

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

Quarter: II Quarter

Year: 2014-15

It is acknowledged with appreciation that the newly formed State of Telangana has sent Quality Monitoring Tools to NCERT reflecting the commitment of State Project Office for quality education. Observations made on the basis of the information provided in State Monitoring Format are given as under:

- According to Part I, Section A and item no 1(a), the State has specified information of CRCs, BRCs and Districts but did not give details regarding the number of CRCCs which submitted CMFs, BRCCs which submitted BMFs and Districts which have submitted DMFs. The State may provide this information in the coming reports.
- It has been noticed that few schools in the State have not submitted SMFs. It is expected that by the next quarter all schools would furnish the required information through SMF.
- The State has not mentioned information regarding the pupil teacher ratio. Section 25 of RTE aspires for maintenance of proper pupil teacher ratio by the appropriate government and local authority. The State may furnish this information in forthcoming reports.
- In the case of attendance, it appears that the State has mentioned percentage of students instead of schools. As per the QMT, information about number of schools with average daily attendance is required. It may be appreciated if the State can incorporate this in future reports.
- There are 23229 children with special needs in government schools in the State. The State may ensure that these children are getting adequate teachers and infrastructural facilities sensitive to their needs. The State may refer to some documents especially a recently developed handbook by Department of Education for Groups with Special Needs NCERT titled *Including children with special needs-Primary Stage*. This book would be very useful for teachers teaching at primary level.
- It is evident that there are 1389 out of school children in the State who are not undergoing any special training in the school. It is also noted that few children have dropped out from the special training programmes up to the last quarter. The State may take initiatives to

ensure that these children are motivated and get proper education from special training centers.

- As per learner's assessment information provided by the State, it has been noticed that most of the students in primary and upper primary levels are scoring Grade B and C. Also, less percentage of students in both levels is scoring Grade A. The State may make efforts in this regard to improve achievement level of students.
- It has been noted that few schools in the State are not maintaining records of pupil's assessment. To assess the academic performance of students in a better manner, it is advised that all schools in the State may maintain pupil's progress records. It is further suggested that records may not be kept for sake of maintaining only rather the way it is utilized for quality improvement also need to be shared.
- There are about seven percent schools in the State which have covered less than 60 percent of the syllabus. The measures taken by the State to address this issue like monitoring of schools, discussion in HMs meetings, is being noted. As curriculum completion is the most significant aspect for determining the quality of education, the State may pay more attention in this regard.
- It seems that no in-service professional development programmes for primary and upper primary teachers were organized in the State. RTE act stresses on new skills and broadened perspective among school managers for looking at school functioning. It is therefore necessary to organize programmes for orientation of all functionaries in school management.
- Most of the schools in the State are not fulfilling the basic criteria on required minimum infrastructure facilities like drinking water, separate toilets for boys/girls etc. The State needs to work on providing these facilities to the children.
- As per the SPD's perception, educational structures (CRCs, BRCs, DIETs, DPO and SCERT) in the State are being rated as 2 and 3 on five point scale (ranging from 1 as least to 5 as greatest) in most of the cases. The State may look into the difficulty being faced by these functionaries and work on them for improving quality of education.