

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

Quarter: IV

Year: 2014-15

The information sent by the State of Telangana on quality issues on monitoring format for IV quarter has been analysed. The observations and suggestions are given below for consideration of the SPO:

Part – I

Section A: School Information

- *Number of CRC, BRC and Districts:* The State has mentioned the number of CRCs, BRCs and Districts. However, numbers of CRCs, BRCs and Districts who have submitted CMFs, BMFs and DMFs have not been specified. This information may also be sent henceforth.
As per the 1st quarter STMF there were 2970 CRCs in the State which has decreased to 1762 in the present report. The reasons may kindly be clarified/given.
- *Number of schools:* There are 1646 schools in the State which are not providing required information on school monitoring format. However, it is noticed that the number of schools which are not submitting this information is less as compared to II quarter report 2014-15. The State may follow up this aspect and communicate to such schools for this information.
- *Number of teachers:* The number of sanctioned posts for primary, upper primary and high school teachers in the STMF has been mentioned as 54028, 19544 and 65340, respectively. However, numbers of teachers in position as per the sanctioned posts are less. The State needs to take necessary steps and fill the remaining teachers' position to fulfill the RTE norms.
- *Pupil Teacher Ratio:* The State has not mentioned the number of government schools having more PTR than required (1:30 in primary school and 1:35 in upper primary schools). As PTR is an important criterion for establishing smooth functioning of classroom process, so it needs to be maintained by appropriate local authority. The information regarding number of teachers in the State who have failed to join place of

posting in last quarter and teachers attached elsewhere than place of posting, is also not provided. This information may also be incorporated in future reports.

Section B: Attendance Information

- *Number of schools with average daily attendance:* As per the information sent by the State, it is observed that on an average, 39.86 percent of schools have average daily attendance below 80 percent. The State needs to take necessary steps so that all schools have attendance above 80 percent. Also, it is to be mentioned here that the required data regarding attendance information has to be sent in terms of number of schools and not in percentage.
- *Children with Special Needs:* There are about 21929 CWSN in the State. It is observed that this number has decreased from the II quarter STMF of 2014-15. The State needs to assess the cause of decline in number of CWSN and ensure that all the CWSN are enrolled in schools with proper infrastructural facilities and compassionate staff. The steps taken by the State for making classroom inclusive like, special training to the children, infrastructural facilities etc are appreciated.
- *Out of School Children:* In the present quarter STMF, it is reported that there are 4386 out of school children. In this regard it needs to be clarified if these children are newly identified OoSC during the concerned quarter other than 9432 OoSC who were admitted to age appropriate classes in previous Quarter (1st Quarter, June to August, 2014). The total number of special centers where these children are getting special training may also be mentioned. Further, it is also noted that 230 out of school children are not yet admitted to age appropriate classes and 83 children have dropped out of special training programmes. The State needs to keep check on children after their training is complete so that they don't become drop-outs again.

Section C: Curriculum Transaction

- *Distribution of textbooks:* It is observed that 88.45 percent of schools are distributing textbooks within one week of beginning of academic year. However, the remaining schools also need to distribute textbooks timely. It is also noticed that the number of schools which are distributing textbooks within one week of the new session has decreased from that of the II quarter (2014-15) STMF. The reasons for late distribution may be addresses accordingly. It is appreciated that SPO has taken some steps for

distribution of textbooks by coordinating with Director; Text book Press and Commissioner & Director School Education in a timely manner.

- *Strategies adopted for improving teaching learning process:* It is appreciated that many initiatives are adopted by teachers in the State for improving teaching learning process like adoption of LEP strategies (child centered pedagogy wing, activity based teaching, project based learning, discussion centered collaborative learning); focus on providing quality teaching learning material to students; remedial teaching for low performing learners etc.

Section D: Continuous and Comprehensive Evaluation

- *Monitoring of pupil's learning:* It is good to know that 98.32 percent of schools are maintaining pupil-wise records of students, 97.92 percent of schools are communicating with parents regarding students' progress and 98.16 percent of teachers are using training inputs of CCE in classroom/schools.
- *CRCCs monitoring progress of pupils' learning:* The State has mentioned ways by which CRCCs are monitoring the progress of pupils' learning through review meetings, providing appropriate guidance, conducting frequent visits and giving suggestions/instructions in adopting CCE for better learning of children.
- Teachers' problems related to CCE implementation may also be shared for further improvement.

Section E: Teacher Training

- *Suggestions for upcoming training programmes:* Need for training requirements in the area of physical education, multi-grade teaching, Montessori method of teaching, personality development, teacher commitment, English, EVS and social studies are reported in the STMF for upcoming training programmes. The State may keep these in mind and communicate these to educational functionaries while organizing upcoming training programmes.

Section F: Functioning of SMC

- Schools having SMCs: It is reported that 98.5 percent of schools in the State have constituted School Management Committees. It may be mentioned here that Section 21 of RTE seeks for constitution of School Management Committee in all schools with the

broader aim to involve community in the education system of the country in a meaningful manner. The State may put efforts for all the schools in the State to have SMCs.

- *School Development Plans:* Although 98.5 percent of schools in the State have SMCs, 96.4 percent of school have prepared school development plans and 94.0 percent schools are involving SMCs in preparation of this plan. One of the objectives for which SMCs are constituted is to prepare comprehensive school development plan focusing on all aspects of school e.g. protection of children’s rights, infrastructure, teacher availability, classroom transaction and child assessments, inclusiveness, etc. The State may do the needful to involve all schools.
- *SMCs training about role and functions:* The SMCs need to be well aware of their roles and functions. As per the STMF, 87.6 percent SMCs are trained about their roles and functions. Efforts are required for providing training to all SMCs about their roles and duties so that they serve the purpose for which they have been formed.

Section G: Learners’ Assessment

- *Primary level:* As provided by the State, Learners’ Assessment for primary level is shown in Table 1. As per the table, more percentage of students are scoring grade B+, B and C across all the subjects. Some students are reported to be absent. More attention needs to be given on less scoring students and absentees. It would be helpful if the State also defines the different grades for both the levels i.e. primary and upper primary.

Grade	Table 1: Learner’s Assessment for primary level												
	Class-I		Class-II		Class- III			Class-IV			Class-V		
	L (%)	M (%)	L (%)	M (%)	L (%)	M (%)	E.V.S (%)	L (%)	M (%)	E.V.S (%)	L (%)	M (%)	E.V.S (%)
A+	5.26	5.83	6.40	6.57	4.68	5.16	3.12	5.51	5.44	3.80	6.83	7.07	4.29
A	16.89	15.91	19.63	17.77	17.62	16.26	12.95	19.42	16.53	14.15	20.98	19.15	15.89
B+	27.50	26.54	28.73	27.86	30.32	28.29	30.81	30.50	29.06	30.89	29.41	28.31	30.76
B	22.47	21.01	20.77	19.71	21.63	20.39	22.33	20.30	19.87	21.14	18.87	18.21	20.04
C	23.25	26.07	17.53	21.13	18.34	22.48	23.24	18.13	22.95	23.85	17.42	20.78	22.52
Absent	4.62	4.63	6.94	6.97	7.42	7.41	7.55	6.16	6.15	6.17	6.48	6.48	6.50

- *Upper Primary level:* Table 2 shows the achievement of learners in upper primary level. It is evident from the table that more percentage of students are scoring grade B+, B and C. The percent of absentees is more in class VI. The State may assess the reasons behind this and take appropriate measures by communicating to teachers and parents. Teachers

may adapt innovative teaching techniques like learning kits for imparting education. NCERT has also developed many educational kits for students which can be used for the same.

Grade	Class-VI				Class -VII				Class -VIII			
	L (%)	M (%)	G.S. (%)	S.S. (%)	L (%)	M (%)	G.S. (%)	S.S. (%)	L (%)	M (%)	G.S. (%)	S.S. (%)
A+	2.43	2.13	2.27	1.89	3.12	1.99	2.28	2.37	3.79	2.00	2.38	2.46
A	9.77	7.85	8.41	6.64	12.55	7.10	7.9	8.86	14.53	6.47	7.63	8.84
B+	22.35	20.39	22.19	21.28	25.15	20.20	22.19	24.32	26.31	19.17	22.08	24.71
B	19.45	18.73	19.24	19.29	20.61	19.57	19.97	20.50	19.84	18.99	20.18	19.66
C	35.50	40.41	37.34	40.42	32.67	45.24	41.73	38.05	28.74	46.59	40.95	37.50
Absent	10.49	10.49	10.54	10.48	5.90	5.89	5.92	5.91	6.79	6.79	6.78	6.82

Part – II

- *School Visits by CRCCs:* As per the STMF, the total number of CRCCs visiting schools at in different times adds up to 1643. However, the total number of CRCCs in the State is 1766. The State needs to ensure that all the CRCCs are making regular visits to schools. CRCCs have important role as support system for teachers in improving quality of education system.
- *Maintaining Pupils' progress records:* It is reported in the STMF that 6.59 percent of schools are not maintaining records of pupils' progress. It is required that all the schools in the State may maintain complete record of pupil's progress.
- *Coverage of syllabus:* It is observed from the STMF that 47.81 percent schools in the State have 100 percent coverage of syllabus. 49.77 percent of schools have 80 to 60 percent and 1.97 percent of the schools have less than 60 percent coverage of syllabus. Section 24 of RTE act provides for duties of teachers which include transaction of syllabus in a timely manner. All the schools in the State may make sincere efforts for 100 percent coverage of syllabus.

Part – III

- *In-service teacher training programmes:* In primary level, it has been reported that zero in-service teacher training programme has been organized for teachers. However, the State has reported that 90 percent of the target has been achieved. This needs

clarification. In upper primary level, it is appreciated that 100 percent current year target is achieved.

- *Issues emerging from programmes:* Some issues of concern have emerged from the training conducted during last quarter. It would be helpful while organizing future training programmes.

Part – IV

- *Quality interventions:* The DPOs have listed some areas where districts need support from the DIETs like academic monitoring of schools at regular intervals, monitoring of training by DIET staff, conduction of district research studies, development of children magazine/children literature, etc. The SPO may communicate about this to the concerned DIETs.
- *Minimum Infrastructure arrangement:* As reported in the STMF, it is observed that 72.62 percent of schools do not have safe drinking water facility, 61.85 percent of schools do not have separate toilets for boys/girls, 64.30 percent of schools are without barrier free access and 55.99 schools do not have boundary wall. The concerned authorities may look into this and try to ensure that all schools have minimum required infrastructure arrangement.

Part - V

- *Status of CRCs/BRCs:* It is appreciated that all sanctioned posts of CRCs and BRCs/MRCs are in position.
- *Performance of Educational structures:* 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 rated 4, BRCs and DPOs are rated 3 and DIETs and SCERT as 2 (1 as least and 5 as greatest) on a five point rating scale. Strategies may be adopted by the State for improving performance of BRCs, DPOs, DIETs and SCERTs.
- *Web Portal:* The NCERT has launched a 'QMT Portal' which is available on <http://www.ciet.nic.in/QMTs/index.php>. The filled-in STMF provided by different States/UTs and the feedback given by NCERT and other important material related to the quality monitoring can be viewed on the portal.