



**SECOND HALF- YEARLY MONITORING REPORT
OF
VISVA BHARATI UNIVERSITY
(MONITORING INSTITUTION)
ON SSA AND MDM
FOR THE STATE OF WEST BENGAL
FOR THE PERIOD OF
1ST FEBRUARY to 31ST JULY, 2010**

DISTRICTS COVERED

1. NADIA
2. SOUTH 24 PARGANAS

Sponsored by
Department of School Education and Literacy
Ministry of Human Resource Development
Govt. of India, New-Delhi-110001



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**2nd.HALF- YEARLY MONITORING REPORT OF VISVA BHARATI UNIVERSITY
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WEST- BENGAL FOR THE PERIOD OF 1ST FEBRUARY, 2010 to 31ST JULY, 2010.**

1.1. General Information

Sl. No.	Subject	Details
1.	Name of the monitoring institution	VISVA BHARATI UNIVERSITY
2.	Period of the report	1st.February 2010 to 31st. July 2010
3.	No. of Districts allocated	Two(2)
4.	District names	NADIA & SOUTH 24 PARGANAS
5.	Date of visit to the Districts / EGS / Schools (Information is to be given for district wise i.e District 1, District 2, District 3 etc)	Nadia (02/02/10-25/02/10 &09/05/10-16/05/10)and South 24 parganas- (16/06/10-11/07/10)
6.	Total number of elementary schools / EGS / AIE Centers in all the Districts allocated Information is to be given for district wise i.e District 1, District 2, District 3 etc)	Nadia-P-2598+UPS-461 South 24 parganas-P-3680 +UPS-798
7.	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	Nadia- = 167 + 10 (P-149 +UPS-18) + SSK-10 South 24 parganas =151 +5 (P -119 +UPS- 32) + SSKs/MSKs- 5
8.	Whether 5% of the elementary schools / EGS / AIE Centers in total of all the Districts allocated covered: YES / NO	Nadia- 5.46 % + YES South 24 parganas- 3.37 % +
9.	At least 1% of the school visited within one month of the start of the academic year in all the Districts: YES / NO	NO
10.	Whether the MI has sent their report to the SPO at the draft level: YES / NO	Discussed at SPO
11.	After submission of the draft report to the SPO office whether the MI has received any comments from the SPO office: YES / NO	NA
12.	Before sending the reports to the GOI whether the MI has shared the report with SPO: YES / NO	Discussed at SPO
13.	Whether your institution come under lead institutes if yes as a lead institutes whether the	NO

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ACKNOWLEDGEMENT

Monitoring of the Sarva Shiksha Abhiyan (SSA) programme has been kept as an integral component at different levels. Besides, the internal and community based Monitoring of the SSA programme the MHRD, Govt. of India identified Academic institutions in each state for the purpose of Monitoring work. Accordingly, IIM, Calcutta & Visva-Bharati University have been entrusted with the responsibilities of conducting Monitoring of all the Educational Districts of West Bengal covering the major components of SSA implementation. The component wise Monitoring of SSA programme of the two Districts (Nadia and South 24 parganas) have been presented in this report as per the TOR.

The study & its report would not have completed without the constant support of officials of the Paschim Banga Sarva Shiksha Mission(PBSSM). We sincerely acknowledge our thanks to all of them. We are thankful to DPOs and their colleagues for the cooperation during the Monitoring work.

The collection of data and tabulation work was efficiently handled by the research assistants, namely Sri Nurul Alam, and Sri.Kadam Rasul without their help the report would not have been completed. Sri Ledam Hembrom and other staffs of our Deptt. extended full cooperation from time to time to complete the work. I extend my sincere thanks to all of them. I am thankful to Sri Samir Kr .Pal of Monobina printing,Sriniketan for the DTP work.

We hope that the report will be useful to all concern associate with the implementation of SSA programme.

Dr.Rafiqul Islam
Principal Investigator, SSA Project
Visva Bharati, Sriniketan

2. Executive Summary of the district reports

(a) Opening of Schools (both primary and upper primary):

District 1 :(Nadia)	<p>There are 39 NPS were sanctioned during the year 2009-10, Out of 5 NPS are started functioning.</p> <p>There are 281 New UPS sanctioned out of 117 started functioning.</p> <p>The land for all the UPS have not been identified however, the land for the many primary schools have been identified.</p>
District 2: (South 24 Parganas)	<p>It reveals that there are 38 new UPS were started functioning out of the sanctioned 118 Schools and 16 NPS started functioning out of the sanctioned 51 schools during the year under report.</p> <p>The lands for all the new schools have not been identified.</p> <p>MI found that 10 UPS has started the construction work.</p>

(b) Civil Works:

District 1:(Nadia)	<p>The performances of the civil works are very poor due to the non functioning of VEC after panchayet election.</p> <p>Rain water harvesting has been found in the few schools.</p> <p>MI found that 94.63% sample primary schools and 94.44% UPS ramps are available.</p> <p>There is convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in the district but this area are being taken care by the respective local self Govt</p> <p>MI found that 95.30% sample primary schools and all the UPS has provision of drinking water.</p> <p>MI found that 97.32% primary and 100% UPS has toilet facilities in the school. Further, noticed that there are 26.90% primary and 77.78% UPS has exclusive toilet facilities for the girl students.</p> <p>MI found that the construction is good.</p> <p>The majority of the primary schools don't have boundary wall which is quite essential as per the location. Found that 24.83% primary and 66.67% UPS have boundary wall which are mostly mixed typed.</p> <p>Third party evaluations for civil works have been initiated at the SPO level.</p>
District 2: (South 24 Parganas)	<p>Very poor performances of the civil works construction are found in the district.</p> <p>The schools which have completed the work of the construction is found to be good and noticed that 2 sample primary are in the mixed type old building.</p> <p>It is mandatory for the schools receiving grants to construct ramp in the school.</p> <p>MI found that ramps are available in the 70.59% (84) primary schools and 65.63% (21) UPS.</p> <p>No separate accounts are maintained for civil work.</p>

	<p>The sample school do not have information about the convergence with Swajaldhara and Total Sanitation Campaign (TSC)</p> <p>MI found that the drinking water facilities are not available in the 11.76 %(14) schools and in all the UPS has provision of drinking water.</p> <p>Informed that in 1.90% (2) primary schools funds are provided by the SSM for the provision of drinking water.</p> <p>MI found that in the 95.80% primary and 100% UPS has toilet facilities in the school. Further, noticed that there are 32.46% primary and 87.50% UPS has exclusive toilet facilities for the girl students.</p> <p>MI found that there are 73.11% primary and 25.00% UPS don't have boundary wall and noticed that mostly mixed typed.</p> <p>Third party evaluations for civil works have been initiated at the SPO level.</p>
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(c) Textbooks:

District 1:(Nadia)	<p>MI found that the free text book of the State Govt. for all the primary school children and class V of the UPS were distributed in time.</p> <p>The book grants out of SSM budget to the students always get delayed due to the late receiving the same grants.</p>
District 2: (South 24 Parganas)	<p>.</p> <p>The textbooks have been distributed for all subjects and for all classes and to all children in time.</p>

(d) School grants:

District 1:(Nadia)	<p>The achievement is satisfactory for the distribution of maintenance and school grants.</p> <p>MI found that 37 (24.83%) sample primary schools did not received the grants till the time of visit to the schools in February 2010 and found that all the UPS have received the school grants of 2009-10 .</p> <p>MI found that only 3 (2.68%) sample primary school submitted the U/C, and none of the UPS submitted the U/Cs for the year 2009-10.</p>
District 2: (South 24 Parganas)	<p>The proper guidelines have been issued to the schools to utilize this grant and there is 100% achievement in the disbursement of the same grants by the DPO in the month of June 2009.</p> <p>MI found that the school grants released by the DPO have been received by the all sample schools.</p> <p>MI found that only 27 (22.69%) sample primary school and the 5 (15.63%) submitted the U/C during the year under report.</p>

(e) Teachers and Teachers Training:

District 1:(Nadia)	<p>There are 775 addl. teachers are sanctioned for the district during 2009-10.</p> <p>The para teacher position for primary 1650 and for the UPS is 3516.</p> <p>MI found that in primary schools 95.35% male & 91.80% female teachers and in UPS 89.81% male and 86.05% female teachers were present on the day visit.</p> <p>MI found that single teacher is in the 5 (3.36%) schools, Two teachers are in the 28(18.79%). Three teachers in the 52 (34.90% respectively.</p> <p>MI found that on and average there is 3.37% teachers are available in the primary school.</p> <p>Training achievement during the year 2009-10 is very poor. It is informed that for the primary school teachers it is 35% and in the UPS level it is only 22%.</p> <p>MI found that during the year 2009-10 in the sample primary schools as many as 66 teachers were attended the training and in the UPS 75 teachers were attended the training.</p> <p>MI found that during the session the school Inspector (SI) visited 79 (53.02%) primary schools and in the UPS it is 10 (55.56%) and Siksha Bandhu visited all the schools under his/her jurisdiction during the year.</p>
District 2: (South 24 Parganas)	<p>There are 1458 addl. teachers are sanctioned for the district during 2009-10. These teachers are permanent teacher got selected through the WB School Service Commission (WBSSC) like other teachers.</p> <p>MI found that in primary schools 91.63% male & 94.37% female teachers and in UPS 87.59% male and 86.18% female teachers were present on the day visit.</p> <p>The para teachers attendance are male 94.74% and female 95.45% in the primary school and in the UPS male-88.46% female-74.67% on the day of the visit.</p> <p>MI found that single teacher are in the 2 (1.68%) schools, Two teachers are in the 21(17.65%) , Three teachers in the 29 (24.37%), Four teachers 40 (33.61%), Five teachers in the 17 (14.29%), Six teacher in the 6 (5.04%) respectively.</p> <p>MI found that on and average there is 3.70% teachers are available in the primary school.</p> <p>Training Achievement of the District during the year 2009-10 are 75% for primary and 60% for UPS.</p> <p>MI found that during the year 2009-10 in the sample primary schools as many as 406 teachers were attended the training and in the UPS 230 teachers were attended the training.</p> <p>MI found that during the session the school Inspector (SI) visited 73 (61.34%) primary schools and in the UPS it is found that 17 (53.13%) and Siksha Bandhu visited all the schools under his/her jurisdiction during the year.</p>

	There is a DIET in the district. They conduct and trained the KRPs, RPs throughout the district.
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(f) Teaching Learning Material (TLM) grants:

District 1:(Nadia)	<p>It is known that 9950 primary teachers and 8144 UPS Teachers were provided The performance of TLM grants distribution @ Rs.500/- for the current financial year is satisfactory and MI found that as many as 573 teachers from primary schools and 321 teachers from the UPS received the TLM grants.</p> <p>MI found that in the 54 (36.24%) primary schools the TLM are displayed in the classroom and in the other place the materials are kept in the office room and used as and when required.</p> <p>The training of the TLM again is the weakest part in the District. During the year no training was organized for the teachers during 2009-10.</p>
District 2: (South 24 Parganas)	<p>It was informed that 12428 primary teachers and 8609 UPS Teachers were provided the TLM @ Rs.500/- for the current financial year. No TLM grants are provided to the SSK/MSKs teachers.</p> <p>MI found that from the sample school as many as 432 teachers from primary schools and 313 teachers from the UPS received the TLM grants.</p> <p>MI found that all the sample primary and upper primary schools received the TLM grant of 2009-10 at the time of visit to the schools. The TLM grants are used in the school jointly by the teachers no fund is used separately..</p> <p>MI found that in the 11 (9.24%) primary schools the TLM are displayed in the classroom.</p>

(g) EGS & AIE:

District 1:(Nadia)	<p>The EGS are managed by the SSK Mission of P & RD, Deptt. Govt. of West Bengal. There are 555 SSKs with 48,120 enrolment and 106 MSKs with 27,000 enrolments are functioning.</p> <p>The W.B State Govt. has recently notified that the SSKs/MSKs will be considered at par with the formal school under the Panchayat & Rural Development Ministry.</p> <p>Informed that there are 63 AIE centres for primary level with 1935 students and 77 AIEs with 2170 students for the UPS level are running under the category of the DUC (Deprived Urban Children) mainly for the hardest to reach children .</p> <p>There are 83 RMV functioning with 4300 students. The district has 100 centers National Child Labour Schools (NCLS) project are in operation with funding from the separate body each of the centres has</p>
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	<p>50 students for the class I to IV. As reported its achievement in regard to the mainstreaming the students in the formal schools are quite satisfactorily.</p> <p>Free text books are given to the all children of the SSKs by the State Govt. as given to the formal primary school children. There is no delayed in distribution of the text book.</p> <p>The MDM are extended to the SSK/MSKs.</p>
<p>District 2: (South 24 Parganas)</p>	<p>The SSK Mission of P & RD, Deptt. Govt. of West Bengal is looking after the programs with 1213 SSKs with 132480 enrolment and 3919 Sahayikas(EV) are functioning in the district for the primary level.</p> <p>There are 80 MSKs with 10887 enrolment are running in the District for the students of class V to VIII.</p> <p>General observations of SSKs</p> <ul style="list-style-type: none"> • There is inadequate Physical infrastructure are available in many SSKs. • Similarly the MSKs have very poor physical infrastructure facilities. • The supervision & training part of SSK is very weak and there is no coordinator between the DPO, SSA and the in- charge of District level officer of SSK. • The classroom transaction and quality of education as observed in the SSKs seems to be poor. • The norms for the establishment of the SSKs have not been maintained properly at places. <p>Remarks: The W.B State Govt. has recently notified that the SSKs/MSKs will be considered at par with the formal school under the Panchyat & Rural Development Ministry.</p> <p>It is informed that there are 164 AIE centres with 6900 students are running under the control of the NGOs mainly for the hardest to reach children .</p> <p>Besides, there are 163 NRBC with 7877students are also in operation and completed its operation in June 2010.</p>

(h) Children with Special Needs (CWSN):

<p>District 1:(Nadia)</p>	<p>There are 4598 CWSN children were identified out of as many as 2939 children are enrolled and there are 8 NGOs are associated.</p> <p>Informed that the IED Coordinator has reign in April 2010.</p> <p>MI found that 94.63% primary schools and 94.44% UPS ramps are available.</p> <p>It reveals that in the sample primary schools, there are 290 CWSN, and 108 CWSN in the sample upper primary schools. So, on and average, there are 1.95 CWSN per primary school and there are 6.00 CWSN per upper primary school.</p> <p>MI found that in the primary schools there are 18.97% CSWN and in the UPS there are 13.89 % CSWN are present on the day of visit.</p>
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District 2: (South 24 Parganas)	<p>As many as 16,110 CWSN were identified out of 14,539 were enrolled.</p> <p>There are 500 aids and appliances (wheel chair, tricycle etc) were provided to the respective beneficiaries during 2009-10.</p> <p>There are 125 Resources Teachers and 29 NGOs are associated with the programs.</p> <p>MI found that out of the sample 119 primary schools ramps are available in the 84 (70.59%) schools and in the UPS out of the sample 32 schools ramps are available in the 21(65.63 %) schools.</p> <p>It reveals from the sample primary schools, there are 239 CWSN, and 148 CWSN in the sample upper primary schools. So, on and average, there are 2.01 CWSN per primary school and there are 4.63 CWSN per upper primary school.</p> <p>MI found that in the primary schools there are 99 (41.42%) CSWN are present on the day of visit and in the UPS there are 40 (27.03 %) CSWN are present on the day of visit.</p>
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(i) National Programme for Education of Girls at Elementary Level (NPEGEL):

District 1:(Nadia)	The District do not have the component.
District 2: (South 24 Parganas)	<p>All the targeted 82 model clusters in four (4) blocks are functional.</p> <p>The models clusters have been provided with gender sensitized teaching learning materials, vocational training, and gender sensitization programs.</p> <p>In all centers out of school client group are the main beneficiaries majority of the places Tailoring Training are the most popular training programs.</p> <p>A sum of Rs. 5.00 lakhs are provided to the respective district officer (ICDS) for the training of the Angwandi workers and purchased of TLM and building aids for the AWW centers.</p>

(j) Katurba Gandhi Balika Vidyalaya (KGBV):

District 1:(Nadia)	The District does not have the component.
District 2: (South 24 Parganas)	<p>The 4 KGBV are sanctioned and all are in operation. Out of the same one KGBV has 100 inmates and 3 are with 50 inmate's capacity.</p> <p>At present there are 253 inmates in the KGBV.</p> <p>MI found that KGBVs are equipped with basic facilities of furniture, bedding, meals and functioning well.</p>

(k) District Information System for Education (DISE):

District 1:(Nadia)	<p>The EMIS are functional with the requisite number of computer and manpower.</p> <p>The time schedule given by the SPO for the distribution of DISE form its training and collection of filled data are strictly adhere.</p> <p>At the CLRC level the respective CLRC coordinators with the help of</p>
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	Siksha Bandhu verify the DISE data and at the DPO level 5% random checking are done. The SPO have engaged a third party for the purpose.
District 2: (South 24 Parganas)	<p>The EMIS are functional with the requisite number of computer and manpower however, the office space is very inadequate.</p> <p>At the CLRC level the respective CLRC coordinators with the help of Siksha Bandhu are asked to verify the DISE data besides, at the DPO level 5% random checking are done. The SPO have engaged a third party for the purpose.</p> <p>There is an MIS in charge at SPO. He is fully conversant with needs of SSA in MIS. Similarly, the DPO have MIS in charge.</p>

(l) Research and Evaluation:

District 1:(Nadia)	<p>During the year 2009-10 there are 7 Studies were sanctioned Out of 2 are district specified. Except one (1) all are completed.</p> <p>All research proposal & project are scrutinized by State Level Research Advisory Group or District Level Research Advisory group.</p> <p>During the year 2009-10 the budget under the same head was 47 lakhs Out of 97% expenditure were incurred.</p>
District 2: (South 24 Parganas)	<p>During the year 2009-10 there are 6 Studies were sanctioned Out of 5 are completed and one could not done due to the time constraints.</p> <p>The research coordinator of the district is in position.</p> <p>Research proposal & project are scrutinized by State Level Research Advisory Group or District Level Research Advisory group as the case may be.</p>

(m) Functioning of the VEC:

District 1:(Nadia)	<p>There are 2142 VECs ,460 SMCs and 187 WECs were constituted and functioning.</p> <p>MI found that SLMC(VEC) committee are constituted in the 122(81.88%) sample primary schools.</p> <p>All the VEC/SMC has adequate representation of women. The actual number of women associated in the sample school visited by MI are upto 5 in the 62.30% schools and more than 5 in the 37.70% schools.</p> <p>It found from the sample primary schools that VEC/ SLMC meeting held upto 3 is in the 63 (61.17%) and 4 > meetings in the 40 (38.83%) places.</p> <p>Further, found that in the UPS the MC meeting held in the last six month meetings are upto 3 in 8 (44.44%) and >4 meetings in 10 (55.56%) schools.</p> <p>MI found that upto 3 members of VEC are orientated in the 39.78% during the year under report.</p>
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District 2: (South 24 Parganas)	<p>It was reported that there are 3330 VECs out of 3590, and 152 WECs were constituted and functioning and all the UPS has MCs.</p> <p>All the VEC/SLMC and SMCs has adequate women representation. The actual number of women associated in the sample school visited by MI is upto 5 in the 92 (77.31%) schools and more than 5 in the 27(22.69%) schools.</p> <p>It found from the sample primary schools that VEC/ SLMC meeting held upto 3 is in the 85 (80.95%) and 4 > meetings in the 20 (19.05%) places.</p>
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(n) Staffing at State and District Level:

District 1:(Nadia)	<p>It was found that the overwhelming majority of the staffs are in position at the SPO/DPO the Engagement process of the remaining posts have been initiated.</p> <p>It was found that 74.67% staffs of SPO and 89.84% staffs of DPO are placed.</p>
District 2: (South 24 Parganas)	<p>It was found that the overwhelming majority of the staffs are in position at the SPO/DPO the Engagement process of the remaining posts had been initiated.</p> <p>It was found that 74.67% staffs of SPO and 94.51% staffs of DPO are placed.</p>

Outreach of primary/upper Primary educational facilities to SC, ST, Minority groups and to girls as well, especially in special focus districts.

District 1:(Nadia)	<p>During the year 2009-10 the followings programs were taken up by the district under the educational for the SC, ST, Minority groups.</p> <ol style="list-style-type: none"> 1. SC/ST- Exposure visit SC/ST children, Organization of sports etc. 2. Activity for the Minority-Sensitization for the VEC/WEC(minority members),Orientation of PRI functionaries for attendance ,quality education etc, Organization of exhibition, Special coaching for low performing children. 3. Activity for the Girls Education-Training of panchyet functionaries on gender issues, Training of the MTA members, Awareness and health check up, Educational tour, Orientation of the Resource persons, Observation of Matri Sachetana Divas and International Women’s Day
District 2: (South 24 Parganas)	<p>To create awareness in the community for the purpose, various campaign activities like Ma-o-Meye Mela (Mother & Daughter Fair), C.L.R.C Book Fair, Fairs at Block level have been organized. Exhibitions and Staging of dramas on different issues relating to education to create and generate awareness among the common people have been organized.</p>

(p) Any other issues relevant to SSA implementation

District 1:(Nadia)	<p>MI found that in the sample primary schools 25.59% and in the UPS 72.22 are functioning upto 230 days and 74.50% primary and 27.78% UPS are functioned 231 and above days in the last acadamic year. The response from the sample schools reveals that all has clean environment, good building, good class rooms. There are 40.27% primary schools and 61.11% UPS has play ground. In the primary schools such evaluations are done in three terms. In the UPS the evaluations are conducted in 5 unit tests. There are 2742 number students of primary and 1704 number of the UPS was retained during the last academic year.</p>
District 2: (South 24 Parganas)	<p>MI found that in the sample primary schools 119(100%) and in the UPS 32(100%) are functioning upto 230 days during the year 2009-10. There are 41 (34.45%) primary schools and 20(63.00%) UPS has play ground. In the primary schools sitting arrangement are mainly floor however, there are few schools has provision of bench for the class iii & iv. All the UPS has provision of bench. In the 32 (26.89%) sample primary schools and 7 (21.88%) UPS has</p>

	<p>health camp facility.</p> <p>MI found that 69 (57.98%) primary and 27(84.38%) UPS has play materials.</p> <p>The System of gradation is followed. In the primary schools such evaluations are done in three terms. In the UPS the evaluations are conducted in 5 unit tests.</p> <p>MI found that in the sample primary schools there are 326 underage and 595 overage children.</p> <p>The data collected from the sample schools reveals that there are 124 dropouts in the primary schools and 76 in the UPS.</p>
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Executive Summary of all the districts reports of MDM

<p>District 1:(Nadia)</p>	<p>(a) Regularity in serving MDM:</p> <p>MI found that 97.99% sample primary schools and all the sample UPS are providing the MDM.</p> <p>There are 44.89% children are present in the primary schools on the day of visit, out of them 80.93% have availed MDM, and in the UPS 19.06% students are present out of them 89.43% students are availed the MDM. The poor attendance is due to the final evaluation</p> <p>(b) Regularity in delivering food grains to schools.</p> <p>MI found that all the sample both primary & UPS receiving the food grain regularly in the school and informed one month buffer stocks are maintained.</p> <p>C) Regularity in delivering cooking cost to schools.</p> <p>MI found that 60.96% sample primary schools and UPS 66.67% received the cooking cost in advance For cooking cost there are 43.15% primary schools received in cash and 56.85% schools received through bank and in the sample UPS there are 38.89% schools received in cash and 61.11% schools received through bank.</p> <p>(d) Social equity.</p> <p>There is no gender or caste or community discrimination found in cooking or serving or seating arrangements of the MDM.</p> <p>(e) Variety of menu.</p> <p>It was noticed that out of the 149 sample primary schools 41.78% schools and in the UPS out of 18 schools 55.56% schools displayed the menu for the MDM.</p> <p>There is no wheat preparation in the food item. The common menu of the food are rice, dal and seasonal vegetables and eggs are served 3-4 times in a month.</p> <p>(f) Quality and quantity of meal.</p> <p>The students of the sample school expressed their satisfaction about the quantity and quality of MDM.</p> <p>.</p> <p>(g) Supplementary diets.</p> <p>.</p> <p>It is reported that 72.48% of primary schools and 61.11% UPS are provided the micronutrients and also came to know that 26.85% primary and in the UPS 55.56% reported about the organization of the health</p>
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camps.

MI found that there are 28.19% sample primary schools and UPS 16.67% maintained health card for the children.

(h) Status of Cooks.

MI found that out of the sample schools in the 67.12% primary and 77.78% UPS cooking of the MDM are managed by the SHG members by rotation and the rest 32.88% sample primary schools and 22.2% UPS the cooking of the MDM are done by the other person with the involvement of the local self Govt.

The cooking costs are paid in a very irregular way.

The cooks and helper are drawn mainly from the under privileged section.

(i) Infrastructure.

There are 41.78% primary schools have pucca kitchen shed and 61.11% UPS have kitchen shed.

All the sample schools have provision of potable water for cooking and drinking.

MI found in the primary schools the Fire wood is used in the 128 (87.67%), and GAS based fuel used in 8 (5.48%) and in 10 (6.85%) schools has Other sources like cow dung etc and in the UPS the arrangements are 16 (88.89%) fire wood and gas in 2 (11.11%) as sources of fuel.

(j) Community participation.

The community participation in MDM found to be quite satisfactory as local self bodies are directly involved in the program. The response in this context from the primary schools are Good-4.79%, Fair 79.45%, Poor- 15.76% and in the UPS are Good- nil, Fair- 83.33%, Poor- 16.67% respectively.

(k) Inspection and supervision.

MI found that the supervision of MDM program from outside the community is very poor 78.08% for primary and 83.33% from UPS reported about no such supervision

(l) Impact.

The overwhelming majority of the sample schools reported positively about the MDM. The positive responses from the schools in the context of improvement of attendance is 130 (89.04%) from the primary schools and in the UPS are 15 (83.33%).

	<p>Observations:</p> <ol style="list-style-type: none"> a. Ensure the regular supply of food grains for MDM b. Cooking cost for the MDM should be paid regularly. c. The SHGs should not be given the total freedom for the arrangement of MDM. d. Monitoring mechanism from outside the community is very necessary for MDM.
<p>District 2: (South 24 Parganas)</p>	<p>(a)Regularity in serving MDM: It is found that out of the 119 sample primary schools 114 (95.80%) and from the 32 sample UPS 7(21.88%) UPS are providing the MDM. The 5 (five) sample primary schools are not providing the MDM at time of collection of information due to reasons are problem with SHGs and non availability of the rice and cooking cost for MDM. It reveals that in the primary schools there are 69.71% children are present in the schools on the day of visit ,out of them 53.60% have availed MDM ,and in the UPS 67.20% students are present out of them 86.31% students are availed the MDM.</p> <p>(b) Regularity in delivering food grains to schools. MI found that all the sample school providing the MDM are receiving the food grain very irregularly. One month buffer stocks are maintained 72.81% primary and more than one month are maintained in 27.19% UPS. MI found that it is delivered in the 80.70% sample schools and rest of the schools has to carry the food stuff from the dealer/supplier place.</p> <p>C) Regularity in delivering cooking cost to schools. . MI found that 64.04% sample primary schools and 7 UPS (100%) received the cooking cost in advance. Regarding the cooking cost MI found that there are 18.42% sample primary schools received in cash and 81.58% primary schools received through bank and in the sample UPS there are 71.43% schools received in cash and 28.57% schools received through bank.</p> <p>(d) Social equity. There is no gender or caste or community discrimination found in cooking or serving or seating arrangements of the MDM.</p>

(e) Variety of menu.

During the visit to the schools it was noticed that out of the 114 primary schools 26 (22.81%) schools and in the 1 (one) UPS out of 7 schools displayed the menu for the MDM regularly.

(f) Quality and quantity of meal.

The students of the sample school expressed their satisfaction about the quality and quantity of the MDM.

(g) Supplementary diets.

It is reported that 64 (53.78%) of primary schools and 1 UPS (3.13%) are provided the micronutrients and further, came to know that 32(26.89%) primary and in the UPS 7(21.88%) reported about the organization of the health camps.

MI found that there are 25 (21.01%) sample primary schools and none of the UPS maintained health card for the children.

h) Status of Cooks.

MI found that out of the sample schools in the 47.37% primary and 71.43% UPS cooking of the MDM are looking after by the SHG members by rotation and the rest of the sample primary schools and UPS the cooking of the MDM are manage by the other person with the involvement of the local self Govt

In the primary schools they used to get Rs.600/- in the 64.04 % (73) and more than Rs.600/- in the 35.96% (41) schools and in the UPS more than Rs.600/- gets in the 85.71% (6) schools, however, it is on the basis of the students enrollment.

(i) Infrastructure.

There are 71.43% primary schools have pacca kitchen shed and 57.14% UPS have kitchen shed.

All the sample schools have provision of potable water for cooking and drinking

MI found in the primary schools the Fire wood is used in the 104 (91.23%), and GAS based fuel used in 9 (7.89%) and in 1(0.88%) schools has Other sources and in the UPS the arrangements are 5 (71.43%) fire wood and gas in 2 (28.57%) as sources of fuel.

(j) Community participation.

The extend of community participation in MDM found to be quite satisfactory at the school level the VEC/SLMC and local self bodies are directly involve in the program. The response in this context from the primary schools are Good-5.26%, Fair 63.16%, Poor- 31.58% and in the UPS are Good- nil, Fair- 57.14%, Poor-42.86% respectively.

(k) Inspection and supervision.

MI found that the supervision of MDM program from outside the community is very poor 78.95% for primary and 100% from UPS reported about no such supervision

(l) Impact.

The overwhelming majority of the sample schools reported positively about the MDM. The positive responses from the schools in the context of improvement of attendance is 76.32% from the primary schools and in the UPS are 42.86%.

Observations:

- e. Ensure the regular supply of food grains for MDM
- f. Cooking cost for the MDM should be paid regularly.
- g. The SHGs should not be given the total freedom for the arrangement of MDM.
- h. **Monitoring mechanism from outside the community is very necessary for MDM.**

District Level Half Yearly Monitoring Report

(The Ministry/TSG needs district wise information/observation as per the TOR 2008-2010 using this format, for each district separately, for the districts monitored by the Monitoring Institution both for SSA and MDM tasks)

3.1	Name of the District	NADIA
3.2	Date of visit to the District/EGS/Schools	02/02/2010-25/02/2010 & 09/5/10-16/05/10
3.3	Tasks	The Monitoring Institutes will obtain information on the following areas and include them in their report.

(a) Opening of Schools (both primary and upper primary):

(i)	What is the number of schools sanctioned in the current financial year in the state (including spill over) district wise and how many of them have been opened district wise?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.
	<p>It was informed that there are 39 New Primary Schools were sanctioned by the State Govt. during the year 2009-10, Out of 5 NPS are started functioning during the time of visit to the district. During the 2009-10 the Govt. sanctioned 281 New UPS out of 117 started functioning by the end of the financial year and many of them are functioning from the primary school campus.</p> <p>The existing schools/Alternative schools of the District are;</p> <ol style="list-style-type: none"> 1. Primary -2598 upto march 2010. 2. UPS- 461 (including madrasha) 3. SSKs- 555 4. MSKs- 106 5. AIE- P-63, UPS-77= 140 6. RMV-83 <p>Besides, the district has 100 NCLC (National Child Labour School) with 50 enrolment from class 1-IV are in operation financed by the separate body.</p>	
(ii)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	The land for all the UPS have not been identified however, the land for the many primary schools have been identified.	
(iii)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher

	Funds were placed to the CLRCs for the construction of NBS for the respective VEC/School.	
(iv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	During the time of visit to the District only 3 UPS has started the construction work and it is initial stage.	
(v)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?	Information to be obtained from SPO.
	In the new UPS guest teachers were placed in the 60% schools and the remaining are in the process.	
(vi)	Have Teachers been put in position in new schools in District visited?	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.
	Not in all cases.	
(vii)	In the schools visited by MI whether one-time grants of Rs. 10,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.
	One time grants @Rs.50000/- for the new schools were placed to the respective CLRCs	
(viii)	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.
	Yes	

(b) Civil Works:

<p>What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?</p>	<p>Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.</p>			
<p>CIVIL WORKS PROGRESS REPORT 2009-10</p>				
<p>Items</p>	<p>PAB Approved Target</p>	<p>Actual Target</p>	<p>Completed</p>	<p>In Progress/Not Yet Started</p>
NSB(primary)	39	4	-	4
NSB(UPS)	50	Land not	selected	-
ACR	1000	1000	0	1000
Toilets	46	46	0	46
Separate Girls Toilets	193	193	2	191
Drinking Water	1	1	0	1
Others(Major Repair)	93	93	1	92
<p>The performances of the civil works construction are found to be poor.</p> <p>Reasons for poor performances,</p> <ol style="list-style-type: none"> 1. Non functioning of new VEC after the panchyat election. 2. The work of the NSBs could not be started as VEC formation has not been done. 3. Delayed to due fund allotment. <p>Further, came to know that no fund allotment has been received by the DPO from SPO in regard to the civil works till May 2010 therefore, the work has not been initiated.</p> <p>Rain water harvesting has been found in the few schools.</p>				
<p>Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated.</p>	<p>To be checked on the spot with assistance of VEC/SMC and School Teachers.</p>			
<p>(ii) During the visit to the sample schools MI found that 1 primary school received Rs.1.70 lakh for ACR and construction work is in running condition, and 2 primary schools received the same grant but the work has not been started. Besides, there are 22 schools received @ Rs 1.85 lakhs as ACR grant out of only 11 schools has started its work during the year under report.</p> <p>Similarly, from the sample UPS there are 8 UPS received the ACR grants from @ Rs 1.70-Rs 2.00 lakhs out of that 5 schools are not yet started the construction work.</p> <p>The schools which have completed the construction work is found to be good and there is no variance.</p>				

(iii)	Whether SMC/VEC has been trained by technical persons for execution of civil work?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The teachers are trained at the CLRC level and provided the guide book for smooth execution of civil work at the school.	
(iv)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	No. A register for the purpose is maintained at school level. Further, reveals that at the school the FJE arrange a meeting with the concern VEC/SMC for construction work.	
(v)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	It is mandatory for the schools receiving grants to construct ramp in the school. MI found that out of the 149 sample primary schools ramps are available in the 141 (94.63%) schools and in the sample 18 UPS ramps are available in the 17 (94.44%) schools.	
(vi)	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).
	No separate accounts are maintained.	
(vii)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).
	The FJEs of the SSM of the respective area is the designated person for Technical Supervision of civil works at the school level, however, the Asst. Engineer of the SSM do visit to the spot as and when required.	
(viii)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The FJEs of the respective area visited the spot at least 4 times in the stage of foundation, lintel and roof and finishing stage.	
(ix)	If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum of funds utilised from Swajaldhara and TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	There is convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in the district but this area are being taken care by the respective local self Govt. no such information in this respect are available in the school.	

(x)	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).															
	<p>No such specialized agency found for the purpose the area is taken care by the local self Govt.</p> <p>MI found that out of the 149 sample primary schools the drinking water facilities are available in the 142 (95.30%) sample primary schools and in all the UPS has provision of drinking water.</p> <p>From the sample schools it reveals that 11 (7.75%) sample primary schools and in the 2 (11.11%) UPS funds are provided by the SSM for drinking water provision.</p>																
(xi)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).															
	<p>YES. The area is being looked after by the local panchyets.</p> <p>MI found that in the 145(97.32%) primary and 100% UPS has toilet facilities in the school. Further, noticed that there are 26.90% primary and 77.78% UPS has exclusive toilet facilities for the girl students. The existing toilet facilities in the schools are as follows;</p> <table border="1" data-bbox="267 884 1198 995"> <thead> <tr> <th></th> <th>Boys</th> <th>Girls</th> <th>Common</th> <th>Teacher</th> </tr> </thead> <tbody> <tr> <td>Primary</td> <td>25(17.24%)</td> <td>39(26.90)</td> <td>117(80.69%)</td> <td>37(25.52%)</td> </tr> <tr> <td>UPS</td> <td>13(72.22%)</td> <td>14(77.78%)</td> <td>----no-----</td> <td>18 (100%)</td> </tr> </tbody> </table> <p>The information from the schools reveals that 25 (17.24%) sample primary schools and in the 9(50.00%) UPS the funds for the provision of toilet facilities were provided by the District SSM.</p>			Boys	Girls	Common	Teacher	Primary	25(17.24%)	39(26.90)	117(80.69%)	37(25.52%)	UPS	13(72.22%)	14(77.78%)	----no-----	18 (100%)
	Boys	Girls	Common	Teacher													
Primary	25(17.24%)	39(26.90)	117(80.69%)	37(25.52%)													
UPS	13(72.22%)	14(77.78%)	----no-----	18 (100%)													
(xii)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).															
	<p>MI found that the construction is good.</p> <p>MI found that there are 37 (24.83%) primary and 12 (66.67%) UPS have boundary wall which are mostly mixed typed.</p>																
(xiii)	Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?	Status to be obtained from SPO and to be verified from schools visited by MI.															
	<p>At SPO level, there is a Chief (Consultant) Engineer and State Project Engineers who is in charge of all kinds of civil works constructed under SSA in the State. He conducts both State and Districts level review meetings along with spot verification for cross checking the progress. Third party evaluations for civil works have been initiated at the SPO level.</p> <p>Further, came to know that one of the State Project Engineer are vacant of out of the 3 position.</p>																

(c) Textbooks:

	Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.
(i)	<p>MI found that the distribution of free text book of the State Govt. for all the primary school children and class V of the UPS were distributed within one month of the beginning of the new session. It is informed that as many as 2, 59,576 students of the classes of I to IV were given books for the year 2009-10.</p> <p>The release of book grants for the UPS students out of SSA fund always get delayed due to non availability of funds in time.</p>	
	When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?	Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.
(ii)	<p>As per the stipulations of the State Govt. the same have been distributed within month of the new session. Since, the issues have been dealt by the District Inspector of school (primary) all circulars/instructions have been issued on stipulated dates.</p>	
	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.
(iii)	<p>No such delay for the distribution of State Govt. free text book. The book grants out of SSM budget to the respective students always get delayed due to the late receiving the same grants. As informed during the year under report the same funds were released to the respective CLRC in the for student @Rs.250/-.</p>	
	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.
(iv)	<p>This is done properly in time.</p>	

(d) School grants:

(i)	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two	Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.
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	months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?	
	The maintenance grants to 2598 primary schools @ Rs.7500/-per school involving Rs. 1,91,50,000/-and 457 UPS @Rs.7500/- involving Rs.34,27,500/-were provided during the year under report. The school grants of those schools are provided @ Rs.7000/- for the UPS and Rs.5000/- to the primary school.	
(ii)	Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?	Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.
	It is informed that the school grants and the maintenance grants were released by the DPO in the month of June 2009. MI found that the school grants released by the DPO has not been reached to the school in time, out of the 149 sample primary schools 37 (24.83%) did not received the grants till the time of visit to the schools in February 2010 where as it is found that all the UPS have received the school grants of 2009-10.	
(iii)	Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?	Information to be obtained from DPO of districts visited by MI.
	There is no centralized purchase for schools out of the school grant	
(iv)	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	In the primary schools school grants have not been received. The reasons for non receipt are due to the non formation of the VECs and it takes time at the CLRC level.	
(v)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	MI found that only 3 (2.68%) sample primary school submitted the U/C, and none of the UPS submitted the U/Cs for the year 2009-10.	

(e) Teachers and Teachers Training:

(i)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
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	<p>There are 775 addl. teachers are sanctioned for the district during 2009-10. These teachers are permanent teacher got selected through the WB School Service Commission (WBSSC) like other teachers only thing is their salaries are being paid out of the district SSM budget.</p> <p>The total number of Teachers in position in the district is P-9590 and UPS -9176.</p>	
(ii)	<p>What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?</p>	<p>Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.</p>
	<p>The mode of recruitment of the UPS teachers is through WBSSC. The para teacher position in the District are for primary 1650 and for the UPS are 3516. These teachers are recruited at the local level as per the norms meant for it however, there are lots of litigation reported for the same.</p>	
(iii)	<p>Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?</p>	<p>Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.</p>
	<p>Except the para teachers all are regular/permanent appointment.</p>	
(iv)	<p>If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have been laid down? What is the level of satisfaction amongst local community of such recruitment?</p>	<p>To be ascertained from DPO and VEC.</p>
	<p>The process of decentralized system of recruitment of para teachers is made where VEC and Panchayat are empowered to recruit teachers at local level but still there are lot of litigation.</p>	
(v)	<p>In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?</p>	<p>Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.</p>
	<p>MI found that in primary schools 95.35% male & 91.80% female teachers and in UPS 89.81% male and 86.05% female teachers were present on the day visit. The para teachers attendance are male 79.17% and female 69.231% in the primary school and in the UPS male-71.64% female-76.38% on the day of the visit. Further, in regard to the teachers position in the sample primary schools MIs found that single teacher are in the 5 (3.36%) schools, Two teachers are in the 28(18.79%) , Three teachers in the 52 (34.90%), Four teachers 45(30.20%), Five teachers in the 14 (9.40%), Six teacher in the 4 (2.68%) respectively.</p> <p>MI found that on and average there is 3.37% teachers are available in the primary school.</p>	

(vi)	How was the rapport between children and the teachers in the schools visited?	To be ascertained from the VEC and observed during the visit by MI.
Good		
(vii)	<p>The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
<p>Training Achievement of the District during the year 2009-10 is very poor. It is informed that for the primary school teachers it is 35% and in the UPS level it is only 22%.</p>		
<p>The training calendar were prepared by the SPO/DPO and the program schedule of the training are mainly organized at the CLRCs. The training module are prepared by the PBSSM,DIET ,DPSC DIs (SE/PE). The district SSM are executing and monitoring the training program.</p>		
<p>On the basis of data collected from the sample schools MI found that during the year 2009-10 in the sample primary schools as many as 66 teachers were attended the training and in the UPS 75 teachers were attended the training.</p>		
(viii)	<p>The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
NO		
(ix)	<p>The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>

	NO	
(x)	The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?	To be ascertained from the teachers on the spot in respect of schools visited by MI.
	The feed back from the teachers in regard to the training are quite good. The suggestions came from the trainee teachers of the sample schools are in the opinion that training should be more focus on science subjects and English. Besides, more theme-based and hard spot identification training is required.	
(xi)	The academic support given by BRC/CRC to the teachers, the frequency of such support: b. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?	To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	Only the logistic parts of the training are taken care by the CLRC level. There is no such training calendar at the CLRC/CRC level. They conducted the training as per the instructions given by DPO from time to time. There is no CLRC / CRC level follow up hence the training inputs are not practiced by many teachers at school.	
	b.What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?	To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
As per the State Govt. norms the expected number of school to be visited by the School Inspectors in a month is 12-15 school but unfortunately they cannot visit that number as they are always busy and over burden with ministerial jobs at their disposal. Under the circumstances the RTs/Siksha Bandhu do visit to the school mainly for collection of information and some times they do entered in the class room teaching of the primary school only. MI found that during the session the school Inspector (SI) visited 79 (53.02%) primary schools and in the UPS it is found that 10 (55.56%) and Siksha Bandhu visited all the schools under his/her jurisdiction during the year.		

	<p>c.What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
<p>In regard to the involvement of CRC/CLRC in quality education the designated person (SI) hardly get any time to visit to the schools. The Siksha Bandhu (RTs) of the area does visit to the school and their involvement mainly in administrative matter rather than the issue of looking after the quality education.</p>		
	<p>d.Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
<p>There is a DIET in the district.</p>		
	<p>e.Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
<p>The CLRC(BRC)/CRC do not have any role in implementation of EGS (SSK) which is manage by the P& RD of the district. However, in regard to the implementation of AIE the support of the CLRC/CRC have been extended but not in all cases. Particularly the Siksha Bandhu of the CRC is involved in looking after the affairs of the AIE under his jurisdiction.</p>		
(xii)	<p>Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?</p>	<p>To be ascertained from SPO.</p>
<p>At the SPO level there is a Quality Coordinator and the person plays his role to monitor and review the programme as per the need and proper coordination is maintained with SCERT and DIETs.</p>		

(f) Teaching Learning Material (TLM) grants:

(i)	<p>The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?</p> <p>It was informed that 9950 primary teachers and 8144 UPS Teachers were provided the TLM @ Rs.500/- for the current financial year.</p> <p>MI found that from the sample school as many as 573 teachers from primary schools and 321 teachers from the UPS received the TLM grants.</p>	<p>Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.</p>
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(ii)	The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO?	Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.
As informed the said grants were released cent percent in the month of June 2009 and necessary instructions have been issued for the utilization TLM grants by DPO/SPO.		
(iii)	The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?	information to be verified on the spot in respect of schools visited by MI.
<p>MI found that the 37 (24.83%) primary schools out of 149 sample did not receive the TLM grant of 2009-10 at the time of visit to the schools.</p> <p>The TLM grants are used in the school jointly by the teachers no separate fund is used by the respective teachers, and it was found that the materials are mainly purchased from the local market which is mainly copies, pen pencil and etc.</p> <p>MI found that in the 54 (36.24%) primary schools the TLM are displayed in the classroom and in the other place the materials are kept in the office room and used as and when required.</p> <p>The training of the TLM again is the weakest part in the District. During the year no training was organized for the teachers during 2009-10.</p>		

(g) EGS & AIE:

(i)	What is the number of EGS/AIE centres/NRBC/RBC/ school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.
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	<p>The EGS are mainly managed by the SSK Mission of P & RD, Deptt. Govt. of West Bengal. It is informed that there are 555 SSKs with 48,120 enrolment are functioning in the district for the children of class-I to iv. These centers are upgraded with 2-4 teachers(Shayakias).</p> <p>There are 106 MSKs with 27,000 enrolment are running in the District for the students of class V to VIII. These kendras are being taken care by the P & RD, Deptt. Govt. of West Bengal.</p> <p>As many as 10 SSK centers were visited by the monitoring team and found that all SSKs are running by the female EVs. It was found that EVs were present on the day of the visit. Majority of EVs were attended training for organizing SSK centers arranged by the block level officer and the respective supervisors of SSK. It has been reported that there are SSK centers which has more than two EVs. The educational qualifications of the EVs are class-X pass and they used to get very irregular payment of Rs.2000/- p.m form local Bank.Further informed that the enhancement of honorarium for the SSKs Instructor (EV) has been made by the State Govt.</p> <p>Remarks: The W.B State Govt. has recently notified that the SSKs/MSKs will be considered at par with the formal school under the Panchyat & Rural Development Ministry.</p> <p>It is informed that there are 63 AIE centres for primary level with 1935 students and 77 AIEs with 2170 students for the UPS level are running under the category of the DUC (Deprived Urban Children) mainly for the hardest to reach children .</p> <p>Besides, there are 83 RMV functioning with 4300 students. The district has 100 centers National Child Labour Schools (NCLS) project are in operation with funding from the separate body each of the centes has 50 students for the class I to IV.As reported its achievement in regard to the mainstreaming the students in the formal schools are quite satisfactorily.</p>	
(ii)	<p>The target number of children and number of children actually enrolled in the centres category wise, district-wise?</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.</p>
	<p>As given above.</p>	
(iii)	<p>The number of children enrolled and actually attending the centre?</p>	<p>To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.</p>
	<p>There 10 SSK Centers are visited out of information are available from the 4 centers which found that there are 393 students are enrolled. The attendance on the day of visit is 54.45%.</p>	

(iv)	<p>The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?</p>	<p>Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.</p>
<p>There are 2-3 Sahayikas (EVs) are working in the each SSKs. In the MSKs 5-6 teachers are working.</p>		
(v)	<p>Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this?</p>	<p>Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.</p>
<p>For the EVs of SSKs academic support and training part are manage by the concern person form the office of the BDO and in some places suitable person have been recruited for the purpose</p>		
(vi)	<p>The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?</p>	<p>Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.</p>
<p>The educational qualification of the EVs are mainly Madhimak passed and drawn from either sex however, there EVs who have higher qualification. The educational qualification of the teachers of the MSKs are graduation and above</p>		
(vii)	<p>The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? whether there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received?</p>	<p>Information to be obtained from the EVs during field visits by MI.</p>
<p>The monthly honorarium received by the EVs are Rs.4000/-pm.It is likely to be enhanced They use to get the payment through Bank.</p>		
(viii)	<p>Whether EV is regular in his attendance?</p>	<p>To be ascertained from VEC during field visits by MI.</p>
<p>All most regular in all places.</p>		
(ix)	<p>Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?</p>	<p>Information to be obtained from DPO and from the Coordinators of the districts visited by MI.</p>

	The SSK(EGS) part are not being look after by the designated person of the DPO but the AIE and other activities of the out of school children are look after by the designated person of the DPO/SPO.	
(x)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
	The monitoring formats available with DPO in connection with the program related with the AIE or similar type of activities. The monitoring formats in regard to the SSKs (EGS) are available with the concern authority.	
(xi)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	The SSKs are upgraded as per the rules framed by the concern authority which is on basis need & priority.	
(xii)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	This is being done by the SSK mission separately.	
(xiii)	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	This is done by the SSK mission under P&RD of Govt. of WB.	
(xiv)	Whether the actual upgradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.
	Information not available.	
(xv)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
	MI observed that the identification of land for construction of the upgraded SSKs is made and many places proper construction has been made.	

(xvi)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	MI observed that such construction is made with the involvement of VEC	
(xvii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	No sample SSKs is found in the process of construction.	
(xviii)	Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position?	Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during field visit by MI.
	Information not available.	
(xix)	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
	Information not available	
(xx)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
	The minimum infrastructure like durries, blackboard, and TLM are available.	
(xxi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
	The cooked MDM are provided in the SSKs.	
(xxii)	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.

	<p>General observations of SSKs</p> <ul style="list-style-type: none"> • There is inadequate Physical infrastructure are available in many SSKs. • Similarly the MSKs have very poor physical infrastructure facilities. • The supervision & training part of SSK is very weak and there is no coordinator between the DPO, SSA and the in- charge of District level officer of SSK. • The classroom transaction and quality of education as observed in the SSKs seems to be poor. • The norms for the establishment of the SSKs have not been maintained properly at places. 	
(xxiii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	Need to be assessed.	
(xxiv)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	Good	
(xxv)	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.
	Free text books are given to the all children of the SSKs by the State Govt. as given to the formal primary school children. There is no delayed in distribution of the text book. The MDM are extended to the SSK/MSKs.	

(h) Children with Special Needs (CWSN):

(i)	The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.
	It was informed that there are 4598 CWSN children were identified out of as many as 2939 children are enrolled.	

(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.
	. Further, informed that as many as 2044 CWSN were already provided with aids and appliances	
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	No such difficulties are faced.	
(iii)	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?	Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
	There are 8 NGOs are involved as DLRO. These organizations are issued the guideline.	
(iv) (a)	Whether the district has an IED coordinator? whether he has been oriented and whether he has attended any capacity building programme at the State level?	Information to be obtained from DPO of districts visited by MI.
	NO. The IED Coordinator has reign on April 2010.	
(iv) (b)	Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended?	Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.
	District level format is available but state level format is not available.	
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
	MI found that out of the sample 149 primary schools ramps are available in the 141(94.63%) schools and in the UPS out of the sample 18 schools ramps are available in the 17 (94.44 %) schools.	
(vi)	How many children have been provided home based support during the current financial year?	Information to be obtained from SPO/DPO and one or two sample checks be done by MI.

	674 children have been provided home based support.	
(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
	2505 parents have been given counseling.	
(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.
	<p>From the collected data it reveals that in the sample primary schools, there are 290 CWSN, and 108 CWSN in the sample upper primary schools. So, on and average, there are 1.95 CWSN per primary school and there are 6.00 CWSN per upper primary school.</p> <p>MI found that in the primary schools there are 55 (18.97%) CSWN are present on the day of visit and in the UPS there are 15 (13.89 %) CSWN are present on the day of visit.</p>	

(i) National Programme for Education of Girls at Elementary Level (NPEGEL): The District does not have the component.

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	NA	
(ii)	The target number of additional classrooms, drinking water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc?	Information to be obtained from SPO and to be updated from the DPO of the district visited by MI. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups.
	NA	
(iii)	Whether model clusters in the districts have been provided with gender sensitize teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	NA	

(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds?	Information to be obtained from the SPO to be updated from DPO visited by MI.
	NA	
(v)	a. Whether a district gender coordinator is in position?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	NA	
	b. Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?.	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	NA	
(vi)	The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, district-wise?	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.
	NA	

(j) Katurba Gandhi Balika Vidyalaya (KGBV):): The District dose not has the component.

(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample check by MI in the field visit.
	NA	
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	NA	

(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from the SPO and verified from DPO/KGBV visited by MI.
	NA	
(iv)	The number of KGBV in respect of which all formalities for construction have been completed.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	NA	
(v)	The number of posts sanctioned for the KGBV (teachers and other staff) in the district and the present position of filling up of these posts.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	NA	
(vi)	The number of students admitted in the KGBVs started in the district.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	NA	
(vii)	The details of facilities available such as furniture, bedding, meals to be verified by MI in respect of KGBV visited.	To be obtained on the spot in respect of KGBV visited by MI.
	NA	

(k) District Information System for Education (DISE):

(i)	Whether EMIS set up in each district of the State/UT and whether requisite computers and computer operators have been put in position?	Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.
	The EMIS are functional with the requisite number of computer and manpower however, they do hire the data entry operator as and when required..	
(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI
	The time schedule given by the SPO (Distribution of DISE form and training in the month of September 2009, collection of filled data in the month of October 2009) are strictly adhere.	
(iii)	Whether data capture format have been supplied to all schools latest by August?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.

	It was supply in the month of September 2009.	
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	It was done in the in the month of September 2009	
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
	At the CLRC level the respective CLRC coordinators with the help of Siksha Bandhu are asked to verify the 25% of the DISE data besides, at the DPO level 5% random checking are done. The SPO have engaged a third party for the purpose.	
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
	This has been submitted to the SPO in the middle of January 2010	
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
	There is an MIS in charge at SPO. He is fully conversant with needs of SSA in MIS. Similarly, the DPO have MIS in charge.	

(I) Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	Information to be obtained from the SPO and to be updated from the DPO.
	During the current year 2010-11 there are 6 research studies are sanctioned the work of same could not be started till June 2010.	
(ii)	The number of studies sanctioned in the previous calendar year and the number of them completed.	Information to be obtained from the SPO and to be updated from the DPO.
	During the year 2009-10 there are 7 Studies were sanctioned Out of 2 are district specified. Except one (1) all are completed.	

	<p>Is there a Research/Evaluation in-charge at SPO level? What is the person's role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research?</p>	<p>Information to be obtained from SPO.</p>
(iii)	<p>The research coordinator of the district is in position. Director of SCERT is the member of State Level research advisory group of SSA. There is no SIEMAT in West Bengal. Principal of DIET is the member of District Level Research advisory group of SSA, West Bengal. There is scope of research work of SSA through SCERT & DIETs. Research proposal & project are scrutinized by State Level Research Advisory Group or District Level Research Advisory group as the case may be.</p> <p>As informed by the respective Coordinator the research proposal are undertaken by the following procedure Advisory Board- Coordinator-ADPO- DPO- ADM-DM.The Coordinator attended 4 orientation program organized by the SPO Similarly, several such programe are arranged at the DPO level.</p> <p>It is also known that the last year 2009-10 the budget under the same head was 47 lakhs Out of 97% expenditure were incurred. The present year budget is 37 lakhs.</p>	

(m) Functioning of the VEC:

(i)	<p>The total number of village/school level/management committees constituted, district-wise?</p>	<p>Information to be obtained from the SPO and to be updated by the DPO.</p>
<p>It was reported that there are 2142 VECs ,460 SMCs and 187 WECs were constituted and functioning. Within the VEC there is committee known as SLMC which are mainly looking after the day today activities of the schools the monitoring team found that such committee are constituted in the 122(81.88%) sample primary schools</p>		
(ii)	<p>A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC?</p>	<p>Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.</p>
<p>The copy of the guidelines is available with the VEC and school.</p>		
(iii)	<p>Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI?</p>	<p>Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.</p>
<p>All the VEC/SMC has adequate representation of women. The actual number of women associated in the sample school visited by MI are upto 5 in the 76 (62.30%) schools and more than 5 in the 46 (37.70%) schools.</p>		

(iv)	<p>The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?</p>	<p>Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.</p>
	<p>It found from the sample primary schools that VEC/ SLMC meeting held upto 3 is in the 63 (61.17%) and 4 > meetings in the 40 (38.83%) places.</p> <p>Further, found that in the UPS the MC meeting held in the last six month meetings are upto 3 in 8 (44.44%) and >4 meetings in 10 (55.56%) schools.</p>	
(v)	<p>Whether members of the VEC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings?</p>	<p>Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.</p>
	<p>It is informed that 4 persons from each VEC attended orientation training for two days at the CLRC level conducted by the Siksha Bandhu.</p> <p>MI found that upto 3 members of VEC are orientated in the 37 (39.78%) out of the sample primary schools during the year under report.</p>	
(vi)	<p>The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?</p>	<p>Information to be obtained from VEC and verified on the basis of records by MI during field visits.</p>
	<p>MI found that the positive roles are played by the many VECs</p>	
(vii)	<p>Whether VEC is maintaining proper record of funds received by them.</p>	<p>Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.</p>
	<p>Head Teacher of the school being Secretary of the VEC is maintaining the record of the funds.</p>	
(viii)	<p>Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?</p>	<p>Information to be obtained at SPO level. See formats and record of SPO</p>
	<p>YES both at SPO and DPO level.</p> <p>The capacity building program attended by the district level personnel when it organized by the SPO.</p>	

(n) Staffing at State and District Level:

(i)	<p>The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?</p>	<p>Information to be obtained from SPO.</p>
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Information on post at SPO, PBSSM
(as on 31/03/2010)

SL No.	NAME OF THE POST	NO.	STATUS		Remarks
1	PA TO SPD	1	F	-	
2	PA TO ASPD	1	F	-	
3	FAO	1	F	-	
4	SPE-I	1	F		
5	SPE-II	1	F	-	
6	SPE-III	1	-		Engagement Process initiated.
7	MIS IN-CHARGE-I	1	F		
8	MIS IN-CHARGE-II	1			Engagement Process initiated
9	DEO	7	6F		Engagement Process initiated
10	MIS PERSONNEL INCLUDING SPL MONITORING CELL	5	4F	-	Engagement Process initiated
11	PMIS CO-ORDINATOR	1	-	V	
12	ASST. AUDIT OFFICER	1	F	-	
13	STATE GENDER CO-ORDINATOR	1	F	-	
14	CONSULTANT-MEDIA & DOCUMENTATION	1	F	-	
15	STATE IED CO-ORDINATOR	1	F	-	
16	RESEARCH & STUDIES CO-ORDINATOR	1		V	PC, Pedagogy will act as a Research coordinator
17	ACCOUNTANT	5	5F	-	
18	CASHIER	1	F	-	
19	STENOGRAPHER	1	F	-	
20	STATE ECCE CO-ORDINATOR	1	-	V	
21	PROGRAMME CO-ORDINATOR-PLANNING	6	5F	1V	
22	PROGRAMME COORDINATOR (PEDAGOGY)	12	8F	4V	
23	CM & AS COORDINATOR(State)	1	F		
24	PROGRAMME COORDINATOR FOR CM & AS	6	5F	-	Engagement Process initiated
25	GROUP-D	6	5F	1V	
26	TECHNICAL ASSISTANT	2	2F		
27	ADMINISTRATIVE ASSTT.	2	2F	-	
28	ESTIMATOR	1		V	
29	CO-ORDINATOR FOR DEP	1	-	V	
30	PROGRAMME CO-ORDINATOR FOR NPEGEL	1		V	
31	STSTM SVP/SLIP+	3	1F	-	Engagement Process initiated
	Total		56	12	

Total Post = 75

F= Filled up= 56

V= Vacant= 12

It was found that 74.%% staffs are place and the engagement process of the remaining 07(seven) posts has been initiated .

NURUL

(ii)	The number of meetings of the General Body and EC held during the previous financial year?	Information to be obtained from SPO and verified from their records.
	There are 3 EC meetings held during the year under report.	
(iii)	The total number of staff sanctioned category wise in the district office and the number in position and action taken to fill up the vacancies?	Information to be obtained from SPO and verified at DPO level in districts visited by MI.

Status report on staff position & vacancies under SSM of Nadia as on 25.05.2010

Sl.No.	Name of Sanctioned post under SSM	No. of post sanctioned under SSM	Present position of the post under SSM		Remarks if any
			Filled up with number	Vacancies with number	
1	DPO	1	1	0)
2	ADPO	2	1	1	02 Post. One for ADPO (Primary) and other for ADPO (Upper Primary)
3	DDPO(Pry)	2	0	2	
4	Research Coordinator	1	1	0	
5	Coordinator for Children with special need	1	0	1	
6	Coordinator for Girls' Education (Gender)	1	1	0	
7	MIS-in-Charge	1	1	0	
8	PMIS Coordinator	1	0	1	Resigned 15 th March 2007. Advertisement issued several times. Last Adv. Issued on Feb, 10.
9	Pedagogy Coordinator	1	1	0	
10	Coordinator for CM & AS	1	1	0	
11	Planning Coordinator	1	0	1	Resigned on 10.12.2009
12	Finance & Accounts Officer	1	1	0	
13	Asst. Engineer for CW	1	1	0	
14	Junior Engineer	2	2	0	
15	Data Entry Operator	2	2	0	
16	Accountant	1	1	0	
17	UDA (Account)	1	0	1	Advertisement should be issued.
18	UDA (Cash)	1	0	1	Advertisement should be issued
19	LDA	2	2	0	
20	Technical Assistant	1	1	0	
21	Gr. D Staff (Peon/Night Guard)	5	5	0	
22	Field Junior Engineer	17	15	2	Filled from the existing Panel.
23	UDA (General)	1	1	0	
24	Programme Coordinator (Pedagogy)	2	2	0	
25	DSTM	4	4	0	
26	Group C at CLRC Level	37	35	2	Advertisement should be issued.
27	Group D at CLRC Level	37	36	1	Advertisement should be issued.
28	Casual Engineer at District Level if any	0	0	0	
Total		128	115	13	0

It was found that 89.84%staffs are place and the engagement process of the remaining posts have been initiated.

(iv)	The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?	Information to be obtained from SPO/DPO and to be verified in respect of BRCs/CRCs visited by MI.								
<p>The following are the staff pattern at the CLRC level</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">From the pool of District Inspector of Schools</td> <td style="width: 50%;">From SSA pool</td> </tr> <tr> <td>1. School Inspector (SI) - One</td> <td>1. Group - C- One</td> </tr> <tr> <td>2. Clerk - One</td> <td>2. Group - D- One</td> </tr> <tr> <td>3. Group D - One</td> <td></td> </tr> </table> <p>Besides, the above staff strength each CRC/CLRCs has Siksha Bhandus(RTs) whom is to supervise the educational components of SSA in the School. At present the district has 206 Siksha Bandhu out of 306 as on 31/03/2010.</p>			From the pool of District Inspector of Schools	From SSA pool	1. School Inspector (SI) - One	1. Group - C- One	2. Clerk - One	2. Group - D- One	3. Group D - One	
From the pool of District Inspector of Schools	From SSA pool									
1. School Inspector (SI) - One	1. Group - C- One									
2. Clerk - One	2. Group - D- One									
3. Group D - One										
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.								
Yes										

(o) Outreach of primary/upper Primary educational facilities to SC, ST, Minority groups and to girls as well, especially in special focus districts.

During the year 2009-10 the followings programs were taken up by the district under the educational for the SC, ST, Minority groups.

1. **SC/ST-** Exposure visit SC/ST children, Organization of sports etc.
2. **Activity for the Minority-**Sensitization for the VEC/WEC(minority members),Orientation of PRI functionaries for attendance ,quality education etc, Organization of exhibition, Special coaching for low performing children.
3. **Activity for the Girls Education-**Training of panchayet functionaries on gender issues, Training of the MTA members, Awareness and health check up, Educational tour, Orientation of the Resource persons, Observation of Matri Sachetana Divas and International Women's Day

(p) Additional items to check during school visit by MI:

	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
(i)	MI found that in the sample primary schools 38 (25.59%) and in the UPS 13(72.22) are functioning upto 230 days and 111 (74.50%) primary and 5 (27.78%) UPS are functioned 231 and above days in the last academic year.	
	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.
(ii)	The responses from the sample schools reveals that all has clean environment, good building, good class rooms. There are 60 (40.27%) primary schools and 11(61.11%) UPS has play ground.	

	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
(iii)	In the primary schools sitting arrangement are mainly floor however, there are few schools has provision of bench for the class iii & iv. All the UPS has provision of bench.	
	Whether health camp facility was made available to the children during the previous six months?	Information to be recorded on the basis of school records.
(iv)	Among the sample primary schools there are 40 (26.85%) has camp facility.	
	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.
(v)	Yes	
	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
(vii)	It is found mainly at the time of cultivation and local festivals.	
	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.
(viii)	Regular basis no such steps are taken by any statutory body however, it is informed that occasionally meetings are arranged with the parents VEC/SMC and MTA.	
	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
(ix)	The System of gradation are followed. In the primary schools such evaluations are done in three terms. In the UPS the evaluations are conducted in 5 unit tests.	
	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
(x)	Yes	
	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
(xi)	The majority of the students of the primary and UPS performance level are found to be in B and C the grades.	
	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
(xii)	Good.	

	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.
(xiii)	MI found that in the sample primary schools there are 54 underage and 1804 overage children.	
	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers/VEC schools records.
(xiv)	The data collected from the sample schools reveals that there are 419 dropouts in the primary schools and 159 in the UPS.	
	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?	Information to be obtained on the basis of school records and discussion with teachers.
(xv)	As per the records of the primary schools it was found that there are 1003 of class I ,351 of class II, 175 of class III and 213 of class IV are retained and in the UPS it was found that there are 789 of class V , 347 of class VI, 347 of class VII and 221 of class VIII are retained. Therefore, altogether there are 2742 number students of primary and 1704 number of the UPS were retained during the last academic year.	

(q) Any other issues relevant to SSA implementation**SAMIR****Grade wise Examinations details 2008-09**

It was found that 97.18% boys and 97.88% girl's students of class-IV appeared in the annual exams. Out of 98.27% boys and 98.44% girls were qualified. From the class-VIII of upper primary schools 95.87% boys and 95.70% girls students appeared out of 91.06% boys and 92.22% girls students were qualified.

ATTANDANCE ON THE DAY OF SCHOOL VISIT:

The attendance of the primary school found that there are 45.51% boys and 44.14 % girls and in the UPS are 30.46 % boys and 30.54 % girls respectively on the day of school visit. MI found the poor attendance on the day of school visit as because the final evaluation is going on,hence all the students of all classes are not supposed to come to the school.

Innovative Programme:

Under the CAL Programme 5 computers are given to the selected upper primary schools. The necessary orientation/training for 15 days are given to the teachers whom are provided the computers.

ECCE:

Under the programme it was informed that the Training of Anganwadi Sevikas for the pre-school learning were organized and suitable play materials were given to the Anganwadi Centers for pre school learning.

RECOMMENDATIONS

- There is an urgent need of opening of New Upper primary school in view of the over crowded classroom and high teacher-student ratio.
- Rationalization of Teacher posting in the Primary School by the appropriate authority of the district.
- Timely release of funds to CLRC for onward transmission to the school/VEC.
- Supervision of MSKs & SSKs needs top priority & better coordination with the District implementing agency of SSA.
- The inbuilt structural monitoring system of the District to follow up the progress of the project needs to be functional properly.
- The monitoring for the civil work from the SPO/DPO should be strengthen.
- Provision of adequate funds for major repairing work of school buildings both for primary & upper primary.
- There is urgent need of Strengthening the BRC (CLRC) by, placing the quality manpower.
- Placements of funds for boundary wall to the schools which are located in the road side/near to the ponds.
- Use of TLM and its training need to be strengthen.
- .Due attention is needed for research area by constituting proper committee involving the DIET/University faculty.
- The NGOs performance in CWSN needs to be assessed.
- In view of the Govt. notification for the SSK/MSKs adequate funds should be placed for infrastructure development.
- Regular orientation / training of District Coordinators by SPO/ any other appropriate authority

. List of Schools visited for both SSA and MDM tasks

List of the Sample Schools

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Primary Schools

- 1.Kalpataru Primary School.
- 2.Senpur Chapra Danga Primary School.
- 3.Dignagar Board Primary School.
- 4.Dakshin Bhatjangla Primary School
- 5.Bhatjangla G.S.F.Primary School.
- 6.Chapra Dignagar Primary School.
- 7.Raghaveswar Primary School
- 8.Hatishala G.S.F.Primary School.
- 9.Anadinagar Primary School.
- 10.Anathawar Patshala.
- 11.C.M.S.St.Johans H.S.Primary Section.
- 12.Holly Family Girls Primary School.
- 13.Queens Girls Primary School.
- 14.Gobindapur G.S.F Vidyalaya.
- 15.Gobindapur Jalda Para Primary School.
- 16.Gobindapur Colony Primary School.
- 17.Majidpur Primary School
- 18.Dakshinpara Prathimik Vidyalaya.
- 19.Hajarinagar Primary School.
- 20.Chitrasali Primary School.
- 21.Basutala Primary School.
- 22.Bahirgachi Primary School.
- 23.Gakulnagar S.D.Primary School.
- 24.Office Baganpara SorajBasani Das Primary School.
- 25.Shibnagar Primary School.
- 26.Debagram S.A.Vidyapith.
- 27.Bara Ataghi Primary School.
- 28.Haripur Para Primary School.
- 29.Swasrupganj Girls Primary School.
- 30.Gournagar Primary School.
- 31.Taltala Sardarpara Primary School.
- 32.Teour Khali Board Primary School.
- 33.Mahesganj Primary School.
- 34.Mukundapur Primary School.
- 35.CharBrahma Nagar Primary School.
- 36.Rupdah Girls Primary School.
- 37.Napara J.B.School.
- 38.Adarsha Colony Primary School.
- 39.Gabarkuli Primary School.
- 40.Baro Andulia Daspara Primary School.
- 41.Lokseva Sibir J.B.School.
- 42.Hantra Part Basic School.
- 43.Laxhmi Gacha Primary School.
- 44.Chapra Subhas Palli Primary School.
- 45.Islamganj Primary School.

- 46.Didhkur Primary School.
- 47.Mollah Bar Primary School.
- 48.Kando Khola Primary School.
- 49.Babla Primary School.
- 50.Saroda Palli Primary School.
- 51chhapur Primary School.
- 52.Patia Primary School.
- 53.Srimanta J.B.School.
- 54.Bhagabanpur Primary School.
- 55.Joydeb Palli Nityananda Primary School.
- 56.Dayer Bazar G.S.F.Primary School.
- 57.Nabaliganj Primary School.
- 58.Sarat Palli Primary School.
- 59.Banga Basi Primary School.
- 60.Chanmari Natun Palli Primary School.
- 61.Radhanagar G.S.F.Primary School.
- 62.Bibhuti Bhusan Smirti Vidyapith.
- 63.Ghosh Para Primary School.
- 64.Alaipur Primary School.
- 65.Rathtala Primary School.
- 66.Ramkrishna Primary School.
- 67.Patuli Mamory Primary School.
- 68.Panthapara Ambika Sundari Primary School.
- 69.Netaji Sevasing G.S.F.Primary School.
- 70 Kumar Satpur Oriented Basic Primary School.
- 71Dayabari Primary School.
- 72.Matikumra Primary School.
- 73.Satyanagar Colony Primary School.
- 74.Mazdiya Daspara Primary School.
- 75.Mazdiya RailBazar Primary School.
- 76.Indria Gandhi Primary School.
- 77.Harakrishna Kongar Palli Primary School.
- 78.Naghata Primary School.
- 79.Krishnaganj G.S.F.Primary School.
- 80.Majdiya D.C.Bhaduri Girls Primary School.
- 81.Maheswarpara Primary School.
- 82.Jamsherpur B.N.High attatch Primary School.
- 83.Uttampur Primary School.
- 84.Pattabuka Primary School.
- 85.Jotirmoy Smirti Vidyaniketan.
- 86.Karimpur G.S.F.Primary School.
- 87.Natna Primary School.
- 88.Mahamaya Palli Harimohan Vidyapith.
- 89.Tehatta G.S.F.P.rimary School.
- 90.Tehatta Adarsha Primary School.
- 91.Tehatta Haldarpara Primary School.
- 92Tehatta Boys Primary School.
- 93.Tehatta Balika Prathamik Vidyalaya.
- 94.Sonadanga Para Primary School.
- 95.Jaganandapur G.S.F. Primary School.
- 96.Baragachi Primary School.
- 97.Bmundanga Primary. School.
- 98.Bethuadahari Board Primary School.
- 99.Narayanpur Primary School.
- 100.Kadamgachi Primary School.
- 101.Chowgacha Primary School.

- 102.Manpur Primary School.
- 103.Ballabpur G.S.F.Primary School.
- 104.Darappur Primary School.
- 105.Berbari Primary School.
- 106.Hariankhi Primary School.
- 107.Hingnara Primary School.
- 108.Narkeldanga Primary School.
- 109.Sri Krishna Vidyapith.
- 110.Sri Chaitanya Vidyapith.
- 111.Krishnanagar A.V.High School Primary Section.
- 112.Krishnanagar High School Primary Section.
- 113.Bhubhan Mohini Sikshaneketan.
- 114.Ghoraghata Primary School.
- 115.Arandapota Primary School.
- 116.Adarsha Converted J.B.School.
- 117.Sarswat G.S.F.Primary School.
- 118.Radhanagar Converted G.S.F.Primary School.
- 119.Gobindapur G.S.F.Primary School.
- 120.Janakalyan G.S.F.Primary School
- 121.Bharati G.S.F.Primary School.
- 122.Dakshin Rajapur Banabibi Tala Primary School.
- 123.Simhat Primary School.
- 124.Progananda J.B.School.
- 125.Anandapur G.S.F.Primary School.
- 126.Birohi Primary School.
- 127.Borojaguli Primary School.
- 128.Ganguria Primary School.
- 129.Surendra Nagar Primary School.
- 130.Adampota Primary School.
- 131.Modanmohanpur Kolony G.S.F.Primary School
- 132.Muraghacha High Attach Primary School.
- 133.Binoy Krishna Chowdhury Smiriti Primary School.
- 134.Choto Kandua Primary School.
- 135.Dharmada Charuchandra Primary School.
- 136 Dharmada Girls Primary School.
- 137.Belechua Para Primary School.
- 138.Betai Primary School.
- 139.Bishnuganj Primary School.
- 140.Debnathpur Primary School.
- 141.Betaijitpur Primary School.
- 142.Rishi Rabi Das Primary School.
143. Savilganj Primary School.
- 144.Goyes Pur J.B.School.
- 145.Kalipada Ghosh Smiriy Primary School.
- 146.Gandhi Sata Barshiki Primary School.
- 147.Dr. Chandra Banga Smiriti Primary School.
- 148.Haripara Boys Primary School.
- 149.Bholadanga Primary School.
- Upper Primary Schools.**
150. Tehatta Sridam Chandra Balika Vidyalaya.
- 151.Karimpur Girls High School.
- 152.Ranaghat Rattala Colony High School.
- 153.Darappur High School.
- 154.Chowgacha Prangopal High School.
- 155.Chandmari Janakalyan High School.
- 156.Swarupganj Panchsila Balika Vidyalaya.

157. Dubuliya Desbandhu High School.
158. Boroandulia Balika Vidyaniketan.
159. Majdia Shibmohini Kanya Viyapith.
160. Majdia Rail Bazar High School.
161. Mollah Bar Baghajatin Vidyapith.
162. Fulia Sikshanekatan.
163. Chitrasali Vidyanekatan.
164. Anandapur High School.
165. Birohi Netaji Vidya Bhavan (H.S.)
166. Dharmada K.K. High School.
167. Betail High School.

Mid-Day Meal Scheme:

(i)	Name of the Monitoring Institution	VISVA BHARATI UNIVERSITY
(ii)	Period of the report	February-July 2010
(iii)	Name of the District	NADIA, West Bengal
(iv)	Date of visit to the Districts/EGS/Schools	02/02/2010-25/02/2010 & 09/5/10-16/05/10

1.	<u>REGULARITY IN SERVING MEAL:</u>			Students, Teachers & Parents	
	Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?				
The information from the district reveals that all the primary schools and UPS are extended with the cook MDM. Further found that out of the 149 sample primary schools 146(97.99%) and all the sample UPS are providing the MDM. The 3 (three) sample primary schools are not provided the MDM at time of collection of information due to reasons that cooking cost are not given to them for long time and increase of price vegetables, fuel & other ingredients etc.					
2.	<u>TRENDS:</u>			School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.	
	Extent of variation (As per school records vis-à-vis Actuals on the day of visit)				
	No.	Details	Day previous to date of visit		On the day of visit
	ii.	Enrollment	P-23541 UPS-6305		P-23541 UPS-6305
	iii.	No. of children attending the school on the day of visit	P-12454 UPS-3365		P-10568 UPS-1202
iv.	No. of children actually availing MDM on the day of visit	P-11823(94.93%) UPS-3052(90.70%)	P-8553(80.93%) UPS-1075(89.43%)		
It reveals that in the primary schools there are 44.89% children are present in the schools on the day of visit ,out of them 80.93% have availed MDM ,and in the UPS 19.06% students are present out of them 89.43% students are availed the MDM.					
The poor attendance is due to the final evaluation.					

3.	<u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u> (i) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	MI found that all the sample both primary & UPS receiving the food grain regularly in the school.	
	(ii) Is buffer stock of one-month's requirement is maintained?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	It is informed that one month buffer stocks are maintained. *	
	(iii) Is the food grains delivered at the school?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
Yes, it is delivered in the school.		
4.	<u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u> (i) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costm what is the extent of delay and reasons for it?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	MI found that 89 (60.96%) sample primary schools and 12 UPS (66.67%) received the cooking cost in advance.	
	(ii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	The Head Teacher of the respective schools manages the MDM by obtaining the loan from the suppliers/local market.	
	(iii) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
MI found among the sample primary schools there are 63 (43.15%) schools received in cash and 83 (56.85%) schools received through bank and in the sample UPS there are 7 (38.89%) schools received in cash and 11 (61.11%) schools received through bank.		
5.	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	Observations

	There is no gender or caste or community discrimination found in cooking or serving or seating arrangements of the MDM regularly.	
6.	<u>VARIETY OF MENU:</u> (i) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	During the visit to the schools it was noticed that out of the 149 sample primary schools 61 (41.78) schools and in the UPS out of 18 schools 10 (55.56%) schools displayed the menu for the MDM. *	
7.	(ii) Is there variety in the food served or is the same food served daily?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	The variety in the food is maintained.	
	(iii) Does the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	There is no wheat preparation in the food item. The common menu of the food are rice, dal and seasonal vegetables and eggs are served 3-4 times in a month.	
8.	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on a) Quality of meal:	Observations of Investigation during MDM service
	The students of the sample school expressed their satisfaction about the quality.	
	b) Quantity of meal:	Observations of Investigation during MDM service
	The students of the sample expressed their satisfaction about the quality.	
	c){If children were not happy Please give reasons and suggestions to improve.}	Observations of Investigation during MDM service
9.	<u>SUPPLEMENTARY:</u> (i) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record

	It is reported that 108 (72.48%) of primary schools and 11 UPS (61.11%) are provided the micronutrients and also came to know that 40(26.85%) primary and in the UPS 10(55.56%) reported about the organization of the health camps.	
	(ii) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	The local Health center is providing the medicines.	
	(iii) Is there school Health Card maintained for each child?	Teachers, Students, School Record
	MI found that there are 42 (28.19%) sample primary schools and 3 UPS (16.67%) maintained health card for the children. *	
10.	<u>STATUS OF COOKS:</u> (i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	MI found that out of the sample schools in the 67.12% primary and 77.78% UPS cooking of the MDM are manage by the SHG members by rotation and the rest 32.88% sample primary schools and 22.22 UPS the cooking of the MDM are done by the other person with the involvement of the local self Govt.	
	(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	All the sample schools have adequate persons for the MDM.	
	<u>(iii)</u>What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	In the primary schools they used to get Rs.600/-pm and in the UPS it is Rs.600/- pm in cases it more if the students number is high.	
	(iv).Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
Not in regular way the money usually disbursed when the school received the grant for the MDM.		

	(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Mainly the under privileged person are drawn from the locality for the purpose.	
11.	<u>INFRASTRUCTURE:</u> Is a pucca kitchen shed-cum-store: (a) Constructed and in use-P-73 + UPS-7 =80 (b) Constructed but not in use under-Nil (c) Under construction –P-2 (d) Sanctioned, but constructed not started-P-9 + UPS-1=10 (e) Not sanctioned-Nil Any other (specify)	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	Information is to be given for point (a) , (b), (c) , (d) and (e) a. There are 41.78% primary schools have pucca kitchen shed and 61.11% UPS have kitchen shed.	
12.	In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored.	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
	In the places where kitchen shed is not available the food is being cooked in the school campus mostly in open place or in the unused classroom and the food stuff is stored in the school room or in the office room	
13.	Whether potable water is available for cooking and drinking purpose?	-do-
	All the sample schools have provision of potable water for cooking and drinking.	
14.	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme
	The sample schools have adequate utensils which purchased out of the SSA fund.	
15.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	MI fond in the primary schools the Fire wood is used in the 128 (87.67%), and GAS based fuel used in 8 (5.48%)and in 10(6.85%) schools has Other sources like cow dung etc and in the UPS the arrangements are 16 (88.89%) fire wood and gas in 2 (11.11%) as sources of fuel.	
16.	<u>SAFETY & HYGIENE:</u> i. General Impression of the environment, Safety and hygiene:	Observation
	In the sample primary schools Good-3(2.05%), Fair-143 (97.95%), poor- nil and in the UPS Fair- 18 (100%).	
	ii.Are children encouraged to wash hands before and after eating	observation
	All children encouraged to wash hands before and after eating.	
	iii.Do the children partake meals in an orderly manner?	observation

	YES													
	iv.Conservation of water?	Observation												
	In the few schools it was noticed.													
	*													
	v. Is the cooking process and storage of fuel safe, not posing any fire hazard?	observation												
	No													
	COMMUNITY PARTICIPATION: Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation	Discussion with head teacher, teacher, VEC, Gram Panchayat members												
17.	<p>The extend of community participation in MDM found to be quite satisfactory at the school level the VEC/SLMC and local self bodies are directly involve in the program The response in this context from the schools are;</p> <table border="1"> <thead> <tr> <th></th> <th>Good</th> <th>Fair</th> <th>Poor</th> </tr> </thead> <tbody> <tr> <td>Primary</td> <td>4.79%</td> <td>79.45%</td> <td>15.76%</td> </tr> <tr> <td>UPS</td> <td>nil</td> <td>83.33%</td> <td>16.67%</td> </tr> </tbody> </table>			Good	Fair	Poor	Primary	4.79%	79.45%	15.76%	UPS	nil	83.33%	16.67%
	Good	Fair	Poor											
Primary	4.79%	79.45%	15.76%											
UPS	nil	83.33%	16.67%											
	INSPECTION & SUPERVISION Has the mid day meal programme been inspected by any state/district/block level officers/officials?	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members												
18.	<p>MI found that the supervision of MDM program from out side the community is very poor.</p> <table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Primary</td> <td>21.92%</td> <td>78.08%</td> </tr> <tr> <td>UPS</td> <td>16.67%</td> <td>83.33%</td> </tr> </tbody> </table>			Yes	No	Primary	21.92%	78.08%	UPS	16.67%	83.33%			
	Yes	No												
Primary	21.92%	78.08%												
UPS	16.67%	83.33%												
19.	IMPACT Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefits due to serving cooked meal in schools.	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.												

The overwhelming majority of the sample schools reported positively about the MDM. The positive responses from the schools in the context of improvement of attendance is 130(89.04%) from the primary schools and in the UPS are 15(83.33%).

Observations:

- a. Ensure the regular supply of food grains for MDM
- b. Cooking cost for the MDM should be paid regularly.
- c. The SHGs should not be given the total freedom for the arrangement of MDM.
- d. **Monitoring mechanism from outside the community is very necessary for MDM.**

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District Level Half Yearly Monitoring Report

(The Ministry/TSG needs district wise information/observation as per the TOR 2008-2010 using this format ,for each district separately, for the districts monitored by the Monitoring Institution both for SSA and MDM tasks)

3.1	Name of the District	SOUTH 24 PARGANAS, WEST BENGAL
3.2	Date of visit to the District/EGS/Schools	June 16-July 11,2010
3.3	Tasks	The Monitoring Institutes will obtain information on the following areas and include them in their report.

(a) Opening of Schools (both primary and upper primary):

	What is the number of schools sanctioned in the current financial year in the state (including spill over) district wise and how many of them have been opened district wise?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.
(ix)	<p>It reveals from the district office that there are 38 new UPS were started functioning out of the sanctioned 118 Schools and 16 NPS started functioning out of the sanctioned 51 schools during the year under report.</p> <p>The existing schools/Alternative schools of the District are;</p> <p>1.Primary -.3680 2.UPS- (including madrasha)-798 3.SSKs- 1213 4.MSKs- 80 5.AIE- 164 (NGOrun) 6.RMV-100 7.NRBC-163</p>	
(x)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	All the lands for the new schools have not been yet identified.	
(xi)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher
	Funds were placed to the VEC/CLRCs for the construction of the new school building.	

(xii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	During the time of visit to the District MI found that 10 UPS has started the construction work.	
(xiii)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?	Information to be obtained from SPO.
	The guest teachers were placed temporarily for its functioning of the new UPS.	
(xiv)	Have Teachers been put in position in new schools in District visited?	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.
	As mentioned above.	
(xv)	In the schools visited by MI whether one-time grants of Rs. 10,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.
	One time grants of @Rs 50000/- were placed for the new set up schools.	
(xvi)	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.
	Yes	

(b) Civil Works:

(xiv)	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?	Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.
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CIVIL WORKS PROGRESS REPORT 2009-10 as on 26/07/10

Items	PAB Approved Target	Actual Target	Completed	In Progress/Not Yet Strated	Not Taken UP/Excess if any.
NSB(primary)	26	0	0	0	26
NSB(UPS)	45	10	0	0/10	35
ACR	1700	1700	181	980/539	0
Toilets for Urban area	61	61	1	13/47	0
Girls Toilets in Urban area	192	192	2	9/181	0
Drinking Water in Urban Area	29	29	0	0/29	0
KGBV(Expansion)	1	1	1	0/0	0

The poor performances of the civil works construction are found in the district due to non submission of the U/Cs and lots of litigations at the local self govt. level

Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated.

To be checked on the spot with assistance of VEC/SMC and School Teachers.

(xv)

During the visit to the sample primary schools MI found that 2 primary school received Rs.1.70 lakh for ACR out of 1 school not yet started the work, and 7 schools received @Rs. 1.85 lakhs out of 2 schools not yet started the work, 12 schools received @Rs. 2.00 lakhs out of 10 schools started the work and 21 schools received @ Rs. 2.40lakhs out of the construction work is in running condition in the 15 schools

Similarly, from the sample UPS ACR work are not yet started in the 2 school.

The schools which have completed the work of the construction is found to be good and there is no variance.

Whether SMC/VEC has been trained by technical persons for execution of civil work?

To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).

(xvi)

The school teachers and some members of the VEC actively involved for smooth execution of civil work at the school as per the guidelines provided by the DPO/SPO.

Whether community manual for civil works has been prepared and is available with VEC/SMC?

To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).

(xvi)

No. A register for the purpose is maintained at school level. Further, reveals that at the school the FJE arrange a meeting with the concern VEC/SMC for construction work.

(xvi)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	It is mandatory for the schools receiving grants to construct ramp in the school. MI found that out of the 119 sample primary schools ramps are available in the 70.59% (84) schools and in the sample 32 UPS ramps are available in the 65.63% (21) schools.	
(xix)	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).
	No separate accounts are maintained.	
(xx)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).
	The FJEs of the SSM of the respective area is the designated person for Technical Supervision of civil works at the school level, however, the Asst. Engineer of the SSM do visit to the spot as and when required.	
(xxi)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The FJEs of the respective area visited the spot several occasion (at least 4 times).	
(xxii)	If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum of funds utilised from Swajaldhara and TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	There is convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in the district but this area are being taken care by the respective local self Govt. no such information in this respect are available in the school.	
(xxiii)	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	No such specialized agency found for the purpose the area is taken care by the local self Govt MI found that out of the 119 sample primary schools the drinking water facilities are not available in the 11.76%(14) schools and in all the UPS has provision of drinking water. Among the sample primary schools it is informed that in 1.90% (2) primary schools funds are provided by the SSM and in the UPS the drinking water provision is made from the other sources.	

(XXI)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).														
	<p>YES. The area is being looked after by the local panchayet.</p> <p>MI found that in the 95.80% primary and 100% UPS has toilet facilities in the school. Further, noticed that there are 32.46% primary and 87.50% UPS has exclusive toilet facilities for the girl students .The existing toilet facilities in the schools are as follows;</p> <table border="1" data-bbox="235 499 1166 615"> <thead> <tr> <th></th> <th>Boys</th> <th>Girls</th> <th>Common</th> <th>Teacher</th> </tr> </thead> <tbody> <tr> <td>Primary</td> <td>28(24.56%)</td> <td>37(32.46%)</td> <td>84(73.68%)</td> <td>34 (29.82%)</td> </tr> <tr> <td>UPS</td> <td>22(68.75%)</td> <td>28(87.50%)</td> <td>1(3.13%)</td> <td>32 (100%)</td> </tr> </tbody> </table> <p>As informed the fund for the above are provided by the SSM in the 22.80% of sample primary schools and in the UPS 21.87% respectively.</p>			Boys	Girls	Common	Teacher	Primary	28(24.56%)	37(32.46%)	84(73.68%)	34 (29.82%)	UPS	22(68.75%)	28(87.50%)	1(3.13%)
	Boys	Girls	Common	Teacher												
Primary	28(24.56%)	37(32.46%)	84(73.68%)	34 (29.82%)												
UPS	22(68.75%)	28(87.50%)	1(3.13%)	32 (100%)												
(XXII)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).														
	<p>MI found that the construction is good. Further noticed that 2 sample primary are in the mixed type old building. MI found that there are 73.11% primary and 25.00% UPS don't have boundary wall and noticed that mostly mixed typed.</p>															
(XXIII)	Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?	Status to be obtained from SPO and to be verified from schools visited by MI.														
	<p>At SPO level, there is a Chief (Consultant) Engineer and State Project Engineers who is in charge of all kinds of civil works constructed under SSA in the State. He conducts both State and Districts level review meetings along with spot verification for cross checking the progress. Third party evaluations for civil works have been initiated at the SPO level.</p> <p>Further, came to know that one of the State Project Engineer is vacant of out of the 3 position.</p>															

(c) Textbooks:

(v)	Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.
	MI found that the distribution of free text book of the State Govt. for all the primary school children upto class V from the DI(PE) within one month of the beginning of the new session. The free text book grant of the UPS were distributed to 359514 students @Rs.250/- out of the SSM during the year 2009-10 in the month June 2010.	
(vi)	When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?	Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.
	As per the stipulations of the State Govt. the same have been distributed within month of the new session. Since, the issues have been dealt by the District Inspector of school (primary) all circulars/instructions have been issued on stipulated dates.	
(vii)	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.
	NO	
(viii)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.
	The textbooks have been distributed for all subjects and for all classes and to all children.	

(d) School grants:

(vi)	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?	Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.
	The grants under the category have been given to 3674 primary schools @ Rs 5000/-per school and 793 UPS @Rs.7500/-were provided during the year under report. The proper guidelines have been issued to the schools to utilize this grant.	

(vii)	Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?	Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.
	It is informed that the school grants and the maintenance grants were released by the DPO in the month of June 2009. MI found that the school grants released by the DPO have been received by the all sample schools.	
(vii)	Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?	Information to be obtained from DPO of districts visited by MI.
	There is provision of centralized purchase for link libraries of the schools out of the school grant	
(ix)	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	It is informed that the same grants were released by the DPO in the month of June 2010.	
(x)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
	MI found that only 27 (22.69%) sample primary school and the 5 (15.63%) submitted the U/C during the year under report.	

(e) Teachers and Teachers Training:

(xiii)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	There are 1458 addl. teachers are sanctioned for the district during 2009-10. These teachers are permanent teacher got selected through the WB School Service Commission (WBSSC) like other teachers only thing is their salaries are being paid out of the district SSM budget.	
(xiv)	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.

	<p>NURUL The mode of recruitment of the UPS teachers is through WBSSC. The para teacher position in the District is for primary and UPS are satisfactory. These teachers are recruited at the local level as per the norms meant for it however, there are lots of litigation reported for the same.</p>	
(xv)	<p>Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?</p>	<p>Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.</p>
	<p>Except the para teachers all are regular/permanent appointment.</p>	
(xvi)	<p>If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have been laid down? What is the level of satisfaction amongst local community of such recruitment?</p>	<p>To be ascertained from DPO and VEC.</p>
	<p>The decentralized system of recruitment of para teachers has been planned where VEC and Panchayat are empowered to recruit teachers at local level. Although there is a process lay down at VEC level, but still there are lot of litigation</p>	
(xvii)	<p>In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?</p>	<p>Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.</p>
	<p>MI found that in primary schools 91.63% male & 94.37% female teachers and in UPS 87.59% male and 86.18% female teachers were present on the day visit. The para teachers attendance are male 94.74% and female 95.45% in the primary school and in the UPS male-88.46% female-74.67% on the day of the visit. Further, in regard to the teachers position in the sample primary schools MI found that single teacher are in the 2 (1.68%) schools, Two teachers are in the 21(17.65%) , Three teachers in the 29 (24.37%), Four teachers 40 (33.61%), Five teachers in the 17 (14.29%), Six teacher in the 6 (5.04%) respectively. MI found that on and average there is 3.70% teachers are available in the primary school.</p>	
(xviii)	<p>How was the rapport between children and the teachers in the schools visited?</p>	<p>To be ascertained from the VEC and observed during the visit by MI.</p>
	<p>Good</p>	

	<p>The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>															
(xix)	<p>Training Achievement of the District during the year 2009-10.</p> <table border="1" data-bbox="280 625 889 804"> <thead> <tr> <th></th> <th>Target(10 days)</th> <th>Achievement</th> </tr> </thead> <tbody> <tr> <td>1. Primary (Regular)</td> <td>12428</td> <td>74%</td> </tr> <tr> <td>2. Para teacher-</td> <td>1580</td> <td>75%</td> </tr> <tr> <td>3. UPS(Regular)-</td> <td>8441</td> <td>60%</td> </tr> <tr> <td>4. Para teacher -</td> <td>2097</td> <td>33%</td> </tr> </tbody> </table> <p>(The poor performance is due to vacant position of the CLRC School Inspectors)</p> <p>The training calendar were prepared by the SPO accordingly this were fitted at the district level and arranged the program schedule and the training are mainly organized at the CLRCs. The training module are prepared by the PBSSM,DIET ,DPSC DIs (SE/PE) the district SSM are executing and monitoring the training program.</p> <p>MI found that during the year 2009-10 in the sample primary schools as many as 406 teachers were attended the training and in the UPS 230 teachers were attended the training.</p>			Target(10 days)	Achievement	1. Primary (Regular)	12428	74%	2. Para teacher-	1580	75%	3. UPS(Regular)-	8441	60%	4. Para teacher -	2097	33%
	Target(10 days)	Achievement															
1. Primary (Regular)	12428	74%															
2. Para teacher-	1580	75%															
3. UPS(Regular)-	8441	60%															
4. Para teacher -	2097	33%															
(xx)	<p>The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>															
(xxi)	<p>Dose not arise</p>																
	<p>The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>															
	<p>Dose not arise</p>																

(xxii)	The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?	To be ascertained from the teachers on the spot in respect of schools visited by MI.
	<p>The feed back from the teachers in regard to the training are satisfactory. However, the suggestions came from the trainee teachers of the sample primary schools views that more focus on English training for the class ii and activity based science teaching including the English subject should be stressed.</p>	
(xxiii)	The academic support given by BRC/CRC to the teachers, the frequency of such support: c. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?	To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
	<p>The academic and logistic parts of the training are taken care by the CLRC level. There is a training calendar by the SPO/DPO and implemented by the CLRC/CRC level. They conducted the training as per the instructions given by DPO from time to time. The follow up of the training at the CLRC/CRC level done for teachers.</p>	
	b.What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?	To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.
<p>As per the State Govt. norms the expected number of school to be visited by the School Inspectors in a month is 12-15 school but unfortunately they can not visit all those number as they are always busy and over burden with ministerial jobs at their disposal. However, it is informed that at least 10 schools are visited by the CPC in each month. Besides, the Siksha Bandhu do visit to the school mainly for collection of information and some times they do entered in the class room teaching of the primary schools only.</p> <p>MI found that during the session the school Inspector (SI) visited 73 (61.34%) primary schools and in the UPS it is found that 17 (53.13%) and Siksha Bandhu visited all the schools under his/her jurisdiction during the year.</p>		

	<p>c.What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
<p>In regard to the involvement of CRC/CLRC in quality education the designated person (SI) hardly get any time to visit to the schools. The Siksha Bandhu (RTs) of the area does visit to the school and their involvement mainly in administrative matter rather than the issue of looking after the quality education.</p>		
	<p>d.Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
<p>There is a DIET in the district. They conduct and trained the KRPs, RPs throughout the district.</p>		
	<p>e.Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
<p>The CLRC(BRC)/CRC do not have any role in implementation of EGS (SSK) which is manage by the P& RD of the district. However, in regard to the implementation of AIE the support of the CLRC/CRC have been extended but not in all cases. Particularly the Siksha Bandhu of the CRC is involved in looking after the affairs of the AIE under his jurisdiction.</p>		
<p>(xxiv)</p>	<p>Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?</p>	<p>To be ascertained from SPO.</p>
<p>At the SPO level there is a Quality Coordinator and the person plays his role to monitor and review the programme as per the need and proper coordination is maintained with SCERT and DIETs.</p>		

(f) Teaching Learning Material (TLM) grants:

<p>(iv)</p>	<p>The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?</p>	<p>Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.</p>
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	<p>It was informed that 12428 primary teachers and 8609 UPS Teachers were provided the TLM @ Rs.500/- for the current financial year. No TLM grants are provided to the SSK/MSKs teachers.</p> <p>MI found that from the sample school as many as 432 teachers from primary schools and 313 teachers from the UPS received the TLM grants.</p>	
(v)	<p>The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO?</p>	<p>Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.</p>
	<p>Through the bank advice at first the CLRC received the allotment and than it was released the schools along with the necessary instructions have been issued for the utilization TLM grants by DPO/SPO.</p>	
(vi)	<p>The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?</p>	<p>information to be verified on the spot in respect of schools visited by MI.</p>
	<p>MI found that all the sample primary and upper primary schools received the TLM grant of 2009-10 at the time of visit to the schools.</p> <p>The TLM grants are used in the school jointly by the teachers no fund is used separately by the respective teachers, and it was found that the materials are mainly purchased from the local market which is mainly copies, pen pencil and etc.</p> <p>MI found that in the 11 (9.24%) primary schools the TLM are displayed in the classroom and in the other place the materials are kept in the office room and used as and when required.</p> <p>The training of the TLM for 2 days was organized for the teachers during the previous year.</p>	

(g) EGS & AIE:

(xxvi)	<p>What is the number of EGS/AIE centres/NRBC/RBC/ school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.</p>
<p>The EGS are mainly managed by the SSK Mission of P & RD, Deptt. Govt. of West Bengal. It is informed that there are 1213 SSKs with 132480 enrolment and 3919 Sahayikas(EV) are functioning in the district. The five such centers are visited and noticed that many Kendra/center are upgraded with 2-4 teachers(Shayakias). There are 80 MSKs with 10887 enrolment are running in the District for the students of class V to VIII. These kendras are being taken care by the P & RD, Deptt. Govt. of West Bengal.</p> <p>It is informed that SSKs are running by the female EVs. It was found that EVs were present on the day of the visit. Majority of EVs were attended training for organizing SSK centers arranged by the block level officer and the respective supervisors of SSK. It has been reported that there are SSK centers which has more than two EVs. The educational qualifications of the EVs are class-X pass and they used to get very irregular payment of Rs.2000/- p.m form local Bank.Further informed that the enhancement of honorarium for the SSKs Instructor (EV) will be made soon by the State Govt.</p> <p>Remarks: The W.B State Govt. has recently notified that the SSKs/MSKs will be considered at par with the formal school under the Panchyat & Rural Development Ministry.</p> <p>It is informed that there are 164 AIE centres with 6900 students are running under the control of the NGOs mainly for the hardest to reach children .</p> <p>Besides, there are 163 NRBC with 7877students are also in operation and completed its operation in June 2010.</p>		
(xxvi)	<p>The target number of children and number of children actually enrolled in the centres category wise, district-wise?</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.</p>
<p>As above</p>		
(xxvi)	<p>The number of children enrolled and actually attending the centre?</p>	<p>To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.</p>
<p>Not available</p>		

(xxix)	The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?	Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.
Regarding EVs of NRBC district level residential training done. Regarding the EVs of NGO run AIE the respective NGOs conducted 10 days residential Training.		
(xxx)	Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this?	Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.
Yes, The CRC Siksha Bandhu help the EVs.They visited the center every month. For the EVs of SSKs academic support and training part are manage by the concern person form the office of the BDO and in some places suitable person have been recruited for the purpose		
(xxxi)	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.
The educational qualifications of the EVs (Instructor) for the primary level are Madhamik/Higher Secondary pass out. And for the UPS level it is graduation/post graduation.		
(xxxii)	The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? whether there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received?	Information to be obtained from the EVs during field visits by MI.
The monthly honorarium for the workers of the SSK/MSKs has been enhanced as per the State Govt. order.The honorarium for the EVs run by the DPO are Rs.2000/- pm.		
(xxxii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
Mostly regular.		

(xxxii)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
The SSK(EGS) part are not being look after by the designated person of the DPO but the AIE and other activities for the out of school children are look after by the designated person of the DPO/SPO		
(xxxv)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
The monitoring formats available with DPO in connection with the program related with the AIE or similar type of activities. The monitoring formats in regard to the SSKs (EGS) are available with the concern authority.		
(xxxv)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
The SSKs are upgraded as per the rules framed by the concern authority which is on basis need & priority.		
(xxxv)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
This is being done by the SSK mission separately		
(xxxv)	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
This is done by the SSK mission under P&RD of Govt. of WB.		
(xxxii)	Whether the actual upgradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.
Information not available		
(xi)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.

	MI observed that the identification of land for construction of the upgraded SSKs is made and many places proper construction has been made.	
(xli)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	MI observed that such construction is made with the involvement of VEC	
(xlii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	No sample SSKs is found which are in the process of construction.	
(xliii)	Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position?	Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during field visit by MI.
	Information not available.	
(xliv)	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
	Information not available	
(xlv)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
	The minimum infrastructure like durries, blackboard, and TLM are available.	
(xlvi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
	The cooked MDM are provided in the SSKs.	

(xlvii)	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.
Not available.		
(xlvii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
Need to be assessed.		
(xlix)	The rapport of the EV with the children?	Observations during Field visit, by MI.
Good		
(I)	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.
<p>General observations of SSKs</p> <ul style="list-style-type: none"> • There is inadequate Physical infrastructure are available in many SSKs. • Similarly the MSKs have very poor physical infrastructure facilities. • The supervision & training part of SSK is very weak and there is no coordinator between the DPO, SSA and the in- charge of District level officer of SSK. • The classroom transaction and quality of education as observed in the SSKs seems to be poor. • The norms for the establishment of the SSKs have not been maintained properly at places. 		

(h) Children with Special Needs (CWSN):

(i)	The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.
As per the survey upto June 2010 as many as 16,110 CWSN were identified out of 14,539 were enrolled.		

(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.
	There are 500 aids and appliances (wheel chair, tricycle etc) were provided to the respective beneficiaries during 2009-10.	
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	No such difficulties were faced more over they used to get advantage as Govt. organization providing the same are located in the same district.	
(iii)	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?	Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
	There are 125 Resources Teachers and 29 NGOs are associated with the programs.	
(iv) (a)	Whether the district has an IED coordinator? whether he has been oriented and whether he has attended any capacity building programme at the State level?	Information to be obtained from DPO of districts visited by MI.
	Yes. Her area of specialization (MR) attended two orientation programs organized by the SPO and she also organized four capacity building up programs at the district level.	
(iv) (b)	Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended?	Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.
	Yes	
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
	MI found that out of the sample 119 primary schools ramps are available in the 84 (70.59%) schools and in the UPS out of the sample 32 schools ramps are available in the 21(65.63 %) schools.	

(vi)	How many children have been provided home based support during the current financial year?	Information to be obtained from SPO/DPO and one or two sample checks be done by MI.
	200 CWSN are provided the home based support which is mainly extended by the RTs.	
(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
	It is informed that 9639 parents have been given counseling during the year under report.	
(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.
	<p>From the collected data it reveals that in the sample primary schools, there are 239 CWSN, and 148 CWSN in the sample upper primary schools. So, on and average, there are 2.01 CWSN per primary school and there are 4.63 CWSN per upper primary school.</p> <p>MI found that in the primary schools there are 99 (41.42%) CSWN are present on the day of visit and in the UPS there are 40 (27.03 %) CSWN are present on the day of visit.</p>	

(i) National Programme for Education of Girls at Elementary Level (NPEGEL):

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	All the targeted 82 model clusters in four (4) blocks are functional.	
(ii)	The target number of additional classrooms, drinking water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc?	Information to be obtained from SPO and to be updated from the DPO of the district visited by MI. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups.
	The construction with all the amenities are completed	
(iii)	Whether model clusters in the districts have been provided with gender sensitize teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	The model clusters have been provided with gender sensitize teaching learning materials, vocational training, and gender sensitization programs. In all centers out of school client group are the main beneficiaries majority of the places Tailoring Training are the most popular training programs.	

(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds?	Information to be obtained from the SPO to be updated from DPO visited by MI.
	During the year 2009-10 the funds of Rs 43,28542/- were released from 31/07/09 upto the end of the financial year for the programs of Vocational Training, Community Mobilization, Maintainer of CRSG ,Award, Remedial Teaching and Teachers Training.	
(v)	c. Whether a district gender coordinator is in position?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	Yes	
	d. Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?.	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
The monitoring mechanism is in operation.		
(vi)	The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, district-wise?	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.
	A sum of Rs. 5.00 lakhs are provided to the respective district officer (ICDS) for the training of the Angwandi workers and purchased of TLM and building aids for the AWW centers.	
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.
	Yes	

(j) Katurba Gandhi Balika Vidyalaya (KGBV):

(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample check by MI in the field visit.
	The 4 KGBV are sanctioned and all are in operation. Out of the same one KGBV has 100 inmates and 3 are with 50 inmate's capacity.	

(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	All the KGBV has its own building constructed out of the funds provided for the prpose.	
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from the SPO and verified from DPO/KGBV visited by MI.
	The proper guidelines for running the KGBV schools are provided and it is strictly adhere.	
(iv)	The number of KGBV in respect of which all formalities for construction have been completed.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	All formalities for construction of 4 KGBVs have been completed.	
(v)	The number of posts sanctioned for the KGBV (teachers and other staff) in the district and the present position of filling up of these posts.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	As per the State Guidelines there are 3 teachers and 7 other staffs.	
(vi)	The number of students admitted in the KGBVs started in the district.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	At present there are 253 inmates in the KGBV.	
(vii)	The details of facilities available such as furniture, bedding, meals to be verified by MI in respect of KGBV visited.	To be obtained on the spot in respect of KGBV visited by MI.
	During the visit to the KGBVs MI found that all are equipped with basic facilities of furniture, bedding, meals and on verification it is found to be good.	

(k) District Information System for Education (DISE):

(i)	Whether EMIS set up in each district of the State/UT and whether requisite computers and computer operators have been put in position?	Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.
	The EMIS are functional with the requisite number of computer and manpower however, the office space is very inadequate.	
(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI
	The time schedule given by the SPO (Distribution of DISE form and training in the month of September 2009, collection of filled data in the month of October2009) are strictly adhere.	

(iii)	Whether data capture format have been supplied to all schools latest by August?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	It was supply in the month of September 2009.	
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	It was done in the in the month of September 2009	
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
	At the CLRC level the respective CLRC coordinators with the help of Siksha Bandhu are asked to verify the 25% of the DISE data besides, at the DPO level 5% random checking are done. The SPO have engaged a third party for the purpose.	
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
	This has been submitted to the SPO in the middle of January 2010	
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
	There is an MIS in charge at SPO. He is fully conversant with needs of SSA in MIS. Similarly, the DPO have MIS in charge.	

(l) Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	Information to be obtained from the SPO and to be updated from the DPO.
	During the current year 2010-11 there are 15 research studies are sanctioned the work of same could not be started till June 2010.	
(ii)	The number of studies sanctioned in the previous calendar year and the number of them completed.	Information to be obtained from the SPO and to be updated from the DPO.

	During the year 2009-10 there are 6 Studies were sanctioned Out of 5 are completed and one could not done due to the time constraints.	
(iii)	Is there a Research/Evaluation in-charge at SPO level? What is the person's role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research?	Information to be obtained from SPO.
	<p>The research coordinator of the district is in position.</p> <p>Director of SCERT is the member of State Level research advisory group of SSA.</p> <p>There is no SIEMAT in West Bengal.</p> <p>Principal of DIET is the member of District Level Research advisory group of SSA, West Bengal.</p> <p>Few research work of SSA are executed through SCERT & DIETs.</p> <p>Research proposal & project are scrutinized by State Level Research Advisory Group or District Level Research Advisory group as the case may be.</p>	

(m) Functioning of the VEC:

(i)	The total number of village/school level/management committees constituted, district-wise?	Information to be obtained from the SPO and to be updated by the DPO.
	<p>It was reported that there are 3330 VECs out of 3590, and 152 WECs were constituted and functioning and all the UPS has MCs.</p> <p>Within the VEC there is committee known as SLMC which are mainly looking after the day today activities of the schools the monitoring team found that such committee are constituted in all the sample primary schools.</p>	
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	The copy of the guidelines is available with the VEC and school.	
(iii)	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	All the VEC/SLMC and SMCs has adequate women representation. The actual number of women associated in the sample school visited by MI is upto 5 in the 92 (77.31%) schools and more than 5 in the 27(22.69%) schools.	

(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.
	<p>It found from the sample primary schools that VEC/ SLMC meeting held upto 3 is in the 85 (80.95%) and 4 > meetings in the 20 (19.05%) places.</p> <p>Further, found that in the UPS the MC meeting held in the last six month meetings are upto 3 in 9 (32.14%) and >4 meetings in 19 (67.86%) schools.</p>	
(v)	Whether members of the VEC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	<p>MI found that out of the 119 sample primary schools in 8 place VEC members are given training during the year under report.</p>	
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	Information to be obtained from VEC and verified on the basis of records by MI during field visits.
	<p>MI found that the positive roles are played by the many VECs</p>	
(vii)	Whether VEC is maintaining proper record of funds received by them.	Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.
	<p>Head Teacher of the school being Secretary of the VEC is maintaining the record of the funds.</p>	
(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?	Information to be obtained at SPO level. See formats and record of SPO
	<p>YES both at SPO and DPO level.</p> <p>The capacity building program attended by the district level personnel when it organized by the SPO.</p>	

(n) Staffing at State and District Level:

(i)	<p>The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?</p>	<p>Information to be obtained from SPO.</p>
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Information on post at SPO, PBSSM
(as on 31/03/2010)

SL No.	NAME OF THE POST	NO.	STATUS		Remarks
1	PA TO SPD	1	F	-	
2	PA TO ASPD	1	F	-	
3	FAO	1	F	-	
4	SPE-I	1	F		
5	SPE-II	1	F	-	
6	SPE-III	1	-		Engagement Process initiated.
7	MIS IN-CHARGE-I	1	F		
8	MIS IN-CHARGE-II	1			Engagement Process initiated
9	DEO	7	6F		Engagement Process initiated
10	MIS PERSONNEL INCLUDING SPL MONITORING CELL	5	4F	-	Engagement Process initiated
11	PMIS CO-ORDINATOR	1	-	V	
12	ASST. AUDIT OFFICER	1	F	-	
13	STATE GENDER CO-ORDINATOR	1	F	-	
14	CONSULTANT-MEDIA & DOCUMENTATION	1	F	-	
15	STATE IED CO-ORDINATOR	1	F	-	
16	RESEARCH & STUDIES CO-ORDINATOR	1		V	PC, Pedagogy will act as a Research coordinator
17	ACCOUNTANT	5	5F	-	
18	CASHIER	1	F	-	
19	STENOGRAPHER	1	F	-	
20	STATE ECCE CO-ORDINATOR	1	-	V	
21	PROGRAMME CO-ORDINATOR-PLANNING	6	5F	1V	
22	PROGRAMME COORDINATOR (PEDAGOGY)	12	8F	4V	
23	CM & AS COORDINATOR(State)	1	F		
24	PROGRAMME COORDINATOR FOR CM & AS	6	5F	-	Engagement Process initiated
25	GROUP-D	6	5F	1V	
26	TECHNICAL ASSISTANT	2	2F		
27	ADMINISTRATIVE ASSTT.	2	2F	-	
28	ESTIMATOR	1		V	
29	CO-ORDINATOR FOR DEP	1	-	V	
30	PROGRAMME CO-ORDINATOR FOR NPEGEL	1		V	
31	STSTM SVP/SLIP+	3	1F	-	Engagement Process initiated
	Total		56	12	

Total Post = 75

F= Filled up= 56

V= Vacant= 12

It was found that-74.67% %staffs are place and the engagement process of the remaining 07(seven) posts has been initiated .

NURUL

(ii)	The number of meetings of the General Body and EC held during the previous financial year?	Information to be obtained from SPO and verified from their records.
	There are 3 EC meetings held during the year under report.	
(iii)	The total number of staff sanctioned category wise in the district office and the number in position and action taken to fill up the vacancies?	Information to be obtained from SPO and verified at DPO level in districts visited by MI.

Staff Position in Sarva Siksha mission, South 24 Parganas (July 2010)

Destination	Sanctioned Post	Remarks
D.P.O	1	
ADPO	1	
DDPO	1	
Research Co-ordinator	1	
Co-ordinator for Children Special need	1	
Co-ordinator for Girl's Education (Gender)	1	
MIS – in - Charge	1	
PMIS Co-ordinator	1	
Pedagogy Co-ordinator	1	
Co-ordinator for CM & AS	1	
Planning Co-ordinator	1	
Finance & Account Officer	1	
Assistant Engineer for Civil Works	1	
Junior Engineer	2	
Junior engineer (Block Level)	29	2 Post vacant
DEO	2	
Accountant	2	
Cashier	2	
UDA (General)	1	
LDA	2	
Technical Assistant	1	
Gr. 'D' Staff (Peon/Night Guard)	3	
Programme Co-ordinator (Pedagogy)	2	
DSTM	4	4 Post vacant
Group 'C' Staff at CLRC	51	3 post vacant
Group 'D' Staff at CLRC	51	
Total	164	9

It was found that-94.51% %staffs are place and the engagement process of the remaining posts have been initiated.

(iv)	The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?	Information to be obtained from SPO/DPO and to be verified in respect of BRCs/CRCs visited by MI.								
	<p>The following are the staff pattern at the CLRC level</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">From the pool of District Inspector of Schools</td> <td style="width: 50%;">From SSA pool</td> </tr> <tr> <td>1. School Inspector (SI) - One</td> <td>1. Group - C- One</td> </tr> <tr> <td>2. Clerk - One</td> <td>2. Group - D- One</td> </tr> <tr> <td>3. Group D - One</td> <td></td> </tr> </table> <p>Besides, the above staff strength each CRC/CLRCs has Siksha Bhandus(RTs) whom is to supervise the educational components of SSA in the School.</p>		From the pool of District Inspector of Schools	From SSA pool	1. School Inspector (SI) - One	1. Group - C- One	2. Clerk - One	2. Group - D- One	3. Group D - One	
From the pool of District Inspector of Schools	From SSA pool									
1. School Inspector (SI) - One	1. Group - C- One									
2. Clerk - One	2. Group - D- One									
3. Group D - One										
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.								
	Yes									

(o) Outreach of primary/upper Primary educational facilities to SC, ST, Minority groups and to girls as well, especially in special focus districts.

To create awareness in the community for the purpose, various campaign activities like Ma-o-Meye Mela (Mother & Daughter Fair), C.L.R.C Book Fair, Fairs at Block level have been organized. Exhibitions and Staging of dramas on different issues relating to education to create and generate awareness among the common people have been organized. The people involved in Sishu Siksha Kendras have been given liberty to converge with the CLRCs as a result of which the community gets a transparent view of the programme .

Under this followings programs were organized;

1. **SC/ST-** Exposure visit SC/ST children, Organization of sports etc.
2. **Activity for the Minority-Sensitization** for the VEC/WEC(minority members),Orientation of PRI functionaries for attendance ,quality education etc, Organization of exhibition, Special coaching for low performing children.
3. **Activity for the Girls Education**-Training of panchayet functionaries on gender issues, Training of the MTA members, Awareness and health check up, Educational tour, Orientation of the Resource persons, Observation of Matri Sachetana Divas and International Women's Day

(p) Additional items to check during school visit by MI:

	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
(i)	MI found that in the sample primary schools 119(100%) and in the UPS 32(100%) are functioning upto 230 days during the year 2009-10.	
	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.
(ii)	The responses from the sample schools reveal that all has clean environment, good building, good class rooms. There are 41 (34.45%) primary schools and 20(63.00%) UPS has play ground	
	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
(iii)	In the primary schools sitting arrangement are mainly floor however, there are few schools has provision of bench for the class iii & iv. All the UPS has provision of bench.	
	Whether health camp facility was made available to the children during the previous six months?	Information to be recorded on the basis of school records.
(iv)	In the 32 (26.89%) sample primary schools and 7 (21.88%) UPS has camp facility.	
	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.
(v)	MI found that 69 (57.98%) primary and 27(84.38%) UPS has play materials.	
	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
(vii)	It is found mainly at the time of cultivation and local festivals	
	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.
(viii)	Regular basis no such steps are taken by any statutory body however, it is informed that occasionally meetings are arranged with the parents VEC/SMC and MTA.	
	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
(ix)	The System of gradation are followed. In the primary schools such evaluations are done in three terms. In the UPS the evaluations are conducted in 5 unit tests.	

(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
	Yes	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
	The majority of the students of the primary and UPS performance level are found to be in B and C the grades.	
(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
	Good	
(xiii)	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.
	MI found that in the sample primary schools there are 326 underage and 595 overage children.	
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers/VEC schools records.
	The data collected from the sample schools reveals that there 124 dropouts in the primary schools and 76 in the UPS.	
(xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?	Information to be obtained on the basis of school records and discussion with teachers.

As per the records of the primary schools it was found that there are 501 of class I ,226 of class II, 150 of class III and 159 of class IV are retained and in the UPS it was found that there are 753 of class V , 522 of class VI, 508 of class VII and 454 of class VIII are retained.

Grade wise Examinations details 2009-10

It was found that 96.49% boys and 97.56% girl's students of class-IV appeared in the annual exams. Out of 97.47% boys and 98.03% girls were qualified. From the class-VIII of upper primary schools 96.37% boys and 94.20% girls students appeared out of 84.82% boys and 85.96% girls students were qualified.

ATTANDANCE ON THE DAY OF SCHOOL VISIT:

The attendance of the primary school found that there are 65.94% boys and 67.84% girls and in the UPS are 68.32% boys and 63.44 % girls respectively on the day of school visit. MI found the poor attendance on the day of school visit as because the terminal evaluation is going on, hence all the students of all classes are not supposed to come to the school.

Innovative Programme:

Under the CAL Programme computers are given to the selected upper primary schools. The necessary orientation/training are given to the teachers whom are provided the computers.

ECCE:

Under the programme it was informed that the Training of Anganwadi Sevikas for the pre-school learning were organized and suitable play materials were given to the Anganwadi Centers for pre school learning.

RECOMMENDATIONS

- The over crowded classroom and high teacher-student ratio, in the Upper Primary school needs proper attention by opening of new school.
- Rationalization of Teacher posting in the Primary School by the appropriate authority of the district.
- Monitoring and Supervision at VEC/WEC and school level to be strengthen.
- The issues like maintenance office records & submission of U/Cs for different expenditures should be emphasized at the time of training especially for primary school teachers.
- Timely release of funds to CLRC for onward transmission to the school/VEC.
- Supervision of MSKs & SSKs needs top priority & better coordination with the District implementing agency of SSA.
- The inbuilt structural monitoring system of the District to follow up the progress of the project needs to be functional properly.
- Enhancement of budgetary provision for recurring expenditure of CLRC.
- Regular orientation / training of District Coordinators by SPO / any other appropriate authority.
- There is strong need for more KGBV hostels for the district in view of the low female literacy and downtrodden people.
- The MSKs need proper attention in view of the over crowded class room.
- It should be mandatory to place a notice board showing all types of grants received by the school.
- Proper orientation of research component by SPO and involvement of Academic institution /organization to support the area.
- The NGOs performance in CWSN needs to be assessed.
- In view of the Govt. notification for the SSK/MSKs adequate funds should be placed for infrastructure development.

List of Schools visited for both SSA and MDM tasks

List of sample schools

Primary Schools

- 1.Uttar Kyananagar Free Primary School.
- 2.Jotberia J.B.School.
- 3.Bishnupur J.B.School.
- 4.Sapkhali Primary School.
- 5.Kyananagar Vidyapith Free Primary School.
- 6.Bishnupur KayalparaF.P.School.
- 7.Kyananagar Govt. Colony F.P.School.
- 8.Tarini Free Primary School.
- 9.Dhanya Sisha Primary School.
- 10.Dikborhanpur Free Primary School.
- 11.Dakshin Borhanpur F.P.School.
- 12.Gotahat F.P.School.
- 13.Rmkrishnapur Kriparampur F.P.School.
- 14.SultanganjF.P.School.
- 15.Ramchandrapur F.P.School.
- 16.Srikrishnapur F.P.School.
- 17.Bratachari J.B.School.
- 18.Joka J.B.School.
- 19.Rash Punja J.B School
- 20.Rash Punja J.B.School No 2.
- 21.KalipurPritiSagha F.P.School.
- 22.Millat Urdu Primary School.
- 23.Joychandipur High Primary School.
- 24.Janata Vidya Mandir.
- 25.Joychadipur U.P School.
- 26.BenjanCharia U.P.Balak Maktab.
- 27.Joychndipur Kazipara U.P.Maktab.
- 28.Keyatala Primary School.
- 29.SurjyapurNachanghata Primary School.
- 30.Ranabelia Ghata J.B.School.
- 31.Ramnagar J.B.School.
- 32.Nepadita Vidyapith (Primary).
- 33.DhapDhopi Suryapur F.P.School.
- 34.Uttar Ramnagar F.P.School.
- 35.Katapukur F.P.School.
- 36.Itali F.P.School.
- 37.Pashim Umedpur F.P.School.
- 38.Mudhisa F.P.School.
- 39.Domgaria F.P.School.
- 40.Umedpur F.P.School.
- 41.Roypur Primary School.
- 42.Howri Dinanath F.P.School.
- 43.Chak Daulat Saheban Bagicha F.P.School.
- 44.Sahapur F.P.School.
- 45.Dostpur F.P.School.
- 46.FatapurF.P.School.
- 47.Pikhira Gopalpur F.P.School.
- 48.Harindanga F.P.School.

- 49.Ramgharhat F.P.School.
- 50.Fatapur Shikandarpara F.P.School.
- 51.Purba Gopalpur F.P.School.
- 52.Bhaduria Primary School.
- 53.Gondia Primary School.
- 54.Chanda J.B.School.
- 55.Jioncha Ramnath J.B.School.
- 56.Khorda Ramprasad Adarsha Vidyalaya.
- 57.Sankua F.P.School.
- 58.Nurpur Purbapara F.P.School.
- 59.Mujaffar Ahammed Nagar F.P.School.
- 60.Gopalpur F.P.School.
- 61.Nurpur Primary School.
- 62.Parasurampur F.P.School.
- 63.Nila Adarsha J.B.School.
- 64.Nainan Koreshtulla J.B.School.
- 65.Gazipur F.P.School.
- 66.Arapanch Free Primary School.
- 67.Sitalamadan Sankar F,P,School.
68. A.P.Nagar Primary School.
- 69.Sonarpur F.P.School.
- 70.Ghaiara F.P.School.
- 71.Vidya Sagar F.P.School.
- 72.Asthtala Adarsha Nari Sikshayatan J.B.School.
- 73.Nischintapur F.P.School.
- 74.Arunnagar Primary School.
- 75.Karajali J.B.School.
- 76.DakshinRajarampur F.P.School.
- 77.Belpukur Adarsha Nari Siksha Niketan.
- 78.Chakdulalpur F.P.School.
- 79.Noyabad F.P.School.
- 80.Satbhaiya F.P.School.
- 81.Bhagali J.B.School.
- 82.Dehati Chinipukur Primary School.
- 83.Khatkhaliya F.P.School.
- 84.Anantapur F.P.School.
- 85.Uttar Kathalia F.P.School.
- 86.Sonepur F.P.School.
- 87.Alakuliya F.P.School.
- 88.Shobtala F.P.School.
- 89.Mahadebpur F.P.School.
- 90.Mahadebnagar F.P.School.
- 91.Memonpur F.P.School.
- 92.Jalkhora F.P.School.
- 93.Chakmir F.P.School.
- 94.Khosh Mallik Kazipara F.P.School.
- 95.Mondal Para F.P.School.
- 96.Nanilal Smriti Vidyamandir.
- 97.Binapani Pathsala.
- 98.Shyamsundar F.P.School.
- 99.Purandarpur Moth SadhanSamir Siksha Ayatyan.
- 100.Sukanta G.S.F.P.School.
- 101.Rmsadan Smriti School.
- 102.Sri Krishna F.P.School.
- 103.CharatkariniBalika F.P.School.
- 104.Alipur F.P.School.

- 105.Baharu Subodh Chandra Dakshin Para F.P.School.
 106.Baharu Balika F.P.School.
 107.Khalarampur F.P.School.
 108.Sekadarpur F.P.School.
 109.Ramchandrapur F.P.School.
 110.Sirakol J.B School.
 111.Rajarampur F.P.School.
 112.Multi Subashchandra Vidyayatan.
 113.Alida Adarsha G.S.F.P.School.
 114.Chandpur F.P.School.
 115.Tasarala F.P.School.
 116.Ranga Beriya F.P.School.
 117.Bena Sundaria F.P.School.
 118.Multi Darakanath Pal Primary School.
 119.Dhamuya Ganaghati Gandhi Vidyapith.

Upper Primary Schools

- 120.Santoshpur Govt. Colony Netaji Subash Vidyalay (H.S.)
 121.Rabindra Balika Vidyapith (H.S.)
 122.Rana Beliaghata High School.
 123.Gabberiya Chatra Bandhu Vidyapith.(H.S.)
 124.Kanyanagar Vidyapith (H.S.)
 125.Sebanagar Balika Vidyalaya (H.S.)
 126.Kalipur Girls High School
 127.Kalipur High School.
 128.Naskarpur Sukanta Sikshanekatan (H.S.)
 129.Howridinanath High School.
 130.Angaria Anumati Balika Vidyalaya
 131.Joka BratachariVidyasaram Girls High School.
 132.Totini Balika Vidyapith (H.S.)
 133.Fatapur Srinath Institution (H.S.)
 134.Bhaduria Girls High School.
 135.Chanda High School.
 136.Parasurampur Sarboday Siksha Sadan High School.
 137.Nurpur High Madrasa (H.S.)
 138.Asawathtala High School.
 139.Nischintapur R.D.High School.(H.S.)
 140.Karanjali B.K.Institute.
 141.BeramaraRamchandrapur High School.
 142.Shirakol Y.N High School.
 143.Rahamaniya High Madrasa.
 144.Dhamu Balika Vidyalaya.
 145.Bena Sundaraya S.K.High School.
 146.Kalikapur Ramkamal Vidyapith (H.S.)
 147.Kalikapur Basanti Debi Balika Vidyalaya.
 148.Karbala Balika Vidyalaya.
 149.Joynagar Chantkarini Balika Vidyalaya.
 150.Keyatala High School.
 151.Netaji Nagar Nivadita High School.

Mid-Day Meal Scheme:

(i)	Name of the Monitoring Institution	Visva Bharati University
(ii)	Period of the report	February- July 2010
(iii)	Name of the District	SOUTH 24 PARGANAS,WB
(iv)	Date of visit to the Districts/EGS/Schools	June16-July 11, 2010

20.	<u>REGULARITY IN SERVING MEAL:</u>			Students, Teachers & Parents	
	Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?				
<p>The information collected from the district reveals that all the primary schools and the selected UPS are extended with the cooked MDM. Further found that out of the 119 sample primary schools 114 (95.80%) and from the 32 sample UPS 7(21.88%) UPS are providing the MDM. The 5 (five) sample primary schools are not providing the MDM at time of collection of information due to reasons are problem with SHGs and non availability of the rice and cooking cost for MDM.</p>					
21.	<u>TRENDS:</u>			School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.	
	Extent of variation (As per school records vis-à-vis Actual on the day of visit)				
	No.	Details	Day previous to date of visit		On the day of visit
	vi.	Enrollment	P-18471 UPS-4728		P-18471 UPS-4728
	ii.	No. of children attending the school on the day of visit	P-11833 UPS-3058		P-12876 UPS-3177
iii.	No. of children actually availing MDM on the day of visit	P-11212 UPS-2687	P-6902 UPS-2742		
<p>It reveals that in the primary schools there are 69.71% children are present in the schools on the day of visit ,out of them 53.60% have availed MDM ,and in the UPS 67.20% students are present out of them 86.31% students are availed the MDM.</p> <p>The poor attendance is due to the terminal evaluation and local festivals.</p>					

22.	<u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u> (iv) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	MI found that all the sample school providing the MDM are receiving the food grain very irregularly.	
	(v) Is buffer stock of one-month's requirement is maintained?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	It is informed that in the primary schools one month buffer stocks are maintained 83(72.81%) and more than one month are maintained in the 31(27.19%) and in the UPS it maintained for one month in all the 7 UPS.	
	(vi) Is the food grains delivered at the school?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
MI found that it is delivered in the 92(80.70%) sample schools and rest of the schools has to carry the food stuff from the dealer/supplier place.		
23.	<u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u> (iv) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costm what is the extent of delay and reasons for it?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	MI found that 73 (64.04%) sample primary schools and 7 UPS (100%) received the cooking cost in advance.	
	(v) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	The Head Master /SHGs of the respective school manages the MDM by obtaining the loan from the suppliers/local market.	
(vi) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.	

	<p>MI found that there are 21 (18.42%) sample primary schools received in cash and 93 (81.58%) primary schools received through bank and in the sample UPS there are 5 (71.43%) schools received in cash and 2 (28.57%) schools received through bank.</p>	
24.	<p><u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?</p>	<p>Observations</p>
	<p>There is no gender or caste or community discrimination found in cooking or serving or seating arrangements of the MDM.</p>	
25.	<p><u>VARIETY OF MENU:</u> (iv) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
	<p>During the visit to the schools it was noticed that out of the 114 primary schools 26 (22.81%) schools and in the 1 (one) UPS out of 7 schools displayed the menu for the MDM regularly.</p>	
26.	<p>(v) Is there variety in the food served or is the same food served daily?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
	<p>The variety in the food is maintained.</p>	
	<p>(vi) Dose the daily menu include rice / wheat preparation, dal and vegetables?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
	<p>There is no wheat preparation in the food item. The common menu of the food are rice, dal and seasonal vegetables and eggs are served 3-4 times in a month.</p>	
27.	<p><u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on c) Quality of meal:</p>	<p>Observations of Investigation during MDM service</p>
	<p>The students of the sample school expressed their satisfaction about the quality.</p>	

	d) Quantity of meal:	Observations of Investigation during MDM service
	The students of the sample school expressed their satisfaction about the quantity.	
	c){If children were not happy Please give reasons and suggestions to improve.}	Observations of Investigation during MDM service
28.	<u>SUPPLEMENTARY:</u> (iv) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	It is reported that 64 (53.78%) of primary schools and 1 UPS (3.13%) are provided the micronutrients and further, came to know that 32(26.89%) primary and in the UPS 7(21.88%) reported about the organization of the health camps.	
	(v) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	The local Health center is providing the medicines.	
	(vi) Is there school Health Card maintained for each child?	Teachers, Students, School Record
	MI found that there are 25 (21.01%) sample primary schools and non of the UPS maintained health card for the children.	
29.	<u>STATUS OF COOKS:</u> (ii) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	MI found that out of the sample schools in the 47.37% primary and 71.43% UPS cooking of the MDM are looking after by the SHG members by rotation and the rest of the sample primary schools and UPS the cooking of the MDM are manage by the other person with the involvement of the local self Govt	

	(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
All the sample schools have adequate persons for the MDM.		
	(iii)What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
In the primary schools they used to get Rs.600/- in the 64.04 % (73) and more than Rs.600/- in the 35.96% (41) schools and in the UPS more than Rs.600/- gets in the 85.71% (6) schools, however, it is on the basis of the students enrollment.		
	(iv).Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
Not in regular way disbursed the same when the school received the funds.		
	(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
Mainly the under privileged person are drawn from the locality for the purpose.		
30.	<u>INFRASTRUCTURE:</u> Is a pucca kitchen shed-cum-store: (f) Constructed and in use-P-22,UPS-2 (g) Constructed but not in use under-Nil (h) Under construction-P-2,UPS-Nil (i) Sanctioned, but constructed not started-P-14,UPS-1 (j) Not sanctioned-No information Any other (specify)	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
Information is to be given for point (a) , (b) , (c) , (d) and (e) There are 71.43% primary schools have pucca kitchen shed and 57.14% UPS have kitchen shed.		

31.	In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored.	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
	In the places where kitchen shed is not available the food is being cooked in the school campus mostly in open place or in the unused classroom and the food stuff is stored in the school room or in the office room	
32.	Whether potable water is available for cooking and drinking purpose?	-do-
	All the sample schools have provision of potable water for cooking and drinking.	
33.	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme
	The sample schools have adequate utensils which purchased out of the SSA fund.	
34.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	MI fond in the primary schools the Fire wood is used in the 104 (91.23%), and GAS based fuel used in 9 (7.89%)and in 1(0.88%) schools has Other sources and in the UPS the arrangements are 5 (71.43%) fire wood and gas in 2 (28.57%) as sources of fuel.	
35.	<u>SAFETY & HYGIENE:</u> ii. General Impression of the environment, Safety and hygiene:	Observation
	In the sample primary schools Good-6(5.26%), Fair-108 (94.74%),and in the UPS good-1(14.29%) and Fair- 6 (85.71%).	
	ii.Are children encouraged to wash hands before and after eating	observation
	All children encouraged to wash hands before and after eating.	
	iii.Do the children partake meals in an orderly manner?	observation
	Yes	
	iv.Conservation of water?	Observation
	No such thing is noticed.	
	ix. Is the cooking process and storage of fuel safe, not posing any fire hazard?	observation
	NO	

36.	COMMUNITY PARTICIPATION: Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation	Discussion with head teacher, teacher, VEC, Gram Panchayat members											
	<p>The extend of community participation in MDM found to be quite satisfactory at the school level the VEC/SLMC and local self bodies are directly involve in the program The response in this context from the schools are;</p> <table border="1" data-bbox="256 457 753 632"> <thead> <tr> <th></th> <th>Good</th> <th>Fair</th> <th>Poor</th> </tr> </thead> <tbody> <tr> <td>Primary</td> <td>5.26%</td> <td>63.16%</td> <td>31.58%</td> </tr> <tr> <td>UPS</td> <td>nil</td> <td>57.14%</td> <td>42.86%</td> </tr> </tbody> </table>			Good	Fair	Poor	Primary	5.26%	63.16%	31.58%	UPS	nil	57.14%
	Good	Fair	Poor										
Primary	5.26%	63.16%	31.58%										
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37.	INSPECTION & SUPERVISION Has the mid day meal programme been inspected by any state/district/block level officers/officials?	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members											
	<p>MI found that the supervision of MDM program from out side the community is very poor.</p> <table border="1" data-bbox="256 877 753 1052"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Primary</td> <td>21.05%</td> <td>78.95%</td> </tr> <tr> <td>UPS</td> <td>NIL</td> <td>100%</td> </tr> </tbody> </table>			Yes	No	Primary	21.05%	78.95%	UPS	NIL	100%		
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38.	IMPACT	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.											
	<p># The overwhelming majority of the sample schools reported positively about the MDM. The positive responses from the schools in the context of improvement of attendance is 76.32% from the primary schools and in the UPS are 42.86%.</p> <p>Observations:</p> <ol style="list-style-type: none"> Ensure the regular supply of food grains for MDM Cooking cost for the MDM should be paid regularly. The SHGs should not be given the total freedom for the arrangement of MDM. Monitoring mechanism from outside the community is very necessary for MDM. 												