

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

Quarter: II & IV

Year: 2015-16

Based on the information provided through filled in QMTs of II and IV of Telangana, following observations have been made in a combined manner. It may kindly be noted that **the filled in State Monitoring format has to be sent to NCERT at the end of each quarter**, so that it can be consolidated and timely feedback can be provided.

Part – I

Section A: School Information

- *Number of schools:* The total number of schools mentioned in the STMF is 28562. However the **number of schools which filled up SMFs have been reduced to 26290 in IVth quarter from 27370 in the IInd quarter**. A clarification is required in this regard.
- *Number of teachers:* As per the information in the State Level Monitoring Format (STMF), **there is a requirement of 6867 primary teachers and 3078 upper primary teachers in the State**, which is quite high in number. The State needs to take adequate steps to fill the teachers' position.
- *Pupil Teacher Ratio:* It seems that the Pupil Teacher Ratio in the State are well maintained as per RTE norms.

Section B: Attendance Information

- *Number of schools with average daily attendance:* District wise distribution of attendance has been provided in the STMF. It is noticed that the average daily attendance of schools in the State is 74 percent in both the quarters. **More initiatives can be made for improving the attendance of schools to above 80 percentage.**
- *Children with Special Needs:* The number of children with special needs has decreased from 19000 of second quarter (2015-16) to 14869 in this quarter. **This sudden decline in the number of CWSN may be explained.**

Section C: Curriculum Transaction

- *Distribution of textbooks*: There are few schools in the State which distribute textbooks after one month of the beginning of academic session. **Efforts need to be initiated for timely textbook distribution in all schools.**
- Section D: Continuous and Comprehensive Assessment
- *CRCCs monitoring progress of pupils' learning*: Item on Part I Section D, **'how are CRCCs monitoring progress of pupils' learning' is missing from the report.**

Section E: Teacher Training

- *Suggestions for upcoming training programmes*: Some suggestions have been given in the STMF for upcoming training programmes like need training in early grades, need training in multi grade teaching, need training on in-service teacher commitment and professional development, need training on English at all levels etc. The State may keep these in mind and prioritise it this while organizing new training programmes.

Section F: Functioning of SMC

- *Schools having SMCs*: Ninety eight percent of the schools have constituted SMCs in Telangana. **Remaining few schools may also be motivated to constitute school management committees.** All schools may also be encouraged to prepare school development plan with the involvement of SMCs.

Section G: Learners' Assessment

- *Primary level:* The learners' achievement provided by the State in the STMF for primary level is shown in Table 1. A comparative analysis of learners' achievement data of both the quarters reveals that percentage of children securing grade B+ is higher in primary level. It is also appreciable to notice that the achievement level of children shows an improvement trend when moving from second to fourth quarter.

Table 1: The learners' achievement for primary level (II Quarter)

| Grade | Class-I | | Class -II | | Class -III | | | Class -IV | | | Class -V | | |
|-------|---------|-------|-----------|-------|------------|-------|-------|-----------|-------|-------|----------|-------|-------|
| | L (%) | M (%) | L (%) | M (%) | L (%) | M (%) | E (%) | L (%) | M (%) | E (%) | L (%) | M (%) | E (%) |
| A+ | 5 | 6 | 6 | 6 | 5 | 5 | 3 | 5 | 6 | 3 | 6 | 6 | 4 |
| A | 15 | 16 | 17 | 16 | 16 | 16 | 11 | 17 | 17 | 12 | 19 | 17 | 1431 |
| B+ | 27 | 26 | 29 | 27 | 31 | 28 | 31 | 31 | 28 | 31 | 31 | 28 | 21 |
| B | 24 | 21 | 22 | 20 | 23 | 21 | 24 | 23 | 20 | 23 | 21 | 20 | 22 |
| C | 26 | 29 | 18 | 23 | 19 | 23 | 25 | 18 | 23 | 25 | 17 | 23 | 23 |
| AB | 4 | 4 | 7 | 7 | 7 | 7 | 7 | 6 | 6 | 6 | 6 | 6 | 6 |

Table 1: The learners' achievement for primary level (IV Quarter)

| Grade | Class-I | | Class -II | | Class -III | | | Class -IV | | | Class -V | | |
|-------|---------|-------|-----------|-------|------------|-------|-------|-----------|-------|-------|----------|-------|-------|
| | L (%) | M (%) | L (%) | M (%) | L (%) | M (%) | E (%) | L (%) | M (%) | E (%) | L (%) | M (%) | E (%) |
| A+ | 7 | 7 | 9 | 8 | 7 | 7 | 5 | 7 | 7 | 6 | 9 | 8 | 8 |
| A | 18 | 17 | 21 | 20 | 20 | 19 | 17 | 20 | 19 | 19 | 22 | 20 | 22 |
| B+ | 34 | 32 | 34 | 33 | 36 | 34 | 38 | 36 | 34 | 37 | 35 | 33 | 35 |
| B | 22 | 21 | 20 | 20 | 21 | 21 | 21 | 21 | 20 | 20 | 19 | 19 | 19 |
| C | 17 | 20 | 13 | 17 | 14 | 18 | 16 | 14 | 19 | 16 | 12 | 18 | 14 |
| AB | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 |

Part – II

- *School Visits by CRCCs:* It is observed from the STMF school visit by some of the CRCCs are made once in three month or more than that. As the main role of CRCCs is to actively promote and support the process of quality school improvement, **all the CRCCs may be given time to perform their duty of school visits in time.**
- *Pupils' progress:* There exists some discrepancy in the data provided for number of schools not maintaining record of pupils progress in schools. **This needs to be cross checked.**
- *Coverage of Syllabus:* The State has responded as 'data not available' for the item on number of schools having less then 60 percent coverage of syllabus. This needs to be clarified.

Part – III

- *In-service teacher training programmes:* The target achieved for the number of in-service teacher training programmes is not up to the level. Adequate training programmes may be organised in the coming quarters for the professional development of teachers.

Part – IV

- *School Coverage by DPOs:* The coverage of schools by DPOs during last quarter is being mentioned as 37 percentage. **It would be appreciable if, the DPOs are able to make more school visits in future.**
- *Coordination Meetings between DPOs and DIETs:* It is good to notice that the coordination meetings between DPOs and DIETs are held mostly. However, the district has mentioned certain areas where it requires support from the concerned DIET. These may be communicated to the concerned DIETs by the SPO.

Part – V

- *Performance of Educational structures:* From 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 and DPOs are rated as 4 and BRCs and SCERTs are rated as 3 and DIETs are rated as 2 (1 as least and 5 as greatest). This indicates that the performance of DIETs, BRCs and SCERTs need to be improved.

- Issues Identified for National Level Intervention: It has been noticed that various issues have been identified by the State for National Level Intervention like capacity building of educational HMs, development of performance appraisal system, online monitoring and evaluation method. The State need to communicate this to the concerned authorities, so that they can extend necessary support to the State

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 materials related to quality monitoring