Tools for Quality Enhancement in the  
State of Maharashtra**

Quarter: II & IV

Year: 2013-14

The State monitoring format send by the State Project Office was analysed and observations of the NCERT are given below. The State may kindly consider these as suggestions for improvement of quality of education:

- In Part I, Section A item number 1, the State has provided the information regarding the number of CRCs, BRCs and Districts in the State. However, the State is also required to send the information about the number of CRCCs who have submitted CMFs, BRCCs who have submitted BMFs and Districts which have submitted DMFs. The State needs to send this information in the forthcoming quarters.
- As per Part I, Section A item number 2(b), it is found that all the schools in the State are not filling up SMFs. The State may try to look into the reasons for this and motivate all the schools for filling up SMFs.
- The State has not mentioned any details about government schools having pupil teacher ratio above 1:30 in primary schools and above 1:35 in upper primary schools in both quarters. As per the Section 25 of *Right to Education Act*, proper pupil teacher ratio has to be maintained by the appropriate government and local authority. The State may provide this information in future quarter reports.
- As per the item on attendance in Section B, the State has to provide information regarding the number of schools with average daily attendance of the quarter. However from the figures provided in the table on attendance it seems that number of students has been mentioned. The State need to clarify in this regard and may send the appropriate data in forthcoming reports. It is further suggested that the State may take concrete steps for improving attendance of students as it is observed that most of the students have attendance below 80 percent.
- There are about 2 Children with special needs per school in the State. The State is making efforts in this regard by providing infrastructural facilities to CWSN. The State may ensure that teachers are well trained and sympathetic to the learning needs of CWSN. The

State may also work upon the inclusive classrooms for children where stress is upon mainstreaming the children. In this regard the State may refer to a recently developed handbook by the Department of Education for Groups with Special Needs NCERT titled *Including children with special needs-Primary Stage* which is also available on the NCERT website.

- There are about 12850 out of school children in the State undergoing special training in 1117 centers. The information regarding the number of children who have dropped out of special training programmes in the last quarter has not been mentioned. The State may ensure that out of school children are getting proper academic training to make them at par with other students. The State may devise some follow-up mechanism to ensure that these children do not drop out again.
- According to the information about SMC, it is noticed that all the schools in the State have not constituted SMCs. Almost 25 percent of total number of schools have not involved the SMCs in preparation of School Development Plan. 35 percent of SMCs are not trained about their roles and functions. The State needs to identify the reasons as why the SMCs are not functioning as expected and accordingly provide support.
- According to II and IV quarter learner's assessment given by the State, it is a matter of appreciation that most of the number of students is scoring Grade A and B in both primary and upper primary levels. Still few students are scoring grade C and a very insignificant number are scoring grade D and E. Further it is noticed that in IV quarter the percentage of students scoring grade A and B has increased slightly, which is a good thing. However, the State may put more efforts in this regard.
- It is noticed that few in-service professional development programmes for primary and upper primary level have been organized. The State may organize more of these programmes for capacity building and also providing academic support to teachers.
- As per the SPD's perception on extent up to which the academic structures are meeting State's expectation in providing desired support for quality improvement of education process, it has been observed that CRCs are ranked 1 on five point scale (1 as least ranking and 5 as greatest ranking). The State may communicate SPD's perception to the CRCs and find ways of strengthening them.