



सब पढ़ें सब बढ़ें
2st Half Yearly Monitoring Report 2012
of
MANIPUR UNIVERSITY
(Monitoring Institute Sarva Shiksha Aviyam, Manipur University)
MI/SSA/MU

Nodal Officer
DR. L. LEIREN SINGH
Head Education Department,
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On
SSA for the State of
MANIPUR

Period: *1st April 2012 to 30th September 2012*

District Covered
Senapati District
and
Tamenglong District

2012

DATA ON MIS OBSERVATIONS FROM MONITORING INSTITUTE

State	District	Total schools visited	School supply data under DISE	School have a copy of the filled in Data Capture Format	Training on filling up of DCF	Conducted the Jan-Vachan	Printed copy of the school report card (Schools)	Displayed at the notice board (schools)	Kept in file (Schools)	Match with actual position in the school	Schools records being maintained (Schools)
Manipur	Senapati	40	No	No	No	No	22	18	No	18	36
	Tamenglong	40	No	No	No	No	No	19	No	-	9

Canchipur

The 2nd January 2013

(Dr. L. Leiren Singh)
HOD & Nodal Officer, MI
SSA, Deptt. Of Education
Manipur University

**REPORT ON
MONITORING AND SUPERVISION**

Period : 1st April 2012 to 30th September 2012
Name of State : Manipur
Name of MI : Department of Education,
Manipur University, Canchipur
Districts : Senapati and Tamenglong Districts

Name of Districts Visited:

Name of District	Total No. of School	No. of Schools visited
Senapati District	678	40
Tamenglong District	300	40



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**DEPARTMENT OF EDUCATION
MANIPUR UNIVERSITY, CANCHIPUR**

Acknowledgement

This SSA monitoring report covers 2 (two) districts of Manipur one each for Hill and Valley districts of Manipur namely Churachandpur and Imphal West. There are many persons to whom I owe my gratitude for successful completion of this monitoring works of SSA and MDM programmes for the 1st phase of the second year 2011-12 in the 2 (two) districts of Manipur for the period 01.10.2011 to 31.03.2012. The work has been undertaken to pave the way for the effective implementation at the grass root level with community participation of the centred sponsored schemes of SSA and MDM for the two districts for achieving the goals of universalisation of Elementary Education (UEE) for the children in the age group 6-14 years. The need is all the more increased after the passing of the Rights to Education Act 2009 and introduction of Rashtriya Madhyamic Shiksha Abhiyan (RAMSA).

I would like to acknowledge the helping hands of the State Project Director (SPD) SSA, State Mission Authority, Manipur, Additional State Project Director, State Coordinator (REMS) Smt. T. Binodini Devi and other officials of SSA, Mr. Joseph Lalrongthang, ZEO, Churachandpur and Shri Gopimohon Maibam, ZEO, Imphal west along with their staff members for the level of cooperation that we received from them in collecting the required field data for the various interventions of this monitoring work.

I also thanked all the respondents of the Sample schools in these two districts for the cooperation given to the evaluators of the M.U. monitoring team. I also acknowledged the helping hands of the Dean, School of Social Sciences, Registrar and Deputy Finance Officer, Manipur University, Canchipur for rendering timely help in the effective execution of this work with proper mission and vision. Last, but not the least, I would also like to thank all the members of the monitoring team namely Th.Esharani, Th. Binita and Th. Roshni without their timely efforts, the report would not have completed in its present form.

Canchipur,

The

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Nodal Officer, M.I., SSA
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I. 2nd half yearly monitoring report of Manipur University (monitoring institution) on SSA for the state of Manipur for the period of 1st April 2012 to 30th September 2012

1. GENERAL INFORMATION:

Sl.No	Information	Details							
1	Period of the report	1 st April 2012 to 30 th September 2012							
2	Number of Districts allotted	2(two) Districts							
3	Districts' Name	Senapati and Tamenglong							
4	Month of visit to the districts/schools	(Information is to be given in district wise)							
4.1	District 1	Senapati							
	Date of visit to schools in the district	07-06-2012 to 11-07-2012							
4.2	District 2	Tamenglong							
	Date of visit to schools in the district	08-08-2012 to 29-09-2012							
5	Total number of elementary schools (Primary and Upper primary existing in the districts)	Sl	Districts	Type of schools			Total		
				PS	UPS				
		1	Senapati	480		198	678		
		2	Tamenglong	234		66	300		
	Total		714		264	878			
6	Number of elementary schools monitored (Primary and Upper primary existing in the districts)	Sl	Districts	Type of schools					Total
				PS	UPS	KGBV	NPEGEL	STC (RBC)	
		1	Senapati	22	18	0	0	0	40
		2	Tamenglong	25	11	1	2	1	40
	Total		47	29	1	2	1	80	
7	Types of school visited	District 1: Senapati			District 2: Tamenglong				
a)	Special training centers (Residential Bridge Course)	NIL			1 (one) Model Residential High School, Rengpang				
b)	Special training centers (Non-Residential Bridge Course)	NIL			NIL				
c)	Schools in urban areas	9 (nine) schools: Sadar Patel H/S, Katomei centre P/S, Taphou Naga UJB/S, Paomata H/S, Kalapahar Jr.govt. H/S, Maram Jr. H/S, Tumnoupokpi Govt. Jr. H/S, Taphou Kuki UJB/S, Sadar Hills Model Jr. H/S			10(ten) Schools: Gadialong govt. P/S, Tamenglong H.Q. P/S, Namthan aided P/S, Tamei H.Q govt. P/S, Longmai (Noney) P/S, Happy Villa Govt. P/S, Old Tamenglong Jr. H/S, Khongjaron Jr. H/S, Model Village H/S, Tamenglong Hr. Sec /S				
d)	Schools sanctioned with Civil works	NIL			9 (nine)Schools: Longmai (Noney) P/S,				

			Bhalok Khunou P/S, Haflong Ward No. 9 P/S, Inrenglong P/S, Happy Villa Govt. P/S, Kabonram P/S, Raengkhang No.1 P/S, Khongjaron Jr. H/S, Lamlaba Govt. Jr. H/S.
e)	Schools from NPEGEL blocks	NIL	2 (two) Schools: Aben Govt. P/S and Oinamlong Jr. H/S
f)	Schools having CWSN	16 (sixteen) schools: Shajouba UJB, Katomei centre P/S, Thingba Khonou Jr. H/S, Thingba Khunou P/S, Taphou Naga UJB, Mao P/S, Saranamai UJB, Tunggam Govt UJB, Tungjoy Boys P/S, R.K. Sanajaoba Aided P/S, Khunkho Kuki UJB, Ponlien Jr. H/S, Dolang Khunou Jr. H/S, Maram Jr. H/S, Tumnoupokpi Govt jr. H/S, Sadar Hills model Jr. H/S	7 (Seven) schools: Langmei P/S, Nungtek P/S, Longmai (Noney) P/S, Inrenglong P/S, Happy Villa Govt. P/S, Sonpram P/S, New Mandeu aided P/S,
g)	Schools covered under CAL programme	10 (ten) schools: Sadar patel H/S, Mao Maram H/S, Thingba Khunou Jr. H/S, Paomata H/S, Saranamai UJB/S, Tunggam Govt UJB, Kalapahar Jr. Govt, Maram Jr. H/S, Kamuching Jr. H/S, Purul Govt. Hr. Sec/S	6 (Six) Schools: Gadialong govt. P/S, Lamlaba Govt. Jr. H/S, Oinamlong Jr. H/S, Akhui Govt. Jr. H/S, Tengkonjang Hr. Sec/S, Tamenglong Hr. Sec/S.
h)	KGBVS	There is a proposal for establishing one KGBV for 100 students at Saikul block but not yet implemented	1(one) school: New Mandeu at Tousem Block
8	Number of schools visited by nodal officer of the monitoring institute	40 schools in the break-up of 20 (twenty) schools in Sadar hills and 20 (twenty) schools in Senapati district	40 schools in the break up of 1 in Nungba Block, 4 schools in Noney, 6 schools in Tamei, 10 in Tousem

			Block and the remaining 19 in Tamenglong Block
9	Whether the draft report has been shared with the SPO: YES/NO		
10	After submission of the draft report to the SPO whether the MI has received any comments from the SPO: YES/NO		
11	Before sending the report to the GOI whether the MI has shared report with SPO		
12	Details regarding discussion held with state officials		
13	Selection criteria for schools	District 1: Senapati	District 2: Tamenglong
a)	Urban area	9 (nine) schools	10 (ten) schools
b)	School with special training centres	NIL	1 (one) School
c)	Civil works	NIL	9 (nine) schools
d)	NPEGEL	NIL	2(two) schools
e)	KGBV	NIL	1 (one) school
f)	CWSN	16 (sixteen) schools	7 (seven) schools
g)	CAL	10 (ten) schools	6 (six) schools

TAMENGLONG DISTRICT

There are 300 Primary and Upper Primary Schools covered under the centered sponsored scheme of SSA for universalization of Elementary Education (UEE) for children in the age-group of 6-14 years. Out of these, 40(forty) schools are selected for the purposes of SSA monitoring works for the period 1st April 2012 to 30th September 2012.

There are 9(nine) main criteria for selecting these 40 (forty) sample schools. There are:-

1. Schools for Special Training Centre, Residential Bridge Course (RBC) :

This intervention namely School for Special Training centre is taken up in the Tamenglong district at Rengpang. The name of School is Model Residential High School, Rengpang.

2. Schools for Special Training Centre, Non-Residential Bridge Course (NRBC):

None of the sample schools have special Training Centres (Non- Residential) facility.

3. Schools in Urban Areas :

There are 10 (Ten) schools covered by the present monitoring work in urban areas of Tamenglong district. They are:-

- (a) Gadialong Government Primary School
- (b) Old Tamenglong Junior High School
- (c) Model Village High School
- (d) Tamenglong Head Quarter Primary School
- (e) Khongjaron Junior High School
- (f) Tamenglong Higher Secondary School
- (g) Happy Villa Government Primary School
- (h) Namthan Aided Primary School
- (i) Tamei Head Quarter Government Primary School
- (j) Longmai (Noney) Primary School

4. Schools Sanctioned with Civil works.

Civil works programmes are taken up in the following 9 (nine) schools in the break-up of 7 (seven) primary schools and 2 (two) upper primary schools. They are:-

- (a) Longmai (Noney) Primary School (Toilet construction)
- (b) Bhalok Khunou Primary School (Toilet construction)
- (c) Haflong ward No. 9 Primary School (Construction of 3 Additional Classrooms)
- (d) Inrenglong Primary School (Toilet Construction)
- (e) Happy Villa Government Primary School (Toilet Construction)
- (f) Kabonram Primary School (Construction of 3 Additional Classrooms)
- (g) Raengkhang No.1 Primary School (Construction of 2 Additional classrooms)
- (h) Khongjaron Junior High School (Toilet Construction)
- (i) Lamlaba Government Junior High School (Toilet Construction)

5. Schools for National Programme of Education for Girls at Elementary Level (NPEGEL)

National Programme of Education for Girls at Elementary level (NPEGEL) is implemented at Tamenglong district in 2 (two) schools of Tousem Community Development Block. The name of the NPEGELs are:-

- (a) Model Cluster School under NPEGEL Oinamlong Junior High School, and
- (b) Model Cluster School under NPEGEL Aben Government Primary School

6. Schools having Children with Spicial Needs (CWSN)

This intervention has been taken up in the following 8(Eight) schools in Tamenglong district. They are :-

- (a) New Mandeu Aided Primary School.
- (b) Langmei Primary School
- (c) Nungtek Primary School
- (d) Longmai (Noney) Primary School
- (e) Inrenglong primary School
- (f) Happy Villa Government Primary School
- (g) Sonpam Primary School
- (h) Model Residential High School, Rengpang

7. Schools covered under Computer Aided Learning (CAL)

Out of 40 (forty) sample schools, 6 (six) schools only have Computer Aided Learning facilities.

They are :-

- (a) Gadialong Government Primary School
- (b) Lamlabang Government Junior High School
- (c) Oinamlong Junior High School
- (d) Akhui Government Junior High School
- (e) Tengkonjang Higher Secondary School
- (f) Tamenglong Higher Secondary School

8. Kasturba Gandhi Balika Vidyalaya (KGBV)

Kasturba Gandhi Balika Vidyalaya has been implemented in Tamenglong district at New-Mandeu in Tousem Community Development Block.

9. Schools having Ramps

None of the 40 (forty) sample schools have ramp facility. It may be due to the topography of the district.

DISTRICT: SENAPATI

1. ACCESS: Physical Access

Table 1.1 Category of Schools

Category	N = 40	%
PS	27	55%
UPS	18	45%

Table 1.1. reveals that 55% of the sample schools visited were primary schools, whereas 45% of the schools were upper primary schools of Senapati district, Manipur.

Table 1.2 Habitations served by the schools

Distance	N=40	%
0-1km	40	100%
2-3	-	-
4-5km	-	-
Above5 km	-	-

Table 1.2 indicates that 100% of the schools visited were within 1 km from the habitations served by the schools.

Table 1.3 Distance walked by students from their homes to schools

Distance	N=40	%
0-1km	24	60%
2-3km	8	20%
4-5km	7	17.5%
Above5 km	1	2.5%

Table 1.3 reveals that in 60% of the sample schools visited, students have to walk a distance within 1 km from their homes to schools, in 20% of the schools students have to walk a distance of 2- 3 kms, in 17.5% of the schools, students have to cover a distance of 4-5 kms, whereas in 2.5% of the schools, students have to walk a distance above 5 kms from their homes to schools. The name of the school in which the students have to walk a distance of above 5 kms from their homes to school is Mao Maram H/S.

The reason for students coming from far distance 1.e about 4.5 kms and above is due to standard of the school as well as a Govt. High School having facilities to study up to class x.

Table 1.4 School having Upper Primary Schools nearby

Response	N=40	
YES	11	27.5%
NO	29	72.5%

Table 1.4 reveals that 27.5% of the sample schools visited have upper primary schools in their surrounding areas, whereas 72.5% of the schools have no upper primary schools in their surrounding areas.

QUALITY ACCESS

Table 1.5 Strength of children enrolled in the schools

Range	N=40	%
1-50	7	17%
51-100	15	37.5%
101-150	6	15%
151-200	4	10%
201 & above	8	20%

Table 1.5 reveals that 17.5% of the schools have students' strength ranging from 1-50, 37.5% of the schools have students' strength ranging from 51-100, 15% of the schools have students' strength ranging from 101-150, 10% of the schools have students' strength ranging from 151-200 and the remaining 20% of the schools have students' strength ranging from 201 and above.

Table 1.6 No. of classrooms in the schools

Range	N=40	%
1-5	17	42.5%
6-10	19	47.5%
11-15	4	10%
16 & above	-	-

Table 1.6 indicates that 42.5% of the schools visited have classrooms ranging from 1-5, 47.5% of the schools have classrooms ranging from 6-10 and remaining 10% of the schools have classrooms ranging from 11-15.

Table 1.7 Condition of the classrooms

Condition	N=40	%
Good	9	22.5%
Average	10	25%
Poor	21	52.5%

Table 1.7 reveals that majority of the schools i.e. 52.5% have poor classroom conditions, 25% of the schools have average classroom conditions and the remaining 22.5% of the schools have good classroom conditions congenial to provide quality elementary education for children in the age-group 6-14 years in Senapati District, Manipur.

Table 1.8 Adequacy of Classroom Furniture for the children

Response	N=40	%
YES	10	25%
NO	30	75%

Table 1.8 reveal that 25% of the sample schools visited have adequate furniture in the classroom, whereas 75% of the schools have inadequate furniture in the classroom. As such, majority of the sample schools of Senapati district are not having adequate classroom furniture for providing quality elementary education.

Table 1.9 Quality of Classroom Furniture

Quality	N=40	%
Good	5	12.5%
Average	6	15%
Poor	29	72.5%

Table 1.9 reveal that in 12.5% of the schools visited, the quality of classroom furniture were good, in 15% of the schools, the quality of furniture were average, whereas in 72.5% of the schools, the quality of furniture were poor. As such a lot of problems had been created in the effective classroom management.

Table 1.10 Arrangement of proper lighting and ventilation in the classrooms

Facilities	N=40	%
YES	9	22.5%
NO	31	77.5%

Table 1.10 reveals that 22.5% of the schools visited have proper lighting and ventilation facilities, whereas 77.5% of the schools have no proper provision of lighting and ventilation, as such it will be a hindrance in providing quality elementary education in a congenial atmosphere in majority of the sample schools.

Table 1.11 Facility of Ramp in the schools

Facility	N=40	%
YES	5	12.5%
NO	35	87.5%

Table 1.11 reveals that 12.5% of the schools visited have ramp facilities, whereas 87.5% of the schools have no ramps. The schools having ramp are-Tumnoupokpi Govt Jr H/S, Shajouba UJB school, Katomei Centre P/S, Taphou Naga UJB school, and Tunggam Govt UJB /S. But the ramps are not constructed as per the specified norms.

Table 1.12 Facility of Blackboards in the schools

Facility	N=40	%
YES	40	100%
NO	-	-

Table 1,12 reveals that 100% of the schools visited have blackboard facility, even though there is a wide variation in the condition of the blackboard.

Table 1.13 Condition of Blackboard in the schools

Condition	N=40	%
Good	15	37.5%
Average	11	27.5%
Poor	14	35%

Table 1.13 reveals that in 37.5% of the schools visited, the condition of blackboards were good, in 27.5% of the schools the condition of blackboards were average, whereas in 35% of the schools, the condition of blackboards were poor.

Table 1.14 Separate provisions for boys' and girls' toilet

Provision	N=40	%
YES	28	70%
NO	12	30%

Table 1.14 reveals that 70% of the sample schools have provisions for separate boys' and girls' toilet, whereas 30% of the schools have no provisions for separate boys' and girls' toilet. Hence, these schools could not provide the minimum infrastructural facilities to the children enrolled there.

Table 1.15 Schools having toilet facilities

Toilet facilities	N=40	%
YES	33	82.5%
NO	7	17.5%

Table 1.15 reveal that majority of the schools i.e 82.5% have toilet facilities, whereas 17.5% schools have no toilet facilities. The 7 (seven) schools are- Horton L.P.S, Haokhongching P/S, Chingmang Govt Jr H/S, Bungte Khullen Aided P/S, Irong Ngoubikhong L.P.S, Mao Maram H/S and Mao P/S.

Table 1.16 Existence of drinking water facility

Water facility	N=40	%
YES	24	60%
NO	16	40%

Table 1.16 reveal that 60% of the sample schools have safe drinking water facility, whereas 40% of the schools have no safe drinking water facility. The 16 (Sixteen) schools lacking such basic requirements are – Horton L.P.S, Bungte Khullen Aided P/S, Dolang Khunou Jr H/S, Ponlien Jr H/S, Kangchup Chiru UJB/S, Sadar Patel H/S, Mao Maram H/S, Maram Hindi UJB/S, Katomei Centre P/S, Oinam Hill Govt H/S, Taphou Naga UJB/S, Saranamai UJB/S, Tungjoy Khunou Aided L.P.S, Tungjoy Boys P/S, Tungjoy Jr H/S and Koide Beso L.P.S.

Table 1.17 Availability of Running water supply in toilets

Facility	N=40	%
YES	-	-
NO	40	100%

Table 1.17 reveals that 100% of the sample schools visited have no running water supply in toilets. As such, a lot of hygienic problems are likely to be created to the children of the sample schools.

Table 1.18 Existence of playgrounds in the schools

Provision	N=40	%
YES	19	47.5%
NO	21	52.5%

Table 1.18 reveal that 47.5% of the schools have playgrounds, whereas 52.5% of the schools visited have no playgrounds facility depriving the opportunity for proper participation in co- curricular activities to pave the way for all round personality development of the learners.

SOCIAL ACCESS

In the sample schools visited, pattern of population of the habitation of the schools were within the village. There is no danger or threat to the safety, health or hygiene of the children. Majority of the children are belonging to ST category, some are Nepalis. The girls are from the disadvantaged groups and weaker sections of the society. There is no other socio-cultural and linguistic barriers in the schools.

The teachers communicate with students belonging to different socio- economic groups, CWSN, religions and ethnic groups speaking various dialects for the perpetuation of their rich social heritage by means of elementary education.

2. SPECIAL TRAINING FOR OUT-OF-SCHOOL CHILDREN

Table 2.1 Village Education Register

VER	N=40	%
YES	-	-
NO	40	100%

Table 2.1 reveals that none of the schools visited had maintained Village Education Register (VER) in the schools, depriving the opportunity to know the total number of children in the village in the age-group 6-14 years needing elementary education as per RTE Act 2009.

Table 2.2 Schools having drop-out children

Drop-out	N=40	%
YES	6	15%
NO	34	85%

Table 2.2 reveals that in the sample schools visited, the schools which have drop-out children are 15% and the remaining schools i.e. 85% have no drop- out children.

Table 2.3 Number of children who remained absent for more than one third days of the school session.

Prolong absentees	N=40	%
YES	10	25%
NO	30	75%

Table 2.3 reveals that in the sample schools visited, 25% of the schools had prolonged absentees and 75% of the schools had regular attendance of pupils in the school.

Table 2.4 Seasonal Migration of students

Migration	N=40	%
YES	4	10%
NO	36	90%

Table 2.4 reveals that 10% of the schools witnessed the phenomenon of seasonal migration along with their family members. But 90% of the schools were having students belonging to settled life. Hence, they can give whole hearted attention to their teaching- learning process in the peaceful atmosphere.

Table 2.5 Special Training Intervention OoSc

OoSc	N=40	%
YES	-	-
NO	40	100%

Table 2.5 reveals that out of the total 40 sample schools visited, 100% of the schools were not covered under the OoSc.

3. QUALITY ISSUES

A. Enabling Conditions

Table 3.1 Number of Teachers

Range	N=40	%
1-5	11	27.5%
6-10	19	76%
11-15	8	20%
Above 16	2	5%

Table 3.1 reveals that 27.5% of the sample schools visited have number of teachers ranging from 1-5, 76% of the schools have teachers ranging from 6-10, 20% have teachers ranging from 11- 15 and 5% of the schools are having above 16 teachers.

Table 3.2 Number of untrained teachers in the schools

Range	N=40	%
1-5	24	60%
6-10	9	22.5%
11-15	4	10%
Above 16	-	-
No. Untrained Teachers	3	7.5%

Table 3.2 indicates that in 60% of the schools, the number of untrained teachers ranged from 1-5, 22.5% of the sample schools are having 6-10 untrained teachers, whereas 10% of the sample schools have untrained teacher ranged from 11-15. The 3(three) schools which have all trained teachers are-Thingba Khunou Jr H/S, Haokhongching P/S and Horton L.P.S.

Table 3.3 Awareness of the duties and responsibilities of teacher under RTE Act 2009

RTE Act	N=40	%
Aware	39	97.5%
Unaware	1	2.5%

Table 3.3 reveals that 97.5% of the teachers of the sample schools are aware of their duties and responsibilities of teachers under RTE Act, 2009. But one school which does not aware of RTE Act is Maram Hindi UJB school.

Table 3.4 Receipt of Text-book within one- month of the commencement of the school session

Response	N=40	%
YES	-	-
NO	40	100%

Table 3.4 reveals that none of the sample schools received the text-books within one month of the commencement of the school sessions. All the sample schools visited received the text-books for the current year, but not for all subjects.

Table 3.5 Usage of the TLM other than Text-Books in the schools

TLM usage	N=40	%
YES	8	20%
NO	32	80%

Table 3.5 reveals that 20% of the sample schools visited used TLM other than the text-books in the schools, whereas 80% of the sample schools did not use TLM other than text-books for making

teaching-learning process more effective. The name of the 8 (eight) schools which used the TLM other than text-books are-Purul Akutpa UJB/S, Sardar Patel H/S, Shajouba UJB/S, Paomata H/S, Oinam Hill Government H /S, Purul Govt. Hr.Sec.School, Taphou Naga UJB/S and Maram Hindi Aided Jr. H/S.

Table 3.6 Receipt of school grants, Maintenance grants and TLM grants within two months of the Commencement of school sessions.

Receipt of Grants	N=40	%
YES	-	-
NO	40	100%

Table3.6 reveals that 100% of the sample schools were not receiving the school grants, maintenance grants and TLM grants within two months of the commencement of school session.

Table 3.7 Teachers available for each class and teaching different subjects (in case of upper primary school)

Subject teacher	N=18	%
YES	7	38.88%
NO	11	61.11%

Table 3.7 reveals that out of the total sample schools visited, 18 schools were upper primary schools. 38.88% of the upper primary schools have teachers available for each class and for teaching science, mathematics and languages. Whereas 61.11% of the schools were not having teachers available for each subject for teaching Science, Mathematics and Languages. The names of the 11 (eleven) schools are- Oinam Hill H/S, Dolang Khunou Jr H/S, Maram Jr H/S, Kamuching Jr H/S, Mao Maram Jr H/S, Maram Hindi Aided Jr H/S, Saraswati Hindi Govt. Jr H/S, Ponlein Jr H/S, Sadar Hill Model Jr H/S, Thingba Khunou Jr H/S and Paomata H/S.

B. TEACHING-LEARNING PROCESS

Table 3.8 Understanding of the Constructivist approach and use of Community resources in teaching- learning process

Approach-Resources used	N=40	%
YES	-	-
NO	40	100%

Table 3.8 reveals that 100% of the teachers are not understanding constructivist approach and not making proper use of community resources in teaching-learning process. Hence, special attention will have to be given in this aspect of teaching-learning process as stipulated in SSA scheme for providing quality elementary education.

Table 3.9 Evaluation method followed in the schools

Evaluation Method	N=40	%
Continuous and Comprehensive Evaluation (CCE)	-	-
Grading	-	-
Marking	40	100%

Table 3.9 reveals that in all the sample schools, marking method of evaluation is generally adopted for assessment and evaluation of learners' achievement in a general way.

Table 3.10 Use of Co-Curricular activities

Co-Curricular activities	N=40	%
YES	20	50%
NO	20	50%

Table 3.10 reveals that in 50% of the sample schools, co- curricular activities were not taken up for development of co-scholastic areas, whereas 50% of the schools were using co- curricular activities to boost the moral and esteem of the children leading to all round personality development of the learners.

Table 3.11 Multi-Grade classroom

Multi-Grade classroom	N=40	%
YES	16	40%
NO	24	60%

Table 3.11 reveals that 40% of the sample schools visited had multi-grade classes, whereas 60% of the schools did not have the multi-grade classrooms. The name of the 16 (sixteen) schools having multi-grade classes were- Horton L.P.S, Haokhongching P/S, Kamuching Govt. Jr H/S, Bungte Khullen Aided P/S, Kangchup Chiru UJB school, Khunkho UJB school, R.K Sanajaoba Aided P/S, Kalapahar Jr Govt. H/S, Gannomphai UJB school, Irong Ngoubikhong L.P.S, Maram Hindi UJB/S, Katomei Centre P/S, Oinam Hill Govt .H/S, Mao P/S, Tunjoy H/S and Koide Beso L.P.S.

4.COMPUTER AIDED LEARNING (CAL)

CAL	N=40	%
YES	10	25%
NO	30	75%

In the sample schools visited, 75% of the schools had not taken up Computer Aided Learning (CAL), whereas in 25% of the schools, the facilities for Computer Aided Learning (CAL) had been provided. But these schools did not function properly as expected under the scheme due to either lack of separate computer room or lack of trained computer teacher or both.

5. GIRLS' EDUCATION, NPEGEL& KGBV

Out of the total sample schools visited, 100% of the schools were not covered under either NPEGEL or KGBV for education of underprivileged girl children. But there is a purposal for establishing one KGBV for 100 Girl students at Saikul block.

6. INCLUSIVE EDUCATION WITH SPECIAL REFERENCE TO CWSN

Table 6.1

CWSN	N=40	%
YES	16	40%
NO	24	60%

Table 6.1 reveals that 40% of the schools visited have Children with Special Needs. The total number of CWSN were 34(girls-12, boy-22). Out of these 27 CWSN(girls-10, boys-17) were regular in attendance, while 7 CWSN (girls-2, boys-5) were irregular and the remaining 60% schools had no children with Special Needs. There is no resource teachers to help and guide school teachers for effective implementation of the scheme for inclusive education and no assistive device had also been provided to any of the children belonging to CWSN.

7. CIVIL WORKS

Civil works	N=40	%
YES	-	-
NO	40	100%

In the sample schools visited, 100% of the schools had not taken up civil works as civil work grants had not been sanctioned in the district for the current financial year.

8. COMMUNITY AWARENESS

Table 8.1 Familiarity of the SMC member with their roles and responsibilities

Familiarity	N=40	%
YES	27	67.5%
NO	13	32.5%

Table 8.1 reveals that majority of the SMC members i.e 67.5% were aware of their roles and responsibilities, whereas in 32.5% of the schools, SMC members were not aware of their roles and responsibilities as notified by the government of Manipur

Table 8.2 Training of SMC Members

Training	N=40	%
YES	19	47.5%
NO	21	52.5%

Table 8.2 reveals that 52.5% of the SMC members were not provided with any training/orientation programmes, whereas 47.5% SMC members received training.

Table 8.3 Frequency of SMC meetings

SMC meetings	N=40	%
Frequently	1	2.5%
Monthly	27	67.5%
Quarterly	3	7.5%
Half Yearly	1	2.5%
Occasionally	8	20%

Table 8.3 reveals that in 67.5% of the sample schools, the SMC meetings were conducted monthly, 20% of the schools conducted occasionally, 7.5% of the schools conducted quarterly, whereas 2.5% of the schools conducted frequently and half-yearly. The school which have conducted SMC meeting frequently is Taphou Naga UJB/S.

Table 8.4 Frequency of SMC members visit to the Schools

Mode of visit	N=40	%
Daily	3	7.5%
Weekly	8	20%
Monthly	13	32.5%
Occasionally	16	40%

Table 8.4 reveals that in 40% of the sample schools, the SMC members visited the schools occasionally for observing school activities, whereas 7.5% of the SMC'S member visited the schools daily to look after the schools, 32.5% of the SMC members visited the schools monthly and 20% of SMC members visited the schools weekly. There was no roster for visiting schools by SMC members for the district as a whole.

Table 8.5 Schools Maintaining Report Card

Report card	N=40	%
YES	22	55%
NO	18	45%

Table 8.5 reveals that 55% of the schools maintained School Report Card whereas 45% of the schools did not maintain School Report Card. They displayed the results of the examination on the notice-board.

Table 8.6 School Report Card matches with the actual position in schools

Status of school report card	N=22	%
YES	18	81.8%
NO	4	18.18%

Table 8.6 revealed that 81.8% of the schools report card available with the schools matched with the actual positions in school. Whereas,18.18% of the schools did not match with the actual positions in the schools.

9. MIS

Table 9.1 supply of data under DISE for current financial year

DISE data	N=40	%
YES	-	-
NO	40	100%

Table 9.1 revealed that 100% of the sample schools visited had not submitted data under DISE during the monitoring period as the schools had already submitted the DISE data earlier,

Table 9.2 Type of grants received during the Monitoring Period

Type of Grant	N=40	%
Teacher grant	40	100%
School grant	40	100%
Maintenance grant	37	92.5%
Civil work grant	-	-
School uniform grant	40	100%
NPEGEL grant	-	-
Special training grant	-	-

Table 9.2 revealed that 100% of the sample schools visited received Teacher grant, school grant and school uniform grant. 92.5% of the schools received maintenance grant. In the case of school uniform grant, there is a wide variation in the total number of students getting uniform grant. But it is a fact that majority of the deserving students are not getting uniform grant.

Table 9.3 SMC/SMDC covered by audit observation

Coverage of audit observation	N=40	%
YES	34	85%
NO	6	15%

Table 9.3 reveals that in 85% of the sample schools visited, SMC/SMDC president had taken care of the audit report and official record and shared them with the community members representing SMC/SMDC, whereas 15% of the sample schools did not share such documents with the community members.

Table 9.4 SMC shared Expenditure Statement with the community

Sharing statement	N=40	%
YES	34	85%
NO	6	15%

Table 9.4 reveals that in 85% of the sample schools visited, SMC/SMDC members shared the proposals for Expenditure as well as expenditure statements with the community members for making more transparent and accountable in all financial transactions.

10. FINANCIAL MANAGEMENT

Table 10.1 Nature and financial records and Registers

Records	N=40	%
Cash book	36	90%
Pass book	36	90%
Stock Register	36	90%
Not maintained	4	10%
Updated	23	57.5%
Not updated	17	42.5%

Table 10.1 revealed that 90% of the sample schools maintained cash books, pass books and stock Registers, while 10% of the schools did not maintain the records properly. 57.5% of the schools updated cash books, pass books and stock Registers.

Table 10.2 Funds reached from district/state to SMC/SMDC

Mode of fund transfer	N=40	%
Cheque	3	7.5%
E-transfer	37	92.5%
Bank draft	-	-

Table 10.2 revealed that in 7.5% of the sample schools visited, the funds reached from district/ state to SMC accounts was done through cheque, whereas in 92.5% of the schools funds were provided by E-transfer.

Table 10.3 Contribution made by the Community for the upliftment of schools

Community contribution	N=40	%
YES	7	17.5%
NO	33	82.5%

Table 10.3 reveals that 17.5% of the schools visited have got contributions made by the community for the upliftment of schools. the names of the 7(seven) schools are- Kangchup Chiru UJB, Katomei Centre P/S, Purul Govt. Hr. Sec. School, Oinam Hill govt. H/S, Saranamai UJB, Tunggam Govt. UJB and Thingba Khunou P/S.

Table 10.4 Availability of SMC meeting minutes at schools

Minutes of SMC meeting	N=40	%
YES	20	50%
NO	20	50%

Table 10.4 depicts that in 50% of the sample schools, the minutes of the SMC meeting resolution for school development plan and activities were made available at schools to SMC members. But in the case of 50% of the schools such facilities were not made available.

EXECUTIVE SUMMARY

DISTRICT 1: SENAPATI

1. ACCESS

A. Physical Access

All the sample schools visited are located within the local area itself. The names of the habitation of the 40 sample schools visited are- Taphou Kuki, Kethelmanbi, Persian, Gamnomphai, Kalapahar Bazar, T.Khullen, Tumnoupokpi, Kangpokpi, Horton, Kamuching, Chingmang, Irong Ngoubikhong, Haokhongching, Bungte Khullen, Khunkho kuki, Dolang Khunou, Longa Koireng, Kangchup Ponlien, Kangchup Chiru, Kanglatombi Hatikhuwa, Saranamai, Tunggam, Thimba Khunou, Koide Beso, Songsong, Tungjoy, Katomei Centre, Shajouba, Taphou Naga, Maram Bazar, Phikomai, Oinam, Thingba Khunou, Paomata, Tadubi, Purul Center, Purul Akutpa. There is no danger or threat to the children on the route to the school and back to home.

In some of the schools, the students have to walk a distance of 4-5 km from their homes to the schools. The 7(seven) schools under this category are- Keithelmanbi UJB/S, Sadar Hill Model Jr H/S, Chingmang Govt,Jr H/S, Irong Ngoubikhong L.P.S, Ponlien Jr H/S, Sadar Patel H/S, Thingba Khunou Jr H/S The main reason for students coming from far distances of 4-5 km and above to these schools is due to the standard of the schools.

The lone school in which the students have to walk a distance of 6 km from their homes to the school is Mao Maram H/S.

The 27(twenty-seven) schools surrounded by private schools in the nearby areas are- Horton L.P.S, Dolang Khunou Jr H/S, Kangchup Chiru UJB/S, R.K Sanajaoba Aided P/S, Maram Jr H/S, Kalapahar Jr H/S, Gamnomphai UJB/S, Keithelmanbi UJB/S, Sadar Hill Model Jr H/S, Shajouba UJB/s, Sadar Patel H/S, Mao Maram H/S, Maram Hindi UJB/S, Katomei Centre P/S, Purul Govt, Hr.Sec/S, Paomata H/S, Saranamai UJB/S, Tunggam Govt,UJB/S, Tungjoy Khunou Aided L.P.S, Tungjoy Boys P/S, Tungjoy Jr H/S, Maram Hindi Aided Jr H/S, Koide Beso L.P.S, Purul Akutpa UJB/S,Thingba Khunou Jr.H/S,Thingba Khunou P/S,Mao P/S

The 21(twenty-one) schools which have Govt./ Govt. Aided institutions in thier surrounding areas are- Shajouba UJB/S, Sadar Patel H/S, Maram Hindi UJB/S, Katomei Centre P/S, Purul Govt. Hr. Sec./S, Thingba khunou Jr H/S, Paomata H/S, Tungjoy Khunou Aided P/S, Tungjoy boys P/S, Maram Hindi Aided Jr H/S, Purul Akutpa UJB/S, Kamuching Govt. Jr H/S, Kangchup Chiru UJB/S, R.K. Sanajaoba Aided P/S, Gamnomphai UJB/S, Sadar Hill Model Jr H/S, Keithelmanbi UJB/S, Kalapahar govt. H/S, Saranamai UJB/S, Tunggam UJB/S, Tungjoy Jr H/S.

The 11(eleven) schools having Upper Primary Schools in their surrounding areas are- Haokhongching P/S, Keithelmanbi UJB/S, Shajouba UJB/S, Maram Hindi UJB/S, Tumnoukpi govt. Jr H/S, Mao P/S, Tunggam Govt. UJB/S, Tungjoy Boys P/S, Tungjoy Khunou Aided L.P.S, Thingba Khunou P/S, Kalapahar Jr Govt. H/S.

B. QUALITY OF ACCESS

DISTRICT 1: SENAPATI

In most of the 40 sample schools visited, the number of classrooms were inadequate in relation to the student strength. The condition of the classrooms were also not very good. Most of the classrooms need immediate repairing. Among the 40 sample schools, the 4(four) schools which did not have proper school buildings but making an interim arrangement were- Horton L.P.S, Haokhongching P/S, Ponlien Jr H/S, Koide Beso P/S. There is inadequate furniture inside the classrooms. The quality of the furniture were very poor. There was no proper lighting and ventilation facilities in most of the schools visited. Most of the school buildings need repairing. There were blackboards inside the classrooms in all the sample schools, but the condition of the blackboards were very poor in 14(fourteen)schools. The name of the 14(fourteen) schools under this category were- Haokhongching P/S, Chingmang Govt. Jr H/S, Nongchup Haram Jr H/S, Kangchup Chiru UJB/S, Khunkho UJB/S, Saraswati Hindi UJB/S, Irong Ngoubikhong L.P.S, Maram Hindi UJB/S, Taphou Naga UJB/S, Tungjoy Khunou Aided L.P.S, Maram Hindi Jr H/S, Koide Beso L.P.S,Thingba Khunou Jr.H/S and Saranamai UJB/S. Majority of the schools have no ramp facilities. The name of the 5 (five) schools which have ramp facilities are- Tumnoukpi Govt. Jr H/S, Shajouba UJB/S, Katomei Centre P/S, Taphou Naga UJB/S, Sadar Hill Model Jr H/S,Tunggam Govt. UJB/S. Out of them, 3 of the ramps have handrails and 2 of them are not having handrails. School having iron handrail ramp is Tumnoukpi Govt. Jr H/S, schools having wooden handrail ramp are Shajouba UJB/S and Taphou Naga UJB school, while schools having on handrail are Katomei Centre P/S, and Tunggam Govt. UJB/S.

In sample schools visited, 12 schools were not having separate toilets for girls and boys. There were 7 schools which did not have toilet facilities. The name of the schools are- Horton L.P.S, Haokhongching P/S, Chingmang Govt. Jr H/S, Bungte Khullen Aided P/S, Irong Ngoubikhong L.P.S, Mao Maram H/S, Mao P/S. In the sample schools visited, 16 schools have no drinking water facility and 21 schools have no playgrounds of the schools.

C. SOCIAL ACCESS

DISTRICT 1: SENAPATI

In senapati District, there are 678 schools, out of which MI selected 40 schools. In these 40 (forty) sample schools, the share of girl children in enrollment is proportionate to their share in the population of the habitation. There was low attendance of girl children due to engagement in household chores as well as poverty of the parents. There was no discrimination against children of any social group or community by the peers or teachers. There was also no social, cultural or linguistic barriers among the students, teacher or community.

D. ADDITIONAL ITEMS IN THE CONTEXT OF RTE ACT, 2009

In all the sample schools visited, the teachers communicated all the different sections of the students with various dialects. The teachers did not discriminate students against caste or religion. They made the students to seat together in the classrooms i.e. they encouraged mixing of children of all sections of society. They also paid special attention to CWSN. The teachers used bilingual method of teaching in order to make the students understand clearly whatever was taught to them.

2. SPECIAL TRAINING (FOR OUT- OF- SCHOOL CHILDREN)

DISTRICT 1: SENAPATI

In the sample schools visited, none of the schools maintained Village Education Register (VER)/ Ward Education Register (WER). The total number of dropouts in the sample schools of Senapati district was 37 children (girls-19, boys-18). None of the sample schools had taken up special training for the intervention of out- of-school children. There were 110 students (girls-51,boys-59) who remained absent for more than one thirds of the school days during the last 6(six) months. There was also seasonal migration of the students. The total numbers of such students were 13 (girls-10, boys-3). But transfer certificates were not issued to them by the schools as per the stipulation of RTE Act, 2009.

3. QUALITY ISSUES

3.1 ENABLING CONDITIONS

DISTRICT 1: SENAPATI

In the 40 sample schools, the total number of teachers in position was 330 (Male-183, Female-147). Majority of the sample schools had vacancies of teachers. Specialized teachers were not available in upper primary schools for each class for teaching Science, Mathematics and languages. The total number of trained teachers were 120 (male-79, female-41). Most of the teachers participated in the 5 or 10 days' training programme like-computer training programme, RTE training, training on method of teaching different subjects conducted by the ZEO, Senapati District, Manipur. Most of the teachers in the sample

schools were aware of the RTE Act 2009, but still they needed further awareness programmes. Text-books were received but not within one month of the commencement of the school session. School grants, maintenance grants, school uniform grants and TLM grants were received in all the sample schools except in 4(four) aided schools i.e. Tungjoy Khunou Aided L.P.S, Maram Hindi Aided Jr H/S, R.K Sanajaoba Aided P/S and Bungte Khullen Aided P/S maintenance grant are not received as the maintenance grant had not been extended to aided schools. In most of the sample schools, school grants and Maintenance grants are used in repairing school buildings, blackboards, purchasing new furniture, almirah etc and TLM grants are used in purchasing teaching aids like Charts, Globe, Maps, Notebooks and other classroom appliances.

3.2 TEACHING- LEARNING PROCESS

None of the teachers had the knowledge of constructivist approach of teaching- learning process. They were adopting traditional method of teaching giving emphasis on memorisation and cramming. Teacher adopted bi- lingual method of teaching. The students were generally passive listener in the classroom. Method of evaluation were generally marking system of evaluation. Academic support for teachers were not available from outside experts. In some of the schools, the classrooms were multigrade classes. The name of the 16(six-teen) schools under this, group were Haokhongching P/S, Kamuching govt. jr H/S, Bungte Khullen Aided P/S, Horton L.P.S, Kangchup Chiru UJB/S, Khunkho UJB/S, R.K. Sanajaoba Aided P/S, Kalapahar Jr Govt H/S, Gannomphai UJB/S, Irong Ngoubikhong L.P.S, Maram Hindi UJB/S, Katomei Centre P/S, Oinam Hill Govt H/S, Mao P/S, Tungjoy Jr H/S, Koide Besu L.P.S. The sitting arrangement were flexible changing from time to time as per the convenience of classroom teachers to facilitate in his/ her teaching- learning process. Children had no role in the management of classroom.

3.3 ISSUES IN EQUITY

In the 40 sample schools visited, there was no vivid gaps in the learning achievement level of the children of different social groups and no discrimination against children of different social groups by the teachers or peers. Co-Curricular activities were conducted in 20 sample schools to boost the moral and self-esteem of the children coming from weaker sections of the society.

4. COMPUTER AIDED LEARNING

In the 40 sample schools, 10 schools had the facilities of Computer Aided Learning. The computers and other accessories like printers, UPS, chairs and tables received under CAL were kept in separate classrooms. But the knowledge and skills of Computer Aided Learning were not effectively available to school children as per the specification of SSA. The reasons were due to having no separate teachers for computer teaching, no resource persons on CAL and its equipment for better dissemination of knowledge and skills of CAL. The 10(ten) schools having CAL facilities were- Sadar Patel H/S, Mao Maram H/S, Thingba Khunou Jr H/S, Paomata H/S, Saranamai UJB/S, Tunggam Govt. UJB/S, Kalapahar Jr. Govt. H/S, Maram Jr H/S, Kamuching Jr H/S, Purul Govt. Hr. Sec. School.

5. GIRLS EDUCATION, NPEGEL & KGBV

DISTRICT 1: SENAPATI

In the Senapati District, KGBV and NPEGEL schemes were not yet implemented. But there was a proposal for establishing one KGBV for 100 students at Saikul Block. There is also a strong desire of the people of Senapati Block to have another KGBV in that Community Development Block. Earlier will be better for the establishment of the KGBV to get its benefit by the deserving learners.

6. INCLUSIVE EDUCATION WITH REFERENCE TO CWSN

In the sample schools visited, the total number of CWSN are 34 (girls-12, boys-22). None of the schools arranged separate sittings for the CWSN. 27 CWSN (girls-10, boys-17) were very regular in attendance, while 7 CWSN (girls-2, boys- 5) were irregular. The level of participation of CWSN in the classroom process is that some of them were silent and some are participative. The types of group interaction with CWSN were friendly, while some were neutral. Majority of them were slow learners. They cannot participate in the co- curricular activities actively. CWSN had faced problems of travelling from home to school and back to home. Teacher pays special attention to this category of children. There was no additional support or facilities for CWSN students. None of the children attended medical camps in this district during the monitoring period. There was no appropriate kind of TLM for such children in the schools. None of the CWSN had received assistive devices from the concerned authorities. There was no resource teacher to guide the CWSN students properly.

7. CIVIL WORK

DISTRICT 1: SENAPATI

In the sample schools visited, none of the schools had taken up civil work as civil work grant had not been sanctioned in the district for the current financial year.

8. COMMUNITY AWARENESS

DISTRICT 1: SENAPATI

During the monitoring period, majority of the sample schools formed SMC (as per RTE Act, 2009) with stipulated composition. The schools which did not form SMC (as per RTE Act, 2009) with stipulated composition were Mao Maram H/S, Maram Hindi UJB/S, Irong Ngoubikhong L.P.S, Chingmang Govt. Jr H/S, Haokhongching P/S, Keithelmanbi UJB/S, Gannomphai UJB/S.

Majority of the SMC members were aware of their roles and responsibilities. 47.5% of the SMC members had attended training of SMC, while 52.5% had not attended training of SMC. Most of the SMC meetings were conducted monthly. The main roles of members of SMCs were –to regulate schools funds and school development plans. In most of the sample schools, the SMC members visited the school occasionally. During their visit they mostly look after the attendance of teachers and students, whether MDM was served or not . In some of the sample schools, contribution were made by the local community for the upliftment of school. The contribution were in the forms of cash, firewood for cooking MDM, bamboo for repairing school, vegetables etc for MDM. The name of the 7(seven) schools were- Kangchup Chiru UJB/S, Katomei Centre P/S, Purul Govt. Hr. Sec/S, Oinam Hill Govt. H/S, Saramamai UJB/S, Tunggam Govt UJB/S and Thingba Khunou P/S.

9. MIS

DISTRICT 1: SENAPATI

In all the sample schools, DISE Reports were not submitted during the monitoring period as the schools had already submitted the DISE data.

10. FINANCIAL MANAGEMENT

DISTRICT 1; SENAPATI

Out of 40 sample schools, 36 schools were maintaining the cash books, pass books, stock registers in the form of proper recording, documentation and transparency of the accounts. SMC/SMDC look after the audit report and official record and shared with the community. Mode of transfer of fund to the SMC from the state or district levels is through E-transfer and cheque. The types of grant received during current financial year were teacher grant, school grant, maintenance grant and school uniform grant. The audit observations had been shared with the community members. In 34 schools, SMC members shared the proposals for Income and Expenditure statement with the community. Effective records were important indicators of the professional equipment of teachers', supervision and pointing to the degree of direction of improvement needed. The effectiveness and utility were determined by the ways in which they are kept.

TAMENGLONG DISTRICT

ACCESS

A. PHYSICAL ACCESS

Table 1.1 Distance of Habitation served by the School

Distance	N=40	%
1-2 kilometers	40	100%
2 and Above kilometers	-	-

Table 1.1 reveals that 100% of the sample schools visited were within the distance of 1 to 2 kilometres from the habitations served by the schools, as most of the schools are in the village itself, that too, within the walking distance of the students.

Table 1.2 Strength of Children enrolled in the Schools

Range	N=40	%
0-50	10	25%
51-100	15	37.5%
101-150	10	25%
151-200	3	7.5 %
201 and Above	2	5%

Table 1.2 reveals that 25% of the sample schools visited had the students' strength ranging from 0-50, 37.5% of the sample schools had students ranging from 51-100, 25% of the sample schools had students ranging from 101-150, 7.5% of the sample schools had students ranging from 151-200, whereas 5% of the sample schools had students ranging from 201 and above i.e. Tamenglong Higher Secondary School and Gadialong Government Primary School.

B. QUALITY OF ACCESS

Table 1.3 Number of classrooms in the schools

Number of Classrooms	N=40	%
1-5	20	50%
6-10	18	45%
11-15	1	2.5%
15 and Above	1	2.5%

Table 1.3 reveals that 50% of the sample schools visited had classrooms ranging from 1-5, 45% of the sample schools had classrooms ranging from 6-10, 2.5% of the sample school had classrooms ranging from 11-15 i.e. Inrenglong Primary school, whereas in another 2.5% of the sample school had also classrooms ranging from 15 and above i.e. Tamenglong Higher Secondary School.

Table 1.4 Classroom furniture for the students

Furniture	N=40	%
Adequate	6	15%
Inadequate	34	85%

Table 1.4 reveals that 15% of the sample schools visited have adequate classroom furniture for the learners, whereas 85% of the sample schools visited have inadequate classroom furniture. But most of the infrastructure in the classrooms are in poor conditions.

Table 1.5 Arrangement of Proper Lightning and Ventilation inside the Classrooms

Classroom facilities inside	N=40
Light	3
Ventilation	3
Both Light and Ventilation	2
None to above all	32

Table 1.5 depicts that out of 40 (forty) sample schools, only 3 (three) schools have proper lightning but no ventilation and 3 (three) schools have ventilation but no lightning, 2 (two) schools have both proper lighting and ventilation in the classrooms i.e. Tamenglong Higher Secondary School and Tengkonjang Higher Secondary School, whereas 32 schools have no such facilities inside the classrooms.

Table 1.6 Building Design of the Schools

Building design	N=40	%
Good Condition	2	5%
Average Condition	16	40%
Poor Condition	21	52.5%
No Building	1	2.5%

Table 1.6 reveals that 5% of the sample schools have good building design and they are also in good conditions i.e. Tamenglong Higher Secondary School and Tengkonjang Higher Secondary School, 40% of the sample schools have buildings without proper designs and they are also in average condition, 52.5% of the sample schools buildings also have no proper designs, they are in poor conditions, whereas 2.5% of the sample school have no proper building i.e. Tamenglong Head - Quarter Primary School.

Table 1.7 Facility of Blackboards (BBs) in the classrooms

Types of Blackboard	N=40	%
White Board	2	5%
Black Board	36	90%
No Blackboard	2	5%

Table 1.7 reveals that 5% of the sample schools visited have the facilities of white boards i.e. Tamenglong Higher Secondary School and Tengkonjang Higher Secondary School, 90% of the sample schools have the facilities of blackboard but the condition are poor, whereas 5% of the sample schools have no blackboards at present. They are Kabonram Primary School and Nungtek Primary School.

Table 1.8 Facility of Ramps in the Schools

Facility of RAMP	N=40	%
Yes	-	-
No	40	100%

Table 1.8 reveals that none of the sample schools visited have ramp facility i.e. 100%. It may be due to the topography of the areas in which the sample schools are functioning at present.

Table 1.9 Availability of Toilets in the Schools

Toilets	N=40	%
Yes	29	72.5%
No	11	27.5%

Table 1.9 reveals that 72.5% of the sample schools visited have toilet facilities, whereas 27.5 % of the sample schools have no toilet facilities, even though such facility are essentially required for all the students attending an educational institution in the forms of first and second natural calls.

Table 1.10 Separate Provisions for boys' and girls' Toilets

Separate toilets	N=40	%
Yes	19	47.5%
No	21	52.5%

Table 1.10 reveals that 47.5% of the sample schools visited have separate provisions for toilets for boys and girls', whereas 52.5% of the sample schools have no separate toilets for boys and girls.

Table 1.11 Availability of Safe-drinking water facility

Safe drinking water	N=40	%
Yes	15	37.5%
No	29	62.5%

Table 1.11 reveals that 37.5% of the sample schools visited have safe drinking water facility, whereas 62.5% of the sample schools visited have no safe drinking water facility.

Table 1.12 Availability of Playgrounds in the schools

Playgrounds	N=40	%
Yes	15	27.5%
No	29	72.5%

Table 1.12 reveals that 27.5% of the sample schools visited have playground facilities, whereas 72.5% of the sample schools have no playground facilities. As such, it will be a handicap in organizing Co-Curricular activities.

C. SOCIAL ACCESS

Table 1.13 School have children from all sections of Society

Caste	Majority of them are Scheduled Tribes (ST)
Religion	Christianity, Meitei, Bihari and Nepali (Different)
Gender	36 Co- Education Schools (boys and girls) 3 schools for only girls
CWSN	8 Schools have Children with Special Need (CWSN)

Table 1.13 shows about the enrolment of Children from all sections of the society. There are different religions adopted by the people in the this district i.e. Tribal, Meitei, Bihari, Nepali etc. Majority of them are belonging to Scheduled Tribes (ST). For gender classification there are 36 Co- Education schools and 3(three) schools only for girls. Out of these 40 (forty) sample schools, 8 (eight) schools have Children with Special Needs (CWSN).

Table 1.14 Attendance Pattern of the Girls Children from disadvantaged groups and weaker sections of the society.

Attendance	N=40	%
Regular	40	100%
Irregular	-	-

Table 11.14 shows that attendance pattern of the girls' children from disadvantaged groups and weaker sections of the society. There is regular attendance of girls students i.e. 100% in all the sample schools of Tamenglong district.

Table 1.15 The Social, Cultural or Linguistic barriers that come on the way of the Children Coming to School.

Barriers	N=40	%
Yes	-	-
No	40	100%

Table 1.15 reveals that 100% of the sample schools visited have no Social, Cultural or Linguistic barriers that come on the way of the Children coming to school and going back to home.

Table 1.16 Important efforts made for addressing these barriers.

It does not arise as there is no barriers as mentioned above in table 1.15.

D. ADDITIONAL ITEMS IN THE CONTEXT OF RTE ACT, 2009.

Table 1.17 Schools as Agency of Social Cohesiveness

Social Cohesiveness	N=40	%
Yes	40	100%
No	-	-

Table 1.17 reveals that 100% of the sample schools visited have good relationship with society paving the way for social integration and unity and solidarity.

Table 1.18 Sitting arrangements of Students in the classroom

Mode of sitting arrangements	N=40	%
Encouraging	-	-
Motivating for Intermingling	-	-
Mixing of Children of all Sections of society	40	100%

Table 1.18 depicts that sitting arrangements of student is mixing of children of all sections of society i.e. 100% such arrangements are made for the convenience of classroom management by the teachers of the school.

Table 1.19 Communication of ideas between teachers and students

Good Communication	N=40	%
Yes	40	37.5%
No	-	-

100% of the sample schools visited have good communication between teachers and students in teaching and learning processes, ventilating each other's view points for better interaction.

2. QUALITY ISSUES:

A. Enabling Conditions

Table 2.1 Number of teachers in the sample schools

Range	N=40	%
1-5	14	35%
6-10	15	37.5%
11-15	8	20%
16 and above	3	7.5%

Table 2.1 depicts that 35% of the sample schools had teachers ranging from 1-5, 37.5% teachers ranging from 6-10, 20% had teachers ranging from 11-15, whereas 7.5% of the sample schools had teachers ranging from 15 and above.

Table 2.2 Number of untrained teachers in the sample schools

Range	N=40	%
1-5	20	50%
6-10	16	40%
11-15	1	2.5%
16 and above	1	2.5%
No untrained teacher	2	5%

Table 2.2 reveals that in 50% of the sample schools visited, 1-5 teachers had not received training of any kind, in 40% of the sample schools 6-10 teachers had not received training of any kind, in 2.5% of the sample schools visited 11-15 teachers had not received training of any kind i.e. Gadialong Government Primary School, in 2.5% of the sample school visited 16 and above teachers had not received training of any kind i.e. Model Village Government High School, whereas 5% of the sample schools visited had all trained teachers in the school i.e. Gadiapharmlane Lower Primary School and Oinamlong Junior High School.

Table 2.3 Teachers receiving any kind of training during this year (CRC Level, BRC-Level , Induction level or 60 (sixty) days' training residential and non-residential)

Number of days	N=40	%
1-5 days	4	10%
1-10 days	16	40%
1-20 days	1	2.5%
Not received training	19	47.5%

Table 2.3 reveals that 10% of the teachers of the sample schools visited have received different kinds of training for 1-5 days i.e. New- Kaphundai Primary School, Oinam Primary School, Old-Dialong Primary School and Kobonram Primary School, 40% of the teachers of sample schools visited received training for 1-10 days, 47.5% of the teachers of the sample schools visited had teachers who did not receive any kind of training within this year, whereas 2.5% of the teachers of the sample school visited had received training for 1-20 days i.e. Gadialong Government Primary school.

Table 2.4 Teachers' awareness of rules and responsibilities of teachers under RTE Act, 2009:

RTE Act, 2009	N=40	%
Aware	38	95%
Unaware	2	5%

Table 2.4 reveals that 95% of the teachers are aware of the rules and responsibilities of teacher under RTE Act, 2009, but they still need further awareness and also required special trainings in order to make the teachers aware of the Act at an early date, whereas 5% of the teachers are unaware of the rules and responsibilities of teacher under RTE Act, 2009. The names of schools under this category are Haflong Ward No-9 Primary school and Old- Dialong Primary School.

Table 2.5 Receipt of Text-books within one month of the commencement of the School Session.

Receipt of text-books	N=40	%
Yes	36	90%
No	4	10%

Table 2.5 reveals that 90% of the sample schools visited received textbooks after the commencement of the school session due to delay in delivering of textbooks in Tamenglong district, whereas 10% of the sample schools visited did not receive textbooks within one month of the commencement of the school session. The reason is due to nature of the intervention i.e. 2(two) NPEGELS 1 (one) KGBV and 1(one) Special training Centre, Residential Bridge Course (RBC)

Table 2.6 The children got textbooks of all the subjects

Textbooks	N=36	%
For all subjects	7	19.44%
Not for all subjects	29	80.55%

Table 2.6 reveals that 19.44% of the sample schools visited got textbooks for all subjects by students, whereas 80.55% of the sample schools visited did not get textbooks for all subjects by students.

Table 2.7 Receipts of grants for Maintenance and Teaching-Learning-Materials (TLM)

Receipts of grants	N=40	%
Yes	-	-
No	40	100%

Table 2.7 reveals that none of the sample schools visited receive Maintenance and TLM grants within 2(two) months of the commencement of the school session.

Table 2.8 Importance of Teaching-Learning Environment

Weightage	N=40	%
Teacher	18	45%
Students	17	42.5%
Environment	5	12.5%

Table 2.8 reveals that 45% of the sample schools visited have given their views that teacher is the most important component in teaching-learning environment, 42.5% of the sample schools visited have given their views that student is important component in teaching-learning, whereas 12.5% given their views that both Teaching and Learning Environments are important in teaching-learning process

Table 2.9 Medium of Instruction

Medium	N=40	%
English	12	30%
Raungmei	7	17.5%
English and Raungmei	17	42.5%
English and Rengmei	1	2.5%
English and Inpui	1	2.5%
English/Raungmei and Manipur	1	2.5%

30% of the sample school visited used English as medium of instruction, 17.5% of the sample schools used Raungmei dialect as medium of instruction, 42.5% of the sample schools used both English and Raungmei as mediums of the instruction, 2.5% of the sample school used English and Rengmei as

mediums of instruction i.e. New-Mandeu Aided Primary School, 2.5% of the sample school used English and Inpui as mediums of instruction i.e. Nungtek Primary School, whereas 2.5% of the sample school used English, Raungmei and Manipuri as medium of instruction i.e. Charoi Chagotlong High School.

B. Teaching-Learning Process

Table 2.10 Understanding of the constructivist approach and use of Community resources in Teaching Learning Process

Constructivist approach	N=40	%
Yes	-	-
No	40	100%

Table 2.10 depicts that 100% of the teachers are not aware of constructivist approach and they are not using the Community resources in teaching-learning process for the benefit of the learners in explaining abstract concepts in an understandable manner.

Table 2.11 Evaluation Methods followed in the schools

Types of evaluation	N=40	%
Continuous Comprehensive Evaluation (CCE)	-	-
Grading	-	-
Marking	40	100%

Table 2.11 reveals that 100% of the sample schools visited are using marking method of evaluation.

Table 2.12 Proper arrangement of classrooms

Classroom arrangements	N=40	%
Multigrade class	21	52.5%
Separate class	19	47.5%

Table 2.12 reveals that 52.5% of the sample schools visited have multigrade classrooms, whereas 47.5% of the sample schools visited have separate classrooms for teaching students.

C. Issues in Equity

Table 2.13 Adoption of Co-Curricular Activities

Co-Curricular Activities	N=40	%
Yes	29	72.5%
No	11	27.5%

Table 2.13 reveals that 72.5% of the sample schools visited used co-curricular activities for supplementing and complementing the teaching-learning process, whereas 27.5% of the sample schools visited were not undertaking co-curricular activities for supplementing and complementing the teaching-learning process. The school education has to take Pro-active role in ensuring that there is a proper balance between the two in the school setting for all round development of Scholastic and Co-scholastic areas.

3. COMPUTER AIDED LEARNING:

Table 3.1 Availability of Computers in the Schools

CAL	N=40	%
Yes	6	15%
No	34	85%

Table 3.1 reveals that 15% of the sample schools visited have computer facilities under CAL for assisting teaching-learning, but some of the computers are not functioning properly, whereas 85% of the sample schools visited have not received the facility for Computer Aided Learning (CAL) as per the stipulations of SSA.

Table 3.2 Keeping the Computers and other accessories

Mode of Storing	N=6	%
Separate Computer room	3	50%
Inside a classroom	3	50%

50% of the schools covered by Computer Aided Learning (CAL) kept the computers and other accessories in separate Computer rooms, whereas 50% of the schools kept the computers and other accessories inside a classroom without any provision for separate computer room.

Table 3.3 Availability of all computer accessories received under CAL as per record physically available in schools.

Computer accessories	N=6	%
All are available	2	33.33%
Some are available	4	66.66%

33.33% of the Computer accessories received under the CAL as per records physically available in sample schools, whereas 66.66% of the computer accessories received under CAL as per record are not physically available in sample schools.

Table 3.4 Subject and Topic-wise list of digital/Multimedia materials available at school

Availability of subject and topic list of multimedia materials	N=6	%
Yes	1	16.66%
No	5	83.33%

In 16.66% of the sample school visited, multi-media materials are available at Tamenglong Higher Secondary School, whereas in 83.33% of the sample schools visited multi-media materials are not available at school.

Table 3.5 Whether teacher have received some training under CAL

Training under CAL	N=6	%
Yes	1	16.66%
No	5	83.33%

Table 3.5% reveals that 83.33% of the teachers of the sample schools visited had not received any kind of training under CAL, whereas 16.66% of the teacher of the sample school received training under CAL i.e. Gadialong Government Primary School.

Table 3.6 Whether teachers have the basic knowledge on operating the Computer and use of content CDs.

Basic Knowledge of computer	N=6	%
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Yes	6	100%
No	-	-

100% of the teachers of the sample schools visited are having the basic knowledge of operating the computer and use of Content CDs in an effective way.

Table 3.7 Whether teachers can apply the computer technology for developing digital teaching learning materials.

Application of Computer technology	N=6	%
Yes	-	-
No	6	100%

None of the teachers of the sample schools visited apply the computer technology for developing digital teaching-learning materials for the benefit of the school as well as the students of the school.

4. INCLUSIVE EDUCATION WITH SPECIAL REFERENCE TO CHILDREN WITH SPECIAL NEEDS (CWSN)

Table 4.1 Number of CWSN in the schools

Inclusive Education for CWSN	N=40	%
Yes	8	20%
No	32	80%

Table 4.1 reveals that 20% of the sample schools visited had Children with Special Needs (CWSN) getting the facilities of inclusive education, whereas 80% of the sample schools visited have no such category of children studying in majority of schools.

Table 4.2 Number of CWSN on the day of M.I. Visit

Response	N=8	%
Yes	-	-
No	8	100%

Table 4.2 reveals that in none of the 8(eight) schools visited, CWSN attended school on day of M.I visit.

Table 4.3 Attendance of CWSN during the last one month

CWSN Attendance	N=8	%
Very Regular	-	-
Regular	7	87.5%
Irregular	1	12.5%

Table 4.3 reveals that 87.5% of the sample schools visited have regular attendance of CWSN during the last one month, whereas 12.5% of the sample school visited have irregular attendance of CWSN during the last one month i.e. Nungtek Primary School.

Table 4.4 Types of disability from which the CWSN suffers

Types of Disability	Gender		Degree of Disability		
	Boys	Girls	Minor	Moderate	Severe
Mental Retardation	3	5	-	Moderate	Severe
Hearing impairment	3	2	-	Moderate	-
Speech defect	3	3	-	Moderate	-
Orthopaedically handicapped	4	2	-	-	Severe
Total	13	12	-	3	2

Table 4.4 reveals that there are 25 CWSN students (boys -13 and girls – 12) and their types of disability are; Mentally retarded – 8 students (boys - 3 and girls-5) and degree of disability is moderate. Hearing impairment students are 5 in the break-up of 3 boys and 2 girls. Their degree of disability is moderate. Speech defect students are 6 in the break-up of 3 boys and 3 girls and they belonged to

moderate degree of disability. Ortho-aedically handicapped students are 6(4-boys and 2-girls) and their degree of disability is severe.

Table 4.5 Types of sitting arrangements for CWSN in the classrooms

Types	N=8		%	
	Yes	No	Yes	No
Inclusive	8	-	100%	-
Segregated	-	-	-	-

Table 4.5 reveals that 100% of the sample schools visited have inclusive sitting arrangements for CWSN within the classroom, but there is no segregation of students on the basis of their disability in classroom management.

Table 4.6 Level of participation of CWSN in classroom processes

Level of participation	N=8		%	
	Yes	No	Yes	No
Participative	7	-	87.5%	-
Silent	1	-	12.5%	-

Table 4.6 reveals that 87.5% of the CWSN of the sample schools visited are at participative level in classroom processes, whereas 12.5% of the CWSN of the sample school visited are silent.

Table 4.7 Encouragement of teachers to CWSN to participate in Classroom processes

Encouragement	N=8	%
Yes	8	100%
No	-	-

Table 4.7 reveals that 100% of the teachers of the sample schools encouraged CWSN to participate in classroom processes actively at per with other normal students.

Table 4.8 Availability of TLM for CWSN

TLM facility	N=8	%
Yes	-	-
No	8	100%

Table 4.8 reveals that in none of the sample schools, CWSN got TLM meant for them.

Table 4.9 Types of Interaction with peers by SWSN

Types	N=8		%	
	Yes	No	Yes	No
Friendly	8	-	100%	-
Neutral	-	-	-	-
Taunting/Teasing/Bullying	-	-	-	-

4.9 reveals that 100% of the CWSN in the sample schools visited have friendly interaction between normal children and CWSN.

Table 4.10 Types of Peer support to CWSN

Types	N=8		%	
	Yes	No	Yes	No
During teaching learning	Slow learner	Good learner	100%	-
	8	-		
During co-curricular activities	Active	Passive	-	100%
	-	8		
During Recess	Silent	Participative	25%	75%
	2	6		
During travel to and from School	Problem	No-Problem	25%	75%
	2	6		

Table 4.10 reveals that 100% of the CWSN of the sample schools visited are slow learners during their teaching-learning process and passive participation during co-curricular activities, 25% of the CWSN remained silent during Recess time, whereas 75% have no problem in to and fro travel i.e. coming to School and going back home.

Table 4.11 Teachers' behaviour towards the CWSN

Types	N=8		%	
	Yes	No	Yes	No
Same as toward others	4	4	50%	50%
Pay Special Attention	5	3	62.5%	37.5%
Ignores CWSN (Indiffefent)	-	-	-	-

Table 4.11 reveals that 50% of the teachers of the sample schools visited treated the CWSN in the same way with others, whereas 62.5% of the teachers of the sample schools visited pay special attention towards the CWSN of their schools.

Table 4.12 Receiving any training by teachers for teaching of CWSN

Training of CWSN Teaching	N=8	%
Yes	-	-
No	8	100%

Table 4.12 reveals that 100% of the teachers of the sample schools visited did not receive any training for teaching of CWSN.

Table 4.13 Preparation of any Individualized Educational Plan (IEP) for CWSN by Schools.

IEP for CWSN	N=8	
	Yes	No
Yes	-	-
No	8	100%

Table 4.13 reveals that 100% of the sample schools visited were not preparing any Individualized Educational Plan (IEP) for CWSN, even though such plan is essentially required.

Table 4.14 Availability of Resource teachers for CWSN in the Schools

Resource teachers for CWSN	N=8	%
Yes	-	-
No	8	100%

Table 4.14 reveals that 100% of the sample schools visited did not get the services of Resource teachers for CWSN in the schools from other agencies.

Table 4.15 Frequency of visits of Resource Teachers to Schools.

Frequency	N=8		%	
	Yes	No	Yes	No
Daily	-	-	-	-
Weekly	-	-	-	-
Monthly	-	-	-	-
Quarterly	-	-	-	-
Yearly	-	-	-	-
Occasionally	-	-	-	-
No-Visit	-	8	-	100%

Table 4.15 reveals that in 100% of the sample schools visited, Resource teachers did not visit to schools as required by SSA stipulations.

Table 4.16 Awareness of Parents about the availability of Resource teachers

Facility of resource teachers	N=8	%
Aware	-	-
Unaware	8	100%

Table 4.16 reveals that 100% of the parents of the sample schools visited are unaware of the provision for availability of Resource teachers to supplement and compliment in the education of their children with proper expertise.

Table 4.17 Counseling received by parents regarding their CWSN

Counseling for CWSN	N=8	%
Yes	2	25%
No	6	75%

Table 4.17 reveals that 25% of the parents of the sample schools visited got the benefits of counseling regarding their CWSN along with school authorities, whereas 75% of the parents of the sample schools visited have not received counseling for this purpose.

Table 4.18 Children attending any medical camps organized for the assessment of CWSN

Attending medical camps	N=8	%
Yes	-	-
No	8	100%

Table 4.18 reveals that 100% of the CWSN of the sample schools visited were not attending any medical camps organized for the assessment of their problems and suggest appropriate remedial measures.

Table 4.19 Assistive devices supplied to CWSN

Supply of Assistive devices	N=8	%
Yes	-	-
No	8	100%

Table 4.19 reveals that 100% of the CWSN of the sample schools visited were not supplied any assistive devices like wheel chairs, hearing aids and appliances, Braille books etc. meant for CWSN

Table 4.20 Condition of Assistive devices provided to CWSN

Conditions	No=8		%	
	Yes	No	Yes	No
Working condition	-	8	-	100%
Needs repair	-	8	-	100%

Table 4.20 reveals that 100% of the CWSN of the sample schools visited did not need to repair their assistive devices as these 8 (eight) schools of CWSN were not provided any assistive devices as stated at table 4.19 above.

Table 4.21 CWSN who need Home based Education (Support)

Home based Education (Support)	N=8	%
Yes	-	-
No	8	100%

Table 4.21 reveals that 100% of the CWSN of the sample school visited who are in need of home based Education did not get this support due to poverty of their families.

Table 4.22 Resource teacher/Care giver/Volunteer of CWSN who visited the home of CWSN

Frequency	N=8	%
Daily	-	-
Weekly	-	-
Monthly	-	-
No Visit	8	100%

Table 4.22 reveals that 100% of the CWSN of the sample schools visited have not got the opportunity of the home visits by Resource teacher/Care giver/volunteer of CWSN.

5. CIVIL WORKS

Table 5.1 Types of Civil works

Types	N=9	%
School building	-	-
Toilet	6	66.66%
Kitchen	-	-
Boundary Wall	-	-
Additional Classrooms	3	33.33%

Table 5.1 reveals that out of the 9(nine) sample schools having civil works only 6 schools visited have sanctioned funds for civil works for toilets construction, whereas 33.33% of the sample schools visited 3(three) schools have sanctioned funds for civil works for additional classrooms i.e. Haflong Ward No. 9 Primary School (3 additional classrooms), Kabonram Primary School (3 additional classrooms) and Raengkhung No -1 Primary School (2 additional classrooms).

Table 5.2 MOU signed between SSA authorities and SMC

Signing of MOU	N=9	%
Yes	9	100%
No	-	-

Table 5.2 reveals that all the sample schools visited i.e. 100% of the Civil Works sanctioned schools signed the MOU between SSA authorities and SMCs for understanding such a national building programme of Universalisation of Elementary Education with Community Participation.

Table 5.3 Status of approved Civil Works

Status	N=9	%
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Not yet started	-	-
Temporarily abandoned	-	-
Ongoing	-	-
Completed	9	100%

Table 5.3 reveals that in 100% of the sample schools visited i.e. 9 (nine) sample schools, Civil works had already been completed at the time of MI visit to Tamenglong District.

Table 5.4 Availability of Community manual

Available	N=9	%
Yes	-	-
No	9	100%

In 100% of the sample 9(nine) schools visited, Community manual of Civil works were not available to SMC members. As such they were not aware of the works to be done in their Community.

Table 5.5 SMC members and their training for implementing civil works

Training of SMC Members	N=9	%
Yes	-	-
No	9	100%

In 100% of the sample schools visited, SMC members have not been adequately trained for implementing Civil Works effectively for the benefit of the students of the Community.

Table 5.6 Showing Civil Work Account on transparency board in School Campus

Displaying Civil Work Account	N=9	%
Yes	-	-
No	9	100%
Not aware	-	-

None of the 9 (nine) sample schools visited had shown on transparency board in school campus concerning Civil work account.

Table 5.7 Mode of receiving funds by the SMCs

Mode of Payment	N=9	%
Cheque	3	33.33%
Draft	-	-
E-Transfer	6	66.66%

33.33% of the sample schools visited received funds by the SMC through cheque i.e. Longmai (Noney) Primary School, Lamalaba Government Primary School and Kabonram Primary School, whereas 66.66% of the sample schools visited received funds by the SMC through E-transfer.

Table 5.8 Technical Personals' visit to Schools.

Visit of technical personal	N=9	%
Yes	-	-
No	9	100%

None of the 9(nine) civil work taken up sample schools got the site visit opportunity by the concerned block level Engineers to provide technical instruction for the improvement of the quality of the work taken up in the schools under their jurisdiction.

Table 5.9 Daily Cement account maintained and authenticated

Maintaining daily cement account	N=9	%
Yes	1	11.11.%
No	8	88.88%

11.11% of the sample school visited maintained the daily cement account i.e. Khongjaron Junior High School, whereas 88.88% of the sample schools visited did not maintain the daily cement account. As such transparency of the execution of the work cannot be ascertained in these 8(eight) schools.

Table 5.10 BIS/ISOmarked in the items like Steel, Pipes fitting

Use of branded materials	N=9	%
Yes	-	-
No	9	100%

100% of the sample schools visited had not used BIS/ISO marked materials in the items like Steel , Pipes fitting for maintaining the quality of the materials used.

Table 5.11 Branded quality of Paints

Name of Paints	N=9	%
Asian	-	-
Berger	-	-
Dulux	-	-
Reputed Brand	9	100%

None of the 9(nine) civil work completed sample schools visited used the branded quality of Paints for getting lasting benefits.

Table 5.12 Following approved drawings at the work site.

Use of approved drawings	N=9	%
Yes	9	100%
No	-	-

100% of the sample schools visited having the approved civil works are following drawing at the construction work site.

Table 5.13 Perception of the Community about the quality of materials and works

Quality perception	N=9	%
Poor	-	-
Fair	-	-
Good	9	100%

100% of the sample schools visited have good quality of materials and works for the benefit of the community students.

Table 5.14 M.I's perception of the quality of school infrastructure

Perception of M.I	N=9	%
Poor	3	33.33%
Fair	-	-
Good	6	66.66%

M.I's perception for the quality of school infrastructure is poor in the 3 (three) sample schools visited i.e. 33.33%. They are Haflong Ward No. 9 Primary School, Kabonram Primary School and Khongjaron Junior High School, whereas 66.66% of the sample schools (6) visited have good quality infrastructure.

6. COMMUNITY AWARENESS

Table 6.1 Familiarity of the SMC members with their roles and responsibilities

Awareness of SMC members about their roles	N=9	%
Yes	36	90%
No	4	10%

Table 16.1 reveals that 90% of the SMC members were familiar with their roles and responsibilities as per RTE Act 2009, whereas 10% of the SMC members were unaware of their roles and responsibilities. They are Raengkung No.1 Primary School, Gadialong Government Primary School, Namlalong Primary School and New Kaphundai Primary School. The reason might be by the fact that majority of them were not provided with orientation or training needed for community awareness.

Table 6.2 Whether the SMC members have been provided the copy of the guidelines

Providing guideline copy	N=40	%
Yes	9	22.5%
No	31	77.5%

Table 6.2 reveals that 22.5% of the SMC members have been provided the copy of the guidelines, whereas 77.5% of the SMC members have not been provided the copy of the guidelines. As such, they are finding a lot of difficulties in the effective discharge of their responsibilities.

Table 6.3 Frequency of SMC meetings

Frequency	N=40	%
Frequently	4	10%
Monthly	-	-

Quarterly	21	52.5%
Half-Yearly	12	30%
Yearly	-	-
Whenever required	-	-
No meeting	3	7.5%

Table 6.3 reveals that in the sample schools visited 10% of the schools have convened meetings frequently, 52.5% of the schools have conducted quarterly meetings, 30% of the schools have half-yearly meetings, whereas 7.5% of the sample schools visited have not convened SMC meetings i.e. Tamenglong Higher Secondary Schools, Bhalok Government Junior High School and Namlalong Primary School.

Table 6.4 Awareness level of the SMC members

S.No.	Activities	Poor	Fair	Good	Very Good	Excellent
a	Details about SSA and MDM	-	-	9 Schools	-	-
b	Funds (Civil works, additional class rooms, school grants, maintenance grants etc.	-	-	-	-	-
c	Roles and Responsibilities	-	-	-	-	-
d	School development Plan	-	-	-	24 schools	-
e	Student enrolment and attendance	-	-	2 schools	-	-
f	Rgiht to Educlation Act (RTE)	-	-	-	-	-
g	School facilities (classrooms, toilets and drinking water etc.)	-	-	-	-	-
h	DISE Captures Format	-	-	-	-	-
i	School report Card	1 school	-	-	-	-
j	VER/WER	-	-	-	-	-

Table 6.4 reveals that in 9(nine) schools, SMC members were aware of the activities of Mid-Day-Meal (MDM) and their grading is rated at good level. In 24 schools SMC members were aware of the activities of their school development plan and their grade is rated at very good level, 2(two) school SMC members were aware of the activities of students enrolment and their grade is rated as good level, 1 (one) school SMC members were aware of the school report card and their grade is at Poor level, whereas 4(four) schools were unaware of the activities of SMC members.

Table 6.5 Sources of awareness of SMC members regarding school activities

Sl.No.	Sources	N=40	%
a	Newspaper	-	-
b	Radio/Television	-	-
c	Teachers	-	-
d	Students	-	-
e	Other SMC member	-	-
f	ZEO Side	40	100%
g	Panchayat mebers/ Mothers/Community members/PTA members	-	-

Table 6.5 reveals that for 100% of the SMC members for their source of awareness of school activities are from the ZEO Office, Tamenglong district.

Table 6.6 Knowledge of the guidelines regarding the school development Plan by SMC members.

Knowledge of school development plan	N=40	%
Yes	26	65%
No	14	35%

Table 6.6 reveals that 65% of the SMC members know the guidelines regarding the school development Plan, whereas 35% of the SMC members did not know about the guidelines regarding the school development Plan.

Table 6.7 Training of the SMC members

Attending SMC members training	N=40	%

Yes	19	47.5%
No	21	52.5%

Table 6.7 reveals that 47.5% of the SMC members attended training conducted by ZEO Office, Tamenglong district. But 52.5% of them did not attend such Trainings.

Table 6.8 Duration of the Training Programme of SMC members

Duration	N=19	%
1(one) day	1	5.26%
2(two) days	2	10.52%
More than 3 (three) days	16	84.21%

Table 6.8 reveals that majority of the SMC members attended the training for more than 3(three) days i.e. 84.21%, 10.52% attended the training for 2(two) days, whereas 5.26% of the SMC members attended the training for 1 (one) day.

Table 6.9 Frequency of visit of the SMC members to the school

Frequency	N=40	%
Daily	2	5%
Weekly	2	5%
Monthly	10	25%
Occasionally	26	65%

Table 6.9 reveals that majority of the SMC members visited the schools occasionally i.e. 65%, 25% of the SMC members visited the schools monthly, 5% of the SMC members visited the schools weekly, whereas 5% of the SMC members visited the schools daily.

Table 6.10 Role of SMC members in Monitoring

Roles	N=40	%
Student Attendance	4	10%
Text-book distribution	-	-
Proper use of Toilet and cleaning	-	-
Teacher absenteeism	4	10%
School and school processes	23	57.5%
Mid-Day-Meal (MDM)	9	22.5%

Table 6.10 reveals that in 10% of the sample schools visited, the SMC member's roles are to monitor students attendance, 10% of the sample schools visited, the SMC member's roles are to monitor Teachers absenteeism, in 57.5% of the sample schools, the SMC member's roles are to monitor school and school processes, whereas 22.5% of the sample schools visited, the SMC member's roles are to monitor Mid-Day Meal (MDM) implementation work.

Table 6.11 Community contribution for the upliftment of Schools

Contribution	N=40	%
Cash	3	7.5%
Moral support	1	2.5%
Physical Support	36	90%

Table 6.11 reveals that 75% of the Contributions made by the Community for the upliftment of schools are in the forms of Cash payment, 2.5% of the Contribution made by the Community for the upliftment of school is Moral support, whereas 90% contributions are for the Physical support for the development of the School.

Table 6.12 Availability of the minutes of SMC meetings at the Schools

SMC meeting minutes available	N=40	%
Yes	24	60%
No	16	40%

Table 6.12 reveals that in 60% of the schools minutes of SMC meetings are made available at school, whereas 40% of the schools, the SMC minutes are not made available at Schools.

7. MANAGEMENT INFORMATION SYSTEM (MIS)

Table 7.1 Supply of data under DISE for current year

Response	N=40	%
Yes	-	-
No	40	100%

Table 7.1 reveals that none of the sample schools visited supply data under DISE for current financial year as their DISE Data Format Capture (DCF) supplied in the month of October, 2012.

Table 7.2 Training on filling-up of DCF provided to the teacher/head teacher

Training on DCF	N=40	%
Yes	-	-
No	40	100%

100% of the teachers of the sample schools visited have no training on filling –up of DISE Data Capture Format (DCF) which was to be provided to the teacher/head teacher for the reasons stated above on Table 7.1.

Table 7.3 The CRC Coordinator/Head teacher conduct the Jan-Vaachan (Community reading as a measure of social audit) of DISE data reported in the DCF.

Conducting Jan-Vaachan	N=40	%
Yes	-	-
No	40	100%

100% of the sample schools visited did not conduct the Jan-Vaachan (Community reading as a measure of social audit) of DISE data reported in the DCF.

Table 7.4 Providing the Printed Copy of Report Cards by the school/Displayed the examination results on the notice board or kept in the file.

Mode of giving examination result	N=40	%
Printed Report Card	-	-
Display Notice board	19	47.5%
Kept in the file	-	-
Report Card Issued by Schools	21	52.5%

Table 7.4 reveals that 47.5% of the sample schools visited displayed their Annual Examination results on the Notice Board, whereas 52.5% of the sample schools visited issued report cards to the students.

Table 7.5 Maintaining records systematically and updated regularly.

Proper maintaining records	N=40	%
Yes	9	22.5%
No	31	77.5%

Table 7.5 reveals that 22.5% of the sample schools visited maintained school records systematically and updated them regularly, whereas 77.5% of the sample schools visited did not maintain records properly and also not updated regularly.

8. FINANCIAL MANAGEMENT

Table 8.1 Nature of financial records and maintenance of Register.

Records	N=40	%
Cash-books	6	15%
Pass-books	-	-
Stock-Register	3	7.5%
Updated	-	
Not maintained	31	77.5%

Table 8.1 reveals that 15% of the sample schools visited maintained only Cash books, 7.5% of the sample schools visited maintained stock registers only, whereas 77.5% of the sample schools did not maintain financial records and registers systematically.

Table 8.2 Mode of transfer of fund to the SMC/VEC Account from the State or District authorities.

Types of account	N=40	%
Cheque	3	7.5%
Electronic-transfer	6	15%
Bank draft	-	-
No fund	31	77.5%

Table 8.2 depicts that in 7.5% of the sample schools fund are transferred to the SMC Account from the State or District levels through cheque, 15% of sample schools fund are transferred through Electronic-transfer, whereas 77.5% of the sample schools did not get the facility of fund transfer during the monitoring period as release of grants was only for Civil work grant.

Table 8.3 Types of fund/grants received and the month of received during the current financial year.

Types of fund/grants	Received	Month
Teacher grant	Nil	Nil
School grant	Nil	Nil
Maintenance grant	Nil	Nil
Civil work grant	9 schools	Exact date not given
School Uniform grants	40 schools	-do-
NPEGEL grant	2 schools	-do-
Special training grant	1 school	-do-

Table 8.3 depicts that no grants for TLM, school and maintenance grants were released, whereas grants received for current financial year are only Civil work grants for 9 (nine) schools, Uniform grant for all sample schools, grants for 2(two) NPEGELs and Special Training Centre grant for 1(one) school i.e. Residential school at Rengpang.

Table 8.4 Coverage of VEC/SMC by audit

Audit coverage of SMC/VEC works	N=40	%
Yes	37	92.5%
No	3	7.5%

Table 8.4 reveals that in 92.5% of the sample school SMC works are covered by audit, whereas in 7.5% of the sample schools visited, SMC works are not covered by audit.

Table 8.5 Sharing audit observations with the Community

Audit Observation Sharing	N=40	%
Yes	38	95%
No	2	5%

Table 8.5 depicts that 95% of the sample schools visited shared their audit observations with the community, whereas 5% of the sample schools did not share their audit observations with the Community. Hence, local people are not in a position to know about the audit observations.

Table 8.6 Sharing with Community the proposal for expenditure and expenditure statements

Sharing expenditure statements	N=40	%
Yes	39	97.5%
No	1	2.5%

Table 8.6 depicts that 97.5% of the sample schools visited have transparency with the community as regards expenditure and expenditure details, whereas 2.5% sample school has no transparency with the Community i.e. Bhalak Government Junior High School.

9. SPECIAL TRAINING FOR – OUT – OF –SCHOOL – CHILDREN (Oosc)

Table 9.1 Provision of the Special training for Out- of- School- Children

Out- of- school- children	N=40	%
Yes	1	2.5%
No	39	97.5%

Table 9.1 depicts that 2.5% of the sample schools visited had facility of Special training for out-of-school children with residential facilities i.e. Model Residential High School at Rengpang, whereas 97.5% of the sample schools visited had no facility of Special training for Out-of-School Children. As such, it may be said that the district has inadequate provision for Out-of-School Children.

Table 9.2 Maintaining of Village Education Register (VER)/Ward Education Register (WER)

Maintaining of VER/WER	N=40	%
Yes	-	-
No	40	100%

None of the sample schools visited, maintained Village Education Register (VER)/Ward Education Register (WER) i.e. 100% for reasons best known to them.

Table 9.3 Number of Drop-Out students in the schools

School drop-outs	N=40	%
Yes	14	35%
No	26	65%

Table 9.3 reveals that 35% of the sample schools visited have drop-out students, whereas 65% of the sample schools visited have no such students. The highest number of school-drops are in Longmai (Nohey) Primary School. (28 students - boys 11, girls 14)

Table 9.4 Number of Irregular students in the schools

Irregular students	N=40	%
Yes	7	17.5%
No	33	82.5%

Table 9.4 reveals that 17.5% of the sample schools visited have irregular students, whereas 82.5% of the sample schools visited do not have such category of students.

Table 9.5 Number of Migration students.

Migration students	N=40	%
Yes	2	5%
No	38	95%

Table 9.5 reveals that 5% of the sample schools visited have the problems of migration students. The names of the school under this category are -Inrenglong Primary School and Sonpram Primary school, whereas 95% of the sample schools visited have no problem of migration students.

10. NATIONAL PROGRAMME FOR EDUCATION OF GIRLS AT ELEMENTARY LEVEL (NPEGEL)

Table 10.1 Students strength in NPEGEL

Category	N=2
Boys	-
Girls	73

Table 10.1 shows the total students-strength of the 2(two) NPEGELs. There are 73 girl students in the NPEGELs in the break-up of 21 in Oinamlong and 52 in Aben of Tousem Block of Tamenglong District.

Table 10.2 Attendance of the Students

Nature of attendance	N=2	%
Regular	2	100%
Irregular	-	-

Table 10.2 reveals that 100% of the girl students of both the NPEGELs have regular attendance in their respective schools.

Table 10.3 Physical barriers for the girls to come to the school from their residence

Physical barriers	N=2	%
Yes	1	50%
No	1	50%

Table 10.3 depicts that 50% of the NPEGEL students have physical barriers for the girls to come to the school from their residences and going back to homes i.e. Oinamlong NPEGEL, whereas 50% of the students have no physical barriers for the girls to come to the school from their residences and going back to homes.

Table 10.4 School Infrastructure of the NPEGEL

Infrastructure position	N=2	%
Adequate	-	-
Inadequate	2	100%

100% of the sample NPEGEL schools have insufficient infrastructure for providing quality elementary Education as per the stipulations of the SSA.

Table 10.5 Health and Sanitation provision of NPEGELS

Items	Aben		Oinamlong	
	Yes	No	Yes	No
Separate toilet facilities for girls	Yes	-	Yes	-
Toilets are in usable condition	Yes	-	Yes	-
Availability of water of girls toilet	Yes	-	Yes	-
Emergency medical Kit available	-	No	Yes	-
Availability of rest room for girls	-	No	Yes	-

Table 10.5 reveals that Oinamlong NPEGEL has facilities for separate toilets and they are also in usable conditions. There is also availability of water in girls' toilet, Emergency medical kits available and rest room for girls are also available, whereas Aben NPEGEL has facilities for separate toilets in usable conditions, water available in girls' toilet, but there is no Emergency medical kits and rest room for girls.

Table 10.6 School and Class-room Environment

Items	Aben		Oinamlong	
	Yes	No	Yes	No
Display of TLM	-	No	Yes	-
Sitting arrangement in the Classroom	Adequate Bench & Desk also use mat		Inadequate bench & Desk	

Table 10.6 reveals that Oinamlong NPEGEL displays the list of TLM inside the classroom and there is also adequate classroom furniture, whereas Aben NPEGEL did not display the list of TLM inside the classroom, but the classroom furniture is inadequate as such they used mats as an interim arrangement for sitting purposes.

Table 10.7 Task Assignment to NPEGEL students.

Items	Aben		Oinamlong	
	Yes	No	Yes	No
Girls are asked to welcome guest at school	Yes	-	Yes	-
Serving tea/water/snacks etc.	Yes	-	Yes	-
Sweeping, cleaning of classrooms	Yes	-	Yes	-
Toilets cleaning	Yes	-	Yes	-

Table 10.7 shows about the task assignment of NPEGEL students. In both Aben and Oinamlong NPEGELs, the task assigned to them are to welcome guest at school, serving tea/water/snacks, sweeping, cleaning of classrooms and toilets.

Table 10.8 No Discrimination of any kind in NPEGELs

Items	Aben		Oinamlong	
	Yes	No	Yes	No
Curricular activities	Yes	-	Yes	-
Opportunities given to answer questions/ encouragement etc.	Yes	-	Yes	-
Learners' group comprise of boys and girls	-	No	-	No

Table 10.8 shows no discrimination in both the NPEGELs. In Oinamlong NPEGEL, students participated co-curricular activities without any discrimination, children are also given encouragement to answer questions, whereas in Aben NPEGEL students are not participating in co-curricular activities, children are not encouraged to answer questions. But in both the NPEGELs learners comprised of only girls by the nature of the intervention.

Table 10.9 The Participation level of the girls at school

Category	Aben		Oinamlong	
	Yes	No	Yes	No
Active	Yes	-	Yes	-
Passive	-	-	-	-

Table 10.9 shows that in both the NPEGELs participation level of the girls are active participation in all academic activities.

10.(b) Kasturba Gandhi Balika Vidyalaya (KGBV)

Table 10.10 Status of KGBV building of New Mandeu

Building	Yes	No
Rental	-	-
Own	Yes	-

Table 10.10 reveals that the status of KGBV building is its own not rental for New-Mandeu KGBV of Tousem Block of Tamenglong district.

Table 10.11 KGBV Run by

Category	Yes	No
State Government	Yes	-
Non Governmental Organisation (NGO)	-	-
Mahila Samakhya	-	-

Table 10.11 reveals that New Mandeu KGBV is financed by Central government and the State in the proportion of sharing basis of North-East Region (NER) state.

Table 10.12 Enrolment of girls at KGBV, New -Mandeu

Category	Yes	No
General	-	-
Scheduled Caste (SC)	-	-
Scheduled Tribes (ST)	Yes	-
Other Backward classes (OBC)	-	-

Table 10.12 depicts that enrolment of girls at KGBV are in the category belonging to Scheduled Tribes (ST) only.

Table 10.13 Involvement of Community and parents in the management of KGBV

Discussion	Yes	No
Mobilization of Drop-out	Yes	-
Never enrolled girls in the educationally backward Blocks (EBBs)	-	-

Table 10.13 depicts that involvement of community and parents in management of KGBV is fully co-operate in the effort for bringing school drop-outs to the KGBV by all possible means.

Table 10.14 Information on SMC formed for managing KGBV

Forms of SMC	Yes	No
SMC	-	-
LCC	Yes	-

Table 10.14 shows that the information on SMC formed for managing KGBV. The managing committee have also formed a Local Co-ordination Committee (LCC) not SMC and the Committee convened 2(two) meetings for this current financial year.

Table 10.15 Meeting held and Agenda discussed

Meeting held	Dates
2(two) times	Nil
Meeting Agenda	Agenda
i) Infrastructure ii) Enrolment	Insufficient infrastructure and girls enrolment.

Table 10.15 shows about the meeting convened and agenda. KGBV convened 2(two) times meetings, but the date had not been given to monitoring team and their agenda consisted of insufficient infrastructure and girls enrolment and ways and means for the improvement of this institution.

Table 10.16 Number of Teachers employed

Category	No. of teachers
Male	5
Female	4

Table 10.16 shows about the teacher employed at KGBV. In KGBV of Tousem Block, Tamenglong district, there are 9(nine) teachers in the break-up of 5(five) males and 4(four) females. The teachers are engaged in different capacities.

Table 10.17 Number of Trained and untrained teachers under this intervention.

Category	Trained	Untrained
Male	1	4
Female	-	4

Table 10.17 shows about the number of trained and untrained teachers. In KGBV of Tousem Block, Tamenlong district, Manipur, there is only 1(one) male trained teacher and the remaining 8(eight) teachers are untrained. As per the stipulations of RTE Act 2009, all the teachers should be trained for qualitative improvement of the standard of education provided by them.

Table 10.18. Types of Training received by teachers.

Meeting held	Yes	No
Induction	Yes	-
Refresher	-	No
Academic	-	No
Administrative	-	No
Gender-Training	-	No
Any other	-	No

Table 10.18 shows the type of training received by KGBV teachers. The KGBV teachers of Tousem block, Tamenglong District, Manipur received induction training for 10(ten) days at CRC level conducted at Tamenglong, Headquarter for this current year. But they are not yet getting other types of training meant for them.

Table 10.19 Academic support provided to KGBV

Academic support	Yes	No
BRC	-	No
CRC	-	No
District Gender co-ordinator	-	No
Any other	-	No

Table 10.19 shows about the academic support provided to KGBV, New-Mandeu. There is no academic support by any agencies to this school, even if needed.

Table 10.20 Infrastructure of KGBV

Infrastructure	Yes	No
Sufficient	-	-
Insufficient	Yes	-

Table 10.20 shows about Infrastructure of KGBV. In KGBV of Tousem block, there is insufficient infrastructure like bed, table, chair etc.

Table 10.21 Healthy and Hygeinic Environment of KGBV

Condition of Hygiene	Good	Average	Bad
Drinking water	-	Average	-
Toilets	Good	-	-
Classrooms	-	Average	-
Playground	-	-	Bad
Campus	Good	-	-
Kitchen	-	Average	-
Bedding	-	Average	-

Table 10.21 shows about the Healthy and Hygiene Environment of KGBV. In KGBV , Tousem block, Tamenglong district, Manipur there is provision of drinking water but it is insufficient, there are 8(eight) toilets in good condition, there are also 4(four) classrooms, but the condition is average, there is no playground facility but there is only one volleyball ground, the campus of KGBV land area is 5 acres, 1 semi-pucca kitchen but the condition is average and there is also two tier (double decker) bedding provision but condition is average.

Table 10.22 Fund Received in time

Fund	Received
Yes	Received
No	-

Table 10.22 shows about the fund of KGBV, the fund for KGBV is received in time from State Government.

Table 10.23 Pattern of Fund flow

Received from	Yes	No
State	-	-
District	Yes	-
Block	-	-
SMC	-	-

Table 10.23 shows about the pattern of fund flow. The fund for KGBV received from SPD through the district level agency.

Table 10.24 Quality of Maintenance of records

Records	Yes	No
Updated	Yes	-
Not-updated	-	-

Table 10.24 shows about the quality of maintenances of records. The KGBV updated the maintenance of records regularly to show its transparency.

EXECUTIVE SUMMARY OF TAMENGLONG DISTRICT

1. ACCESS:

A. Physical Access

All the sample schools visited are located within a distance of 1-2 kilometers from the habitations served by the school, as most of the schools are in the village itself, that too, within the walking distance of the students. There are six sample schools which have no danger or threat to students on the route to the school and back to home. They have to walk a long distance of about 4 kilometers from their homes to school and then back to home. They are attracted by the standard of the schools even if schooling facility is available in their villages. The names of the schools under these categories are – Model Village High School, Charoi Chagotlong High School, Gadialong Government Primary School. Tamenglong Head-Quarter Primary school, Old Tamenglong Junior High School and Longmai (Noney) Primary School. The total numbers of students are 47 in the break up of 25 boys and 22 girls.

The name of the schools which are surrounded by only Government schools in their nearby areas are – Bhalok Government Junior High School, Old-Dialong Primary school, Dialong Junior High School, Sonpram Primary School , Kahulong Primary School, Akhui Government Junior High school, Namlalong Primary school, Tamenglong Head-Quarter Primary School. Old-Tamenglong Junior High School. Model Village High School and Bhalok Khunou Primary School.

The name of the schools which are surrounded by Government Aided and Private schools in their nearby areas are – Tamenglong Higher Secondary School and Tengkonjang Higher Secondary School.

The name of the schools which are surrounded by Government and Private Schools in their nearby areas are – Oinamlong Junior High School, Khongjaron Junior High School and Namthan Aided Lower Primary school.

The name of the Schools which are surrounded by Private schools in their nearby areas are – Charoi Chagotlong High School, Inrenglong Primary School, Langmei Primary School and Tamei Head-Quarter Government Primary School.

The total students strength enrolled in the 40 (forty) sample schools are 4,031 in the break-up of 1,844 boys and 2,187 girls. The highest students strength among the sample schools which ranged from 201 and above are - Tamenglong Higher Secondary School and Gadialong Government Primary School.

B. Quality of Access:

In majority of the sample schools visited, the classrooms were inadequate. In 50% of the sample Primary Schools, classrooms are ranging from 1-5, but in 2.5% of the sample school has 15 and above i.e. Tamenglong Higher Secondary school. But in most of the schools, conditions of the classrooms are poor. 85% of the sample schools have inadequate furniture and they are also in poor conditions. Most of the sample schools have no proper lightning and ventilation arrangements inside the classrooms except Tamenglong Higher Secondary School and Tengkonjang Higher Secondary School. The building designs of these 2 (two) secondary schools are commensurate with the prevailing time. In most of the sample schools, the conditions of the building of the schools are in poor and average condition, but there is 1(one) school which has no classrooms during monitoring period i.e. Tamenglong Head-Quarter Primary School. Out of 40 (forty) sample schools, 2(two) schools have facilities of whiteboards, while 36(thirty six) schools have blackboard facilities. But most of them are in poor conditions. The 2(two) schools which have no blackboard facilities during the monitoring period are - Nungtek Primary School and Kabonram Primary School. None of the sample schools have the facility of ramp due to the topography of the areas in which the sample schools are functioning at present. 29(twenty nine) samples schools have facilities of toilets , 11(eleven) sample schools have no such facilities. There are separate provisions for girls' and boys' toilets in 19(nineteen) samples schools. There are also availability of safe drinking water facility in 15(fifteen) sample schools. 29(twenty nine) sample schools visited by the monitoring team have no playgrounds, while 11(eleven) sample schools are having playgrounds.

C. Social Access:

In the sample schools visited, majority of the students are belonging to Scheduled Tribes (ST), while others are belonging to Meitei, Nepali, Bihari etc. Religions followed in this district are mainly Christianity and Hinduism. There are 37(thirty seven) sample co-educational schools and 3(three) sample schools are only for girls. There are also 8(eight) sample schools which enrolled Children With Special Needs (CWSN). There is regular attendance of the girls children from disadvantaged groups and weaker sections of the society in all the sample schools of Tamenglong district. There is also no problem of linguistic, social and cultural barriers that come on the way of the children coming to school and going back to home.

D. Additional Items in the content of RTE Act, 2009:

All the 40(forty) sample schools visited, have good relationship with the society paving the way for social integration and unity and solidarity of all sections of the people in the society.

Overall Comment:

Toilet facilities are essentially required for all the students attending an educational institution in the form of easing natural call. An attempt should be made to provide this need at an early date.

2. QUALITY ISSUES:

A. Enabling Conditions

In the total sample schools visited by MI, the total number of teachers in position are 314 (male – 181 and female – 133). Majority of the sample schools have inadequate teachers. Most of the teachers are not available for each class for teaching Science, Mathematics and Languages. The total number of trained teachers are 129 (Male – 82 and Female – 47) and the total untrained teachers are 186 (male – 98 and female -88). 5% of the sample schools have all trained teachers. They are – Gadiapharmlane Lower Primary School and Oinamlong Junior High School. Most of the teacher participated 1-10 days, training conducted by ZEO at Tamenglong Head-quarter on the theme of Mid-Day-Meal (MDM). They also participated refresher and orientation courses at regular intervals. 10% of the sample school teachers received training during this year for 1-5 days i.e. Residential and Non-Residential training, while teachers of 1(one) school received training for 1-20 days for Computer education. The name of the school is Gadialong Government Primary School. But 47.5% of the sample school teachers did not participate training for the current financial year. Most of the sample school teachers also received awareness of the rules and responsibilities of teacher under RTE Act 2009. But still, they needed further awareness and also required training in order to make the teachers aware of the Act at an early date. Teachers of 2 (two) sample schools are unaware of the RTE Act, 2009. They are – Halflong Ward No. 9 Primary School and Old Dialong Primary School. In most of the sample schools, text-books are received after the commencement of the school session due to delayed in delivering of text-books within 1 (one) month of

the commencement of the school session. The reason is due to nature of the intervention i.e. 1 (one) Kasturba Gandhi Balika Vidyalaya (KGBV) at New Mandeu, 2 (two) schools under National Programme for Education of Girls' at Elementary Level (NPEGELs) of Aben and Oinamlong and 1 (one) Special Training Centre for Residential Bridge Course (RBC) of Model Residential High School, Rengpang. 33 (thirty-three) sample schools did not get text-books for all the subjects and 7 (seven) sample schools got text-books for all the subjects. None of the sample schools received the grants for Teaching-Learning Materials (TLM), School grant and Maintenance grant for the current financial year i.e. during the monitoring period as they had already received the grants before the monitoring period.

In the modern society, Education is Tri-Polar process i.e. Teachers, Students and Environment. These 3 (three) components are interrelated to each other. Like in Bloom's Taxonomy of Educational Objectives i.e. Cognitive, Affective and Psycho-motor domains. But in monitoring these 40 (forty) sample schools, 45% of the teachers of the sample schools have given their views that Teacher is the most important in teaching-learning environment. 42.5% of the sample schools teachers have given their views that Student (Educand) is important component in teaching-learning, while 12.5% of the sample schools teachers have given their views that both teaching and learning Environments are important in teaching-learning processes. The diverse medium of instruction used in Tamenglong district are Raungmei, Rengmei, English, Inpui and Manipuri. But, majority of the sample schools generally used English and Raungmei (their mother-tongue) as mediums of instruction.

B. Teaching-learning process

In all the sample school teachers are unaware of constructivists approach in teaching and they are not using the community resources in teaching-learning process for the benefit of the learners in explaining abstract concepts in an understandable way. Evaluation method followed in all the sample schools are generally marking system of examination. 52.5% of the sample schools have multi-grade classrooms.

C. Issues in Equity

In most of the sample schools conducted co-curricular activities to boost the moral and self-esteem of the students. Few schools received the play materials from the funding authorities. Children have no roles in the management of classroom, even though their sense of participation will have to be fostered by all possible means. As such, they are not in a position to play active role in the whole teaching-learning process.

3.COMPUTER AIDED LEARNING (CAL)

In the sample schools visited, 6 (six) sample schools have the facility of Computer Aided Learning (CAL). These schools are given in the criteria for selection in serial number 7. From these 6 (six) sample schools, 3 (three) sample schools kept the computers and other accessories inside classrooms, while 3 (three) sample schools have separate computer classrooms. 66.66% of the computer accessories received under CAL as per record are not physically available in sample schools. But there is one school which has subject and topic-wise list of the digital/multi-media materials available at school i.e. Tamenglong Higher Secondary Schools. There is also 1 (one) sample school in which the teacher received all kinds of training under CAL i.e. Gadialong Government Primary School. All these 6 (six) sample school teachers have the basic knowledge of operating the Computer and use of Content CDs in an effective way. None of these 6 (six) sample school teachers apply the Computer technology for developing digital teaching-learning materials for the benefit of the school as well as for the students of the school. In these 6 (six) sample schools, Computer classes are conducted twice in a week for a duration of about 40-45 minutes. Most of the computers are functioning properly except for Lamlab Government Junior High School Computer which is not functioning properly at present. Hence, proper vision and mission is lacking in the actual implementation of the scheme for the welfare and betterment of the students interested in Computer Education.

4.INCLUSIVE EDUCATION WITH SPECIAL REFERENCE TO CHILDREN WITH SPECIAL NEEDS (CWSN)

In the sample schools visited, 8 (eight) sample schools had Children with Special Needs (CWSN), in none of these 8 (eight) sample schools, CWSN attended school on the day of M.I. visit, 12.5% of the sample schools have irregular attendance of CWSN during the last one month i.e. Nungtek Primary School. There are 25 CWSN students (Boys -13 and Girls -12). Out of 25 CWSN, 8 CWSN are suffering from Mental retardation in the break -up of 3 boys and 5 girls and the degree of disability is moderate, 5 CWSN have problem of Hearing impairment (boys-3 and girls-2) degree of disability is moderate, 6 (six) CWSN have speech defects (boys-3 and girls-3) and they are also having moderate degree of disability, while 6 CWSN are Orthopaedically handicapped (boys-4 and girls -2) and their degree of disability is severe. There is no segregation of students on the basis of their disability. Classroom sitting arrangement are made in a democratic way. Most of the CWSN have active participation in classroom processes. Teachers also encouraged CWSN to participate in classroom processes actively at par with other normal students. In none of these 8 (eight) sample schools, CWSN got TLM meant for them. The types of interaction with peers by CWSN are friendly with the normal students. The types of peer support to CWSN during teaching-learning process to slow learner during co-curricular activities are encouraging and appreciable. CWSN are passive, during recess. Some CWSN remain silent, while during travel to and fro some CWSN have no problem. In these 8 (eight) sample schools, 50% of CWSN are treated by their teachers in the same way with others, while 62.5% of the teachers pay special attention towards CWSN of their schools. In none of these 8 (eight) sample schools, teachers received any type of training for teaching of CWSN and also not prepared for Individualized Educational Plan (IEP) for CWSN . None of these eight sample schools get the services of Resource teachers for CWSN in the school from other agencies and Resource teachers did not visit to schools as required by SSA stipulations. All the parents of these 8 (eight) sample schools are unaware of the availability of Resource teachers to supplement and complement in the education of their children. 2 (two) sample schools parents received counselling for this purpose. In none of the 8 (eight) sample schools, CWSN are attending any medical camp organized

for the assessment of their problems. They are not supplied any assistive devices like Wheelchair, Hearing aids and appliances meant for CWSN.

CWSN of these 8 (eight) sample schools were not in receipt of any home based Education support due to poverty of their families.

Overall Comments :-

Individualized Educational Plan (IEP) should be prepared for CWSN. Availability of Resource teachers for CWSN to supplement and complement in their education should be mandatory. Frequent visits by the Resource teachers to the homes of CWSN will facilitate to understand the problems faced by CWSN in both the home and school. Attempt should be made to implement SSA home based Education Project for disabled children of Tamenglong district with proper vision and mission.

5. CIVIL WORKS

In the sample schools visited, 9 (nine) sample schools had taken up construction works during the monitoring period. The schools are given in criteria for selection in serial number 4. Types of Civil works which have been taken up by 6 (six) sample schools are toilet construction and 3 (three) sample schools have constructed additional classrooms. MOU had been signed between SSA authorities and SMC for the execution of the works. Civil works for construction had already been completed in Tamenglong district. Community manual of civil works was not available to SMC members. SMC members have not been adequately trained for implementing civil works. Transparency boards are also not installed in school premises for public information. Civil work funds are received by the SMC through Cheque by 3 (three) sample schools and 6 (six) sample schools received the grants through E-transfer. Technical persons are not visiting the school regularly in the construction site for making the works more effective. Out of these 9 (nine) sample schools, only 1 (one) school maintained daily cement account, i.e. Khongjaron Junior High School. None of these 9 (nine) sample schools used BIS/ISO marked items like Steel, Pipes fitting and also no branded quality of paints for getting lasting benefits. There is approved drawing being

followed at the site of the construction work. Good quality materials should be used and works should be taken up carefully for the benefit of the community students. M.I's perception about the quality of school works is good in 6 (six) sample schools, and poor in 3 (three) sample schools. It is out of the 9 (nine) sample schools which had undertaken civil works.

OVERALL COMMENTS

Technical personals like the concerned Block Engineers should visit the work site to provide technical instruction for the improvement of the quality of the work taken up in the schools.

6. COMMUNITY AWARENESS

In the sample schools visited, 90% of the SMC members are aware of their roles and responsibilities, while 10% of them are unaware of their roles and responsibilities. They are – Raengkhang No.-1 Primary School, Gadialong Government Primary School, Namlalong Primary School and New Kaphundai Primary School. Most of the SMC members have not been provided with the copy of the guidelines. In all the sample schools, SMC guidelines are printed in English. SMC meetings are conducted quarterly. There are some schools in which no SMC meetings are conducted for the current financial year. They are – Tamenglong Higher Secondary School, Bhalok Government Junior High School and Namlalong Primary School. For 24 (twenty-four) sample schools, SMC members confined their activities in school development plan. In 9 (nine) sample schools, SMC members confined their activities in students enrolment and attendance, while in 1 (one) sample schools, SMC members are confining their activities in school report card. However, for most of the sample schools, SMC members' activities may be rated at good and very good levels.

The sources of awareness of SMC members regarding school activities are from the ZEO office, Tamenglong. 65% of the SMC members knew the guidelines regarding the school development plan. SMC members of 19 sample schools attended training conducted by ZEO office, Tamenglong and the duration of the training was 1-3 days or more than 3 days. Majority of the sample school SMC members visited the school occasionally. SMC members' role in monitoring the schools under their control are school and school processes and Mid-Day-Meal (MDM) implementation works. Physical support is the main contribution made by the community for the upliftment of the schools. In 40% of the sample schools, SMC meeting minutes are not available at school due to lack of proper documentation.

OVERALL COMMENT

Guideline copies should be provided to the SMC members. If so, they will not find difficulties in the effective discharger of their responsibilities. An insistence should be made for proper recording and documentation of all the minutes of SMC meetings for future reference.

7. MANAGEMENT INFORMATION SYSTEM (MIS)

In almost all the sample schools, DISE reports are not submitted during monitoring period as their DISE Data Capture Format (DCF) is supplied in the month of October 2012. Hence, no training on filling- up of DCF provided to the teacher/Head teacher. CRC/Co-ordinator/Head-teacher did not conduct Jan Vaachan. The stake holders also did not conduct the Jan Vaachan of DISE data. Most of the sample schools prepared their own report card for annual result, while 47.5% of the sample schools displayed the annual examination results on the Notice Board. 77.5% of the sample schools did not maintain school records properly and also not updated regularly due to lack of expertise.

OVERALL COMMENT

Schools should maintain the records and update them regularly, so that future planning of school education can be based on firm foundations with proper vision and mission.

8. FINANCIAL MANAGEMENT

In the sample schools visited, 15% of the schools maintained cash books, 7.5% of the sample schools maintained stock registers, while 77.5% of the sample schools did not maintain financial records and registers. Mode of transfer of fund to the SMC Account from the State or District authorities is through cheque and E-transfer, while 77.5% of the sample schools did not get the facility of fund transfer during the monitoring period as release of grants was only for civil work grants. Out of 40 (forty) sample schools, the grants received during the current financial year are 9 (nine) sample schools for civil work grants, 36 (thirty-six) sample schools received schools uniform grant, 2 (two) sample schools received NPEGEL grants and 1 (one) sample school received Special Training Centre grant i.e. Residential Bridge Course (RBC) at Rengpang. In most of the sample schools, SMC works are covered by audit. Audit observations are shared with the community. 2.5% of the sample school has no transparency with the community as regards financial management i.e. Bhalok Government Junior High School.

OVERALL COMMENT

Schools should maintain the records about receiving grants with date properly so that anybody can have fair knowledge of all works done by the school.

9. SPECIAL TRAINING FOR OUT-OF-SCHOOL-CHILDREN (OoSC)

In the sample school visited, there is provision for the special training for Out-of-School-Children at Rengpang. Though none of the sample schools maintained Village Education Register (VER), it has been confirmed that the total number of drop-out students in the 40 (forty) sample schools of Tamenglong district is 134 (Boys-73 and Girls – 61). In the 7 (seven) sample schools, there are irregular in attendance of students. The total number of such students are 80 in the break-up of 46 boys and 34 girls. There is also seasonal migration of the students in the sample schools of Tamenglong district. The total number of such students are 5 (boys-2 and girls-3) but transfer certificates are not issued to them by the schools which is required under RTE Act, 2009.

MODEL RESIDENTIAL HIGH SCHOOL, RENG PANG

The Model Residential High School, Rengpang was established in the current financial year 2011-12 for the first time in Tamenglong district. This Model Residential High School is an innovative programme for providing residential schooling facilities to Out-of-School-Children for both the boys and girls belonging to disadvantaged groups of Scheduled Tribes (ST).

The Model Residential High School, Rengpang is within the village, part III. There is no Govt./Govt. Aided/Private schools in the nearby area. There is also no threat or danger to stay to the school hostel. The total enrolment strength is 95 (boys-50 and girls-45). There is also day scholars and their total enrolment is 17 students (boys -9 and Girls -8). The classes conducted by the school are from III-VIII. Total classrooms available in the school is 6, but the condition of classrooms are very poor. Classroom is inadequate. Teacher-student ratio is adequate. There is adequate furniture and they are also of good quality. Lighting facility is there, but no ventilation for inlet and outlet of fresh air. This Model Residential High School is functioning in a temporary building in the form of make shift arrangement. This school is also having boarding facility for both boys and girls. But, it is also functioning in a temporary building for the time being. There is availability of black-board in every classroom and all the children in the classroom got benefit from the good quality blackboard. There is no ramp facility for CWSN, even though there is one girl CWSN. There is separate provision for girls' and boys' toilets and they are also sufficient to cater to students' strength. There is adequate facility for drinking water. No proper playground in this school, but the school got the play materials. Students studying there are belonging to the same religion, i.e. Christianity.

There is 13 (thirteen) drop-out students in this school (boys -9 and girls -4). No prolonged absentee and seasonal migration students are available in this school as per the record available in the school. The total number of teachers of the school are 10 (male-7, and female-3) but only 1 (one) male trained teacher is in the school and remaining 9 (nine) teachers are untrained teachers (male-6 and female-3). Principal honorarium is Rs. 15,000/- per month and teachers' honorarium is Rs. 7,400/- per month. There is no teacher for separate subjects like teaching of Mathematics and Science. Teachers' are graduates. None of the teacher attends training programmes conducted by BRC/CRC in the district. Cook and Peon honorarium is Rs. 5,000/- per month. All the teachers are aware of RTE Act, 2009 from training of RTE awareness for 3 (three) days conducted at district level, but still they need more awareness. Text-books, TLM grant, school grant and Maintenance grant are not received as such facilities are not extended in this Model Residential High School. The medium of instruction adopted in this Residential School is English. The evaluation method followed is marking system. There is also no academic support from other agencies. There is no multi-grade class. Students are encouraged to ask questions freely and frankly. This school conducted co-curricular activities like Debate, Quiz, Painting and Indoor Games like Chess, Carom etc. at regular intervals for the co-scholastic development of the learners to pave the way for their all round personality development.

There is no facility for Computer Aided Learning (CAL). There is one female CWSN student as stated above. Her attendance is regular. The type of disability the female child suffer is missing of left hand palm. The sitting arrangement for her is inclusive and her participation level inside the classroom is active. Most of the teachers of the school encouraged her to participate actively in all the activities inside the classroom. There is also friendly interaction with other students of the school. Most of the teachers pay special attention to her. None of the teachers receive training on teaching of CWSN which is required for taking care of such category of students in an effective way.

There is no civil works in this school, as it is a Residential School. This school form SMC. The total members of the SMC is 14 (male -7 and female -7) as per rule. SMC members are aware of their roles and responsibilities. All the members are also provided with the copy of guidelines of SMC. The SMC members have been oriented on their roles and responsibilities extending such opportunities to them for 3 (three) days. The guidelines has been printed in English. For this Residential, school SMC meetings were convened quarterly. Awareness level of the SMC members for this school is mainly confined in school development plan. The content of such training is based on community mobilization and 1 (one) day non-residential course had been organized to facilitate them. SMC members visit the school occasionally. During their visit to the school as a SMC members, they tried to aware of the fund position of school. The role of SMC member in monitoring is concentrated in the general welfare of the school and school processes of teaching-learning. The contribution made by the community for the upliftment of

school is donation of land for this Model Residential High School. SMC minutes are available for the general information of all the members about the activities taken up in the school for the welfare and betterment of the students.

DISE report is not submitted during the monitoring period by this school. This school issued their own report card.

No general grants of SSA and Mid-Day-Meal (MDM) are provided to this Model Residential High School due to the nature of this intervention.

OVERALL COMMENTS

There is an urgent need to make all sorts of arrangement for the proper growth and development of this Residential School of Rengpang to pave the way for equalization of educational opportunity to the Out-of-School-Children under the jurisdiction of this school. Liberal financial assistance permissible as per rules should be extended so that finance may not be on the way of taking up of various welfare programmes of Out-of-School-Children. The need of the hour is to upgrade this school from the existing Class VIII to X standard step by step without any interruption in the proper educational development of such category of students at this Residential School, Rengpang

10 (a) NATIONAL PROGRAMME FOR EDUCATION OF GIRLS AT

ELEMENTARY LEVEL (NPEGEL):

National Programme for Education of Girls at Elementary Level (NPEGEL) is a focused intervention of Sarva Shiksha Abhiyan (SSA) to provide opportunity for improving capabilities of the girl children especially the hardest to reach girls through the provision of community owned quality education in a mission mode.

National Programme for Education of Girls at Elementary Level (NPEGEL) Scheme was launched in 2006-07 in Tousem Block of Tamenglong district, which is the only Educationally Backward Block (EBB) in Manipur with the opening of 3(three) Model Cluster Schools For Girls. School buildings were constructed at Atengba, Mandeu and Oinamlong. But the present monitoring covered Oinamlong and Aben only. These model cluster schools provided remedial teaching in Mathematics, Science and English to the weak girl students of these 2(two) NPEGELs in the form of feedback.

The monitoring team of Manipur University visited 2(two) NPEGELs i.e. Aben NPEGEL and Oinamlong NPEGEL of Tousem Block which are under the Model Cluster Schools (MCCs) of Aben Government Primary School and Oinamlong Junior High School. Various activities were undertaken for

improving girls' education under these NPEGELs under the scheme of SSA. The year- wise detailed performances under NPEGEL in Tousem Block are given below:-

(a) Enrolment Information:

The total enrolment of both NPEGELs are 73 (52 for Aben and 21 for Oinamlong). These 73 girls students are also in the Village Education Register (VER) and the attendance of students on the day visit is 70.

(b) Reasons for gaps in enrolment:

There is no gaps in enrolment of Tousem Community Development Block for girl students.

(c) Attendance (School Attendance Register):

The total number of girls present at the time of M.I. visit is 70 as stated above. The class-wise attendance of both the NPEGELs are given below:-

Aben NPEGEL		Oinamlong NPEGEL	
Classes	No. of students	Classes	No of students
I	12	I	4
II	10	II	3
III	10	III	5
IV	10	IV	3
V	10	V	3
Total:	52	Total	18

There is no prolonged absentees for more than 10(ten) days in both the NPEGELs

(d) Reasons for Absenteeism:

Question does no arise as stated at (c) above.

Efforts made to address the gender gap (Issues):

(a) Teachers' training:

No teachers of both the NPEGELs participated in teacher training programmes meant for them. Teachers of both the NPEGEL consisted of 1(Female) in Oinamlong and 1(male) in Aben. Their Educational qualifications are 10+2 uniformly and their honorarium is Rs. 1000/- per month.

(b) Sensitization training for the parents:

NPEGELs of both Aben and Oinamlong promote the development and use of locally based resource materials in an innovative way. But no sensitization training for the parent had been taken up.

(c) Training of Community members:

In both the NPEGELs, sensitization of the teachers and the community members are taken up in an innovative way and they participated actively for familiarisation of their activities with a sense of commitment.

(d) Any special initiative in encouraging enrolment and retention rates at local level:

There is no special initiative taken-up for encouraging enrolment and retention rates at local level in both the NPEGELs. Such initiative is also essentially required for NPEGELs as per stipulation of SSA.

(e) Is MCS (Model Cluster School) operating as an useful mechanism for Gender Sensivity:

There is no separate Model Cluster School (MCS) operating as a useful mechanism for gender sensitivity in this block. But the existing 2 (two) schools are identified for operating as model cluster school for girls.

Removing the Physical barrier:

Both the NPEGEL Schools are located at a distance as per the prescribed norm. There is no physical barriers for the girl students to come to the school from their residences for Aben NPEGEL but

there is physical barriers for the girls to attend to the school from their residences for Oinamlong NPEGEL. The barriers are caused due to problems of bad communication specially at rainy season.

Schools Infrastructure, Health and Sanitation:

There are separate toilets for girls and the conditions of the toilets are average in both the NPEGELs. There are also insufficient infrastructure. Availability of water in girl toilets in both NPEGELs are in poor conditions. Emergency kit is available in Oinamlong NPEGEL, but not available in Aben NPEGEL. There is also no rest rooms for both the NPEGELs, even though such arrangements are required due to the delicate nature of the student group.

School and Classroom environment (Participation of Girls):

There is non-discriminatory treatments inside the classroom in both the Aben and Oinamlong NPEGELs. For Oinamlong NPEGEL, there is appropriate display of TLM inside the classroom, but there is no such display of TLM in Aben NPEGEL. The basis for sitting arrangement in the classroom is adoption of rotation-wise changing technique as per the convenience of the teachers.

Assigned Tasks:

The task assigned to the students of both NPEGELs are:

- a) Making of different types of flowers
- b) Embroidery and needle works
- c) Sweeping and cleaning of classrooms
- d) Toilet cleaning as a way of life
- e) Maintaining environment friendly hygienic ways of life
- f) Conservation, Protection and improvement of the environment.

Discrimination:

Oinamong NPEGEL conducted curricular activities, encouragement to the students to give appropriate answers to questions, Learners' group comprise of girls and the participation level of the girls inside the classroom is active and encouraging. But Aben NPEGEL did not conduct curricular activities, no encouragement to the students to give expected answers to questions, learners' group comprise of girls only and the participation level of the girls inside the classroom is however active and encouraging.

Funds:

The State Society should open a separate saving Bank Account for operating funds of NPEGEL. For North Eastern State the fund sharing pattern between Centre and States shall be 90:10 under the programme with the centre's share resource from the 10% earmarked funds for the North-East (NE) region in the SSA Central budget. So, the fund for NPEGELs of Tousem Block is 90:10 sharing basis between the Centred Government and State. The need of the hour is timely release of the fund to the NPEGELs so that various academic programmes consisting of both scholastic and co-scholastic areas can be taken-up without any interruption.

10 (b) KASTURBA GANDHI BALIKA VIDYALAYA (KGBV) TOUSEM BLOCK

NEW MANDEU, TAMENGLONG DISTRICT

The Kastuba Ghandhi Balika Vidyalaya (KGBV) as an intervention of SSA is implemented in Tamenglong district of Manipur at New Mandeu of Tousem Community Development Block. In hill areas of Manipur, Tousem Block is the most Educationally Backward Block (EBB). Its literacy percentage is 46.87% (Male – 57.07% and Female – 36.51% as per 2001 census figures. This is the reason why KGBV is set-up in this Educational Backward Block where the female rural literacy is below the national average (i.e. below 46.13% as per census figures of 2001) and gender gap in literacy is above the national average of 26.67%. Further, the scope of this scheme was enlarged to cover the other blocks having rural female literacy below 30% and urban areas with female literacy more than the national female literacy (urban) of 53.67% as per 2001 census. This intervention was again enlarged to cover all the Educationally Backward Blocks (EBBs) with female literacy rate of 46.13%.

KGBV, New Mandeu was opened on the 10 August, 2007 as the first KGBV in the state and academic session started with effect from 16th August, 2007. New Mandeu is situated at a distance of 43

kilometers from the National High way No. 37. Communication and transport system is a big hurdle for this area. The nearest market is 70 kilometers away at Jiribam Sub-division of Imphal East district.

(a) Status of KGBV Building:

This KGBV is functioning at its own building not rental. It is run by State Government. The class-wise category enrolment of girls at KGBV is Scheduled Tribes (ST). The total enrolment is 110 girls for the current financial year and the classes are from V to VIII, needing upgradation to class IX in the general academic interest of the deprived sections of the learners studying at this institution at present.

(b) Involvement of Community and parents in Management of KGBV:

Participation of the Community and parents in management of KGBV is fully co-operative. The generally adopted steps for mobilization of drop-out/never enrolled girls in this Educationally Backward Block (EBB) is that educational tour or field trips on foot are to be organized by the school administration to the neighbouring villages within the Tousem block. Through such ventures for social awareness created among the villagers of the Block, highlighting on the importance of girls' education and through which enrolment drive is to be taken up for the schools within the block in general and for the KGBV in particular, all sorts of arrangements had been made for the proper development of this KGBV.

(c) Information on SMC formed for managing of KGBV

Meeting of the managing Committee of KGBV, New Mandeu was convened 2(two) times in a year. The Committee formed a Local Co-ordination Committee (LCC) not SMC. The dates of convening meeting were not given to the monitoring team, but the agenda consisted of enrolment of the students and insufficient infrastructure of KGBV. There are 9(nine) teachers. (Male-5 and Female-4). Trained teacher is only 1(one) Male and remaining 8(eight) teachers are untrained (Male – 4and Female -4). Teachers' Honorarium is Rs. 8,250/- per month and for Headmaster honorarium is Rs. 12,000/- per month. Training received during this current financial year is induction training for 10 (ten) days at CRC level at Tamenglong Headquarter. KGBV does not receive any academic support from other agencies for its effective academic improvement.

Quality and Adequacy of facility available:

There is insufficient infrastructure in this institution as per prescribed norm of KGBV. The insufficient infrastructures are Bed, Table, and Chair etc. The Environment of KGBV is safety and

hygienic, but there is no wall fencing which is essentially required due to the category of learners. Drinking water facility is available, but it is average. 8(eight) toilets are available in this institutions but inadequate. There is only one volleyball ground. There is also 1(one) semi-pucca kitchen shed (12x24 ft.). Two tier (double decker) bedding facilities for 110 students are available. The school has already constructed 120 ft. pucca building comprising of 1 (one) computer room (10 ft.), 1(one) warden room (10 ft.) 1(one) store room (20 ft.), 1(one) dormitory (80 ft) and 1(one) Conference hall. The total area of KGBV Campus is 5 acres. There is no electric connection in this village as well as the institution. As such, the school has been deepening on generator, inverter and solar lighting system as interim arrangements. The school has 4(four) Computers, Type writers, Duplicating machine, Microscope, Sciences kit-box, Globe, Charts, Adequate bed sheets, Pillows, Mosquito nets etc for supplementing and complementing effective educative process of this institution.

Funds:

The fund for KGBV is received in time and the pattern of fund flow is from the SPD to the district level. For North Eastern States the fund sharing pattern between centre and states shall be 90:10 under the programme with the centre's share resource from the 10% earmarked funds for the North-East (NE) Region in the SSA Central Budget. So, the fund for KGBV of Tousem Block is 90:10 sharing basis between the Centre Government and State. The quality of maintenance of records is also updated regularly.

Activities of KGBV:

This institution has taken up the following activities:

- a) Vocational training on needle works, flower making, knitting, pickle making and cross-stitching were conducted in a big way.
- b) Health camps on the theme of familiarization of adolescence health was conducted every year.
- c) Physical education in theory and practice were taken up on priority basis for the benefit of the students of KGBV every year to pave the way for the all round personality development of the students.
- d) Sports week was held every year as an important component of co-scholastic activities.
- e) Participated actively by the students of this institution in the National days like Republic Day, Independence Day at the Block Headquarter, Tousem.
- f) Apart from the regular monthly tests, three terminal examinations were also conducted in this school.
- g) The grown up class VIII passed-out students who were reluctant to go for regular school due to advance in age and poor economic condition of the parents to support for further studies in class

IX were to be given the chance to appear class X under 'NIOS' after giving them a special coaching in the school.

- h) Foundation Day of KGBV observed every year on 10th August to commemorate the purpose of establishing the institution under the initiative of the local community.

OBSERVATIONS BY MI ON KGBV:

MI/SSA/MU team interacted with the students and the teaching and non-teaching staffs of KGBV.

The observations of MI are urgent needs of these institutions. They are:

- a) Construction of separate staff quarter
- b) Construction of 4 (four) additional toilets
- c) Installation of iron water pipes of KGBV in place of the present plastic pipes for sustainable development

COMMENTS OF KGBV:

- (a) Upgradation of KGBV to Secondary level:
Class VIII passed out students will find difficulties to continue further studies in other institutions due to poor economic condition. Hence, upgradation to class IX in the next academic session is a must.
- (b) Construction of staff quarter:
As a girls' Residential school, staff need to be available within the compound to nurture the students for 24 hours residing in the campus itself.
- (c) Fund Matter:
As the institution is facing acute financial problems due to delay in the release of fund, fund need to be released in time to avoid all the inconveniences for various time bound programmes taken up by the institution.
- (d) Construction of Boundary Walls:
As a Girls' Residential School, construction of boundary wall is highly needed for the safety of the students from all sorts of undesirable influences.
- (e) Installation of Iron Pipes:

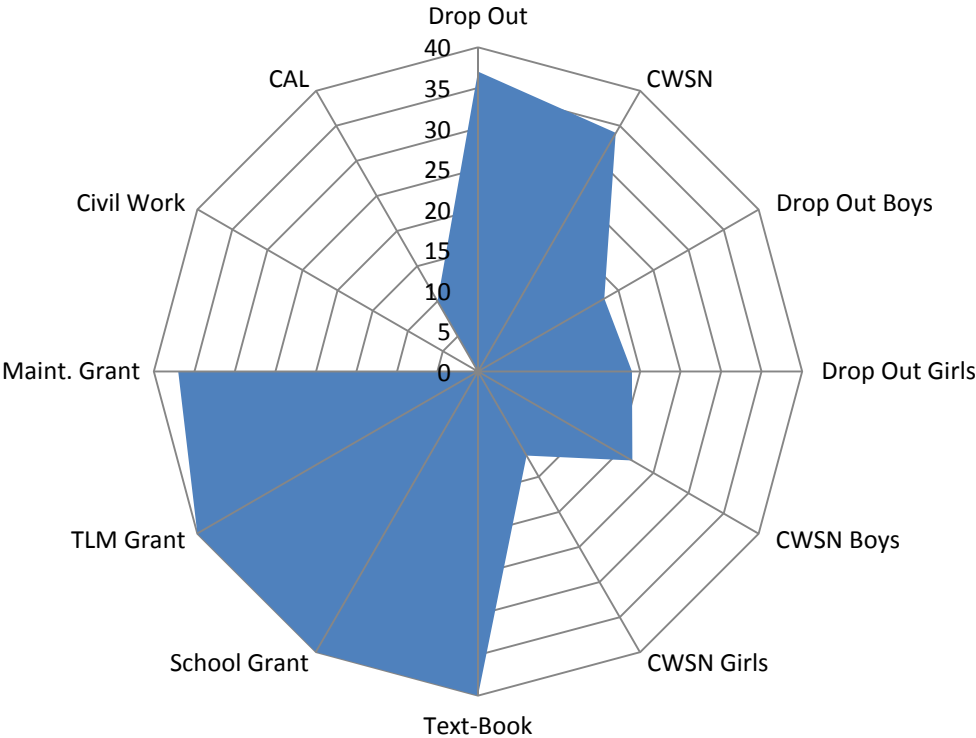
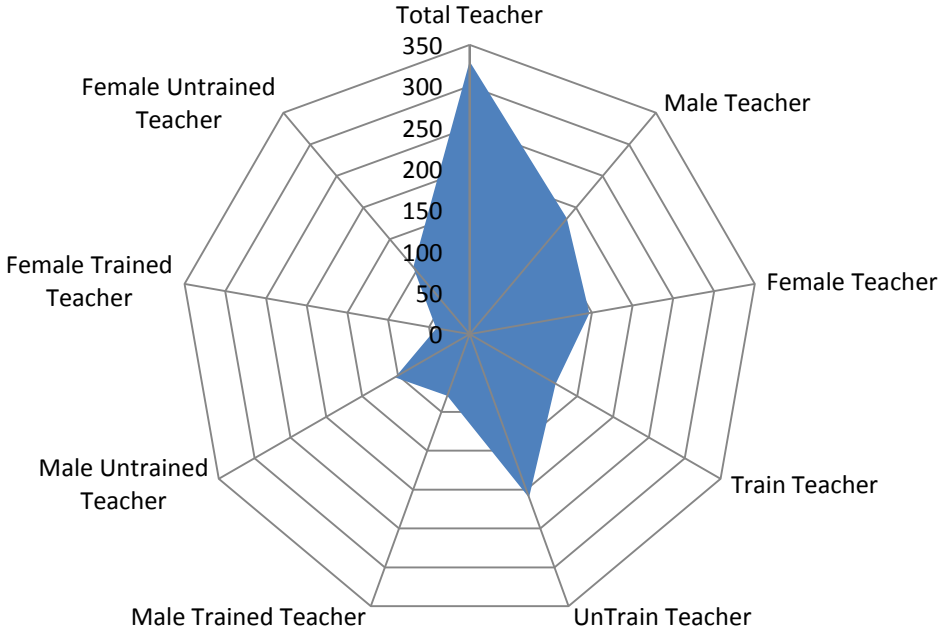
As the present water connection is purely temporary with plastic pipes , iron pipe installation to the school is necessary in the form of long term plan for the development of the institution.

There is good trend of improvement in the overall performances of KGBV and its administration under the dedicated teaching and non-teaching staff of the school with a missionary zeal.

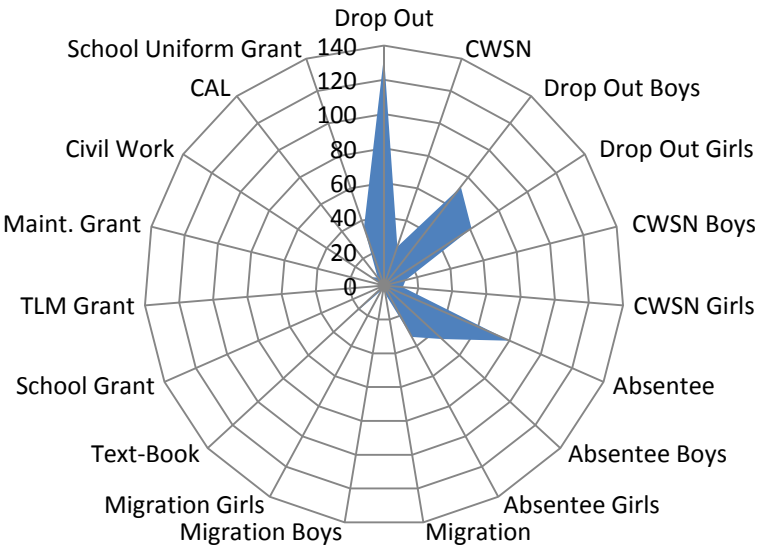
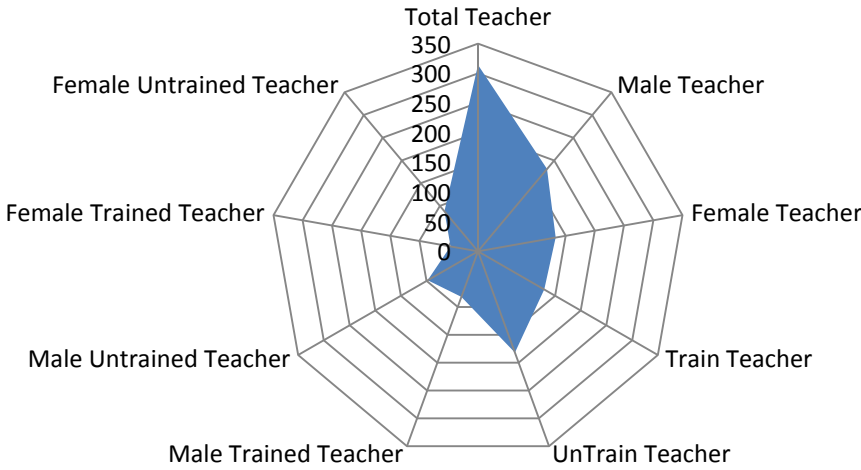
OVERALL COMMENT

There is an urgent need to have an inclusive project for proper development of Community Development Blocks in hill areas of Manipur including Tousem Block with proper vision and mission.

OVERALL PERFORMANCE SCORE CARD SSA SENAPATI DISTRICT

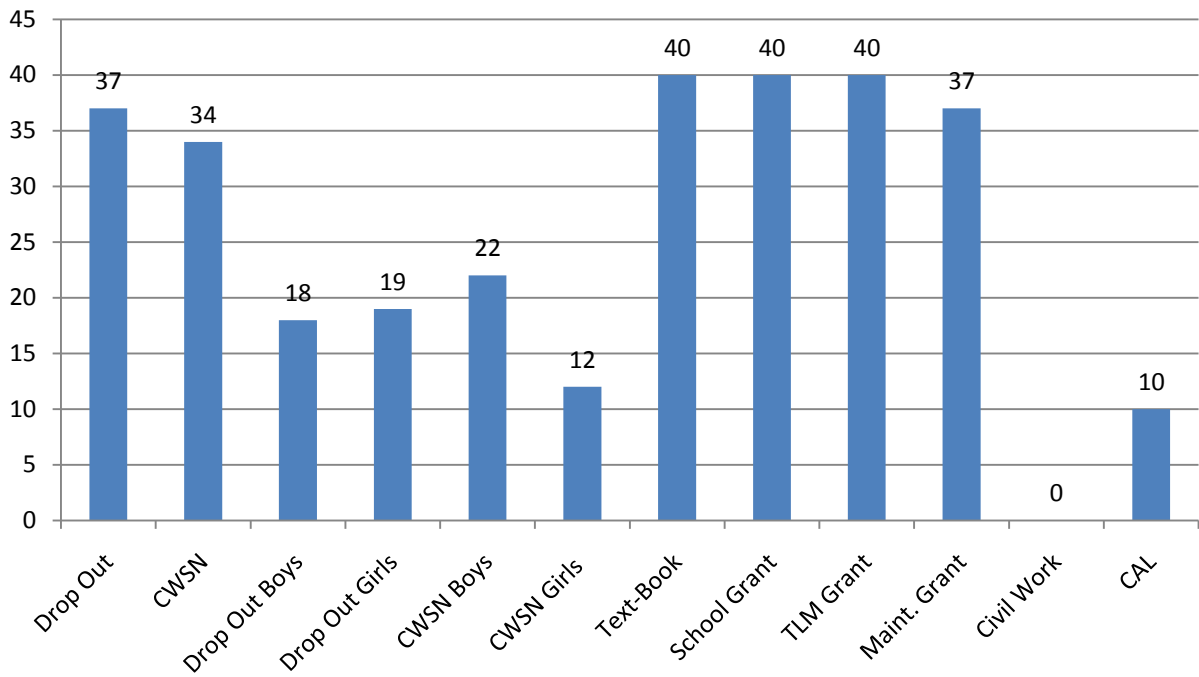
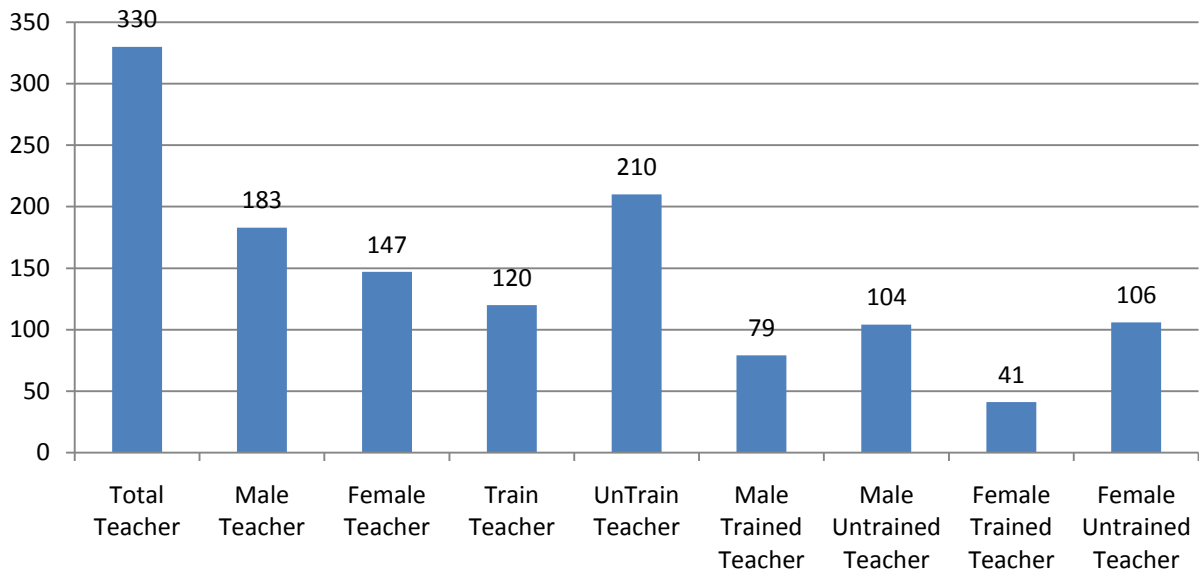


OVERALL PERFORMANCE SCORE CARD
SSA TAMENGLONG DISTRICT



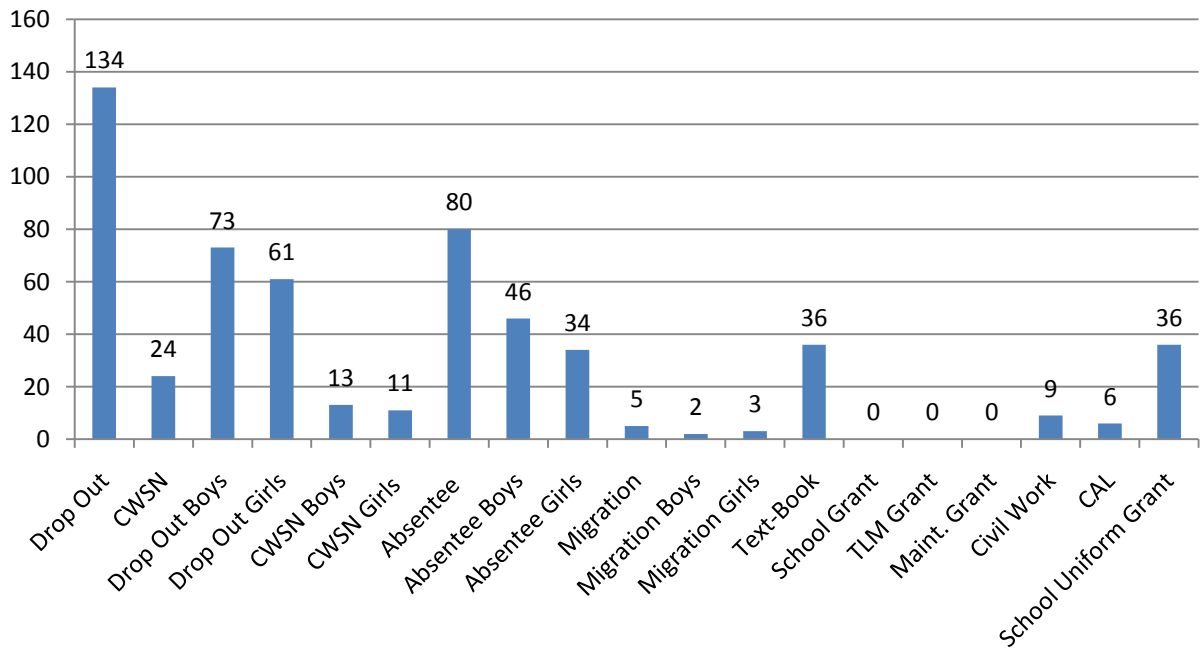
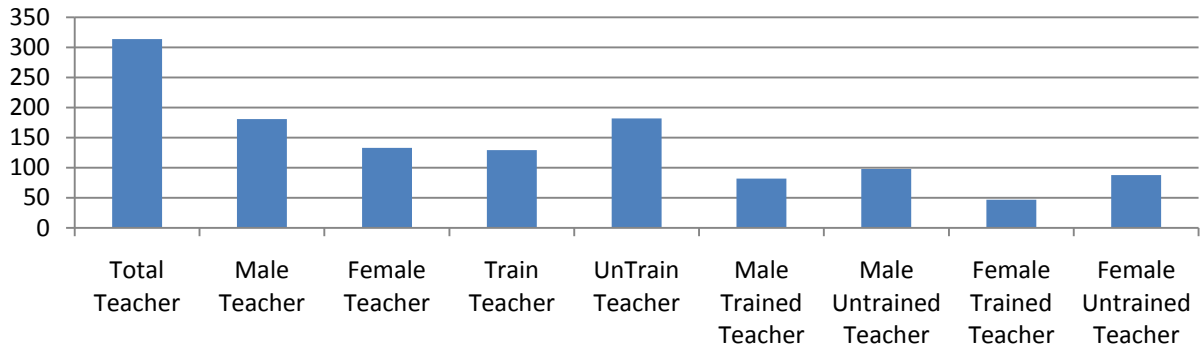
CHARTS GIVING DETAILED INFORMATION ABOUT VARIOUS SSA INTERVENTIONS

SENAPATI DISTRICT



CHARTS GIVING DETAILED INFORMATION ABOUT VARIOUS SSA INTERVENTIONS

TAMENGLONG DISTRICT



ANNEXURE - III

The following institutions are selected by MI/SSA/MU for the first field visit for monitoring and supervision of SSA in the Senapati District, Manipur

Sl. No.	Name of the schools	DISE CODE
1	Shajouba UJB	14010517605
2	Sadar Patel H/S	14010510001
3	Mao Maram H/S	14010511502
4	Maram Hindi UJB/S	14010513705
5	Katomei centre P/S	14010503001
6	Purul Govt. Hr. Sec/S	14010600401
7	Oinam Hills H/S	14010600601
8	Thingba Khonou Jr. H/S	14010600901
9	Thingba Khunou P/S	14010600902
10	Taphou Naga UJB/S	14010505901
11	Mao P/S	14010508802
12	Paomata H/S	14010408501
13	Saranamai UJB/S	14010404301
14	Tunggam Govt UJB/S	14010408302
15	Tungjoy khunou Aided L.P.S	14010400201
16	Tungjoy Boys P/S	14010400102
17	Tungjoy Jr. H/S	14010400113
18	Maram Hindi Aided Jr. H/S	14010513701
19	Koide Besu L.P.S	14010600201
20	Purul Akutpa UJB	14010600301
21	Irong Ngoubikhong L.P.S	14010318002
22	Chingmang Govt. Jr. H/S	14010307001
23	Horton L.P.S	14010323001
24	Kamuching Govt. Jr. H/S	14010318901
25	Bungte Khullen Aided P/S	14010209702
26	R.K. Sanajaoba Aided P/S	14010219806
27	Khunkho (Kuki) UJB/S	14010204501
28	Kangchup chiru UJB/S	14010208401
29	Ponlien Jr. H/S	14010220501
30	Dolang Khunou Jr. H/S	14010210301
31	Haokhongching P/S	14010318601
32	Nongchup Haram Jr. H/S	14010211201
33	Kalapahar Jr. Govt	14010115301
34	Maram Jr. H/S	14010100101
35	Tumnoupokpi Govt. Jr. H/S	14010104101
36	Taphou Kuki UJB/S,	14010104701
37	Keithelmanbi UJB/S	14010113704
38	Sadar Hills Model Jr. H/S	14010120301
39	Sarwaswati Hindi Govt. JBS	14010119601
40	Gamnomphi UJB/S	14010119001

ANNEXURE - IV

The following institutions are selected by MI/SSA/MU for the first field visit for monitoring and supervision of SSA in the Tamenglong District, Manipur

Sl. No.	Name of the schools	DISE CODE
1	Akhui Govt. Jr. H/S	14020103401
2	Bhalok govt Jr. H/S	14020101702
3	Bhalok Khunou P/S	14020101703
4	Charoi Chagotlong H/S	14020407601
5	Dialong Jr. H/S	14020102102
6	Farmlane P/S	14020104805
7	Gadialong Govt P/S	14020104602
8	Gadiapharmlane LP/S	14020104603
9	Haflong ward No.9 P/S	14020104802
10	Happy Villa Govt. P/S	14020104601
11	Inrenglong P/S	14020104801
12	Kabonram P/S	14020302701
13	Kahulong P/S	14020103201
14	KGBV	14020202302
15	Khongjarom Jr. H/S	14020103901
16	Lamlaba govt jr. H/S	14020302201
17	Langmei P/S	14020300102
18	Longchai LP/S	14020206101
19	Longmai (Noney) P/S	14020407802
20	Model Residential school	14020400303
21	Model village Govt. H/S	14020104503
22	Namlalong P/S	14020104404
23	Namthan Aided P/S	14020104803
24	New Kaphundai P/S	14020204401
25	New Mandeu aided LP/S	14020202301
26	New Phallong P/S	14020203101
27	NPEGEL (Aben Govt. P/S)	14020205601
28	NPEGEL (Oinamlong Govt. Jr. H/S)	14020200802
29	Nungtek P/S	14020101101
30	Oinan P/S	14020200801
31	Oinanlong Jr. H/S	14020200802
32	Old Dialong P/S	14020102101
33	Old Tamenglong Jr. H/S	14020104804
34	Raengkhang No.1 P/S	14020102501
35	Rangkekiulong P/S	14020204101
36	Sonpram P/S	14020101801
37	Tamei H/Q govt. P/S	14020300201
38	Tamenglong H.Q. P/S	14020104502
39	Tamenglong Hr.Sec/S	14020104301
40	Tengkongang Hr. Sec/S	14020404201

ANNEXURE - V

District 1: Senapati SSA

1	2	3			4			5			6			7			8			9			10	11	12	13	14	15
		Students			Teachers			Trained			Untrained			SMC/SMDC			Drop out			CWSN								
Sl.	Name of the schools	B	G	T	M	F	T	M	F	T	M	F	T	M	F	T	B	G	T	B	G	T	Civil works	Text book	School grant	TLM grant	Maint. grant	CAL
1	Shajouba UJB	79	65	144	3	6	9	2	4	6	1	2	3	7	7	14	2	1	3	3	2	5	Nil	Received	Received	Received	Received	Nil
2	Sadar Patel H/S	71	58	129	7	5	12	0	4	4	7	1	8	7	7	14	0	0	0	0	0	0	Nil	Received	Received	Received	Received	Yes
3	Mao Maram H/S	32	26	58	10	2	12	8	2	10	2	0	2	9	3	12	0	0	0	0	0	0	Nil	Received	Received	Received	Received	Yes
4	Maram Hindi UJB/S	44	64	108	3	7	10	2	2	4	1	5	6	4	7	11	0	0	0	0	0	0	Nil	Received	Received	Received	Received	Nil
5	Katomei centre P/S	47	56	103	0	9	9	0	4	4	0	5	5	7	7	14	4	6	10	1	1	2	Nil	Received	Received	Received	Received	Nil
6	Purul Govt. Hr. Sec/S	131	157	288	12	2	14	11	2	13	1	0	1	7	7	14	0	0	0	0	0	0	Nil	Received	Received	Received	Received	Yes
7	Oinam Hills H/S	131	121	252	6	1	7	1	1	2	5	0	5	7	7	14	0	0	0	0	0	0	Nil	Received	Received	Received	Received	Nil
8	Thingba Khonou Jr. H/S	44	41	85	4	0	4	4	0	4	0	0	0	7	7	14	1	0	1	1	0	1	Nil	Received	Received	Received	Received	Yes
9	Thingba Khunou P/S	40	31	71	4	3	7	0	0	0	4	3	7	0	0	0	0	0	0	1	0	1	Nil	Received	Received	Received	Received	Nil
10	Taphou Naga UJB/S	48	46	94	4	2	6	1	1	2	3	1	4	7	7	14	0	0	0	1	0	1	Nil	Received	Received	Received	Received	Nil
11	Mao P/S	41	56	97	2	7	9	2	5	7	0	2	2	7	7	14	8	12	20	3	1	4	Nil	Received	Received	Received	Received	Nil
12	Paomata H/S	50	32	82	4	4	8	4	2	6	0	2	2	7	7	14	0	0	0	0	0	0	Nil	Received	Received	Received	Received	Yes
13	Saranamai UJB/S	101	102	203	5	3	8	4	0	4	1	3	4	7	7	14	0	0	0	2	0	2	Nil	Received	Received	Received	Received	Yes
14	Tunggam Govt UJB/S	120	111	231	4	4	8	3	2	5	1	2	3	7	7	14	0	0	0	0	1	1	Nil	Received	Received	Received	Received	Yes
15	Tungjoy khunou Aided L.P.S	47	39	86	3	5	8	3	4	7	0	1	1	7	7	14	2	0	2	0	1	1	Nil	Received	Received	Received	Received	Nil
16	Tungjoy Boys P/S	40	22	62	2	0	2	1	0	1	1	0	1	7	7	14	0	0	0	0	0	0	Nil	Received	Received	Received	Nil	Nil
17	Tungjoy Jr. H/S	100	97	197	5	2	7	1	2	3	4	0	4	7	7	14	0	0	0	0	0	0	Nil	Received	Received	Received	Received	Nil
18	Maram Hindi Aided Jr. H/S	20	13	33	3	1	4	1	0	1	2	1	3	8	3	11	0	0	0	0	0	0	Nil	Received	Received	Received	Nil	Nil
19	Koide Besu L.P.S	29	42	71	0	3	3	0	1	1	0	2	2	7	7	14	0	0	0	0	0	0	Nil	Received	Received	Received	Received	Nil
20	Purul Akutpa UJB	66	75	141	7	4	11	2	1	3	5	3	8	7	7	14	0	0	0	0	0	0	Nil	Received	Received	Received	Received	Nil
21	Irong Ngoubikhong L.P.S	23	18	41	2	1	3	0	0	0	2	1	3	6	8	14	0	0	0	0	0	0	Nil	Received	Received	Received	Received	Nil

22	Chingmang Govt. Jr. H/S	46	34	80	5	5	10	1	0	1	4	5	9	10	4	14	0	0	0	0	0	0	Nil	Received	Received	Received	Received	Nil
23	Horton L.P.S	22	21	43	1	0	1	1	0	1	0	0	0	7	7	14	0	0	0	0	0	0	Nil	Received	Received	Received	Received	Nil
24	Kamuching Govt. Jr. H/S	17	18	35	2	4	6	0	0	0	2	4	6	7	7	14	0	0	0	0	0	0	Nil	Received	Received	Received	Received	Yes
25	Bungte Khullen Aided P/S	49	40	89	2	2	4	1	0	1	1	2	3	7	7	14	0	0	0	0	0	0	Nil	Received	Received	Received	Nil	Nil
26	R.K. Sanajaoba Aided P/S	24	26	50	3	0	3	1	0	1	2	0	2	7	7	14	0	0	0	1	0	1	Nil	Received	Received	Received	Received	Nil
27	Khunkho (Kuki) UJB/S	121	120	241	5	4	9	1	1	2	4	3	7	7	7	14	0	0	0	1	2	3	Nil	Received	Received	Received	Received	Nil
28	Kangchup chiru UJB/S	50	48	98	5	1	6	2	0	2	3	1	4	7	7	14	0	0	0	0	0	0	Nil	Received	Received	Received	Received	Nil
29	Ponlien Jr. H/S	81	74	155	8	3	11	3	0	3	5	3	8	7	7	14	0	0	0	2	1	3	Nil	Received	Received	Received	Received	Nil
30	Dolang Khunou Jr. H/S	98	87	185	6	1	7	5	0	5	1	1	2	7	7	14	0	0	0	1	1	2	Nil	Received	Received	Received	Received	Nil
31	Haokhongching P/S	19	7	26	2	1	3	0	0	0	2	1	3	6	8	14	0	0	0	0	0	0	Nil	Received	Received	Received	Received	Nil
32	Nongchup Haram Jr. H/S	31	38	69	6	2	8	2	0	2	4	2	6	7	7	14	0	0	0	0	0	0	Nil	Received	Received	Received	Received	Nil
33	Kalapahar Jr. Govt	32	20	52	6	12	18	2	1	3	4	11	15	7	7	14	0	0	0	0	0	0	Nil	Received	Received	Received	Received	Yes
34	Maram Jr. H/S	134	135	269	5	2	7	2	0	2	3	2	5	7	7	14	0	0	0	2	2	4	Nil	Received	Received	Received	Received	Yes
35	Tumnoupokpi Govt. Jr. H/S	28	35	63	7	12	19	3	0	3	4	12	16	7	7	14	0	0	0	1	0	1	Nil	Received	Received	Received	Received	Nil
36	Taphou Kuki UJB/S,	108	161	269	11	1	12	3	0	3	8	1	9	7	7	14	0	0	0	0	0	0	Nil	Received	Received	Received	Received	Nil
37	Keithelmanbi UJB/S	120	129	249	3	10	13	1	0	1	2	10	12	6	6	12	1	0	1	0	0	0	Nil	Received	Received	Received	Received	Nil
38	Sadar Hills Model Jr. H/S	80	69	149	8	8	16	0	1	1	8	7	15	7	7	14	0	0	0	2	0	2	Nil	Received	Received	Received	Received	Nil
39	Sarwaswati Hindi Govt. JBS	98	156	254	3	1	4	1	0	1	2	1	3	7	7	14	0	0	0	0	0	0	Nil	Received	Received	Received	Received	Nil
40	Gamnophi UJB/S	14	12	26	5	7	12	0	1	1	5	6	11	6	6	12	0	0	0	0	0	0	Nil	Received	Received	Received	Received	Nil

