

2014

**QUALITY MONITORING TOOLS
(QMT)
II QUARTER (July-September)
2014-15**

STATE MONITORING FORMAT



Sarva Shiksha Abhiyan,
State Mission Authority,
Manipur

| |
|-------------|
| STMF |
|-------------|

STATE MONITORING FORMAT**(To be completed by SPD and sent to NCERT)**

Quarter under Report

| | | | |
|---|-----------|-----|----|
| I | II | III | IV |
|---|-----------|-----|----|

Year

| | | | | | |
|---|---|---|---|---|---|
| 2 | 0 | 1 | 4 | 1 | 5 |
|---|---|---|---|---|---|

Period of quarter: **(II Quarter) July-September****General Guidelines:**

1. This format has four parts, I, II, III, IV and V. Part I, II, III & IV will be completed by consolidating information received from all DPOs through DMFs.
2. Part V will be completed by the SPD on the basis of his/her perceptions.
3. Information provided should belong to the quarter under report only.
4. Completed STMF should be submitted to NCERT.
5. Guidelines given in each part should be read carefully before answering the questionnaire.

Part-I**(To be consolidated by SPD using information from DMF (Part I) filled by DPOs of all districts)****Section A: School Information**1. State: **MANIPUR**Number of CRCs in the state **...225...** Number of CRCCs submitted CMFs **...225...**Number of BRCs in the state **...35...** Number of BRCCs submitted BMFs **...35...**Number of Districts in the state **...9...** Number of Districts submitted DMFs **...9....**

2. (a) Number of schools in the State

| | | | | | | | | |
|-------|------|-----------|-----|----------|------|------|-------|------|
| I - V | 2980 | VI - VIII | 778 | I - VIII | 3090 | 1604 | Total | 4694 |
|-------|------|-----------|-----|----------|------|------|-------|------|

(b) Number of schools which filled up SMFs

| | | | | | | | | |
|-------|------|-----------|-----|----------|------|---|-------|------|
| I - V | 2980 | VI - VIII | 778 | I - VIII | 3090 | - | Total | 3090 |
|-------|------|-----------|-----|----------|------|---|-------|------|

3. (i) Number of Teachers:
(As per RTE Norms)

In Position

Required Posts

| | | | |
|----------------------------|------------------|-------|---|
| (a) Primary Teachers | (i) Regular | 13838 | - |
| (ii) Contractual | | 0 | |
| (b) Upper Primary Teachers | (i) Regular | 2396 | - |
| | (ii) Contractual | 214 | |

- (ii) (a) How many government schools in the state have a pupil teacher ratio above 1:30 in primary school and above 1:35 in upper primary school? Primary **70** Upper Primary **8**
- (b) How many teachers in the state have failed to join place of posting in last quarter? **NIL**
- (c) How many teachers are attached elsewhere than place of posting? **158**

Section B: Attendance Information

4. Information about attendance of students during last month in the State:

Month: July-September'2014

| Class | Number of Schools with average daily attendance of: 3090 Schools | | | | | | | | |
|--------------|--|----------|-----------|--------------|----------|-----------|---------------|----------|-----------|
| | Boys | | | Girls | | | Total | | |
| | Above 80% | 60%-79% | Below 60% | Above 80% | 60%-79% | Below 60% | Above 80% | 60%-79% | Below 60% |
| I | 22086 | 0 | 0 | 21910 | 0 | 0 | 43996 | 0 | 0 |
| II | 16230 | 0 | 0 | 15750 | 0 | 0 | 31980 | 0 | 0 |
| III | 11897 | 0 | 0 | 12798 | 0 | 0 | 24695 | 0 | 0 |
| IV | 9990 | 0 | 0 | 9900 | 0 | 0 | 19890 | 0 | 0 |
| V | 8621 | 0 | 0 | 9109 | 0 | 0 | 17730 | 0 | 0 |
| VI | 4796 | 0 | 0 | 5173 | 0 | 0 | 9969 | 0 | 0 |
| VII | 4118 | 0 | 0 | 4632 | 0 | 0 | 8750 | 0 | 0 |
| VIII | 4842 | 0 | 0 | 4896 | 0 | 0 | 9738 | 0 | 0 |
| TOTAL | 82579 | 0 | 0 | 84168 | 0 | 0 | 166747 | 0 | 0 |
| | | | | | | | 84% | | |

5. Number of Children with Special Needs (CWSN) in government schools in the State. **5558**

6. Steps taken by the schools to improve students' attendance:

- Teachers' sensitization on special skills (for Hearing Impairment, Visual Impairment, Mentally retarded, Cerebral Palsy, Orthopedically Impaired).
- Distribution of Aids and appliances.
- Adaptation on teaching strategy.
- Peer sensitization.

7. (a) Number of out-of-school children admitted to age-appropriate classes under RTE.

Boys: **519**

Girls: **586**

(b) Number of Centre's where these children are undergoing special training.

| Own schools | Other Centre's (NGO) | Residential Centre's | Any Other |
|-------------|----------------------|----------------------|-----------|
| 519 | 0 | 68 | - |

(c) Number of children dropped out of special training programmes up-to last quarter

0

Section C: Curriculum Transaction

8. Number of schools distributing textbooks at different times after beginning of session

NIL

| Within one week | Within one month | After one month |
|-----------------|------------------|-----------------|
| | (√) | |

9. What is SPO doing to improve system for timely distribution of textbooks?

- a) Placement of supply order before 3 months of starting of the session.
- b) Textbooks are directly distributed from the authority or distributor (Board of Secondary Education Manipur, BOSEM) to Districts.

10. No. of teachers who received Teacher/ (TLM) Grant and have utilized it*

Received % Utilised %

Percentage of primary teachers

Percentage of upper primary teachers

N.B.: Teachers' Grant is not applicable in our State as PAB has not approved during (2014-15)

11. Initiatives/ strategies adopted by teachers for improving teaching learning process.

- a) Conduct of frequent staff meetings at schools among the teachers for effective teaching learning process and assessing the real needs of children.
- b) Frequent interaction with teachers and CRPs/BRPs in the school during their on- site support addressing hard spots which are facing in the classroom on curricular areas and pedagogy by the teachers.

- c) Using of locally available teaching aids, mother tongue/ local dialects, translation method (for English), demonstration of concrete and semi concrete teaching aids, using local knowledge.
 - d) Identification and collection of children reading literatures /comics/ short stories.
 - e) Providing relevant interesting local folk tales/ short stories/ anecdotal / recitation/ folk songs inside the class room before delivering the lessons.
12. Specific efforts made for making classrooms inclusive (CWSN).
- 1) Regular special monitoring to class teachers of CWSN.
 - 2) Teachers are available for any assistance in the classroom.
 - 3) Adopt Child Centric Teaching & learning process.

Section D: Continuous and Comprehensive Evaluation

13. How are CRCCs monitoring the progress of pupils' learning?
- Assessment reports are regularly checked and monitored by CRCCs.
 - CRCCs encourage the students of their particular CRC to participate in district & State level competitions.
 - CRPs visit respective schools after conducting exams such as Formative Evaluation or Summative Evaluation and monitor the performance of the students.
 - Monitor learners' performance
 - Regular monitoring of attendance.

Section E: Teacher Training

14. Ways in which training inputs were used by teachers. Write five prominent examples.

Utilized the skills and information acquired from various interventions/inputs in the followings:

- Lesson planning, classroom management, effective motivation and introduction of the day's lesson in the classroom transaction.
- Understanding the individual learner's need and providing them free expression of their feeling, ideas , information etc. inside and outside the classrooms
- Providing appropriate activities / tasks to students which can be practiced by them individually and in groups.

- Using the skills of story- telling, recitation, using of local knowledge in teaching learning process and develop locally available teaching aids.
- Encourage them/students to enhance their problem solving skills, critical thinking skills, enquiry skills, observation skills, negotiation skills, effective communicative skills.

15. Key suggestions for upcoming training programme provided at the District level.

- Provide regular training for Master Trainers, subject specialist, innovative persons so that it can help teaches to bring progress in teaching learning process.

Section F: Functioning of SMC

Number %

16. Number of schools having School Management Committees (SMCs) in the State.

| | |
|-------------|------------|
| 2762 | 89% |
|-------------|------------|

17. (a) Number of schools where School Development Plans have been prepared.

| |
|------------|
| 20% |
|------------|

(b) Number of schools involving SMCs in preparation of this plan.

| |
|------------|
| 20% |
|------------|

(c) Action taken on schools that did not involve SMCs.

- Concerned field level officers for e.g. CRPs/ AIs/ DIs are involved in the plan preparation to ensure that the actual needs of the schools are reflected in the plan.

Number %

18. (a) Number of SMCs which were given training about their roles and functions.

| | |
|--------------|-------------|
| 38668 | 100% |
|--------------|-------------|

(b) Action taken for coverage of SMCs not trained.

- All SMCs members have been given training.

Section G: Learners' Assessment

19. ASSESSMENT FOR AN ACADEMIC YEAR

N.B.: Children's assessment Data for 2nd Quarter is in progress as the assessment is done twice in a year i.e., Pre-summer break term and post-summer break term

The CCE scheme is prepared for two different stages – primary and upper primary. In both the stages, the scheme is divided into two terms namely pre-summer break term and post-summer break term. The Term-I shall carry an evaluation and assessment value of 40% weightage marks while the Term-II will have value of 60% weightage marks. The student's performance will be reported in Grades only.

Weightage scheme for Primary and Upper Primary stage is as follows:-

| Term-1 (Before-summer break term) | | | | Term-2 (After-summer break term) | | | | | Final Cumulative score in Grade |
|-----------------------------------|-----------|-----------------------------|------------------------|----------------------------------|------|-----------------------------|--------------------------|-------------|---------------------------------|
| Formative | Summative | Students' class performance | Overall FT1+ST1+SP (A) | FT-2 | ST-2 | Students' class performance | Overall I FT1+ST1+SP (B) | Total A + B | |
| 10% | 20% | 10% | 40% | 10% | 40% | 10% | 60% | 100% | |

The formative assessments are done through oral testing, assignments, written tests, projects, etc. The number of tests is decided by the teachers concerned. The summative assessments are done twice in an academic session in the form of pen and paper testing. The students' classroom performance will be recorded by the subject teachers descriptively according to the learning development each student has acquired in the class. The Personal Social Qualities are reflected as anecdotal records.

Kindly find the format used in schools.(The CCE format is enclosed).

Class I -V

| Subject | Term-1 | | | | Term-2 | | | | Total A+B | Final Cumulative score in Grade |
|-------------------------------|------------|------------|-----------------------------|--------------------------|------------|------------|-----------------------------|--------------------------|-------------|---------------------------------|
| | FT-1 | ST-1 | Students' class performance | Overall I FT1+ST1+SP (A) | FT-1 | ST-1 | Students' class performance | Overall I FT1+ST1+SP (B) | | |
| Out of | 10% | 20% | 10% | 40% | 10% | 40% | 10% | 60% | 100% | |
| Language-2(M.Mayek) | | | | | | | | | | |
| Language-2 (English) | | | | | | | | | | |
| Maths | | | | | | | | | | |
| Others | | | | | | | | | | |
| Term- 1 Average Score | | | | | | | | | | |
| Headmaster's Signature | | | | | | | | | | |
| Teacher's Signature | | | | | | | | | | |
| Parent's Signature | | | | | | | | | | |

FTs - Formative Tests, STs- Summative Tests, SP- Student Class performance.

Part-II

(To be consolidated by SPD using information from DMF Part II filled up by all DPOs)

1. (a) Number of classrooms (teaching) observed by the CRCCs in the last quarter:
 - Range (Minimum)...**1460**....to (Maximum)....**3090**...
- (b) Number of special training Centre's for out of school children visited and observed by the CRCCs:
 - Range (Minimum) ...**367**... to (Maximum) ...**519**...
- (c) School visits by CRCCs:

Number of times visits were made to each school

Number of CRCCs visiting

| | |
|---------------------------------------|------------|
| (i) Once in a month | 175 |
| (ii) Once in two months | 50 |
| (iii) Once in three months | 10 |
| (iv) Each school could not be visited | 20 |

(d) Suggestions provided by the CRCCs to improve classroom teaching.

- Discussion & Demonstration Methods need to be implemented.
- Proper teaching aids should be used while teaching.
- Students should be monitored and feedback taken from them at the end of each week.
- Periodically have a trouble-shooting session with student.
- To adopt easiest teaching method and try to enhance the personality of the students.
- To improve classroom teaching.

4. Number of schools not maintaining records of pupils' progress in the schools Number %

| | |
|-------------|------------|
| 1236 | 40% |
|-------------|------------|

5. (a) How many schools are having less than 60% coverage of the syllabus Number %

| | |
|------------|------------|
| 927 | 30% |
|------------|------------|

(b)What has been done to address this issue?

- Advance School Management System has been developed.
- CRCs monitoring report from time to time.

- Submit report to BRCs, the findings, problems and grievances of each school will be submitted to higher authorities for better development.

Part-III

(To be consolidated by SPD using information from DMF Part III filled up by all DPOs)

1. Five important specific functions that BRCs performed in the district.

- Co-ordinate with the schools during various activities.
- Organize in-service teacher training based on teacher's needs.
- Participate in monthly teachers meetings organized at the Cluster Resource Centre.
- To organize co-curricular activities for encouraging students.
- To monitor the functioning of SMCs.

2. Number of BRCs who prepared a schedule for visit of schools.

| |
|------------|
| 210 |
|------------|

3. Number of times each school was visited by BRCs on an average.

| |
|---------------------|
| Once a Month |
|---------------------|

4. Write five examples of professional support provided by the BRC to teachers during the last quarter.

- Suggest use of TLM in the Teaching Learning Process.
- Help teachers to motivate the students.
- Suggest teachers to conduct regular evaluation of student's capability.
- Implementation of joyful learning process.

5. How are BRCs monitoring the records of pupil progress in learning?

- Conduct the oral & written test to strictly monitor the progress of the students using the progress report register.
- Set a target to achieve in a month.
- Field projects test to test their ability & program.
- Timely reporting and regular feedback.

6 (a) Mention the number of in-service teacher training programmes for primary teachers organized in last quarter.

| |
|----------|
| 0 |
|----------|

N.B.: Training is conducted after the end and before commencement of Academic session which is generally between December and February.

(b) What percent of current year's target has been achieved during last quarter?

0

(c) List major issues emerging from the programmes.

7. (a) How many in-service teacher training programmes /workshops were organized for teachers of upper primary classes in the following subjects during last quarter?

(i) Mathematics



(ii) Science



(iii) Social Science



(iv) Language



(v) Arts Education



(vi) Health and Physical Education

N.B.: Training will be conducted after the end and before commencement of Academic session which is generally between December and February.

(b) What percent of current year's target has been achieved during last quarter?

0

(c) List major issues emerging from the programmes.

Part-IV

(To be consolidated by SPD using information from DMF Part IV filled up by all DPOs)

1. Number of districts having 'quality monitoring' mechanism.

| |
|---|
| 9 |
|---|

(a) The institutions involved SSA, Edu(S), SCERT/DIET, and IGNOU.

(b) Members of 'quality' monitoring CRCC, BRCC, Resource Person, District Program Manager, District Program Officer, District Coordinator-Quality etc.

(c) Role of BRC/CRC in quality monitoring:

- To inspect schools records & feedback of students.
- To improve quality of education continuously.
- Collect information and monitor school activities.

(d) Role of DPO in 'quality' monitoring:

- Instructing the BRC/ CRC.
- DPO are responsible for planning, implementation and monitoring the SSA programme in the districts.
- Orienting the lower level structure/committees in micro planning, school/village mapping, plan formulation and target fixing.
- School / village level plans are to be consolidated at cluster level and block level and incorporated into the district plans – Annual and Perspective District Plans.
- To review progress and status on enrolment of retention, drop-out rates etc. Block wise.
- Implementing approved plan activities as per the calendar. Monitoring programme implementation through periodical reviews, visits to schools BRCs and CRCs.
- Supervising the training programme at the district and blocks and assessing the impact of the training.

2. What kind of 'quality interventions' were provided at district level in the last quarter?

(a) Training of resource persons on RTE Act 2009



(b) Training of Resource Persons on Pedagogy and Assessment



(c) Training of SMC members on 'School Development Plan'



(d) Training of 'Educators' for special training of children admitted to age-appropriate classes



3. Number of districts organizing meetings of BRC, CRC and Head Teachers to understand the problems of district.

9

(a) Once in a month

-

(b) Once in two months

(c) Once in three months

-

(d) Once in four-six months

-

4. Field visits (schools) by DPOs during last quarter:

(a) Number of schools visited by DPOs on an average

10-20

(b) Mention the feedback from field on 'quality'. Mention priority areas, where intervention in next quarter will be provided by the DPOs.

- Classroom practices and processes.
- Training of Primary and Upper primary teachers.
- Improvement of child friendly Teaching Learning Material.

5. (a) How often do DPOs and DIETs hold coordination meetings or coordinate between themselves for SSA activities (Please \checkmark mark)

| Number of districts coordinating: | | |
|-----------------------------------|-------------------------------------|-------|
| Mostly | Sometimes | Never |
| | <input checked="" type="checkbox"/> | |

(b) If there are problems, give details

- Communication gap among DPOs and DIETs functionaries
- Coordination problem.

6. List the areas for quality intervention where district needs support from the DIET in the next quarter.

- Assistance in developing Modules, Materials.
- Assistance in arranging subject experts.
- Motivational programs for teachers.
- Teacher-Community relationship.

Part-V**(To be completed by SPD on the basis of his/ her perceptions)**

1. The textbooks used in the State at primary and upper primary stage are developed by

(Mark ✓)

(a) State Government



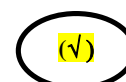
(b) NCERT



(c) Private publishers



(d) Any other

Board of Secondary School, Manipur

2. When was the last revision of syllabi and textbooks initiated and completed in the State?

Initiated**Completed**

| | | |
|------------------------|------------------|-------------|
| Primary: Syllabi | <u>2011-2012</u> | <u>2012</u> |
| Textbooks | <u>2011-2012</u> | <u>2012</u> |
| Upper Primary: Syllabi | <u>2011-2012</u> | <u>2012</u> |
| Textbooks | <u>2011-2012</u> | <u>2012</u> |

3. Please furnish details of common training modules in use, if any, in training of different functionaries at primary and upper primary levels in the State

ModulesPry/Upper Pry Year of development

- | | | |
|---|------|------|
| 1. Handbook on Continuous Comprehensive Evaluation (CCE) Scheme for Schools Class I-VIII, SCERT, Manipur | Both | 2013 |
| 2. Training Manual on State Level Achievement Survey (SLAS) for District Coordinators and Field Investigators, SCERT, Manipur | Both | 2014 |

4. Status of CRCs/BRCs in the State:

| | <u>Sanctioned Posts</u> | <u>In Position</u> |
|------|-------------------------|--------------------|
| CRCs | <u>225</u> | <u>225</u> |
| BRCs | <u>210</u> | <u>210</u> |

5. (a) DIETs:**Involvement:**

Diet teachers of the concerned districts are occasionally engaged in various SSA/RTE related programmes like teachers training (pre-service & in-service), awareness programmes on RTE, etc. at the district level. Presently, a remarkable step forward is that all the DIETs Centres in the state are being utilized for imparting in service teachers training for teachers who have been found untrained as per NCTE guidelines. The challenging measure has been taken up by the Education Dept., Govt. of Manipur and Autonomous District Councils in convergence with the IGNOU regional centre.

Problem:

(1) The no. of untrained teachers in the state is large, 7157 elementary teachers are professionally untrained. AMoC has been signed between SCERT and IGNOU to train the untrained teachers in a phased manner in Open Distance Mode (ODL). PAB 2013-14 MHRD has sanctioned Rs. 3.24 Crores to train 2700 untrained teachers in the 1st Phase and the same numbers of untrained teachers have been enrolled. End of 1st Year examination has been scheduled in Dec 2014.

(2) Involvement of DIET faculties as academic support in monitoring and supervision of schools is not practiced. This is an area which needs to be strengthened.

(3) Involvement of DIETs in district level plans for implementation of SSA/RTE is essential. Thus, involvement of DIET faculties in the District Advisory Board is required to strengthen correlation between DIET & SSA.

(b) SCERT:**Involvement:**

Under the section 29(1) of the RTE Act 2009, and in partial modification of the Government Orders No. 30/40/10- SE(S) dated 22/10/2010, the State Govt. has notified that SCERT (Manipur) shall be the academic authority for framing curriculum and evaluation procedure for elementary schools in the state like Continuous & Comprehensive Evaluation.

Problems:

(1) As of now, the Board of secondary School, Manipur is continuing with its task of textbook production for elementary schools.

(2) Involvement of SCERT in the monitoring and supervision, and plan development is lacking.

Activities of SSA/RTE in which DIETs & SCERT were involved. Please state problems, if any.

- Training Manual not updated and not easily available.
- Absence of academic support in monitoring and supervision of schools is not practiced.
- Limited numbers of DIETs & SCERT staffs.
- Involvement of SCERT in the monitoring and supervision, and plan development is lacking.

6. To what extent following structures met State's expectations in providing desired support for quality improvement of educational processes (Please rate on 5 point scale).

| | <i>Least</i> | 1 | 2 | 3 | 4 | 5 | <i>Greatest</i> |
|-------|--------------|---|-----------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------|
| CRCs | | | | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| BRCs | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| DIETs | | | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| DPO | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| SCERT | | | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

7 (a) Does the State have State Resource Group to advice on Quality? Yes No

Under Process.

(b) If yes, when was last meeting held? What were the main recommendations?
(Please attach copies of minutes and action taken)

8. (a) Major programmes / activities of SSA for quality enhancement during the current year 2014.

- Curriculum, Syllabus and textbook development
- Training of Untrained Teacher through ODL mode (II Phase).

(b) Progress of these programmes during the quarter

- Through teachers' training, improvement can be seen in the teaching learning process in different subjects.

9. State key problems encountered/ identified during the quarter by the State, in the context of quality parameters

- The number of untrained teacher in the State is large.
- Coordination problems between various Departments.
- Students' absenteeism due to rainy season.
- Frequent bandhs/strikes leading to slow progress in syllabus coverage.

10. Issues identified by the State for National level intervention if any (for Department of School Education & Literacy, MHRD, NCERT, other departments).

- Linking up Residential school and KGBVs beyond Class VIII up-to Class X through RMSA.
- Provision for boundary walls in KGBV.
- Increase in per child expenditure regarding cooking cost in MDM.
- More infrastructure funds for maintenance/ construction of dilapidated buildings.
- Funding for conducting Sports Meets, purchase of Sports equipment, etc.
- Strengthening the Human resources working in the line of implementing RTE.

Date:

22nd Jan, 2015

Signature of SPD

Secretary (Education - Schools)
Government of Manipur