

2014-15

QUALITY MONITORING TOOLS (QMT)

IV QUARTER (January-March)
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
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Year

2	0	1	4	1	5
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Period of quarter: **(IV Quarter) Jan – March****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	3148	VI - VIII	787	I - VIII	3257	Any other	1604	Total	4694
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(b) Number of schools which filled up SMFs

I - V	2980	VI - VIII	778	I - VIII	3090	Any other	-	Total	3090
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3. (i) Number of Teachers:
(As per RTE Norms)

In Position

Required Posts

(a) Primary Teachers (i) Regular

13413

-

(ii) Contractual

0

(b) Upper Primary Teachers (i) Regular

2646

-

(ii) Contractual

276

- (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 230 Upper Primary 27
- (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? NIL

Section B: Attendance Information

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

Month: **January-March'2014**

Class	Number of Schools with average daily attendance of: Schools								
	Boys			Girls			Total		
	Above 80%	60%-79%	Below 60%	Above 80%	60%-79%	Below 60%	Above 80%	60%-79%	Below 60%
I	2980	0	0	2980	0	0	2980	0	0
II	2980	0	0	2980	0	0	2980	0	0
III	2980	0	0	2980	0	0	2980	0	0
IV	2980	0	0	2980	0	0	2980	0	0
V	2980	0	0	2980	0	0	2980	0	0
VI	778	0	0	778	0	0	778	0	0
VII	778	0	0	778	0	0	778	0	0
VIII	778	0	0	778	0	0	778	0	0
TOTAL									

5. Number of Children with Special Needs (CWSN) in government schools in the State. 5573

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

- Encouraging children to attend school regularly through counseling of parents during meetings.
- Regular monitoring of student attendance in the morning Assembly as well as random checking in the class by the teachers.
- Mid-day meal is distributed regularly and children are encouraged to come to the school.
- Value based education is provided in the morning assembly.

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

Boys: 3517

Girls: 3542

(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?

- Placement of supply order before 3 months of starting of the session.
- Books are timely distributed in all the schools. Sometimes even before the session.

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

Received % Utilised %

Percentage of primary teachers

NA

NA

Percentage of upper primary teachers

NA

NA

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

- In-service Teachers Training.
- Teacher's effort towards achieving the mastery level of learning at the elementary level.
- Teaching-learning process is based on learner centered, active participation of learners by providing motivation, close, care relationship with them and play way group works.
- Teacher designing various sufficient learning activities, tasks which could be practiced by students in group or individually.

12. Specific efforts made for making classrooms inclusive (CWSN).

- Provide bridge material, evaluation tools, barrier free environment.
- Proper seating arrangement for VI, HI and OH pupils

- 3) Activity oriented workbook.
- 4) Provide services of RT's in classrooms for classroom adaptation and remedial teaching.

Section D: Continuous and Comprehensive Evaluation

13. How are CRCCs monitoring the progress of pupils' learning?
 - Monitoring & Supervision notes of HM and Educational Officers.
 - Assessment reports are regularly checked and monitored by CRCCs.
 - CRCCs encourage the students of their particular CRC to participate in district & State level competitions.
 - 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:

- Judicious use of teaching aids, blackboard with neat and legible hand writing.
 - Designing and identification of activities and tasks for students.
 - Conduct of comprehensive and continuous evaluation.
 - Encourage 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.
 - In-depth training on content areas of Mathematics, Social Science & CCE training.
 - Special Focus on Inclusive education.
 - ICT for better curriculum transaction.

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

- NA

Section G: Learners' Assessment

19. ASSESSMENT FOR AN ACADEMIC YEAR

Class I –V

Class-wise and Subject-wise details of Learners' Achievements for Manipur (Total Student)										
Class*	Sl. No.	Subject*	No. of children assessed	Grade**/ Grade Value	IV Quarter (2014-15)					
					Total Cumulative score (Term I and II) in Grade-FTs+STs+SP				Final Cumulative Score in Grade	
					Boys		Girls		Total	
					No.	%	No.	%	No	%
I	1	Manipuri Sahitya(MM/RS)		A						
				B						
				C						
				Average Score in Grade						
	2	A Composite Modern English Text book		A						
				B						
				C						
				Average Score in Grade						
	3	Mathematics (MM/RS)		A						
				B						
				C						
				Average Score in Grade						

CLASS: VI-VIII

Class-wise and Subject-wise details of Learners' Achievements for Manipur (Total Student)										
Class*	Sl. No.	Subject*	No. of children assessed	Grade**/ Grade Value	IV Quarter (2014-15)					
					Total Cumulative score (Term I and II) in Grade- FTs+STs+SP				Final Cumulative Score in Grade	
					Boys		Girls		Total	
					No.	%	No.	%	No	%
VI	1	Manipuri Sahitya(MM/RS)		A						
				B						
				C						
				Average Score in Grade						
	2	A Composite Modern English Text book		A						
				B						
				C						
				Average Score in Grade						
	3	Mathematics (MM/RS)		A						
				B						
				C						
				Average Score in Grade						
	4	Hindi		A						
				B						
				C						
				Average Score in Grade						
	5	Science		A						
				B						
				C						
				Average Score in Grade						
	6	Social Science		A						
				B						
				C						
				Average Score in Grade						
				B						
				C						
				Average Score in Grade						

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)...**300**....to (Maximum)....**3090**...
- (b) Number of special training Centre's for out of school children visited and observed by the CRCCs:
 - Range (Minimum) ...**55**... 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

567

(ii) Once in two months

-

(iii) Once in three months

-

(iv) Each school could not be visited

-

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

- Child oriented teaching.
- Ensure child friendly classroom.
- ICT should be implemented in classroom.
- Proper teaching aids should be used while teaching.
- 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 %

0

0

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

0

0

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

- Not applicable.

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.

- To monitor the fund flow provided by SSA
- Monitoring the Special admission drive for CWSN.
- Identification of needs for effective teachers training.
- 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 teachers to interact with teachers regularly.
- To implement CCE appropriately.
- Help teachers to motivate the students.
- Suggest teachers to conduct regular evaluation of student's capability.
- Organize seminars and workshops.

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

- Through Quality Monitoring Tools.
- Regular meeting with Head Masters/ Teachers in respective school.

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

15224

(Organized at Block level and Cluster level)

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

100%

(c) List major issues emerging from the programmes.

- Not applicable

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	3406
(ii) Science	3406
(iii) Social Science	✗
(iv) Language	✗
(v) Arts Education	✗
(vi) Health and Physical Education	✗

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

100

(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, SMCs etc.

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

- Assessment and observation.
- Onsite Support.
- Analysis of QMT data and dissemination.

(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'

Under Process

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

Under Process

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

4

(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

1-5

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

- Training on CCE
- Training on ICT enabled learning at CRC level
- Training on revised curriculum.

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

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

(b) If there are problems, give details

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

- Material Development
- Resource support.
- Continuation of CCE training.
- Training programme to empower BRCs/CRCCs

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

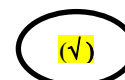


(c) Private publishers



(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

<u>Modules</u>	<u>Pry/Upper Pry Year of development</u>	
1. Training Manual For Teachers Training, Manipur	Both	2014
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:**

- Teachers Training.
- Module for Teacher Training

Problem:

- 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.

(b) SCERT:**Involvement:**

- Training of the teachers at all levels,
- SCERT is the state institute of State Learning Achievement Survey
- Revision of Curriculum,
- Training modules and hand books,
- Impact studies and action researches,
- Preparation evaluation tools.

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.

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 checked="" type="radio"/>	<input type="radio"/>
DIETs			<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
DPO			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
SCERT			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

7 (a) Does the State have State Resource Group to advice on Quality?

Yes

No

Under Process

(c) 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.

- Completed State Level Achievement Survey for Class III, V, VIII (2014-15).
- Learning Assessment in English and mathematics for class V and VIII.
- Completed In-Service teachers training.
- Training of Untrained Teacher through ODL mode (II Phase).

(b) Progress of these programmes during the quarter

- Through SLAS, improvement can be seen in the children.

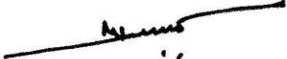
9. State key problems encountered/ identified during the quarter by the State, in the context of quality parameters

- Coordination problems between various Departments.
- State has yet to develop learning indicators for all classes and all subjects.
- Special training for teachers in CCE and life kits

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

- Find problems in maintaining the toilets in schools.
- Major Govt. School buildings are more than twenty - thirty years. They need major repair.

Date: 20/04/15



Signature of SPD

Addl. State Project Director
SSA State Mission Authority
Manipur