

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

Quarter: Jan to April, IV

Year: 2014

On the basis of information on QMT sent by the State, the observations of NCERT are as under:

- The information provided in Part I section A Item no. 1 seems incomplete. The State has not given the number of CRCs, BRCs and also the number of CRCCs submitting Cluster Monitoring Formats (CMFs), BRCCs submitting Block Monitoring Formats (BMFs) and Districts submitting District Monitoring Formats (DMFs). This information may be included in the coming quarter reports.
- It is mentioned in the SMF that the State needs 5865 primary teachers and 7414 upper primary teachers as per RTE norms. Necessary action regarding filling up the vacant posts may be initiated.
- Information on attendance as per the data available in the SMF, shows that attendance of students is satisfactory.
- It has been noticed that the State has admitted 34416 out-of-school children in age appropriate classes and being provided special training since several months. It is suggested that the State maintain follow-up mechanism in order to ensure that these children do not become dropouts in future. What kind of problems/issues are being faced by the State may also be incorporated.
- It has been observed that the State is making efforts in distributing textbooks within one week of beginning of the session and most of the schools are distributing books before re-opening also. *The efforts in this regard are noteworthy.*
- With regard to CWSN, this is to inform the State that NCERT has recently developed a document titled *Including children with special needs-Primary Stage*, the State may refer to it which may facilitate in teaching learning of CWSN. The document is available on NCERT website. The link file for it is- http://www.ncert.nic.in/pdf_files/SpecialNeeds.pdf
- It is observed that at primary level, the percentage of children securing Grade A is good in all subjects which is a reflection of efforts taken by the State education functionaries

for bringing improvement in achievement level. However, in upper primary stage it is noticed that most of the children are securing B and C grade in all the curricular areas. In *this situation it is suggested that the concerned functionaries may attempt to identify the reasons behind this gap and take remedial action accordingly.*

- The issues which have emerged from the in-service professional development programme for primary and upper primary teachers during last quarter may be addressed to while organizing such programmes in future.
- In part 4 item no.2 the information required is about number of districts providing quality interventions. However, the State has responded to this item by putting tick marks.
- One of the observations of DPOs regarding feedback from field on quality is that English writing and mathematical skills needs improvement among children. In this regard it is suggested that the concerned authorities may kindly refer to some of the documents prepared under Early Literacy Programme and Early School Mathematics programme of Department of Elementary Education. These have been developed especially to make reading, writing easier for such children. Mathematics kit has also been developed for better understanding of mathematical skills.
- An issue identified for national level intervention by the State is related to promotion of mathematics and science in upper primary stage. In order to strengthen Science and Mathematics education in the States and UTs, the Department of Education in Science and Mathematics of NCERT organises orientation programmes for teachers and master trainers. To facilitate quality of pupil evaluation in schools the department has also developed exemplar problems in Science and Mathematics. The department has also been engaged in the development of instructional materials for popularisation of science, promotion of innovative laboratory practices in Science and Mathematics. The State may contact this department for any support.