

EXECUTIVE SUMMARY OF DISTRICT : CHANDEL, UKHRUL AND IMPHAL EAST

1. ACCESS	
<i>A. Physical Access</i>	
District 1. Chandel	<ol style="list-style-type: none"> 1. All the sample schools visited are located within the local area itself. 2. There is no danger or threat to the children on the route to the school. The only difficulty the student face in some of the Primary Schools is that they have to work a long distance for about 3-5 km from their homes to the schools. The schools are Yamolching P/S, Tengnoupal P/S, Mongsang Pantha P/S, Tuisem P/S, Langol Govt. Aided P/S, Molnoi P/S, Hnatham P/S, Moreh Higher Secondary(having primary section), Kangoi Khumon Aided LPS. 3. The Schools surrounded by private schools in their nearby area are Khothum P/S, Boljang Tampak P/S, Molnoi P/S, Tengnoupal H/S, Moreh Higher Secondary School, Langhing P/S, Khongnang Pheisabi P/S, Machi H/S, The Schools which are surrounded Govt/Govt Aided schools in their nearby are a Langol Govt. Aided P/S, Laiching Khuyman LPS, Boljang Tampak P/S, Laitingkhal Kataura L.P.S.
District 2. Imphal East	<ol style="list-style-type: none"> 1. All the sample schools visited are located within the localities. 2. There is no danger or treat to the children on the route to the school. In some of the Primary schools, the students have to walk a distance of 3-6 km from their homes to the schools. The schools under this category are Andro Machengpat P/S, Maibakhul P/S, Awang Kongpal Maloti P/S. 3. The Schools which have private schools in its nearby area are Nongren Jr. H/S, Laimanai Tampak. Thongkhong P/S, Moirang Pural Jr. H/S, Khergao P/S, Kameng P/S, Angtha Khuman P/S, Andro Khuman P/S, Nongpok Heirok Govt. P/S, Seijang P/S, Yaingangpokpi P/S, Awang Potshangbam Khuman P/S, Thamnapokpi P/S, Poiroukhongsil P/S, Chamansandrok P/S, Sonapur P/S, Andro Mahendong P/S, Makhapat P/S, Sateyendranagar P/S. The Schools which have Govt/Govt. Aided institutions nearby its area are Maihabkhul P/S, Andro Machengpat, Awang Kongpal Maloti P/S, Laitingkhal L/P, Sibasthan Govt. Aided P/S, Laitingkhal P/S, Mikirpungi L/P School, Thiyam Konjin Awang Leikai Girls' P/S.
District 3. Ukhrul	<ol style="list-style-type: none"> 1. All the sample schools visited are located within the localities. 2. There is no danger or treat to the Children on the route to the School. The Schools which have children from far distance i.e. they have to walk a distance of 7-8 km from their homes to the schools are Riha P/S, Shangkai P/S. 3. The Schools which have private schools in its, nearby are a Kalhang-Kuirei Jr. H/S, Paorei P/S, Maram KI P/S, Shangzing P/S, Chassad P/S, Ngahui P/S, Longpi Kajui P/S, Shokvao Worrington P/S, S. Leingangching P/S, Nungbi Khullen P/S, Huining Ara P/S., Paiyi Azetang P/S, Ngachonmi fund P/S, Tolloi Hubert P/S. The Schools which have Govt./Govt. Aided institutions in its nearby area are Lunghar Sololui P/S, Nungbi Savio P/S, Tolloi Hr. Secondary School.

1. SOCIAL ACCESS	
District 1. Chandel	<p>In Chandel District there are 268 SSA Schools out of Schools. Which we selected 40 Schools. In these 40 (forty) Schools, the share of Girls children in enrollment is proportional to their share in the population of the habitation/neighborhood. There is major variation in the pattern of attendance in respect of Girls due to domestic works. There is no problem of linguistic barriers, social and cultural at the level of teachers, peers, family and community members. There is no discrimination against children of any social group or community by the teachers or peers in this district.</p> <p><u>Overall Comment :</u> There is low attendance of girl children in most of the Schools due to engagement in household chores.</p>
District 2. Imphal East	<p>In Imphal East district, there are 575 School, out of these M.I. selected 40 schools in the break-up of 30 school from Imphal East and 10 from Jiribam sub-division. The share of SC,ST, Muslim and Girl children in enrollment is proportionate to their share in population of the habitation/neighbourhood cater to. There is major variation in the pattern of attendance in respect of SC,ST, Muslim and Girls children. In Jiribam sub-division, there is problem of linguistic barrier at the levels of teachers, peers, family and community members. There is no discrimination against children of any social group or community by the teachers or peers.</p> <p><u>Overall Comment :</u> There is shortage of girls attendance due to heavy engagement in domestic works.</p>
District 3. Ukhrul	<p>In the sample schools visited Girl Children in enrollment is proportionate to their share in population of the habitation/neighbourhood cater/to. There is major variation in the pattern of attendance in respect of girls children. There is no discrimination against children of any social group or community by the peers or teachers.</p> <p><u>Overall Comment :</u> In Ukhrul District, every village has different dialects. So there is problem of linguistic barrier.</p>

2. INTERVENTION FOR OUT OF SCHOOL CHILDREN	
District 1. Chandel	<p>In Chandel District, none of the school visited by M.I. have maintained village education Register. The total number of drop-outs in a sample Schools of Chandel District is 89 Children's (boys 42 and girls 47). The head master or Teacher visit the house of the Students and advice to their parents to sent their children to school. Report on drop-outs of students school have been submitted on annual basis to the higher authorities for further necessary action. There is no special training intervention for the out of School Children (OoSC).</p> <p><u>Overall Comment:</u> In the sample schools visited by the M.I. none of the schools maintain village Education Register as such authentic data for OoSC are not readily available for proper planning.</p>
District 2. Imphal East	<p>In Imphal East District, the sample schools visited by M.I. none of the Schools maintain Village Education Register (VER). The total number of drop-out students are 92 (boy-31 and girls – 61) The drop-out report is also submitted annually to the higher authorities. There is no special training for intervention or out-of-school children</p>

	<p>(OoSC). There is also no seasonal migration of students in this district including Jiribam Sub-Division.</p> <p><u>Overall Comment:</u> The head teacher/School teachers advice the students and also to the their parents to come to school regularly.</p>
District 3. Ukhrul	<p>In the sample schools visited by M.I. none of the schools maintain Village Education Register (VER). The total number of drop-out-students in the sample schools of Ukhrul district is 53(boys-29 and girls-24). Reports to the higher authorities are submitted annually. There is seasonal migration of family in Ukhrul district. The total number of seasonal migration student are 10 (girls-8 and boys-2). Migration/Transfer Certificate is not issue to them by the School. There is no special training for the intervention of Out-of-School children.</p> <p><u>Overall Comment :</u> Teachers should pay special attention to the students so that the problem of the school drop-out can be reduce drastically.</p>

3. QUALITY ISSUES	
<i>1. Enabling Conditions:</i>	
District 1. Chandel	<p>The total number of teachers in the 40 sample schools of the district is 203 consisting of (male-112 and female-91). Almost of the Schools have vacancies of teacher. No specific teachers are available for each class and for teaching science, mathematics and languages. The existing teachers had taken up the teaching learning process for the benefit of the Children. The total numbers of untrained teachers are 101 in the break-up of male 80 and female 21. Teachers received 10 (ten) days training at BRC level. Training programme attended by teachers is very useful for them. No text book are received in time for all the subjects and all mediums of instruction. None of the school grants received in time i.e. school grant, maintenance grant and TLM grant in this district.</p> <p>Teachers' are not adopting constructivist approach of teaching learning process. The method adopted by teacher is Bi-lingual method. The students are only the passive listener in the classroom. The method of evaluation are marking and grading system. No academic support are received by teacher, In, the sample schools, all the classrooms are multigrade class. The setting arrangements are flexible. For time to time changing their classroom places.</p>
District 2. Imphal East	<p>In the 40 schools, the total number of serving teachers is 170, viz female 95, male 75. The Schools have vacancies of teacher. None of specialized teachers are available for to schools for each class for teaching science, mathematics and languages. The existing teachers had take up the trouble to teach the various subjects in the academic interest of ten children. Total number of untrained teachers setting training are 69 in the break-up of female 24 male 45 during the monitoring period. Text-book are not received in time for all the subjects and all mediums of instruction. School grant, maintenance grant and TLM grant are not received in time. None of the teacher have the knowledge of constructivist approach of teaching-learning-process. Students remained as passive listener. The method of evaluation generally adopted are marking system which one adopted by teacher.</p> <p>The classrooms are multigrade class. Student are kept changing of their places as per convince of the Classroom management of the teacher.</p>
District 3. Ukhrul	In the sampling schools, the total number of teachers in the district is 283 male 170 and female 113. The sample

	<p>schools have vacancies of teachers. Teachers are available for each class and for teaching science, mathematics and language. The total number of untrained teachers are 96 (male 70 and female 26). Some of school teachers received training for RTE. None of the teacher 10 days received training during the monitoring period. Text-books, are not received for all the subjects and all medium of instruction. School grant, maintenance grants and TLM grants are not received during the monitoring period. Teachers are not adopting constructivist approach of teaching learning process. Teacher adopted by bi-lingual method. The students are duly passive listeners in the classroom. Method of evaluation are generally marking system. Academic support for teachers is not received from outside experts. The classroom are multigrade class and the setting arrangements are flexible changing from time to as per the convenience of the classroom teacher in his/her teaching-learning-process.</p>
--	--

3. (B) QUALITY OF ISSUES	
District 1. Chandel	<p>In almost all the sample schools visited, the classrooms were inadequate. The total number of classrooms generally in primary schools is 2 rooms and the total number of classroom in Upper Primary Schools is 2-4 rooms. The condition of the classroom, Blackboard and school building were poor. There is no proper lighting and ventilation facilities in the schools. There is also ramp in all the sample schools visited by M.I. There is no toilets in the following schools. The Schools are Khubi P/S, Parengtong P/S, Tuisem P/S, Tuinem P/S, Konaitong P/S, Koijam P/S, Langol Govt. Aided P/S, Laiching Khuman LPS, Bolgang Tampak P/S, St. John Govt. P/S, Kangoi Khunon Aided LPS, Aimol Kumbirei P/S, Khuringkhaw LPS, Laphou Pasana P/S, Tollan Jr. H/S, Lambung P/S, Lamkangkunou P/S, Langol Khunou P/S, Chandel P/S, Khubung Khunou P/S, Toupokpi Jr. H/S, Cheengkhu/Hongbibam P/S, Thamlapokpi P/S, Thamlai P/S, Pangaltabi LPS. There is no proper drinking water facilities in any of the schools. There are playground in almost all the schools but they not maintained properly. There is inadequate play materials in most of the schools.</p>
District 2. Imphal East	<p>All the Schools visited have no adequate classrooms. The condition of the classrooms were very poor. There is inadequate furniture no proper lighting and ventilation facilities. In the classroom. The condition of the blackboard and school building were also very poor. There is no ramps in any of the schools visited. Majority of the school have no toilet. The schools are-Andro Machengpat, Thiyam Konjin Awang Leikai Girls P/S, Awang Kongpal Maloti P/S, Laitingkhul LPS, Andro Khunou P/S, Nongpok Heirok Govt. P/S, Seijang P/S, Yaingangpokpi P/S, Awang Potshangbam Khunou P/S, Thamnapokpi P/S, Poiroukhongsil P/S, Chanam Sandrok P/S, Sonapur P/S, Andro Matendong P/S, Sateyendra Nagar P/S, (Aided), Laitingkhal Kataura LPS.</p>
District 3. Ukhru	<p>All the Schools visited by M.I. have no adequate classrooms. The condition of the classrooms were very poor. There is inadequate furniture, lighting and ventilation facilities in the classrooms. The condition of the blackboard, school buildings were also very poor. There is ramps in any of the schools visited. Most of the schools have no separate toilets for boys and girls. The Schools having no toilets in Ukhru District are Lalengbung P/S, Tolloi Phungton Kazai Khullen P/S, Jashar Hakhong P/S, Lureiphimphung JB, S/Jusom P/S, Paocham H/S, Lamlai Chingphei Govt Aided P/S, Luireishimphung P/S, Leiting P/S, T. Shimu P/S, Hungpung Bhumrei P/S, Kalhang Kuirei Jr. H/S, Paorei P/S, Marem KI P/S, Shangzing P/S, Chassad P/S, Lambui Jr. H/S, Shoknao Worringtang P/S. Ngahui P/S, Lunghar Sololui P/S. Nungbi Savio P/S (Aided), Tolloi Hubert P/S. Ngachommi tund P/S, Paoyi</p>

Azetang P/S, Huining Ara P/S, Nungbi Khullen P/S, S. Leingangching P/S, Huining wunglungtang P/S.

4. COMPUTER AIDED LEARNING (CAL)

District 1. Chandel	Out of the 40 sample schools, only 3 schools have the facilities of Computer Aid Learning. However, the computers were not functioning properly. So, the expected benefits of computer education have not been available to the students of the three schools covered under CAL in this district. The National policy on education 1986 stressed for providing Computer Literacy to Elementary School children using computer.
District 2. Imphal East	Computer Aided Learning was implemented in 3 sample schools out of the 40 sample schools of Imphal East District including Jiribam Sub-Division, even through the total number of SSA schools covering by CAL is 15 in the district.
District 3. Ukhrul	In the 40 sample school, only 3 schools have the facility of Computer Aided Learning. But the knowledge and skills of Computer Aided Learning are not effectively available to school Children as per the specifications of SSA schemes. Hence, proper vision and mission is lacking in the actual implementation of the Scheme.

5. GIRLS EDUCATION NPEGEL & KGBV

District 1. Chandel	KGBV Scheme will have to implement in 3(three) blocks of Chandel District namely Chakpikarong Block, Machi Block and Tengnoupal Block. The work for the construction of KGBV one each of them had not been taken up as the stages is in the process of Identification of suitable sites. But the Scheme of girls education under NPEGEL has not been implemented in this district.
District 2. Imphal East	In the Imphal East district including Jiribam Sub-Division KGBV and NEPEGEL schemes are not implemented.
District 3. Ukhrul	In the Ukhrul District, the KGBV and NPEGEL schemes are not implemented even through the literacy percentage of this district is not upto the expected rate. Hence, there is a need to pay special attention for the development of girls' education taking the advantages of all such centre sponsored schemes.

6. INCLUSIVE EDUCATION

District 1. Chandel	In the sample schools none of the schools arranged separate sitting for the CWSN. The total CWSN students are (31 boys-14 and girls-17).The level of participation of CWSN in classroom processes is that some of them are silent and some are active participates. The type of peer interaction with CWSN are friendly and neutral. Most of the CWSN are slow learners during the teaching-learning-process. So, teacher need to pay special attention to them. During co-curricular activities, they participate only in the indoor games. During recess some of them are playing with their friends while some are aloof from their friends. CWSN have problems of travelling from their home to school. Some teachers paid special attention, while other teachers threat them as normal child for all
----------------------------	--

	<p>practical purposes. There is lack of appropriate kind of TLM specially in the schools. None of the CWSN have received assistive devices. There is also no resource teacher. The nature of interaction with the parents of the CWSN is not frequent. There is no additional support or facilities for such category of Children. None of the children attended any medical camps in this district.</p> <p><u>Over all comment:</u> If the state Government provide resource person/trained teacher to every school, for such category of children's education, it may be better for the CWSN. This aspect is usually lacking in this district.</p>
District 2. Imphal East	<p>In the present sample schools, none of the schools arranged separate sitting for the CWSN. The total CWSN are 13(boys -11 and girls -2) in the sample schools. The level of participation of CWSN inside classroom is that some of them are silent and some are participative. Peer group interaction with CWSN are friendly. CWSN are generally slow learners at the time of teaching learning process. CWSN have problem of travelling from home to school and back. Teachers treated them in the same as is done to others. There is lack of appropriate kind of TLM in the Schools. There is also no resource teacher. None of the child attended any medical camps. None of the CWSN have received assistive device.</p> <p><u>Over all comment:</u> Medical camps should be organized for the assessment of CWSN at regular intervals for the benefit of such children.</p>
District 3. Ukhrul	<p>In the sample schools, none of the schools arranged separate sittings for the CWSN. The total CWSN are 18 (boy – 10 and girls – 8). The level of participation of CWSN in the classroom processes is that some of them are silent and some are participative. The type of group interaction with CWSN are friendly while some are neutral. Majority of the CWSN are slow learners. The cannot participate in the co-curricular activities actively. CWSN have problem of travelling from home to school and back some teachers pay special attention to these category of children. There is no appropriate kind of TLM in the Schools. None of the CWSN have received assistive devices. There is no resource teacher to guide the properly.</p> <p><u>Over all comment:</u> CWSN student are irregular in attendance in most of the Schools covered by this monitoring.</p>

7. CIVIL WORK

District 1. Chandel	<p>Civil work will have to be taken up under the supervision of trained SMC/VEC, but no construction work taken had been taken up during the monitoring period. No. SMC/VEC member have been adequately trained for implementing civil work. No manual and design drawing are available with SMC/VEC for the purpose. Transparency board is also not installed in school premises for public information. Technical persons are not visiting regularly in the construction site. There is no authentication for daily cement account. The fund flow is done through E-transfer to SMC/VEC. NO MOU is also signed between SSA authorities and SMC/VEC before the release of fund as per rules.</p> <p><u>Comment:</u> The construction works to be taken up are under process. It will be very poor condition due to lack of</p>
----------------------------	--

	supervision and proper step by step monitoring by the competent authority. The result will be poor quality of construction works to be undertaken up the district for such a nation building mission.
District 2. Imphal East	<p>The construction of school building have been carried out in 10 schools in this district. No adequately trained persons did supervision work properly for effectively implementing civil works. SMC/VEC members are not made available copies of manual, design and drawing. Transparency board are not installed in school premises for public information. Technical persons are also not visiting construction site at regular interval for assessment of the progress of the work. The fund flow is done by E-transfer to SMC/VEC account. No MOU signed between SSA authorities and SMC/VEC before release of funds.</p> <p><u>Comment:</u> Construction works taken up in the district in connection with SSA is in very poor condition as specification are not adhered to and the quality of the work is also not upto the expected standard. Hence, there is a urgent need to pay special attention towards this area by the concerned authority.</p>
District 3. Ukhrul	During the monitoring period, no civil work has taken up in the district with SSA fund. The construction work taken-up in the sample schools are with the District council funds. Hence, the attention of the concerned authorities is drawn to look into the matter which is essentially required.

8. COMMUNITY AWARENESS

District 1. Chandel	<p>During the monitoring period, SMC are not formed as per of RTE Act, 2009 within proper representation of male and female members. Almost all the school SMCs are not functioning properly in this district. Hence, community mobilization is much to be desired.</p> <p><u>Comment:</u> As SMCS of this district are not functioning properly with proper representation of male and female members, a lot of spade works will have to be done for making decentralized management of school education with proper community participation effective.</p>
District 2. Imphal East	<p>SMCs so far formed by the Schools in the sample list are not as per the provisions of RTE Act, 2009, in most off the schools SMC are not functioning properly with active participation of the local community for making school education meaningful and beneficial to the district.</p> <p><u>Comment:</u> Community mobilization for effective implementation of SSA scheme will have to be given renewed emphasis so that people at the grassroot level can take a leading part towards the educational development of their local area. Such an arrangement will pay rich dividend for the welfare and betterment of the younger generation commensurate with the need and requirement of the present age.</p>
District 3. Ukhrul	<p>In almost all the sample schools, SMC are in the process of formation. The familiarity level of SMC members toward their roles and responsibilities as notified by the Sate Government from time to time is highly appreciable.</p> <p><u>Comment:</u> There is a dual control of elementary schools in the hill district of Manipur including Ukhrul. All the Government schools are under the control of Autonomous District Council (ADC), Whereas Aided Schools and Schoolless</p>

	village schools are under the Control of the State Government. Two guidelines are coming from the ADC and State Government. Hence, some contradictions are also there for the formation of SMC and other functionaries. An amicable settlement of this conflict situation is the need of the hour.
--	--

9. MIS	
District 1. Chandel	<p>Data under DISE for latest year are not submitted during time of monitoring period for Chandel District. The teachers of the schools received no training for filling-up of DISE which was to be provided to the teacher/head teacher. None of the schools maintained records properly and updated regularly, So that the needed information can be made available as and when required.</p> <p><u>Comment:</u> Schools should submit DISE report in time for proper planning of Elementary Education at various levels.</p>
District 2. Imphal East	<p>During monitoring period, almost all the sample schools did not submit the DISE report in time. The School teachers were provided training on filling-up of DISE. Specially to the head of teacher. Actually Chandel District school records are not maintained and updated regularly to pave the work for proper planning both at the Micro and Macro levels giving emphasis on family-wise and child-wise plan of action.</p> <p><u>Comment:</u> Schools should maintain the records and updated them regularly, So that future planning of school education can be based on firm foundations.</p>
District 3. Ukhrul	<p>The sample schools of Ukhrul District did not submit the DISE report in time. The school teacher received the needed training on filling-up of DISE which was provided to the teacher/head teacher from time to time. None of schools maintained their records and updated them regularly for using their for various purposes.</p> <p><u>Comment:</u> School records should be updated regularly. So that the strength and weakness of the school can be easily understood for all practical purposes. It will be on the basis of upto date records of the schools, further plans of action can be taken up commensurate with the special needs and requirements of the diverse group of children attending schools.</p>

10. FINANCIAL MANAGEMENT	
District 1. Chandel	<p>All the sample schools did not maintain cash books, pass-books, stock registers in the form of proper documentation and transparency of the account etc. E-transfer of funds to the SMC/VEC Account has been made from the State. The fund drawl from the account is done by using Cheque by SMC/VEC.</p> <p><u>Comment:</u> Record should be maintained carefully and made available in schools for all practical purposes. There is no attempt for supplementing schools funds by means of local support, Expenditure Statement should be shared with the local community. Audit observations should be made known to the local community for making the financial transaction transparent.</p>

<p>District 2. Imphal East</p>	<p>In the sample schools of Imphal East, none of schools maintained Cash books, Pass books, Stock registers etc. Funds were deposited by E-transfer to the SMC/VEC Account. The fund drawl from the accountant is done with cheque by SMC/VEC. There is no occasion for Expenditure and Expenditure statements shared with the community, So that it should be kept in the knowledge of all the interested sections of the people.</p> <p><u>Comment:</u> School should maintain the fund records properly So that any interested person can have a proper knowledge of the financial transactions of the school. An attempt should abobe made for mobilizing resource for the betterment of the school. Hence, democratic decentralization of school management should be made meaningful.</p>
<p>District 3. Ukhrul</p>	<p>Almost of all the schools did not maintain Cash books, Pass books and stock registers. The modes of funds transfer are done by means of E-transfer to VEC/SMC Account. The fund drawl is done by Cheque system. No Expenditure statements are shared with community for making their financial transaction clearly understood by all sections of the people.</p> <p><u>Comment:</u> Fund Transfer should be transparent. School should maintain the records properly so that anybody can have a fair knowledge of all the works done by the School. Whatever expenditure is incurred by the School should be made known to the local people so that they may have faith in the School.</p>

11. MID-DAY MEAL

<p>District 1. Chandel</p>	<p>Mid-Day Meal scheme is being implemented in the SSA schools of Chandel District. But is is not served daily due to unreleased of the fund in time. The cook cost is however paid through Banking channel. There is delay in releasing cooking cost due to the delay in the release of fund for this purpose.</p> <p>There is no discrimination in cooking, serving or sitting arrangements among students getting MDM facilities in this District. None of the schools displayed their weekly menu at a place noticeable to community people. Head teacher decided menu of MDM programme for all practical purposes. Firewood is used as fuel. The varieties of the food served are dal, vegetable, meat, egg etc. Children are not happy with their quality and Quantity of meal. No health Check-up, Health card, micronutrients and de-worming medicine are given to students at regular intervals. Only one cook is in each school and they are appointed by VEC/SMC. They belong to the underprivileged group as per guidelines. They are given remuneration of Rs. 1,500/- per month. But their payment is not regular. Almost all the kitchens of the schools are Kuccha Kitchens. The food grains are stored in the house of VEC Chairman. The utensils provided under the scheme were inadequate. The Children are encouraged to wash their hands before and after taking of the MDM.</p> <p>The VEC members participated activate in the programme. The MDM programme has been inspected by head teacher and Chief of the village from time to time to the participating students.</p> <p><u>Impact :</u> The Mid Day Meal enhanced the enrollment and attendance of the school children. They are attracted towards their school by this scheme. It also encourages the teacher to extend all possible helps to the students including</p>
-----------------------------------	---

	<p>formation of good habits and hygienic ways of life.</p> <p><u>Issues relevant to MDM implementation</u></p> <ol style="list-style-type: none"> Increase the quantity of MDM. Instead of giving funds, it should be better if they are given direct materials of cooking MDM like oil, dal, vegetable etc. Quality of food grain (Rice) should be improved. Problem of Extortion by certain organizations hamper to a great extent in the effective implementation of MDM scheme in this district. Timely release of MDM funds and distribution food grains are essentially require for making the scheme effective and meaningful to the students. Funds should be increase a substantially as the cost of essential commodities are increasing day by day. Regular payment of the cook's remuneration should be ensured, So that they may take keen interest in their assignment.
<p>District 2. Imphal East</p>	<p>MDM scheme is implemented in the SSA Schools of Imphal East District. But it is not served daily due to unreleased of fund in time. None of the school implementing agency are receiving food grain in time. No regular cooking cost was given for implementing MDM in schools. The cooking cost is paid through banking channel. No gender, Caste, Community discrimination in cooking, serving sitting arrangements is observed in this district. The head teacher decide the menu. The food items served in the Schools are rice, dal/pulses, seasonal green vegetable, sometime eggs, meat etc. Fire wood is used as a fuel. Children are not happy for their MDM. Quality and quantity are poor and as such the students are not happy with it. No health card, health check-up, micronutrients are given in this district. Cook served the meal and they are appointed by VEC/ZEO. The cooks are belonging to the underprivileged group. Almost all the schools have kuccha kitchen sheds. The food grain are stored in Head teacher home/cook home. The utensils provided under the scheme were not adequate. The general impression of the environment of the overall implementation of the programme is poor. The VEC/SMC participated sometime in the MDM programme.</p> <p><u>Impact :</u></p> <ol style="list-style-type: none"> To improve enrollment. To improve regular attendance. To improve teacher's work culture and professional ethics. Establishing Coordinational relationship between the teacher and taught. <p><u>Issue relevant to MDM Implementation.</u></p> <ol style="list-style-type: none"> Increase the quantity of MDM. Quality of food grain should be improved. Funds should be increased. Commensurate with the increasing prices of essential commodities. Regular payment of the cook's remuneration to motivate them towards their work. Timely released of the MDM funds and regular supply of food grains. So that MDM programme can be taken up uninterruptedly.
<p>District 3. Ukhrul</p>	<p>Mid-Day Meal is being implemented in the SSA schools of Ukhrul District. But it is not served regularly due to</p>

unrealized of the fund in time. The cooking cost is paid through Banking channel. There is delay in the release of cooking cost causing disruption in the programme for its effective implementation.

There is no discrimination in cooking, serving and sitting arrangements among students. None of the school displayed their weekly menu at a place noticeable to the community Headmaster/SMDC decided the menu of MDM programme. Firewood as well as LPG Gas and used for cooking purposes. The variety of food served for MDM are dal, vegetable, meat, egg etc. Children are not happy with their quality and quantity of meal. No health check-up, health card, micronutrients are given to the student. Only one cook is there in all the sample schools. They are appointed by ZEO. Most of the cook belong to the underprivileged group. But there is one school which is against the guidelines. The name of the school is Shangkai Primary School in which the cook is the wife of the village chief. The monthly honorarium of the cook is Rs. 1,500/- per month. The payment of the honorarium is not regular. In almost all the visited sample schools, the kitchen are kuccha kitchens. The food grain are stored in the house of Head master/Head mistress/Chairman of SMDC/Cook house/School Office. The utensils provided under the scheme are inadequate. The children were encouraged to wash their hands before and after taking the MDM. SMDC does not participate in the MDM programme in the District. The MDM programme has been inspected by Head Master.

Impact:

- a. To increase the enrollment of the School Children.
- b. To improve the relationship between the teacher and learners.
- c. Community participation in the effective management of the programme has been ensured.

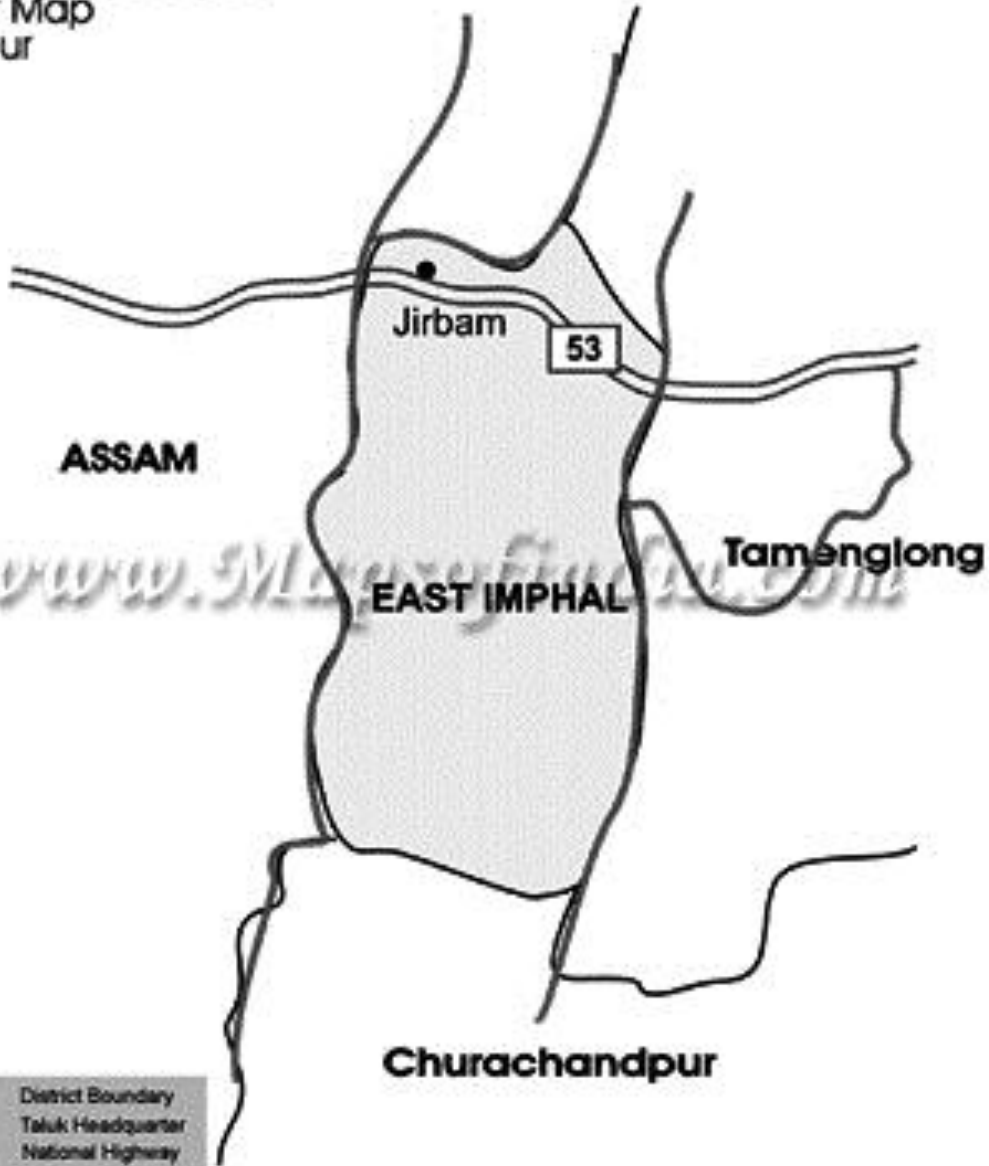
Issue relevant to MDM Implementation

- a. Increase the quantity of MDM.
- b. Quality of food grain should be improved.
- c. Problem of extortion by Terrorist.
- d. Timely release of MDM funds and food grains.
- e. Fund should be increased.
- f. Regular payments of the Cook's remuneration.
- g. Appointment of helper to assist the cook.



IMPHAL EAST

District Map
Manipur



	District Boundary
	Taluk Headquarter
	National Highway
	River



CHANDEL DISTRICT

There are 268 schools covered under SSA in Chandel District, Manipur. Out of which 40 schools are selected for the purposes of SSA Monitoring works for the period 1/10/2010 to 31/10/2011.

The criteria for selecting these 40 schools are:-

1. Urban Area:

- a. Aimol Khumberei Primary School
- b. Chandel Primary School
- c. Koijam Primary School
- d. Khuringkheu Primary School
- e. Moreh High School
- f. Tengnoupal High School
- g. St. John Govt. Primary School
- h. Toupokpi Junior High School

2. School Special Training Centre

None of the School have implemented this scheme.

3. Civil Work has been taken up 3 (three) Schools:-

- a. Hnathem Primary School.
- b. Khumbi Primary School
- c. Parengtong Primary School.

4. NPEGEL and KGBV Scheme

There is a proposal for the establishment of 3 KGBV in the district and each at Machi, Tegnoupal and Chakpikarong blocks.

5. Children With Special Needs (CWSN)

- a. Parengong Primary School
- b. Sharang Tampak Govt.
- c. Toupokpi

6. Computer Aided Learning (CAL)

This scheme has been implemented in the following 3(three) schools:-

IMPHAL EAST DISTRICT

There are 575 schools under SSA in the Imphal East District including Jiribam Sub-Division, Manipur. Out of which 40 schools are selected for the purposes of SSA monitoring works for the period of 1/10/2010 to 31/3/2011.

The criteria for selecting these 40 schools are:-

1. The MIs shall also ensure that at least 8 out of 40 Schools are from urban areas. They are :-

- | | |
|--|---------------------------------|
| a. Awang Kongpal Maloti Primary School | b. Yaingangpokpi Primary School |
| c. Napet Pali Primary School | d. Khergao Primary School |
| e. Kongpal Mayai Leikai Primary School | f. Keikol Primary School |
| g. Lalpani Govt. Primary School | h. Sonapur Primary School |

2. School Special Training Centres.

None of the School have special training centres.

3. Civil Work schools are taken up in the following 7(seven) Schools:-

- | | |
|--|--|
| a. Nongdam Govt. Primary School | b. Napet Pali Primary School |
| c. Laimanai Tampak Thongkhong Primary School | |
| d. Poiroukhongjil Primary School | e. Awang Potshangbam Khunou Primary School |
| f. Nongpok Heirok Govt. Primary School | h. Keikol Primary School |

4. NPEGEL and KGBV Scheme

NPEGEL and KGBV scheme are not implemented in Imphal East district.

5. Children With Special Needs (CWSN)

This intervention has been taken up in the following 13(thirteen) Schools in this District.

- | | |
|--|---|
| a. Awang Kongpal Maloti Primary School | b. Napet Palli Primary School |
| c. Lalpani Govt. Primary School | d. Laimanai Tampak Thongkhong Primary School |
| e. Chaobok Kabui Primary School | f. Moirang Kampu Sajeb Primary School (Aided) |
| g. Moirang Pural Junior High School | h. Nongren Junior High School |
| i. Sonapur Primary School | j. Chanam Sandrok Primary School |
| k. Andro Machengpat Primary School | l. Kongpal Mayai Leikai Primary School |
| m. Keikol Primary School | |

6. Computer Aided Learning (CAL)

This scheme has been implemented in the following 3(three) schools:-

- | | |
|-------------------------------|---------------------------------|
| a. Jai Hind High School | b. Y. Tampha Junior High School |
| c. Poiroukhongjil High School | |

UKHRUL DISTRICT

There are 345 schools covered under SSA in the Chandel East District, Manipur. Out of which 40 schools are selected for the purposes of monitoring for the period of 1/10/2010 to 31/03/2011.

The criteria for selecting these 40 schools are:-

1. The Habitation where the schools are located have a number of Urban Children are:-

- | | |
|----------------------------------|--|
| a. Zalengbung Primary School | b. Lambui Junior High School |
| c. Ngachonmi fund Primary School | d. Shokvoa Worrintang Primary School |
| e. Shangkai Primary School | f. Lamlai Chingphei Govt. Aided Primary School |

2. School Special Training Centres.

Not implementing the special Training Centre : Not implemented in this district.

3. Civil Work

No Civil work has been taken up during the Monitoring period.

4. NPEGEL and KGBV Scheme

NPEGEL and KGBV scheme have not been implementing in this district.

5. Children With Special Needs (CWSN)

This intervention has been taken up in the following 12(twelve) Schools in this District.

- | | |
|------------------------------------|--------------------------------------|
| a. Maren KI Primary School | b. Lunghar Soloui Primary School |
| c. Marangphung Primary School | d. Talui Higher Secondary School |
| e. T. Shimin Primary School | f. Luireishimphung Primary School |
| g. Paoyi Thana Primary School | h. Huining High School |
| i. S. Leingangching Primary School | j. Leireishenpung UJB. |
| k. Nungbi Khullen Primary School | l. Lamlai Chingphui Govt. Aided P/S. |

6. Computer Aided Learning (CAL)

This scheme has been implemented in the following 3(three) schools:-

- a. Paoyi PHEI High School
- b. Kalhang Kurui Jr. High School
- c. Tolloi Hr. Secondary School

DISTRICT CHANDEL

1. ACCESS

Physical Access

Category	No. (N=40)	% age
Ps	34	85%
UPS/MS	6	15%

Table 1.1. Reveals that 85% of schools visited in Chandel District were primary schools whereas 15% of schools visited were upper primary schools.

Table 1.2 Distance of Habitations served from the school:

Distance	No. (N=40)	%
0-1	20	50%
1-2	12	30%
More than 2	8	20%

Table 1.2 reveals that half i.e. 50% of the schools visited were within the distance of 1km from the habitations served by the schools, Whereas 30% of the schools were at a distance of 1km-2km from the habitations served by the schools and remaining 20% of the sample schools are having more than 2kms.

Quality Access

Table 1.3. Strength of Children enrolled in the School.

Range	No. of Children	% age
0-50	17	42.5%
50-100	15	37.5%
100-150	4	10%

150-200	2	5%
200 & Above	2	5%

42.5% of the schools visited had the student strength ranging from 0-50, 37.5% has student strength ranging from 50-100 and very few schools have student strength more than 100 i.e. about 20%.

Table 1.4 No. of Classrooms in the Schools.

	No.	%
0-5	25	62.5%
5-10	8	20.5%
10-15	5	12.5%
15 & Above	2	5%

Majority of the schools visited i.e. 62.5% had classrooms ranging from 0-5, 20-1. had classrooms ranging from 5-10, and every few schools i.e. nearly 17.5% had classrooms more than 10. In most of the schools the classroom facilities are inadequate.

Table 1.5. Arrangement of proper lighting & ventilation in the classrooms :-

	Light	Ventilation
Yes	7	7
No	33	33

Most of the schools visited have no proper lighting and ventilation in the classroom.

Table 1.6.Facility of Ramp in the Schools :-

	No.	%
Yes	2	5
No	38	95

Most of the schools visited have no facility of ramp.

Table 1.7.Facility of Blackboard in the Classroom :-

	No.	%
Yes	31	77.5%
No	9	22.5%

Majority of the Schools i.e. 77.5% have blackboard but the condition of the blackboard were poor whereas 22.5% of the schools have no blackboard.

Table 1.8.Separate provision for boys and girls toilets.

	No.	%
Yes	2	5%
No	38	95%

Majority of the Schools i.e. 95% have no provision for Separate boys and girls toilet.

Table 1.9.Existence of drinking water facility.

	No.	%
Yes	2	12.5%
No	35	87.5%

Majority of the Schools i.e. 87.5% have no safe drinking water facility whereas few schools i.e. nearly 12.5% have safe drinking water facility.

Table 1.10. Availability of running water supply in toilets.

	No.	%
Yes	-	-
No	40	100%

None of the schools visited had running water supply facility in toilets.

Table 1.11. Existence of playground in the schools:-

	No.	%
Yes	31	77.5%
No	9	22.5%

Majority of the schools visited i.e. 77.5% have playground facilities but there is inadequate play materials in the schools whereas few schools i.e. nearly 22.5% have no playground facilities.

Social Access

In the sample schools visited, majority of the students were ST and some were Muslims and Nepali. The girls and boys enrolment were proportionate. Majority of the students are Christian and some are Hindus and Muslims. Some schools have the enrolment of the children belonging to CWSN.

Table 1.11.Existence of playground in the schools:-

2. SPECIAL TRAINING FOR OUT-OF-SCHOOL CHILDREN

Table 2.1

	No.	%
Yes	-	77.5%
No	40	22.5%

None of the schools visited had the facility of special training for out-of-school children.

3. QUALITY ISSUES**ENABLING CONDITIONS**

Table 3.1. Number of teachers in the schools.

	No.	%
1-5	20	50%
5-10	15	37.5%
10-15	2	5%
15 & Above	1	2.5%
Nil/No teacher	2	5%

Table 3.1 depicts that 50% of the schools had teachers ranging from 1.5, 37.5% had teachers ranging from 5-10 and 37.5% of the schools had teachers more than 10. In some schools i.e. nearly 5% had no teachers during the time of the MU team visiting the schools as their services are utilized in the SSA Office.

Table 3.2 Number of untrained teachers in the Schools.

	No. (38)	%
0-5	23	57.5%
5-10	2	5%
10 & Above	2	5%
No untrained teacher	11	27.5%

In 57.5% of the schools visited 0-5 teacher had not received training of any kind and in 10% of the schools more than 10 untrained teachers were there in the schools. Whereas in only 27.5% schools visited had all trained teacher in the schools.

Table 3.4 : Teachers awareness of the rules and responsibilities of teacher under RTE Act, 2009.

	No.	%
Aware	2	5%
Unaware	38	95%

Table 3.4. Reveals that 95% of the teachers are unaware of the rules and responsibilities of teacher under RTE Act, 2009 special trainings are required in order to make the teacher aware of the Act at the early date.

Table 3.5 Receipt of Textbook within one month of commencement of the School.

	No.	%
Yes	22	55
No	18	45

None of the school received textbook within one month of the commencement of the School. 55% of the Schools received textbooks but not within the prescribed time, whereas 45% of the Schools had not received textbooks.

Table 3.6 Usage of TLMs other than the textbooks in the Schools.

	No. (N=40)	% age
Yes	14	35%
No	26	65%

65% of the sample schools visited, received the TLMs other than the textbooks in the schools.

Table 3.7 Receipt of grants for maintenance and TLM.

	Maintenance	TLM
Received	2	11
Not Received	38	29

Table 3.7 reveals that most of the visited sample schools did not receive the grant within 2 months of commencement of the school session.

Table 3.8 Understanding of the constructivist approach and use of community resources in teaching learning process.

	No.	% age
Yes	-	-
No	40	100%

100% of all the teacher are not aware of constructivist using the community resources in teaching learning process.

Table 3.9 Evaluation method followed in the schools.

	No.	% age
Continuous and comprehensive Education (CCE)	-	-
Grading	-	-
Marking	40	100%

Table 3.9 Depicts that majority of the Schools are using marking method of evaluation.

Table 3.10 Use of Co-curricular activities.

	No.	% age
Yes	-	-
No	40	100%

In the School visited, Co-curricular activities were not undertaken for supplementing and complementing the teaching learning process. The School Education has to take proactive role in ensuring that there is a proper balance between the two in the school setting.

4. COMPUTER AIDED LEARNING (CAL)

	No.	% age
Yes	3	7.5%
No	37	92.5%

Majority i.e. 92.5% of the visited sample schools, have not taken up Computer Aided Learning (CAL). Whereas 7.5% of the Schools have started Computer Aided Learning.

6. Inclusive Education with Special reference to CWSN.

	No. (N=40)	% age
Yes	11	27.5%
No	31	77.5%

27.5% of the sample schools visited, taken up inclusive education for CWSN. The problem was lack of facilities provided to such children. Whereas 77.5% of the sample schools visited have not attempted to implement such scheme in their respective schools.

7. CIVIL WORKS

Table 7.1 Status of approved work.

	No.	% age
Not yet started	-	-
Temporary abandoned	-	-
Ongoing	3	7.5%
Completed	-	-

In the visited schools, civil work sanctioned and ongoing in 7.5% Schools. It was revealed that all schools have separate accounts for civil works. But was not updated and maintained by the head master properly.

Table 7.2 Training of SMC for implementing civil work.

	No.	%
Yes	-	-
No	40	100%

100% of the schools visited, SMC, had not been provided with any training for making community participation effective.

8. Community Awareness:

Table 8.1 Familiarity of the SMC members with their roles and responsibilities.

Yes (% age)	No (% age)
3 (7.5%)	37 (92.5%)

Most of the SMC members i.e. nearly 92.5% were not aware of their roles and responsibilities Where as 7.5% of the School SMC members have some knowledge about their roles and responsibilities as notified by the State Government.

The Majority of the SMC members were not provided with any training and Orientation programme which might be the reasons for the lack of awareness about their roles and responsibilities.

Table 8.2 Frequency of SMCs meetings.

Frequency	No.	%age
Frequently	-	-
Monthly	-	-
Quarterly	-	-
Half yearly	32	80%

Yearly	8	20%
--------	---	-----

80% of the sample schools, the SMC meetings were conducted half yearly, whereas 20% of the Schools convened yearly SMC meetings.

9. MIS

Table 9.1 Supply of data under DISE for Current financial year.

	No (N=40)	% age
Yes	40	100%
No	-	-

Table 9.1 reveals that 100% of the sample visited schools have submitted data for current financial year under DISE.

10. Financial Management

Table 10.1 Nature of financial records and registers maintained.

Records	No (N=40)	% age
Cashbook	-	-
Passbook	1	2.5%
Stock Register	2	5%
Not Maintained	37	92.5%
Update	-	-

Table 10.1 reveals that 2.5% of the sample schools maintained pass book, 5% of the sample schools maintained stock register. Whereas majority i.e. 92.5% of the sample schools visited did not maintain records properly.

Table 10.2. Funds reach from districts/state to SMC/SMDC.

Type of account	No (N=40)	% age
Cheque	-	-
E- Transfer	35	87.5%
Bank draft	5	12.5%

In 87.5% of the sample schools visited, the funds reach from district/Sate to SMD/SMDC was done through E-transfer and in 12.5% of the sample schools visited, the funds were given through Bank draft.

Table 10.3 Type of grant received during the current financial year.

Type of grant	No(N=40)	% age
Teacher grant	14	35%
School grant	11	27.5%
Maintenance grant	2	5%
Civil grant	-	-
School uniform grant	-	-

35% of the sample schools visited, received Teacher grant, 27.5% of the sample school received school grant whereas 5% of the schools received maintenance grant.

11. MID-DAY MEAL PROGRAMME BY THE MONITORING INSTITUTE (2010-2012):

Table 11.1 Regularity is serving hot cooked meal.

	No.	%
Serving	34	85%
Not serving	6	15%
Regular	-	-
Not regular	34	85%

34 schools visited were serving MDM but not served daily due to unreleased of the food grain in time. The delivery of cooking cost was delayed, but it was through banking channel. The social equity was observed in schools visited. No discrimination in gender, caste, community was found in cooking or serving of meals to the pupils.

Table 11.2 Status of cooks.

CATEGORY	No.	% age
SC	3	7.5%
ST	37	92.5%
OBC	-	-
GENERAL	-	-

100% of the schools visited had the facility of cooks in the Schools; remuneration paid to them was Rs. 1,500/- per month, but not regular.

Table 11.3 Availability of Kitchen shed-cum-store.

	No.	%
--	-----	---

Yes	25	62.5%
No	15	37.5%

62.5% of the schools visited have kitchen sheds in the schools Whereas in 37.5% school did not have the facility of kitchen shed-cum-store in the schools in the district. No supervision of MDM works was conducted by officials.

DISTRICT IMPHAL EAST

1. ACCESS

Physical Access

Table 1.1 Category of Schools.

Category	No. (N=40)	% age
P/S	35	87.5%
UPS/MS	5	12.5%

Table 1.1. Reveals that 87.5% of a School visited in the Imphal East were primary schools, Whereas 12.5% in the Schools visited were upgraded primary schools.

Table 1.2 Distance of Habitations served from the schools:

Distance (in km)	No	%
0-1	1	2.5%

1-2	-	-
More than 2	5	12.5%

Table 1.2 depicts that the visited sample schools were within the village from their respective Habitations served by the schools whereas nearly 1 km from habitation of the school were 2.5%.

Quality Access

Table 1.3 Strength of Children enrolled in the Schools.

Category	No. of children	% age
0-50	12	30%
50-100	19	47.5%
100-150	6	8
150-200	2	5%
200 & Above	1	2.5%

Majority of the schools visited i.e. nearly 50% of student strength are ranging from 50-100, whereas some of schools had the students strength as high as 200 and above Though the strength of the children enrolled in the schools in the district is appropriate, but it has to ascertain if the infrastructure available is adequate in proportion to the Children enrolled.

Table 1.4 No. of Classrooms in the Schools.

	No.	%
--	-----	---

0-5	38	95%
5-10	2	5%
10-15	-	-
15 and above	-	-

Majority of the Schools visited have inadequate the classroom facility ranging from 0-5, 5-10 classrooms.

Table 1.5 Arrangement of proper lighting & ventilation in the classrooms:-

	Light	Ventilation
Yes	2	8
No	38	32

The above table indicate that 38 schools have no lighting facilities and 32 schools are also not having Proper Ventilation. It is only in 2 schools lighting facility is available and 8 schools are having proper ventilation.

Table 1.6 Facility of Ramp in the Schools:-

	No.	% age
Yes	2	5%
No	38	95%

Ramp facility is available in only 2(two) schools. Whereas 38 schools are not extending this facility.

Table 1.8 Facility of Blackboard in the Classroom:-

	No.	% age
Yes	40	100%
No	-	-

100% of the Schools in the district have the Blackboard facility in the School.

Table 1.9 Separate provision for boys and girls toilets.

	No	% age
Yes	-	-
No	40	100%

100% of the school did not have the separate provision of toilets for boys and girls. Non availability of separate facility affects the enrollment and presence of the girls children in the school (especially adolescent girls).

Table 1.10 Availability of running water supply in toilets.

	No.	% age
Yes	-	-
No	40	100%

100% of the schools in the district had no running water supply in the School.

Table 1.11 Existence of drinking water facility.

	No.	% age
Yes	1	2.5%

No	39	97.5%
----	----	-------

Drinking water facility is available in only one school as such facility is not available in 39 Schools.

Table 1.2 Existence of playground in the schools:-

	No.	% age
Yes	24	60%
No	16	40%

Majority of the schools visited i.e. 60% have the facility of playground whereas 40% of the schools do not have the playground in the schools in the district. The Playground seemed to be under utilized of co-curricular activities.

SOCIAL ACCESS

Pattern of population of the Habitation and enrollment in the School.

The most of the schools had the enrollment of children belonging to all caste. Whether SC/ST/General and both the genders as well as children belonging to different religions and CWSN. The seasons founds of the most accessing of particular social/category in the schools was due to the lack of awareness and illiteracy among parents of the children.

2. SPECIAL TRAINING (For out-of-School Children)

Table 2.1 Provision of special training for out of school children.

	No.	% age
Yes	13	32.5%
No	27	67.5%

67.5% schools were not providing the facility of special training for such children.

3. QUALITY ISSUES

Enabling Conditions.

Table 3.1 Number of teachers in the school.

	No.	% age
0-5	31	77.5%
5-10	9	22.5%
10-15	-	-

In 77.5% of the schools, the number of teachers ranged from 0-5 which were not adequate in proportion to the children enrolled and subjects taught in the schools and there were considerable number of vacant post of teachers which need to be immediately filled-up on the other hand, in 22.5% of schools have adequate number of teachers.

Table 3.2 Number of untrained teachers in the Schools.

	No. (N=40)	% age
0-2	22	66.6%
2-4	10	25%
4-6	-	-
No untrained teacher	8	20%

In 66.6% of the schools visited 0-2 teachers have not received training of any kind and in 25% of the sample schools 2-4 untrained teachers are still then. Only 20% schools visited have no untrained teacher in the Schools. There seem to be considerable numbers of teachers which require training. This issue has to be addressed to ensure provision of quality teaching-learning and providing suitable input to the Children.

Table 3.3 Teachers awareness of the rules and responsibilities of teacher under RTE Act, 2009.

	No.	% age
Aware	10	25%
Unaware	30	75%

25% of the school teachers were aware about RTE Act and their source of information was either, newspaper, television etc. 75% of the school teachers were unaware about their duties and responsibilities of teachers under RTE Act 2009. But no one seems be sure about the depth of their understanding about the Act.

Table 3.5 Receipt of Textbook within one month of the commencement of the school.

	No.	% age
Yes	40	100%
No	-	-

100% of the Schools visited by MI did not receive the textbook within one month of commencement of the school.

Table 3.6 Receipt of grants for maintenance and TLM.

	No.	% age
--	-----	-------

Received	22	55%
Not Received	18	45%

55% of the sample school visited are receiving maintenance and TLM grants whereas 45% are not receiving maintenance and TLM grants.

TEACHING LEARNING PROCESS

Table 3.8 Understanding of the constructivist approach and use of community resources in Teaching Learning Process.

	No. (N=40)	% age
Yes	-	-
No	40	100%

100% of all the teachers are not understanding constructivist approach and not making use of the community resource in teaching learning process.

Table 3.9 Evaluation method followed in the schools.

	No (N=40)	% age
Continuous and comprehensive Education (CCE)	-	-
Grading	-	-
Marking	40	100%

Table 3.9 Depicts that in almost all of the Schools marking method of evaluation are generally adopted.

Table 3.10 Use of Co-curricular activities.

	No.	% age
Yes	-	-
No	40	100%

In majority of the school visited co-curricular activities were not undertaken for achieving the teaching learning purpose. The School education has to take proactive role in ensuring that there is balance between the two in the school setting.

4. COMPUTER AIDED LEARNING (CAL)

	No.	% age
Yes	3	7.5%
No	37	92.5%

CAL approach was started by SSA for improving the quality resources for the provision of better access to the students whereas Computer Aided Learning has not been started in most of the schools visited by MI.

5. Girls Education, NPEGL & KGBV

Under SSA special provisions have been provided for girl's education to equalize educational opportunities and eliminate gender disparities. Both the schemes have not been implementing in this district.

6. INCLUSIVE EDUCATION WITH SPECIAL REFERENCE TO CWSN.

	No.	% age
Yes	13	32.5%
No	27	67.5%

Fewer number of CWSN have been attending the schools the reason was lack of special facilities been provided to such children. In all the sample schools, there is no resource teachers.

7. CIVIL WORKS

Table 7.1 Status of approved work.

	No.	%age
Not yet started	-	-
Temporarily Abandoned	-	-
Ongoing	10	25%
Completed	-	-

In the visited sample schools, civil work sanctioned and ongoing are in nearly 25%. It was revealed that all schools had separate accounts for civil works. But not maintained update and maintained by the head master.

Table 7.2 Training of SMC for implementing civil works.

	Number	%age
Yes	-	-
No	40	100%

100%of the schools visited, SMC has not been provided with any training.

8. COMMUNITY AWARENESS.

Table 8.1 Familiarity of the SMC members with their roles and responsibilities.

	No (N=40)	% age
Yes	7	17.5%
No	33	82.5%

Majority of the SMC members i.e. 82.5% were not aware of their roles and responsibilities, whereas in 17.5% of the Schools, SMC members have some knowledge about their roles and responsibilities as notified by the government. It is also revealed that majority of the SMC members were not provided with any training/orientation programme which might be the reason for the lack of awareness about their roles and responsibilities.

Table 8.2 Frequency of SMCs meetings.

Frequency	No.	%age
Frequently	-	-
Monthly	4	20%
Quarterly	4	20%
Half yearly	2	5%
Yearly	-	-

In 20% of the sample schools the SMC Meetings were conducted monthly and Quarterly whereas in fewer schools 5% the meeting were done half yearly.

9. MIS

Table 9.1 Supply of data under DISE for Current financial year.

	No.	% age
Yes	33	82.5%
No	7	17.5%

In majority of the schools (nearly 82.5%), the data have been submitted for current financial year whereas 17.5% of the schools have not yet supplied data for the current financial year to DISE. The Schools visited have the copy of filled in Data Capture Format (DCF) and training for the filling those have been provided.

10. FINANCIAL MANAGEMENT

Table 10.1 Nature of financial records and registers maintained.

Records	No (N=40)	% age
Cashbook	Nil	-
Passbook	Nil	-
Stock Register	Nil	-
Update	Nil	-

Table 10.1 reveals that in most of schools visited, the Cash book, Pass book, stock register etc. were not maintained and regularly updated. There is no exception to the rule in maintenance of financial record.

Table 10.2 Funds reach from districts/state to SMC/VEC.

Type of account	No.	% age
Cheque	-	-
E- Transfer	40	100%
Bank draft	-	-

100% of the Schools funds reach from district/state to SMC/VEC through E-transfer.

Table 10.3 Type of grant received during the current financial year.

Type of grant	No.	% age
Teacher grant	30	75%
School grant	28	70%
Maintenance grant	22	55%
Civil grant	-	-
School uniform grant	-	-

It was revealed that the majority of the schools i.e. nearly 75% schools the teachers received grant till the date of visit by MI, whereas 70% of the Schools received the school grant and 55% of the schools received the maintenance grant.

11. MID-DAY MEAL PROGRAMME BY THE MONITORING INSTITUTION (2010-12):

Table 11.1 Regularity is serving hot cooked meal.

	No.	% age
--	-----	-------

Serving	38	95%
Regular	-	-
Not regular	38	95%
Not serving	2	5%

95% of the Schools visited were serving MDM But it is not served daily due to unreleased of the of the found in time. The delivery of cooking cost was delayed, but it was done through banking channel. The social equity was observed in schools visited as no discrimination in gender, caste. Community was found in cooking or serving of meals. Weekly menu are not displayed to be noticeable to community. The menu is decided by Head teacher of the schools. The feedback receive from children on quality and quantity of food was not good and as such children are not so happy with MDM.

Table 11.2 Status of cooks.

CATEGORY	No.	% age
SC	7	17.5%
ST	3	7.5%
OBC	16	40%
GENERAL	14	35%

100% of the schools had the facility of cook in the schools. Remuneration paid to them was Rs. 1,500/- per month, but payment was irregular.

Table 11.3 Availability of Kitchen Shed-Cum-Store.

	No.	% age
Yes	5	12.5%

No	35	87.5%
----	----	-------

In 12.5% of the schools visited, the kitchen shed were available in the schools whereas in 87.5% of the schools did not have the kitchen shed-cum-store facility in the schools in the district. No regular supervision of MDM was conducted by Officials CRP/BRP/ZEO even once or twice in an month.

DISTRICT: UKHRUL

1. ACCESS

Physical Access

Table 1.1 Category of Schools.

Category	No. (N=40)	% age
P/S	34	85%
UPS/MS	6	15%

Table 1.1. Reveals that 85% of sample schools visited are under the category of primary schools whereas 15% of the sample school visited where upgraded primary schools or middle schools.

Table 1.2 Distance of Habitations served from the school:

Distance (in km)	No. (N=40)	%
0-1	30	75%
1-2	5	12.5%
More than 2	5	12.5%

Table 1.2 depicts that 75% of the sample schools visited were within the distance of 1 km of the Habitations served by the schools. Whereas 12.5% of schools were at a distance of more than 2km from the habitations served and 12.5% of schools were at a distance of 1-2km. Majority of the schools were well within the prescribed norm.

Quality Access

Table 1.3 Strength of Children enrolled in the Schools.

Category	No. (N=40)	% age
0-50	6	15%
50-100	14	35%
100-150	12	30%
150-200	3	7.5%
200 & Above	5	12.5%

Table 1.3 reveals that 35% of the sample schools visited had the student's strength from 50-100 Whereas nearly 7.5% of schools visited had large number of student strength ranging from 150-200. The strength of schools with large number of students have to be justified with the teacher's strength and the infrastructural facilities available with the school.

Table 1.4 No. of Classrooms in the Schools.

	No.	%
0-5	26	65%
5-10	13	32.5%
No Classroom	1	2.5%

Table 1.4 reveals that majority of the Schools visited have the Classroom facility ranging from 0-5 whereas 32.5% of schools had 5-10 classrooms and 2.5% of schools are without proper school building. The immediate action need to be taken for schools without classroom's facility because this is the basic input for quality intervention.

Table 1.5 Arrangement of proper lighting & ventilation in the classrooms:-

	No (N=40)	% age
Yes	3	7.5%
No	37	92.5%

Table 1.5 reveals that 7.5% of the sample schools visited had proper arrangement of lightning and ventilation in the classrooms Whereas 92.5% schools visited lack the facility of this basic amenity. Appropriate action has to be taken immediately for the same.

Table 1.6 Facility of Ramp in the Schools:-

	No (N=40)	% age
Yes	2	5%
No	38	95%

SSA has been working constantly to provide access to the children with special needs and availability of ramp is one of the basic necessities for the CWSN with orthopedic ailment and 95% of the School has no such provision yet.

Table 1.8 Facility of Blackboard in the Classroom:-

	No (N=40)	% age
Yes	38	95%
No	2	5%

The sample schools visited have the facility of blackboard in the classroom whereas the rest 5% of the schools don't have the facility of blackboard in the Classrooms.

Table 1.9 Separate provision for boys and girls toilets.

	No (N=40)	% age
Yes	1	2.5%
No	39	97.5%

Table 1.9 reveals that 97.5% of the sample schools visited do not have the separate provision for boys and girls toilets as well as running water supply in the schools leading to poor sanitation facility in schools and 2.5% of the Schools have separate toilet facilities for boys and girls. This issue also needs to be addressed since it has its implication on the retention rate and enrollment.

Table 1.10 Availability of toilets.

	No (N=40)	% age
Yes	14	35%
No	26	65%

Table 1.10 reveals that 35% of the sample schools visited have the facility of Total Sanitation campaign, whereas 65% of the Schools have no facility of total sanitation campaign.

Table 1.11 Existence of drinking water facility.

	No (N=40)	% age
Yes	7	17.5%
No	33	82.5%

Table 1.11 reveals that 82.5% of the sample schools visited have no facility of drinking water supply and 17.5% of the schools had one or the other sources of the proper water supply in the schools of satisfactory quality. Again, the issue needs to be resolved by the authorities.

Table 1.2 Existence of playground in the schools:-

	No (N=40)	% age
Yes	13	32.5%
No	27	67.5%

Table 1.12 reveals that 67.5% of sample schools visited are not having the facility of playground whereas 32.5% of the schools did have the playground facility.

SOCIAL ACCESS

Almost all the sample schools visited had the enrollment of Children belonging to Scheduled tribes.

2. SPECIAL TRAINING FOR OUT-OF-SCHOOL CHILDREN

Table 2.1 Provision of special training for out of school children.

	No (N=40)	% age
Yes	32	80%
No	8	20%

In 80% of the sample schools visited there were no facility of special training for out-of-school children whereas the rest 20% of the schools had some or other such facility provided to out-of-school children (OoSC)

3. QUALITY ISSUES

Table 3.1 Number of teachers in the schools.

	No.	%
--	-----	---

0-5	8	20%
6-10	30	75%
11-15	2	5%

Table 3.1 reveals that 20% of the sample schools visited have teachers number ranging from 0-5, there were also a number of posts of teachers lying vacant in the schools and 75% of the Schools have teachers number ranging from 6-10 there were also a number of posts of teachers lying vacant in the schools, Whereas in 5% of the schools, there was substantial number of teachers in the schools ranging from 10-15. Again for a qualitative teaching-learning-process, the availability of qualified, trained and properly oriented teachers is the prerequisite. Hence, attention has to be paid to this aspect.

Table 3.2 Number of untrained teachers in the Schools.

	No. (N=40)	% age
0-3	10	25%
4-6	20	50%
7-9	7	17.5%
10-12	1	2.5%
No untrained	2	5%

In 25% of the sample schools visited, 0-3 teachers have not received training of any kind in 50% sample schools 4-6 untrained teachers are there in the school. 17.5% of the schools visited have 7-9 untrained teachers in the schools. Only 5% of the schools visited have no untrained teachers. There seems to be a considerable numbers of teachers which requiring training. This issue has to be addressed to ensure provision of quality teaching-learning input to the children.

Table 3.4 Teachers awareness of the rules and responsibilities of teacher under RTE Act, 2009.

	No (N=40)	% age
Aware	16	40%
Unaware	24	60%

Table 3.4 reveals 40% of the schools teachers were aware of this provisions. Whereas, In rest 60% of the teachers were not aware of the duties and responsibilities of teachers under RTE Act, 2009.

Table 3.5 Receipt of Textbook within one month of the commencement of the school.

	No (N=40)	% age
Yes	-	-
No	40	100%

Table 3.5 depicts that 100% of the schools had not received the textbooks within one month of the commencement of the school.

Table 3.6 Usage of TLMs other than the textbooks in the Schools.

	No. (N=40)	% age
Yes	7	17.5%
No	33	82.5%

Table 3.6 reveals that 17.5% of the Schools TLMs like chart, poster, models etc. other than textbooks were used whereas in 82.5% of Schools, TLMs materials other than textbooks were not used in the classroom for achieving the teaching purpose.

Table 3.7 Receipt of grants for maintenance and TLM.

	Maintenance	TLM
Received	8	-
Not Received	32	40

Table 3.7 reveals that most of the schools visited had not received the Grant whereas most of School visited had not received grant for TLM and maintenance within the two months of the commencement of the Schools.

TEACHING LEARNING PROCESS

Table 3.8 Understanding of the constructivist approach and use of community resources in Teaching Learning Process.

	No. (N=40)	% age
Yes	-	-
No	40	100%

Table 3.8 reveals that 100% of the teachers didn't understand the constructivist approach and use the Community resources in Teaching Learning Process.

Table 3.9 Evaluation method followed in the school.

	No (N=40)	% age
Continuous and comprehensive Education (CCE)	-	-
Grading	2	5%
Marking	38	95%

Table 3.9 Depicts that 5% of the schools grading was used as a method of Evaluation followed by 95% of the Schools which are using marking system as a method of evaluation.

Table 3.10 Use of Co-curricular activities.

	No.(N=40)	% age
Yes	7	17.5%
No	33	82.5%

Table 3.10 reveals that in 82.5% of the schools, Co-curricular activities were not taken up, whereas 17.5% of the Schools were using Co-curricular activities for achieving teaching learning purpose.

4. COMPUTER AIDED LEARNING (CAL)

	No.(N=40)	% age
Yes	3	7.5%
No	37	92.5%

Computer based learning would not only make learning interesting and joyful, but also induce novelty in thinking of the children and enhance their imaginative power. But out of the sample schools visited, 92.5% of the schools has not been provided with computer aided learning facility whereas in 7.5% of the Schools, there were facility of Computer for assisting teaching-learning-process.

5. Girls Education, NPEGL & KGBV, Girl's Education and NPEGEL.

	No.(N=40)	% age
--	-----------	-------

KGBV	40	100%
NPEGEL	40	100%

Out of the total schools visited 100% of the schools were not covered under either NPEGEL or KGBV provided for education of girl child. The Scheme needs to be extended to some schools in the district which is low in girl child literacy.

6. INCLUSIVE EDUCATION WITH SPECIAL REFERENCE TO CWSN.

	No. (N=40)	% age
Yes	12	30%
No	28	70%

Out of total number of schools visited only 30% have enrollment of such children and 70% of the school have no such Children. There is inadequate facilities provided to CWSN children in the district.

7. CIVIL WORKS

Out of the sample schools visited 100% of the schools have not been carried out Civil Works under the SSA Scheme.

8. COMMUNITY AWARENESS.

Table 8.1 Familiarity of the SMC members with their roles and responsibilities.

	No (N=40)	% age
--	-----------	-------

Yes	15	37.5%
No	25	62.5%

Table 8.1 reveals that 62.5% of SMC members were familiar with their roles and responsibilities. Whereas 37.5% of SMC members were unaware of their roles and responsibilities. The reason might be that majority of them were not been provided with orientation or training.

Table 8.2 Frequency of SMCs meetings.

Frequency	No.(N=40)	%age
Frequently	-	-
Monthly	-	-
Quarterly	-	-
Half yearly	30	75%
Yearly	10	25%
When ever required	-	-

Table 8.3 reveals that in sample school visited, 75% have done half yearly meetings whereas 25% have done yearly meetings.

Table 8.4 Frequency of visits by SMC members for monitoring of MDMs program.

Frequency	No.(N=40)	%age
Daily		
Weekly		

Monthly		
Occasionally	40%	100%

Table 8.4 depicts that 100% of the sample schools visited the SMC members occasionally monitoring of cooking and serving of MDM programme. As desired by the scheme, the monitoring has to be on the daily basis.

9. MIS

Table 9.1 Supply of data under DISE for Current year.

	No (N=40)	% age
Yes	40	100%
No	-	-

Table 9.1 reveals that 100% of the sample visited schools have submitted data for current financial year under DISE.

10. FINANCIAL MANAGEMENT

Table 10.1 Nature of financial records and registers maintained.

Records	No (N=40)	% age
Cashbook	9	22.5%
Passbook	-	-
Stock Register	3	7.5%
Update	1	2.5%
Not Maintained	27	67.5%

In most of the sample schools, financial records cash book, passbook, stock register etc. are not properly maintained.

Table 10.2 Funds reach from districts/state to SMC/VEC.

Type of account	No (N=40)	% age
Cheque	1	2.5%
E- Transfer	37	92.5%
Bank draft	2	5%

92.5% of the school funds released from district/State to SMC/SMDC was through E-transfer, 2.5% of the school funds reached from district/State to SMDC through Cheque, whereas 5% of the School funds given through bank draft.

Table 10.3 Type of grant received during the current financial year.

Type of grant	No(N=40)	% age
Teacher grant	6	15%
School grant	6	15%
Maintenance grant	6	15%
Civil grant	-	-
School uniform grant	-	-
NPEGEL grant	-	-
Special training grant	-	-

Table 10.3 reveals that 15% of teacher grant, School grant, maintenance grant have been provided till the date of visit to the school.

11. MID-DAY MEAL

Table 11.1 Regularity in serving hot cooked meal.

	No (N=40)	% age
Serving	30	75%
Not serving	10	25%

Table 11.1 reveals that out of total schools visited, 75% of the schools were regularly serving hot cooked food whereas 25% of the schools were not serving regular meals due to irregular supply of food grains and grants. The delivery of cooking cost was delayed even though it was paid in cash. No gender, caste, community discrimination was found in selecting a cook or in serving meals. Sitting arrangement for taking MDM was made floor arrangement as per convenience. Menu was decided by the Head master/Head Mistress. Children were not found happy with the quality and quantity of food.

Table 11.2 Status of cooks.

CATEGORY	No.	% age
SC	-	-
ST	40	100%
OBC	-	-
GENERAL	-	-

100% of the sample schools had the facility of cook in the schools. Remuneration paid to them was Rs. 1,500/- per month but payment was irregular. The cooks belong to the category of ST as the district is mainly inhabited by Tangkhul Nagas.

Table 11.3 Availability of Kitchen Shed-cum-Store.

	No (N=40)	% age
Yes	34	85%
No	6	16%

85% of the sample schools visited have the facility of kitchen shed but all the sample schools are having kuccha kitchen whereas 15% of the sample schools do not have the kitchen. The food grains are stored in the house of Head Master/Cooks house/SMDC chairman/School office room. Regular supervision of MDM was conducted by BRP/CRP twice or thrice half yearly.

Table 11.4 Kind of fuel used.

Fuel	No (N=40)	% age
Fire wood	37	92.5%
Gas based	3	7.5%

92.5% of the sample visited schools used firewood as fuel whereas 7.5% of the schools used gas cooking. One interesting feature is bringing a handy wood to be used as fuel by each and every children at time of attending school for MDM purposes.

Table 11.5 Availability of Utensil of MDM

	No (N=40)	%
Adequate	5	12.5%
Inadequate	35	87.5%

12.5% of the sample schools visited have adequate utensils for cooking, whereas 87.5% of the Schools have inadequate utensils for cooking.

The following Institution are selected by the MI/SSA/MU for the field visit for monitoring and supervision of SSA in the Chandel District.

Sl.No.	Name of the School
1.	Khangnamg Phoisabi Primary School
2.	Langching Primary School
3.	Toupokpi Junior High School
4.	Boljang Tampak Primary School
5.	Shalluk Primary School
6.	Khubung Khunou Primary School
7.	Sharang Tampak Junior School
8.	Khuthum Primary School
9.	Khunbi Primary School
10.	Langol Khunou Primary School
11.	Yamolching Primary School
12.	Koijam Primary School
13.	Konaitong Primary School
14.	K. Juinem Primary School
15.	Longol Primary School
16.	M. Kingpam Aided Primary School
17.	Tollen Junior High School
18.	Parengtong Primary School
19.	Machi High School
20.	Bijang Primary School
21.	Thambal Primary School
22.	Lambung Primary School
23.	Laphou Pasana Primary School
24.	Hnatham Primary School
25.	Chandel Christain Primary School
26.	Khuring Khullen Primary School
27.	Chungkhu Hongbiban Primary School

28.	Mongshang Partha Primary School
29.	Lamkang Khunou Primary School
30.	Thamlapokpi Primary School
31.	Pangakltabi Primary School
32.	Aimol Kumbrei Primary School
33.	Moreh Higher Secondary School
34.	Tengnoupal High School
35.	Molnoi Primary School
36.	Kangoi Khunou Aided School
37.	Tuisem Primary School
38.	T. Minou Primary School
39.	Laiching Khuman Primary School
40.	Momlow Ringpam Primary School

The following Institution is selected by the MI/SSA/MU for the field visit for monitoring and supervision of SSA in the Imphal East District.

Sl.No.	Name of the School
41.	Andro Machengpat Primary School
42.	Andro Machendong Primary School
43.	Angtha Khunou Primary School
44.	Poiroukhongjil Boy's Primary School
45.	Laimanai Tampak Thongkhong Primary School
46.	Andro Khunou Nungyungbi Primary School
47.	Thamnapokpi Primary School
48.	Yaingangpokpi Primary School
49.	Kameng Primary School
50.	Jai Hind High School
51.	Nongdam Govt. Primary School
52.	Oksu, Ningthem Chakul Primary School
53.	Nongren Junior High School
54.	Napet pali Primary School
55.	Thiyam Konjin Awang Leikai Girl Primary School
56.	Chanam Sandrok Primary School
57.	Chaobok Kabui Primary School
58.	Y. Tampha Jr. High School
59.	Nongpok Heirok Primary School
60.	Maibakhul Primary School
61.	Keikol Primary School
62.	Awang Potshangbam Khunou Primary School
63.	Awang Kongpal Maloti Primary School
64.	Makhapat Primary School
65.	Moirang Purel Primary School
66.	Itham Primary School
67.	Kongpal Mayai Leikai Primary School

68.	Moirangkampu Sajeb Primary School
69.	Khergao Primary School
70.	Gurupat Primary School
71.	Latingkhal Primary School
72.	Latingkhal Kataura Primary School
73.	Mikirpungi Lower Primary School
74.	Sibasthan Govt. Aided School
75.	Sateyendranagar Lower Primary School
76.	Chandranatpur Lower Primary School
77.	Nungphou Primary School
78.	Laitingkhal Primary School
79.	Sonapur Primary School
80.	Lalpani Govt. Primary School

The following Institution are selected by the MI/SSA/MU for the field visit for monitoring and supervision of SSA in the Ukhrul District.

Sl.No.	Name of the School
81.	Huning High School
82.	Huning Ara Primary School
83.	Huning Wunglungtang Primary School
84.	Tolloi Higher Secondary school
85.	Tolloi Phunton Primary School
86.	Tolloi Hubert Primary School
87.	Riha Primary School
88.	Leingangching Primary School
89.	Tashar Shimin Primary School
90.	Bumrei Primary School
91.	Ngachonmi fund Primary School
92.	Lunghar Sololui Primary School
93.	Nungbi Savio Primary School
94.	Longpi Kajui Primary School
95.	Nungbi Khullen Primary School
96.	Ngahui Primary School
97.	Kazai Khunou Primary School
98.	Tashar Hakhong Primary School
99.	Marem Khullen Primary School
100.	Luireishimprung Primary School
101.	Maramgphung Primary School
102.	Luireishimphung UJB School
103.	Kalhang Kuirei Junior High School
104.	Leiting Primary School
105.	Chassad Primary School
106.	Zalengbung Primary School
107.	Shangkhai Primary School

108.	Shakvao worringthang Primary School
109.	Lambui Primary School
110.	Lamlai Chingphei Govt. Aided Primary school
111.	Hungcham Primary School
112.	Paocham High School
113.	Paorei Primary School
114.	Paoyi High School
115.	Shangzing Primary School
116.	Koso Primary School
117.	Paoyi Thana Primary School
118.	Paoyi Azetang Primary School
119.	Khonglal Primary School
120.	Stresom Primary School