

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

Quarter: II

Year: 2014-15

The following suggestions are provided in response to the filled in State monitoring formats sent by the State Project Office of SSA, Tamil Nadu.

- In part – I, section A item no 1, the State has mentioned number of CRCs, BRCs and Districts. However, as per the STMF, number of CRCs who have submitted CMF, number of BRCs who have submitted BMFs and number of districts who have send DMFs is also required, which have not been mentioned by the State. The State may provide this information.
- It is good to note that all schools in the State have filled up state monitoring formats
- There is requirement of 2593 primary teachers and 2217 upper primary teachers in the State. Section 26 of RTE Act maintains that vacancies in schools should not exceed 10% of the teacher strength for that school. The States may take necessary steps to fill up existing teacher vacancies and also rationalise deployment of teachers in schools to remove urban-rural imbalance in teacher deployment. It is further requested that the State may report on the status of pupil teacher ratio, information about which has not been provided.
- The attendance of school in the State shows that most of the schools are having above 80 percent attendance. It is appreciated the number of schools in category 60 to 79 per cent and below 60 percent have decreased from the last quarter and the number of schools having attendance above 80 percent have increased. It is also observed that school wise responses have been given regarding the steps taken for improving attendance. This highlights the efforts of the teachers and concerned functionaries for children's learning.
- The number of children with special needs in the State is approximately 3 children per school. The State is making considerable efforts by using Individual Education Plan, infrastructural facilities like well designed classrooms and taking special care of such children. Further, it is suggested that the State may refer to a document developed by the NCERT titled *Including children with special needs-Primary Stage*, which is available on

the NCERT's website. The link file for the document is [http://www.ncert.nic.in/pdf\\_files/SpecialNeeds.pdf](http://www.ncert.nic.in/pdf_files/SpecialNeeds.pdf)

- According to III quarter report of 2013-14, 34416 out of school children (OoSC) were admitted to age appropriate classes. In the present II quarter report of 2014-15 it has been reported that 42245 OoSC have got age appropriate admission. From this it is not clear whether 42245 OoSC were newly identified apart from the number provided in last quarter report or it is in addition to that. Further the State has not mentioned details regarding the number of children dropped out of special training programme. This may be provided.
- There are about 5 percent schools in the State not having School Management Committees. The same percentages of schools are not involved their School Management Committees in preparation of development plans and they have not trained about their roles and functions. The school may be made aware regarding the relevance of SMCs in improvement in quality of education so that they can involve SMCs in school development plans. All SMCs may also be trained in all clusters.
- In case of learner's assessment it is good to notice that most of the students are scoring grade A and B in primary and upper primary levels. In this regard, it is suggested that the State may use educational kits for different subjects developed by NCERT at primary and upper primary levels to make learning more enjoyable and interesting for students.
- In information provided by the State regarding school visits by CRCCs, it is observed that few CRCCs are visiting schools less frequently i.e. once in three and once in four to six months. The CRCCs should visit schools more regularly in order to keep a check of the educational process and providing academic support to schools.
- The number of BRCs who prepared a schedule for visit of schools has been given as 413 in part III, item no. 2. However, in part V, item no. 4, the number of sanctioned posts of BRCs has been reported as 401. This may be clarified.
- It is observed that no in service training programmes has been conducted for primary teachers and one programme has been conducted for upper primary level. The current year target achieved is 60 percent. The State may organize more such professional development programmes for the support of educational functionaries.
- Four hundred positions of CRCCs are lying vacant as reported. This may be looked into by the State.

- 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 performance of DIET is ranked 3 on five point scale (1 as least ranking and 5 as greatest ranking). The other functionaries are ranked either 4 or 5 and are meeting State's expectations. The involvement of DIETs in quality improvement activities may be increased.
- It has been mentioned in the last quarter report (III quarter 2013-14) as well as in the present report (II report 2014-15) that formation of State Resource Group is under process. An early action may be taken in this regard.
- The State may communicate to the Department of Science and Mathematics for getting required support regarding use of kits and manuals in learning of science and mathematics in upper primary classes.