

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

Quarter: IV

Year: 2014-15

The State monitoring format provided by the State for the quarter IV (2014-15) has been analysed and following observations and suggestion are made for bringing a qualitative progress in education. State may look into this and take up this based as per their need and requirement.

Part – I

Section A: School Information

- *Number of CRC, BRC and Districts:* It is desired to provide information regarding the number of CRCs, BRCs and Districts in the State and number of CRCs submitting CMF, number of BRCs submitting BMF and Districts submitting DMF under Part I item No. I. But the State hasn't provided the later information. It is requested to provide complete information in the coming quarters.
- *Number of schools:* All the 45126 schools in the State have filled up SMFs. The constructive efforts made by different educational functionaries in this regard deserve appreciation.
- *Number of teachers:* The State has indicated in the column that there is no additional post required as per the RTE norms. However, the figure of 2593 and 2217 for primary teachers and upper primary teachers, respectively, has been reported as required post. The State may kindly look into the discrepancy in information..
- *Pupil Teacher Ratio:* The State has not provided any information about the number of government schools having pupil teacher ratio above 1:30 and 1:35 in primary and upper primary schools, respectively. The information about the 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 may be kindly provided.

Section B: Attendance Information

- *Number of schools with average daily attendance:* The attendance information provided by the State indicates that most of the schools in the State have an average daily attendance of above 80%. State may extent its efforts in bringing the remaining few schools in this category.
- *Children with Special Needs:* There are 136290 CWSN in the State i.e. approximately 3 children per school on average. Various efforts have been taken by the State for making classroom inclusive for CWSN like, conducting IED-HUB meetings in schools, teaching with TLM, paying special attention to children with slow learning disability, creating opportunity to CWSN to get involved in all classroom activities, providing a well designed classroom with various educational kits, avoiding the isolation of the children completely, making use of individual Education plan (IEP) properly, maintaining the monthly growth chart of children regularly, ensuring the receipt of scholarships and various aids/equipments extended to the children with special needs and mainstreaming CWSN in the regular class and giving them special intervention.
- *Out of School Children:* There are 42245 out of school children getting special training in 1578 special training centers. The State may also provide information regarding number of children dropped out of special training programmes if any.

Section C: Curriculum Transaction

- *Distribution of textbooks:* It is noted that most of the schools in the State (99.8 percent) have distributed textbooks before opening of schools in every term. However, some schools (38 schools) are distributing textbooks within one month after beginning of the session. It is noticed that in the II Quarter 2014-15 STMF no school was distributing textbooks within one month. The delay in distributing textbooks by these schools may be addressed by the concerned authority by providing required support to the schools.
- *Strategies adopted for improving teaching learning process:* Various initiatives/strategies taken up by teachers in the State are teaching through computer, laptops and teaching learning materials; conducting science experiments related to the topics, enhancing peer group activities, teaching through audio-visual aids, etc.

Section D: Continuous and Comprehensive Assessment

- *CRCCs monitoring progress of pupils' learning:* CRCCs are monitoring the progress of pupil's learning by visiting schools in regular intervals, checking cleanliness maintained in school campus, assessing achievement level of the students, verifying various activities of CCE, conducting CRC level training discussion on achievement level of children, conducting State level and national level achievement tests to know performance of the children, etc.

Section E: Teacher Training

- *Suggestions for upcoming training programmes:* Various suggestions have been provided for upcoming training programmes like trainee and trainer module may be supplied before training, innovative and highly qualitative trainings may be provided, adequate training programmes should be arranged, training should be need based and training of SUPW is required.

Section F: Functioning of SMC

- *Schools having SMCs:* 94 percent of schools in the State have school management committees. However in the II quarter 2014-15, 95 percent of schools in the State had school management committees. The reasons for discrepancy in the information in the number of schools may be assessed. Further it is suggested the same may be communicated to the remaining schools to constitute SMCs.
- *School Development Plans:* There are 95 percent of schools where school development plans have been prepared. Whereas in II quarter 2014-15, 96 percent of schools prepared school development plans. There is also reduction in the number of schools which involved SMCs in preparation of school development plans in present quarter (94 percent) from II quarter 2014-15 (95 Percent). The reasons for this may be assessed.
- *SMCs trained about their roles and functions:* 95 percent of SMCs in the State are trained about their roles and functions. The State may try to provide trainings for the remaining SMCs as per their need and resources.

Section G: Learners' Assessment

- *Primary level:* The learners' achievement for primary level is shown in Table 1. Most of the learners' in the State are scoring Grade A. Efforts may be made to improve the achievement of the students scoring Grade B and C.

Grade	Table 1: Learner's Assessment for primary level														
	Class-I			Class-II			Class- III			Class-IV			Class-V		
	L (%)	M (%)	E.V.S (%)	L (%)	M (%)	E.V.S (%)	L (%)	M (%)	E.V.S (%)	L (%)	M (%)	E.V.S (%)	L (%)	M (%)	E.V.S (%)
A	64	66	67	66	63	63	63	62	59	58	57	57	59	64	66
B	31	29	28	29	32	32	31	33	35	36	37	37	35	31	29
C	5	5	4	5	5	5	6	4	5	6	6	6	6	5	5

- *Upper Primary level:* The learners' achievement for upper-primary level is shown in Table 2. Most of the students in the State are attaining Grade B. More efforts are required so that learning of low achieving students may improve. The UT may also obtain educational kits for science and mathematics devised by NCERT, in order to improve learners' assessment of students in the subjects.

Grade	Table 2: Learner's Assessment for upper- primary level											
	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	27	21	26	23	27	20	24	22	33	22	27	27
B	34	34	33	34	35	33	36	35	34	32	35	35
C	30	34	30	33	30	36	31	33	26	35	29	29
D	10	11	10	10	9	10	9	10	8	10	9	9

Part – II

- *School Visits by CRCCs:* It is noticed in the STMF that some CRCCs are not frequently visiting schools. It may be encouraged that all the CRCCs visit schools once in a month.
- *Pupils' progress and coverage of syllabus:* It is appreciable that all schools are maintaining records of pupil's progress in the schools and all schools are having more than 60 percent coverage of syllabus.

Part – III

- *BRCs preparing schedule for visit of schools:* It is noted that all BRCs are preparing schedule for visit of schools.
- *In-service teacher training programmes:* In the primary level, no in-service teacher training programmes have been organised by the State. However it has been mentioned that 60 percent of the current year's target has been achieved. This may kindly be verified. At the upper primary level, in-service teacher training programmes have been organised for all the subjects and 60 percent current year's target has been achieved. More in-service programmes may be organized.

Part – IV

- *Quality interventions:* It is appreciated that quality interventions have been organized in all areas i.e. training of resource persons on RTE Act 2009, training of resource persons on pedagogy and assessment, training of SMC members on 'School Development Plan' and training of 'Educators' for special training of children admitted to age-appropriate classes at district level in the last quarter.

Part – V

- *Status of CRCs and BRCs:* There are 4088 sanctioned posts of CRCs out of which 3688 are in position. The remaining posts of CRCs may be filled. In the case of BRCs all sanctioned posts are in position. However, in the item 1 of section A of Part I, it has been mentioned that there are 413 BRCs in the State. The State may kindly verify the number of BRCs and send this information.
- *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, BRCs, DIETs and DPOs are rated 4 while SCERT is rated 5 (1 as least and 5 as greatest). This is a good achievement as all the educational functionaries are performing their best.
- *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 can be viewed on the portal.