



*Sarva Shiksha Abhiyan,*  
*State Mission Authority,*  
**Manipur**

**STMF****STATE MONITORING FORMAT****(To be completed by SPD and sent to NCERT)**Quarter under Report 

	<b>II</b>		
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Year 

<b>2</b>	<b>0</b>	<b>1</b>	<b>5</b>
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<b>1</b>	<b>6</b>
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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 (CRPs) submitted CMFs **...350...**Number of BRCs in the state **...35...**Number of BRCCs (BRPs) submitted BMFs **...210...**Number of Districts in the state **...9...**Number of Districts submitted DMFs **...9....**

## 2. (a) Number of schools in the State

<b>I - V</b>	<b>2971</b>	<b>VI - VIII</b>	<b>1094</b>	<b>I - VIII</b>	<b>793</b>	Any other	<b>-</b>	<b>Total</b>	<b>4858</b>
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## (b) Number of schools which filled up SMFs

<b>I - V</b>	<b>2312</b>	<b>VI - VIII</b>	<b>556</b>	<b>I - VIII</b>	<b>222</b>	Any other	<b>-</b>	<b>Total</b>	<b>3090</b>
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3. (i) Number of Teachers:  
(As per RTE Norms)

In Position

Required Posts

(a) Primary Teachers

(i) Regular

**13447****-**

(ii) Contractual

**0**

(b) Upper Primary Teachers	(i) Regular	3215	-
	(ii) Contractual	604	

## Section B: Attendance Information

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

Month: **July-September' 2015**

Class	Number of Schools with average daily attendance of:								
	Boys			Girls			Total		
	Above 80%	60%-79%	Below 60%	Above 80%	60%-79%	Below 60%	Above 80%	60%-79%	Below 60%
I	2926	0	0	2926	0	0	2926	0	0
II	2876	0	0	2876	0	0	2876	0	0
III	2519	0	0	2519	0	0	2519	0	0
IV	2152	0	0	2152	0	0	2152	0	0
V	1907	0	0	1907	0	0	1907	0	0
VI	651	0	0	651	0	0	651	0	0
VII	478	0	0	478	0	0	478	0	0
VIII	455	0	0	455	0	0	455	0	0
<b>TOTAL</b>									

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:

- Monitoring by SMC members.
- Regular submission of attendance report by AI/ DI.
- Periodical parents – Teachers meetings.
- Reward/ appreciation to the students having highest attendance in their classes.

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

Boys: **5256**

Girls: **5310**

Total: **10566**

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

Own schools	Other Centre's (NGO)	Residential Centre's	Any Other
326	0	84	-

(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) Distribution of Textbooks is decentralized through BRPs/ CRPs and is ensured before the start of academic 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.

1. Undergoing D El Ed. Courses.
2. Preparation of lesson plan.
3. Adopted Peer group learning, play way methods.
4. Household survey conducted to convince parents to enroll their wards to school.

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

- 1) Ramps, handrails constructed to all the schools.
- 2) Special attention by all teachers to them according to their disability
- 3) Provide bridge material, evaluation tools, barrier free environment.
- 4) Proper seating arrangement for VI, HI and OH pupils
- 5) Provide services of RT's in classrooms for classroom adaptation and remedial teaching.

## Section D: Continuous and Comprehensive Evaluation

13. How are CRPs monitoring the progress of pupils' learning?

- Assessment reports are regularly checked and monitored by CRPs.
- CRPs 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.

- Focus on child psychology.
- Development of Leadership/ Decision making skills.
- Enhancement of subject specific knowledge.
- Training on Child Centered Teaching approach.
- Knowledge of CWSN (Identification, Teaching)

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

- Training should only be conducted during vacations so that it does not disturb the teaching schedule of the teachers.
- Innovations and case study should be included in training.
- Training should be on making and use of TLM.

## Section F: Functioning of SMC

	Number %	
16. Number of schools having School Management Committees (SMCs) in the State.	3090	100%
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.	0	0
(b) Action taken for coverage of SMCs not trained.		
• NA.		

## Section G: Learners' Assessment

### **NOTE: Assessment for an Academic Year:**

Details of Learners' Achievements, class-wise and subject-wise for Classes I-VIII for the term (term/quarter/month) will be submitted after the completion of State Level Achievement Survey (SLAS) 2015-16.

### 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	II Quarter (2015-16)					
					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	II Quarter (2015-16)					
					Total Cummulative 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						
				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 CRPs in the last quarter:

- Range **1 to 5**

(b) Number of special training Centre's for out of school children visited and observed by the CRPs:

- Range **1 to 3**

2. School visits by CRPs:

*Number of times visits were made to each school*

*Number of CRPs visiting*

(i) Once in a month

**198**

(ii) Once in two months

**27**

(iii) Once in three months

-

(iv) Once in six months

-

3. Suggestions provided by the CRPs to improve classroom teaching.

- Making of democratic, joyful and attractive
- Strict monitoring of attendance and punctuality of Teachers. Use of biometrics recommended.
- Preparation of lesson plan and teachers diary
- Training for senior teachers (untrained for the last 5 Years) regarding new methods, digitization etc.

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.

- Co-ordination with CRPs, DPOs, Schools etc.
- Inspection of schools
- Report the issues and problems of the schools.
- Monitor the functioning of SMCs.
- Data collection.

2. Number of BRPs (Block Resource Persons) who prepared a schedule for visit of schools.

<b>210</b>
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3. Number of times each school was visited by BRCs on an average.

<b>Once a Month</b>
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4. Write five examples of professional support provided by the BRCs to teachers during the last quarter.

- Informing school teachers about training.
- Provide academic support.
- In maintaining books of account.
- In distribution and allotment of textbooks.
- Suggest teachers to interact with parents regularly.

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

- By regular inspections, through interaction with students and SMC members.

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

<b>5</b>
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(b) What percent of current year's target has been achieved during last quarter?

<b>25%</b>
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(c) List major issues emerging from the programmes.

- Teacher trainings should be conducted before starting of the academic year.
- Training should be given to all teachers including single teachers.
- More emphasis should be given in language and mathematics.
- Involvement of all the teachers in the training programme.

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	<input type="text" value="2"/>
(ii) Science	<input type="text" value="2"/>
(iii) Social Science	<input type="text" value="X"/>
(iv) Language	<input type="text" value="X"/>
(v) Arts Education	<input type="text" value="X"/>
(vi) Health and Physical Education	<input type="text" value="X"/>

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

(c) List major issues emerging from the programmes.

- Training programme should be conducted during vacation.
- Once the training is conducted there should be follow-up.

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

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

(c) Role of BRP/CRP in quality monitoring:

- Assist the monitoring team.
- Assessment and observation.
- Onsite Support.
- Analysis of QMT data and dissemination.
- Observations of Class room process and follow ups
- Teacher empowerment programmes
- BRP / CRP Review and Planning

(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

(√)

(√)

X

(√)

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

Number of districts organizing meetings

- (a) Once in a month  
 (b) Once in two months  
 (c) Once in three months  
 (d) Once in four-six months

9

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

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

- 1 - 3 Schools per month were visited by DPO on an average.

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

- Check Teacher absenteeism.
- Training on ICT enabled learning at CRC level
- Training on revised curriculum.
- Integration of teaching with assessment
- Training of teachers on Curriculum adaptation for CWSN.

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
	(√)	

(b) If there are problems, give details

Except for Teachers Trainings, there are no co-ordination regarding quality enhancement.

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

- Academic monitoring
- Training of in-service teachers
- Establishment of Reading Corner

## 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?

	<b>Initiated</b>	<b>Completed</b>
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

Sl. No	<u>Modules</u>	Pry/Upper Pry	Year of development
1	Training Manual For Teachers Training, Manipur	Both	2014
2	Module for the implementation of "Shiksha Ka Haq Abhiyan"	Both	2012
3	Training Manual on State Level Achievement Survey (SLAS) for District Coordinators and Field Investigators, SCERT, Manipur	Both	2014
4	Community Mobilization focus on School Development Plan	Both	2013
5	Module on Empowerment of Teachers.	Both	2013-14
6	Teacher's training Module on "Professional Quality Enhancement".	Both	2015-16

## 4. Status of CRCs/BRCs in the State:

	<u>Sanctioned Posts</u>	<u>In Position</u>
CRCs	<u>225</u>	<u>225</u>
CRCCs (CRPs)	<u>350</u>	<u>350</u>
BRCs	<u>35</u>	<u>35</u>
BRCCs (BRPs)	<u>210</u>	<u>210</u>

## 5. (a) DIETs:

**Involvement:**

- Teachers Training.
- Module preparation through SCERT
- Involved in training of in-service primary and upper primary teachers
- Conduct academic monitoring of schools.

**Problem:**

- DIETs are pre-occupied with 2-year D.El.Ed. Course, time is factor to conduct academic monitoring.

## (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:**

- Needs more Co-ordination in Planning, Implementation and monitoring.

## 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 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 type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

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

Yes	No
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(b) If yes, when was last meeting held? What were the main recommendations?

(Please attach copies of minutes and action taken)

- NA

8. (a) Major programmes / activities of SSA for quality enhancement during the current year 2015-16.

- 6-Day Workshop/ Orientation Programme cum Induction Training on "Special Training" for Education Volunteers, Teachers and Chairpersons of SMC/ SMDCs.
- Workshop on U-DISE.
- 5% sample checking of U-DISE data (2015-16)
- Impact of in-service teachers training on Classroom Transaction.
- Training of untrained teachers through ODL mode.
- Teachers training on professional quality enhancement activity based.
- Corrective Surgery.

(b) Progress of these programmes during the quarter

- 6-Day Workshop on "Special Training" is completed and
- Others programmes are under process.

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

- CCE even though implemented is not in a proper way. Experts who can train teachers in CCE are not abundant in the State.
- Shortage of computer teachers.
- Advanced ICT Training for Primary and Upper Primary Teachers.

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

- Progression of IT support, Laboratory & Library is required
- No fully functional library in most of the schools. There are hardly any books. Librarians are not recruited in the Government schools.

Date:

31/10/15

  
(H. Deep Singh)  
Name & Signature of SPD