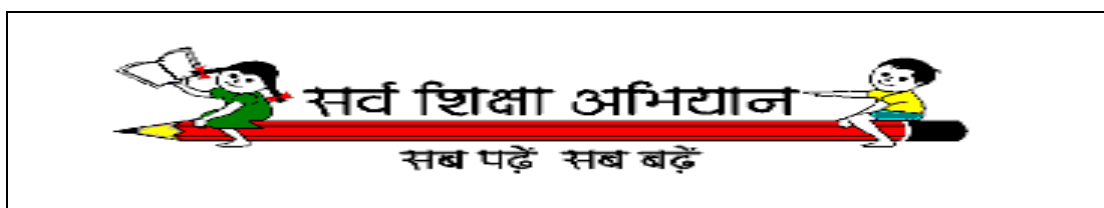


SECOND HALF YEARLY
MONITORING REPORT OF
VISVA-BHARATI UNIVERSITY, SRINIKETAN
ON SSA FOR
WEST BENGAL STATE
FOR THE PERIOD
1ST October 2006 to 31ST March 2007

DISTRICT COVERED

BANKURA
BIRBHUM



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ACKNOWLEDGEMENTS

Monitoring of the Sarva Shiksha Abhiyan (SSA) programme has been kept as an integral component at different levels. In order to make the Monitoring unbiased, organized and more analytical the MHRD, Govt. of India identified one or more potential Academic & Research institutions of National repute in each state for this purpose. Accordingly, IIM, Calcutta & Visva-Bharati University have been entrusted with the responsibilities of conducting Monitoring of all the 20 Educational Districts of West Bengal for SSA. The numbers of Districts to be covered by the each of the Monitoring Institute have been distributed equally in a mutual agreement in consultation with the State Project Director (SPD) of SSA Mission of WB. As per the terms laid down by the Deptt. of School Education & Literacy, MHRD, Govt. of India each of the Monitoring Institute should conduct 25% of the Districts allotted to them in every six months and submit its very report to MHRD, Govt. of India after discussion with SPD, West Bengal. However, the delay release of funds for Monitoring work from MHRD, Govt. of India prevented us in carrying out Monitoring work in schedule time during the financial year 2006-2007. However, despite these hurdles we initiate our discussion with the State Implementing agency of SSA & started our work from the month of December 2006, at Bankura District. The findings have been presented in this report as per the TFR of the Deptt. of School Education & Literacy, MHRD Govt. of India.

The study & its report would not have completed without the constant support of Sri Dushyant. Nariala IAS, SPD, Sri Santi Bhusan Biswas Adl. SPD. Syed Nurul Salam Dy. SPD, Sri.Dabirul Islam Dy.SPD & their Colleagues at West Bengal State Sarva Shiksha Mission. We sincerely acknowledge our thanks to all of them. We have no words to praise Mr.Avijit Bhowmick.DPO Bankura & his potential team particularly, Sri Partha Bhandari Dy, DPO. for their cooperation during the Monitoring work at Bankura. We feel elated to extend our heartfelt thanks to all of them.

The collection of data was efficiently handled by a team of research assistants, Sri Nurul Alam, Sri Swapan Kumar Ghosh, Sri Sanat Bhattacharya, Sri Parag Mitra, Sri Subrana Chatterjee, Sri Alok Acherjee & Sri Chandra Nath Chatterjee without their help the report

would not have been seen the light of the day. Besides, Sri P.S.Chakraborty, Sri Raja Ghosh, Sri Ledem Hembrom & Sri Biswajit Roy colleagues of my Deptt. extended their full cooperation from time to time to complete the study.

We hope that the report will be useful to the Dept. of School Education & Literacy, MHRD, Govt. of India, W.B. State Sarva Shiksha Mission and as well various people concerned with the implementation of SSA programme at Nation, State & District level.

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

SUMMARY OF THE REPORT

i) Opening of Schools/both Primary and Upper Primary

Except one upper primary school, no new school is opened during the year 2006-2007 in the District.

ii) Teachers position & attendance

a) It was found that as many as 399 Teachers (M-300, F-99) in all 124 sample primary schools and 434 Teachers (M-311 & F-123) in 29 sample Upper Primary School were in position.

b) It was observed that in Primary Schools 84% male & 87.87% female teachers were present on the day of School visit and in Upper Primary School 90.13% male 90.24% Female teachers were present.

iii) Civil Works

a) The completion rate of civil works for construction of ACR, CRC & etc. up to December 2006 is very high excepting the construction of the toilet in the primary schools.

b) It was found that many of the Schools has provision of drinking water and 8.87% of sample Primary schools do not have the Drinking water facilities.

c) It was observed that many of the sample Primary School 70.96 % does not have boundary wall.

iv)) Text book Distribution

In cross-checking the information it was revealed that free text book were distributed to the schools in time.

v) Release of School grants

There has been 100% achievement in releasing the school grants to the respective CLRCs, and it has been also noticed that it takes time to reach the money to School/VEC, Similarly, It was also noticed that many of the schools both Primary & Upper Primary are skeptical in submission of U/Cs.

vi) Teachers Training

The area is significantly poor as reported by DPO only 60% of Primary School Teachers & 1.10% of Upper Primary School Teachers have completed training of 10 days duration till December 2006.

However, during the concluding part of Monitoring work, DPO reported that 90% of Primary school Teachers & 33% of Upper Primary School Teachers were trained up 10 days & 8 days respectively by the end of March 2007.

vii) Teaching Learning Materials (TLM)

a) There has been 100% achievement in releasing the TLM grants to Teachers through respective CLRCs, but the Training of Teachers for preparation of TLM performance is very poor. The respective CLRCs organized such training ranging from 2-4 days.

b) It was also noticed that both Primary & Upper Primary School Teachers are very in different in using TLM in classroom transaction.

c) It was also found that overwhelming majority of Teachers purchased TLM materials from local market.

Viii) EGS(SSKs) & AIE

a) Training & supervision part of SSKs are found to be very weak and infra- structure like black board, durries, TLM materials etc. are highly inadequate.

b) In order to avoid the duplication of work and wastage of resources it needs better coordinator with the concern DPO.

c) It has been found that there are SSK centre running in close proximity to Primary School.

ix) Children with special Needs (CWSN)

a) The enrolment and coverage of the identified CWSN has been high in Bankura District.

b) It has been also noticed that majority of the sample schools have been constructed ramps.

x) NPEGEL

It has been found that majority of the targeted MCS have been functional.

xi) KGBV

It has been found that out of sanctioned 10 KGBV hostels 6 hostels are functional till December 2006 with all amenities like furniture, bedding and provision of food.

xii) DISE

Data capture format have been sent to schools and respective teachers were oriented in schedule time.

xiii) Research & Evaluation

The area is significantly weak in absence of DIET, only 9 research studies of were completed out of 15 sanctioned.

xiv) Functioning of VEC

- a) As many as 2522 VEC/WEC & 455 MC are functioning in the District. All the VECs have adequate number of women members from the down trodden section of the society.
- b) At least 2-3 members of each VEC have been oriented about the programme. Many of VECs involvement in Primary School activities mainly in organizing the MDM programme is commendable.

xv) Staffing at District level

- a) Except the post of ADPO all positions of the District office have been filled up. The DPO was holding addl. responsibilities of D.I Primary till March 2007.
- b) The process of induction of Siksha Bhandu in place of R.T were initiated in the District & expected to be placed in the CRC/CLRC by April 2007.
- c) It was noticed that inadequate space is the common problem of CLRCs, besides, computer facilities should be extended to all CLRCs.

xvi) Mid-Day Meal

- a) Expect one Primary School daily hot cooked food with variety of menu is served to the students. Only 7 Upper Primary Schools served the cooked MDM to the children of class V. The rest of the Schools has not yet started the MDM.
- b) It was revealed that there is no health checks up programme in the school nor children were given micronutrients or de-worming medicines.
- c) Space is a common problem to store the food grains of MDM both in primary & U. Primary Schools.

- d) The general impression of safety, Hygiene, & cleanliness about the MDM is good.
- e) Participation of the parents and VECs in MDM is very good. But there is lack of supervision from the out side community.
- f) SSKs were also provided cooked MDM but there are differences in quality of MDM with that of Primary School.

xvii) Additional information

- a) It has been found that there are lots of under aged children in the primary schools.
- b) The dropout's rate is very high but the schools don't keep proper records of school dropouts.

RECOMMENDATIONS

- The problems of over crowded classroom & uneven distribution of upper primary school in the rural area needs proper attention by opening of new upper primary school.
- Rationalization of Teacher posting in the Primary School by the appropriate authority of the district level.
- Training of School Teachers both Primary & Upper Primary be planned such way that it should complete within first quarter of academic year. The issues like maintenance of office records & submission of U/Cs for different expenditure 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.
- Provision of adequate funds to DPO for boundary wall of Primary school & provision of funds for major repairing work of school building.
- Convergence with ICDS to prevent the under age children in the Primary schools.
- Supervision of MSKs & SSKs needs top priority & better coordination with the District implementing agency of SSA.
- Enhancement of financial provision for fooding of KGBV inmates.
- Monitoring mechanism of MDM programme from outside the community.
- The inbuild structural monitoring system of the District to follow up the progress of the project needs to be functional properly.

CHAPTER- I

INTRODUCTION :

Sarva Shiksha Abhiyan (SSA) the first national programme for Universalisation of elementary education covering the entire country, was launched in 2001 with broad objectives of universal enrolment, retention and quality education.

Under the programme, the Districts are expected to carry out a realistic assessment of the elementary educational scenario in the district, the reforms required to improve the efficiency of delivery of education the total requirement of facilities/interventions and the fund requirement for the same. SSA supports a number of interventions in the elementary education sector such as opening of new schools, appointment of additional teachers, teaching learning equipment for the new schools, school grant, maintenance grant, research grant, teacher training, teacher grant, setting up of resources centers, civil works, etc. Accordingly; the programme has been implemented in all 20 Educational Districts of West Bengal along with the NPEGEL, KGBV, & MDM programme.

NEED OF THE STUDY :

Improvement in the quality of Elementary Education is an important goal of SSA. A number of intervention and strategies have been suggested for realizing the objective. The implementation of these imputes and approaches need careful monitoring to ensure that intended steps are being taken and that corrective action if & when required is initiated. With a view of taking corrective measures regular supervision & monitoring is needed for the purpose of optimizing the effectiveness and ensuring timely implementation. Accordingly, SSA has envisaged community based monitoring system. Besides this, every school will have a notice board showing all the grants received by the school and the details thereof. All reports sent to the Block and the District level with regard to enrolment, attendance, and incentive, etc. shall be displayed on the school notice board. The basic principle in monitoring will be its community ownership and periodic quality checks by external teams external to the activity but internal to the system. To encourage independent feedback on programme implementation, research and resource institutions with proven excellence will be involved in monitoring at all stages. In view of that, besides community based monitoring, Sarva Shiksha Abhiyan will encourage independent research and supervision by autonomous research institutions. Institutions of proven excellence have been entrusted to take up

State specific responsibilities. The report is the out come of the study sponsored by Depl.of Elementary Education and Literary, MHRD govt. of India for Monitoring of Bankura District of West- Bengal.

OBJECTIVES:

- a) Assess the progress of implementation of approved plans at District level.
- b) Sample check progress in achievement of some key out come indicators.
- c) Verify process and procedures under taken for implementation of SSA.

SAMPLING & METHODOLOGY:

The method of simple random sample were adopted for selecting the schools. In view of the above objectives, both Primary & Secondary data have been collected from various sources. The secondary data have been gathered from the State & District level implementing agencies and primary data were mainly collected from the grassroots level institutions. The primary data have been obtained from the primary, upper primary Schools, SSK Centers, MSK centers and as well from the representatives of VEC. The relevant information is being collected using the techniques of interview, participant observation and focus group discussion. The collected information were carefully studied and appropriate categories were formed, On the basis of the objectives of study various tables were prepared and manually tabulated. For the purpose of analysis of data, the block and school level variations in implementation of SSA activities were kept in mind.

LIMITATIONS:

In any empirical research study what we planned could not be execute in the field due to many practical problems accordingly, there are many limitations to complete the work. In this context two such facts needs to be mentioned. The research assistants had to face lot of problems in the field to collect the information from the Schools due to large sample size and diverse components of SSA implementation, where all the data could not be available in a single day of school visit. Besides, some parts of Bankura District are dominated by the *Maobadi* activist were all the sample schools could not be covered.

CHAPTER II

DISTRICT PROFILE:

Location

Bankura as one of the revenue districts in West Bengal is under the jurisdiction of Bardhaman Division. It is surrounded by Purba Medinipur, Paschim Medinipur and Hooghly on the, south Purulia on the west, Bardhaman on the east & north.

Administrative Map of Bankura

Administrative Set-up

The total area of the district is 6882 sq. km. It is divided into 3 sub-divisions and 22 C.D.Blocks. There are 3 municipalities and 4 non-municipal towns covering only 104 sq. km. area.

The 3-tier panchayat system is operated through the Zilla-Parishad at the top, 22 Panchayat Samitis at the middle 190 Gram Panchayats along with Gram Samsads at the bootom.

Physical Features

The district is divided into 3 parts the hilly area on the west with undulating terrain, the alluvial middle and the last one merging imperceptibly into the other. The west and the south of the district are dry. The eastern slope of Chhotonagpur Plateau unites there. The eastern and the northern parts are plain. The entire south region is covered by forest and the total forest coverage is 22% of total land. In the west, Susunia (439.5 m.), Beharinath (447.8 m.), are important hilltops. A number of non-perennial rivers, rivulets and tributaries are passing through different areas of the district. Damodar, Dwarakeshwar and Kangasabati are the important rivers flowing on southeast direction. Those rivers and rivulets also control the drainage mechanism and bring 125000 acre of land under irrigation system. The climate is tropical in character with dry summer and prolonged winter.

Demographic Scenario (Census,2001)

Total Population	Persons	3191822
	Male	1634561
	Female	1557261
	SC	1164377
	ST	329715
	Urban	264921
	Rural	2926901

Decadal Population Growth	1991-2001	
	Absolute	286757
	Percentage	13.79%
Population Density		464
Sex Ratio		953
0-6 Population absolute	Persons	449547
	Males	229919
	Females	219628
Percentage of total population	Persons	14.08
	Males	14.08
	Females	14.10
Literacy Absolute:	Persons	1750632
	Males	1084510
	Females	666122
Rate:	Persons	63.84
	Males	77.21
	Females	49.80

Economic Status:

The district is characterized by rural economy based on agriculture. The largest section of the population is engaged in cultivation. Some are engaged in animal husbandry, sericulture, pisciculture and collection of minor forest product. During the period of Aman cultivation a sizeable population from South-West Bankura migrate towards eastern part of West Bengal in searching of job in agricultural field. The subsistence level of economy of the largest section of the population and low per capita income has been changed at present in comparison with the past few years.

History, Heritage and Culture:

The history of Bankura is oriented towards the history of rise and fall of Rajas of Bishnupur. Most of the time, the area under the control of Rajas of Bishnupur was beyond the reach of the outsiders. As a result the inhabitants of that region sustain their old values, beliefs and practices for a long time. They were little or less exposed to the outside world. Besides isolation, there was a

continuous process of admixture/exchange of ideas, values, beliefs and practices observed in society/culture since historic-past which was reflected in the arts and crafts of the people of Bankura/Bishnupur. Particularly, the terracotta art on temple structures during ancient or medieval period have immense archaeological value to researchers, scholars as well as tourists.

Bankura is the birthplace of innumerable dignitaries. Ramananda Chattopadhyay and Jogesh Vidyanidhi are among them who devoted their lives to the freedom movement. Basanta Roy, Ramkinkar Bez, Jamini Roy, Srima Sarada Debi and others had remarkable contributions in the field of education, literature and culture. In Bishnupur, there is a rich tradition of vocalic music, which is popularly known as `Bishnupur Gharana` to the outside world.

Literacy Movement:

In 1992, Bankura was declared as a literate district and the literacy movement still continues through Continuing Education Programme. This programme is going through 2325 Continuing Education centers. 354 centres are run by NGOs named `Barjora Saksharata Prasaran` in Barjora and Indus Blocks.

Medical and Public Health Facilities:

Sl. No.	Category	Number
1.	Block Health Centre	22
2.	Rural Hospital	4
3.	Primary Health Centre	62
4.	Secondary Health Centre	56
5.	Sub Centre	452
6.	Medical College and Hospital	1
7.	Missionary Hospital	1
8.	District Hospital	1
9.	Leprosy Hospital (Govt.aided)	1
10.	Leprosy Hospital (missionary)	1

CHAPTER - III

Some Basic Information at a Glance in Connection with Elementary Education

BANKURA

BASIC INFORMATION (As on 01-04-2006)

Demographic Information (as per Census 2001)

Total Population	3191822
Male Population	1634561
Female Population	1557261
% of SC Population	36.48
% of ST Population	10.33
Total Literacy Rate (%)	63.40
Male Literacy Rate (%)	76.80
Female Literacy Rate (%)	49.40
Male SC Literacy rate (%)	20.56
Female SC Literacy rate (%)	6.40
Male ST Literacy rate (%)	25.61
Female ST Literacy rate (%)	6.83
Projected Population 2006-07	
Total Population	3371277
Male Population	1726462
Female Population	1644815
Administrative Set up	
Number of Sub divisions	3
Number of CD Blocks	22
Number of Educationally backward Blocks (EBB)	5
Number of Blocks/Panchayat Samiti	22
Number of Municipalities	3
Number of Gram Panchayat Samiti	190
Number of Sansads	2465
Number of Municipal Wards	57

Educational Scenario (Primary)	
Total No. of Habitations	
Habitation without Primary Schools i.e. Unserved Habitation	
5+ to 8 + Population (as on 01-04-2006) Projected	391302
5 + to 8+ Population Girls (as on 01-04-2006) Projected	187825
5 + to 8 + Population Boys (as on 01-04-2006) Projected	203477
5 + to 8 + Population SC Girls (as on 01-04-2006) Projected	68518
5 + to 8 + Population SC Boys (as on 01-04-2006) Projected	74288
5 + to 8 + Population ST Girls (as on 01-04-2006) Projected	20660
5 + to 8 + Population ST Boys (as on 01-04-2006) Projected	22383
No. of IED/CWSN Children	14083
No. of Assessed IED/CWEN Children	9021
No. of IED/CWSN Children (out of School Children)	5062
No. of Educational Circles	45
No. of Schools (run by Govt./DPSC)	3460
No. of Schools with Ramps	1820
No. of Schools with Kitchen Shed	59
No. of Schools under Mid-day Meal	3460
No. of sanctioned post of Teacher (Govt.)	10548
Total sanctioned post of Teachers	10548
No. of School Teacher (Govt.) as per DISE – 2005	9294
No. of untrained Teachers (Govt.)	1049
No. of in-service Teachers (Govt.)	9294
% of female Teachers (Govt.)	18.12
Enrolment in Govt. Schools (I to V)	16879
Total Enrolment	316879
Net Enrolment (I to IV)	312992
Enrolment in Private Schools	
Total Enrolment	10529
Net Enrolment	10529
Gross Enrolment (overall)	373932
Net Enrolment (overall)	370015
GER (%)	95.56
NER (%)	94.56
Out of School Children	17370
1-Teacher Schools (As per DISE-2005)	316
2-Teacher Schools (As per DISE-2005)	1563
No. of Building less Schools (As per DISE-2005)	0
No. of Dilapidate/Collapsed School Building	0
1-Room Schools	1174
2-Room Schools	1266
No. of schools having drinking water facility (Govt./Govt. aided) (As per DISE-2005)	2916
No. of schools having drinking water facility (Govt./ Govt. aided) (As per DISE-2005)	544
No. of schools having toilet facility(Govt. aided) (As per DISE –2005)	1656

No. of schools not having toilet facility (Govt./ Govt. aided) (As per DISE-05)	1804
School-Student Ratio (Govt. / Govt. aided) (As per DISE- 2005)	91.58
School-Teacher Ratio (Govt. /Govt. aided) (As per DISE-2005)	2.68
Pupil-Teacher Ratio (Govt. / Govt. aided) (As per DISE-2005)	34.10
Educational Scenario (Upper Primary)	
9+ to 13+ Population (as on 01-04-2006)	359865
9+ to 13 + Population Girls (as on 01-04-2006)	175575
9 + to 13 + Population Boys (as on 01-04-2006)	184290
9 + to 13 + Population SC Girls (as on 01-04-2006)	44147
9 + to 13 + Population SC Boys (as on 01-04-2006)	45965
9 + to 13 + Population ST Girls (as on 01-04-2006)	11634
9 + to 13 + Population ST Boys (as on 01-04-2006)	12062
No. of Schools (Govt./Govt. aided)	455
No. of Schools with Ramps	154
No. of Schools not covered under OBB	455
No. of Dilapidate/Collapsed School Building	0
No. of IED/CWSN Children	3215
No. of Assessed IED/CWSN Children	905
No. of IED/CWSN Children (out of School Children)	2310
No. of sanctioned post of Teacher (Govt.) (As per DISE-2005)	3413
No. of Sahayaks/Asst. Teachers (As per DISE-2005)	0
Total sanctioned post of Teachers (As per DISE – 2005)	3413
No. of Schools Teacher (Govt.) (As per DISE-2005)	3413
No. of untrained Teachers (Govt.) (As per DISE-2005)	505
Enrolment in Govt. Schools (As per DISE-2005)	225257
Total Enrolment (overall)	281602
Net Enrolment (overall)	275184
GER (%)	78.25
NER (%)	76.47
Enrolment in Private Upper Primary Schools	
Total Enrolment	3500
Net Enrolment	3455
Out of School Children (9+ to 13)	31564
No. of schools having drinking water facility (Govt./Govt. aided) (As per DISE-05)	435
No. of schools not having toilet facility (Govt./Govt. aided) (As per DISE –05)	19
No. of schools having toilet facility(Govt./Govt. aided) (As per DISE-05)	376
No. of schools not having toilet facility(Govt./Govt. aided) (As per DISE-05)	78
School-Student Ratio (Govt./Govt. aided)	486.53
School-Teacher Ratio (Govt./Govt. aided)	7.51
Pupil-Teacher Ratio (Govt./Govt. aided) (As per DISE-05)	64.87
New Institutional Arrangement	
No. of MTAs formed	3426
No. of Primary Education Circle	45
No. of CRC formed /under formation	205
No. of WEC formed /under formation	57
No. of VEC formed /under formation	2465

Alternative Schooling	
No. of SSKs	451
No. of Sahayikas	763
Enrolment in SSKs	22366
Gross Enrolment	22366
Net Enrolment	22366
No. of SSKs beyond 1 Km from existing DPSC Schools	451
No. of Sahayikas in SSKs beyond 1 Km from existing DPSC Schools	763
Enrolment in SSKs beyond 1 Km from existing DPSC Schools	
Gross Enrolment	22366
Net Enrolment	22366
No. of upgraded SSKs	Nil
No. of Sahayikas in upgraded SSKs	Nil
Enrolment in upgraded SSKs	Nil
Gross Enrolment	Nil
Net Enrolment	Nil
Enrolment in MSKs	
No. of MSKs	65
Gross Enrolment	6791
Net Enrolment	6791
No. Bridge Course Centre (Primary)	866
Enrolment in BCC (Primary)	24158
No. of Bridge Course Centre (Upper Primary)	0
Enrolment in BCC (Upper Primary)	0
No. of DUC Centres (Primary)	0
Enrolment in DUC (Primary)	0
No. of DUC Centres (Upper Primary)	0
Enrolment in DUC (Upper Primary)	0
No. of SSPs	5
Enrolment in SSPs	170
No. of RMV	75
Enrolment in RMV	2127
Information on ICDS	
No. of AWCs	3308
No. of AWWs	3308
No. of Children enrolled in AWCs	211910
Information on NPEGEL	
No. of Blocks under NPEGEL	11
No. of Cluster under NPEGEL	110
No. of Schools selected for Resource Centre	110
No. of Resource Centre where construction started	97

Sources: Bankura SSA plan Document 2006- 07

CHAPTER – IV

1. OPENING OF SCHOOL:

No new School is opened during the year 2006-2007.Except one upper Primary school. Following is the school facilities available in the District for Elementary Education.

Primary	Upper Primary	SSK(EGS)	Bridge Courses	RMV
3460	455	451	1051	79

2. Teachers & Para Teachers position:

As many as 153 schools (124 Primary & 29 Upper Primary school) were visited for collection of primary information through structured questionnaire in the month of January & February 2007

from the three Sub-Divisions viz Bankura, Bishnupur & Khatra in regard to the implementation SSA. As per the convention the primary schools does not have information regarding sanction strength of its Teachers nor the District Inspector of School adopted such policy for Teacher posting. The general practices adopted by the District Administration for teacher posting is on the basis of school enrolment. In case of upper primary, the each schools has information about their sanctioned Teacher posts.

It has been found that as many as 399 school Teachers (Male-300 & Female 99) were in position on the day of school visit, out of the same 339 school teachers (M-252 & F-87) were present in the school on the day of the visits. Similarly, it has also been reported by sample schools that as many as 32 para teachers (M-20 & F-12) are in position of those primary school. However, the attendance of the para teachers on the day of the school visit could not be reported.

As many as 434 schools Teachers (M-311 & F-123) are in position in the upper primary schools(29) visited during the above period in the three Sub-Divisions. Among them, it was found that 391 school teachers (M-280 & F-111) were present on the day of school visits. The Para Teacher position on those schools are 90 (M-42, F-48). The attendance of Para Teacher could not be reported.

It was also revealed that there are 637 regular teachers posts (324 Primary & 313 Upper Primary) are laying vacant, similarly there are 126 para teachers are not recruited so far against 2456 sanctioned Para Teachers in the District.

The recruitment of Para Teachers is done at the local level by the Panchyat & VEC/ MC by the procedure laid down by the appropriate authority. There are mixed reaction about the recruitment of Para teachers.

Table -1

Sub-Division wise Teacher & Para Teachers position in 124 Primary & 29 U. Primary Schools.

Sub-Division	No. of Teachers		Present on the day of visits		No. of Para Teachers	
	M	F	M	F	M	F
PRIMARY						
BISNUPUR	99	38	86	33	5	3
KHATRA	74	23	60	16	5	3
BKNKURA	127	38	106	38	10	6
TOTAL	300	99	252	87	20	12
U. Primary						
BISNUPUR	71	9	63	7	8	6

KHATRA	145	53	133	48	18	16
BANKURA	95	61	84	56	16	26
TOTAL	311	123	280	111	42	48

3. Civil Works

In regard to the execution of civil work in the State as a whole, there are designated person (engineers) in the State, Districts & Block level for SSA. Along with these set up the Govt. machineries like P & WD at the District & Sub-District level also involved for looking after the execution of civil works in addition to the involvement of local self-Govt. & VEC. The Convergence with Swajaldhara & TSG in respect of drinking water facilities & its fund placement & utilization etc. It was revealed that overwhelming majority of school does not have such information. As these all areas are being taken care of by local panchayet at Block level.

The progress of construction of civil work are as follows reported by DPO, Bankura up to December 2006.

Table-2

Category	Target	Achievement
a) Primary (ACR)	1781	1141
b) U. Primary (ACR)	455	419
c) CRC	100	93
d) NSB	20	20
e) DW- (140 works take up)	180	66
f) Toilet-	175	65

(Report up to December 2006)

4. School Building & Boundary Wall

The below table will give the clear picture, it has been found that there is no building less School in the district. Of the 153 sample Schools majority has pacca school building. It has been found that there are 88 primary school has no boundary wall similarly, 21 Upper Primary School have such facilities. only 8 Upper Primary Schools have no proper boundary wall.

Table-3

School Building & Boundary Wall

Primary

Subdivision	Type of School Building				Boundary Wall				
	Kantcha	Pucca	Partial Pucca	No. Build	Yes	No.	Katcha	Pucca	P.Pucca
Bishnupur	0	27	6	0	11	21			
Kathra	0	34	3	0	10	28	-	19	-
Bankura	0	54	-	-	15	39	-	17	01
Total	0	15	9	0	36	88	-	35	01

Upper Primary:

Subdivision	Type of School Building				Boundary Wall				
	Kantcha	Pucca	Partial Pucca	No. Build	Yes	No	Kantcha	Pucca	P.Pucca
BishnuPur	-	4	-	-	3	1	3	-	-
Kathra	-	14	-	-	9	5	9	-	-
Bankura	-	11	-	-	9	2	7	2	-
Total	-	29	-	-	21	8	19	2	-

5. Toilet & Drinking Water facilities:

While looking into the drinking water facilities in the school campus it has been found that still there are 11 Primary Schools does not have drinking water. Bankura being a drought prone area, proper initiation should be taken immediately by the local self- Govt. as the drinking water facilities are mainly arranged by them.

Table-4
Availability of Toilet & Drinking Water Facilities

Primary

Sub-division	Toilet Facilities						Drinking Water	
	Yes	No	Boys	Girls	Common	Teacher	Yes	No.
Bishnupur	31	1	15	21	17	8	31	1
Kathra	27	11	15	20	16	5	35	3
Bankura	42	12	17	23	23	6	47	7
Total	100	24	47	64	56	19	113	11

Upper Primary

Sub-division	Toilet Facilities						Drinking Water	
	Yes	No	Boys	Girls	Common	Teacher	Yes	No.
Bishnupur	4	-	2	2	4	3	4	-
Kathra	13	1	7	7	1	5	14	0
Bankura	11	0	4	9	5	8	11	0
Total	28	1	13	18	10	16	29	0

The above table also shows that many of the Primary schools (24) has no toilet facilities, and Similarly one Upper Primary School still does not have such facilities. During our visit it has been also found that many of toilets both Primary & Upper Primary School are being used by the school Teachers & Staff members (35).

6. Text Book Distribution

The District authorities claims that the Free text books were distributed among the students in the beginning of the session, and reported that as many as 11,721 students in Upper Primary from SSA funds and 3,17,476 students in Primary School were distributed Free text book from Govt. funds. However, it was observed that few of the schools do not received the books in time.

Table-5
Performance of Text Book distribution

Primary

Sub-division	Within one month		All subject		All Classes		All Student	
	Yes	No	Yes	No	Yes	No	Yes	No
Bishnupur	29	3	30	2	30	2	30	2
Kathra	37	1	35	3	35	3	35	3
Bankura	50	4	54	0	54	-	54	0
Total	116	8	119	5	119	5	119	5

Upper Primary

Sub-division	Within one month		All subject		All Classes		All Student	
	Yes	No	Yes	No	Yes	No	Yes	No
Bishnupur	4	-	4	-	4	-	4	-
Kathra	13	1	14	-	14	-	14	-
Bankura	11	-	11	-	11	-	11	-
Total	28	1	29	-	29	-	29	-

7. Release of School grants & its utilization:

It was reported by the DPO that the school grants @Rs.2000/- has been released along with the guidelines to all primary (3460) school & 455 Upper Primary School in the month of Aug.-Sept.2006 through its respective CLRCs. It was also revealed that there are no centralized purchases out of this grants, it is done by the respective schools.

While going through the information regarding above, it has been found that the few number of schools Primary (4) Upper Primary (2) did not received the school grants till the date of our field visits. In regard to the non receive of circular regarding the utilization of above grants quite a few number of Primary Schools (14) & 2 Upper Primary school reported that they do not receive any circular from DPO. Regarding submission of U/C to DPO for school grants again many of the Primary schools are very indifferent in submission of such documents. It has been also found that non of the schools received school grants in the beginning of the session due to the delay released of grants from SPO level.

Table-6
Release of School grants & its utilization

Primary

Sub-Division	Whether the DPO has released funds		Any circulation received from DPO for submission of U.C.		U. C. Submitted to DPO	
	Yes	No.	Yes	No.	Yes	No.
Bishnupur	29	3	23	9	28	4
Kathra	37	1	34	4	25	13
Bankura	54	-	53	1	41	13
Total	120	4	110	14	94	30

Upper Primary

Sub-Division	Whether the DPO has released funds		Any circulation received from DPO for submission of U.C.		U. C. Submitted to DPO	
	Yes	No.	Yes	No.	Yes	No.
Bishnupur	4	-	4	-	3	1
Kathra	12	2	12	2	9	5
Bankura	11	-	11	-	7	4
Total	27	2	27	2	19	10

8. Teachers Training:

Training of different functions is the weakest part in the District. The information provided by the SPO that the training module for the whole of state was prepared with the help of Primary School council, Secondary School Board and SCERT. The training of the teachers was organized at the CRC/CLRC level. The DPO, Bankura reported that only 60% of primary school Teachers & 1.10% of upper primary school Teachers have completed training of 10 days duration till December 2006, it was revealed that none of the school has calendar for Teachers training.

However, during the concluding part of Monitoring work, DPO reported that 90% of Primary School Teachers & 33% of Upper Primary school Teachers were completed 10 days & 8 days of training by the end of March 2007.

Table - 7
Calendar for Teachers Training

Primary

Sub-Division	Have any calendar year for teachers training	
	Yes	No

Bishnupur	0	32
Kathra	0	38
Bankura	0	54
Total	0	124
Upper Primary		
Bisnupur	0	4
Kathra	0	14
Bankura	0	11
Total	0	29

In regard to the involvement of CRC/CLRC in quality education, the designated persons (SI) hardly gets time to visit to the school. The RTs of the respective area do visits to the school and their involvement mainly in administrative matter rather looking after the issues of quality education.

Table-8
CLRC/CRC Involvement in quality Education

Primary

Sub-Division	Pedagogic	Administrative	Conducting model lesson in the classroom		Random text for student		Any innovation steps taken to improve teachers performance and children learning	
			Yes	No	Yes	No		
Bishnupur	25	30	3	29	29	3	7	25
Khatra	29	31	6	32	36	2	12	26
Bankura	39	51	13	41	50	4	21	33
Total	93	112	22	102	115	9	40	84

Upper Primary

Sub-Division	Pedagogic	Administrative	Conducting model lesson in the classroom		Random text for student		Any innovation steps taken to improve teachers performance and children learning	
			Yes	No	Yes	No		
Bishnupur	2	4	0	4	4	0	0	4
Khatra	8	13	5	9	13	1	3	11
Bankura	8	9	4	7	10	1	5	6
Total	18	26	9	20	27	2	8	21

9. SISHU SIKASHA KENDRA (SSKs) / EGS& AIE:

The EGS are being placed by SSKs in the District and there is no AIE Centers. However there are NRBC-1051 enrolling 27010 children & RMV enrolling 4149 children.

As many as 451 SSKs are functioning in the District. These Centers are being look after by SSK Mission under P & RD Dept. and Grants for SSKs is released through the District Nodal Office, P & RD Dept.

Each SSK center has two EVs. The minimum qualifications of EVs are class X pass. They used to get very irregular payments of Rs.1000/- p.m- through local bank. It is heard that their honorarium has enhanced to Rs.1500/-pm but they have not yet receive the enhanced money.

15 such SSK Centers were visited by the members of the M.I. & Principal Investigator himself. It was found that many of the SSKs has its own building being constructed by the panchyats. P.I visited two such SSK, which is on the process of construction by the local contractor with the financial involvement of Rs.2.60 lakhs provided by the panchyat. Following is the observations need proper attention for effective running of SSKs.

- Although many of the SSKs have proper place & building to run the centre but infrastructure like black board, durries, TLM materials etc are highly inadequate, even some place there is no existence of such materials.
- On & average 50-60 children are enrolled in SSKs with two EV's many of them are not drawn from the local community. Therefore, their involvement in the Center is very mechanical.

- The supervision & training part of the SSK Centers is very weak, it needs to be taken care immediately. The community mobilization Coordinator of the District is looking after the bridge course and RMV. The EGS/AIE part is looking after by the P & RD section of the District.
- The classroom transaction & quality of education as observed in the center found to be poor.
- At places there are SSKs adjacent to the primary school. Therefore, it was also found that the children of the Primary School sitting in the SSK Center.
- Mid day meal was provided to the SSKs Center which is looking after by the local SHGs but the quality of the mid day meal is poor in comparison to the MDM provided by the Primary School as because, there is less involvement of community people.

10. Teaching Learning Materials (TLM)

It was revealed from the DPO, Bankura that the total number of teachers eligible to receive the TLM grants in the year 2006-2007 in Primary 9279 and Upper Primary 2730 respectively. The TLM grants @Rs.500/- per teachers was released by the DPO in the month of August-September 2006 to the respective CLRCs for onward distribution.

The information collected from the schools (153) revealed that as many as 291 primary school teachers & 121 upper primary school teachers received the TLM grants @Rs.500/- till the end of February 2007. The field data shows that overwhelming majority of the school Teachers mainly purchased the TLM materials from the local market very few Teachers prepared the TLM materials in the school. It was also found that the teachers of the primary school used the TLM where as the teachers of upper primary school are reluctant to use the TLM materials in the classroom transaction mainly due the teachers are not serious about matter. It was also found that quite few number Primary School Teachers prepared the innovative materials for TLM. Non of the Upper Primary school teachers prepared the TLM as noticed by the field investigators.

The training of the TLM again is the weakest part in the District. During the year at CLRC level only 2-4 days training was organized for the teachers, where all eligible teachers were not covered.

Table-9

USE of TLM Grants

Primary

Sub-Division	No. of Teachers cover	Displayed in the class room		Children use the TLM materials		Nature of example	
		Yes	No	Yes	No	Yes	No
Bishnupur	85	11	21	1	31	14	18
Khatra	85	10	28	1	37	9	29
Bankura	121	12	42	2	52	13	41
Total	291	33	91	4	120	36	88

Upper Primary

Sub-Division	No. of Teachers cover	Displayed in the class room		Children use the TLM materials		Nature of example	
		Yes	No	Yes	No	Yes	No
Bishnupur	21	1	3	1	3	1	3
Khatra	60	3	11	3	11	4	10
Bankura	40	2	9	2	9	5	6
Total	121	6	23	6	23	10	19

11. Children with Special Need (CWSN):

As many as 14119 CWSN children identified in Bankura District out of 9045 children enrolled. Among them as many as 766 children were provided with aids and appliances. During the distribution of aids & appliances the professional person demonstrated for its proper use. It has been also reported 2781 schools have been provided with ramps & this is found to be correct as we have witness during our school visits. It has been also reported that 4 NGOs are associated with this component and 35 special educators working in different sectors. The District has IED coordinator who has orientation about the programme & he has specialized degree from RCI.

12. NPEGEL

Under the programme model cluster schools 108 are functional for the minority communities & 90 for SC against the target of 110 & 90 respectively. The gender Coordinator of the District is in position & sensitization programme is in the process. However, no specific format in this area has been prescribed for monitoring at the District level. The vocational training for income generation and sports & games were organized under the programme for the beneficiaries.

13. KGVB

Out of the sanctioned of 10 hostels, 6 hostels are functional. Two such hostel were visited by the Principal Investigator and found to be functioning well with all amenities like furniture, bedding and regular fooding. It was also reported that financial provision of food for inmates of KGVB is very much insufficient. The organizing school is facing lot of problems, which needs to be taken care immediately by enhancement of financial provision.

14.(a) Functioning of VEC

As many as 2522 VEC/WEC & 455 MC are functioning in the District. The information revealed from the school that majority of VEC/SMC received the copy of guidelines on delegation of powers etc. It was also found that VECs has adequate women representative & many of the VECs 117 has total members 9 & above. The under mentioned table will give clear picture of the VECs meeting etc.

Table-10
Information regarding the Functioning of VEC

Primary

Sub-division	Whether adequate representation of women in VEC		Total Members of VEC		Number of women associated in the VEC		Average No. of attending the meeting			No. of meeting held during last six months	
	Yes	No	Uptp – 8	9 - above	Upto – 5	6 – above	Upto – 5	6 – 10	11 – above	Upto – 3	4 – above
Bishnupur	32	0	7	25	14	18	2	23	7	8	24
Khatra	38	0	-	38	12	26	2	27	9	11	27
Bankura	54	-	-	54	16	38	5	34	15	21	33
Total	124	0	7	117	42	82	9	84	31	40	84

14.(b) Training of VEC functionaries:

The information gathered from both the DPO & field shows that the majority of VECs in the districts are functioning very effectively, excepting 3 VECs. Out of 153 sample schools all are reported that the VEC members are oriented about the implementation of SSA programme at the grassroot level. The below table shows the clear picture about the performance of VEC members training. However, there are many VECs which are not seriously involved in the process of SSA implementation and their role are very passive.

Table -11
Information regarding the Training of VEC

Primary

Sub-Division	Whether VEC members oriented		No. of members oriented			Venue of Training			Who conducted the training			
	Yes	No	Upto-3	4 - 6	7 - above	GP	CLRC	Others	RP	RT	SI	Others
Bishnupur	30	2	20	8	2	18	12	0	30	18	27	1
Khatra	37	1	22	12	3	8	26	3	37	1	29	0
Bankura	54	0	23	13	18	9	38	7	54	9	9	0
Total	121	3	65	33	23	35	76	10	121	28	65	1

15. (a) Staffing at the District Level:

The present position of staffs in the District Project Office of SSA as on December 2006 are as follows:

1. District project officer- (DPO)- one (holding Addl. Charge of D.I. Primary)

2. Addl. Project Officer (ADO) two (one vacant)

Deputy District Project Officer (DDPO) two these all staffs are the permanent Govt. Employees

The following is the existing contractual staff position of the SSA Project Office.

Programme Staff

- 1. Coordinator C,M - One
- 2. Coordinator Girl's - One
- 3. Coordinator IED - One
- 4. Coordinator Planning - One
- 5. Coordinator Research - One
- 6. Coordinator Training - One
- 7. Programme Coordinator – Two

Accounts & Finance Section

- 1. Finance Officer - One
- 2. Accountant - Two
- 3. Upper Division Clark - Two
- 4. Lower Division Clark - Two
- 5. Technical Astt. - One
- 6. Group D employee -Three
- 8. DSTM - Three

Civil Work Section

- 1. Asstt. Engineering - One
- 2. Jr. Engineering - Two
- Operator -Two

MIS Unit

- 1. In charge Mis Unit - One
- 2. PMIS - One
- 3.Data Entry

Besides, 22+Jr. Engineer are placed in the Block head quarter to supervise the Civil works of DPEP/SSA in their respective CLRC. In addition 8 more Jr. Engineers were also placed in the Block Head quarters.

15. (b) Staffing & Functioning of CLRL (BRC) Level:

The district has as many as 45 CLRCs. The staffs strength in each CLRC are as follows.

From District Inspector of School pool

- 1.School Inspector - One
- 2.Clerk - One
- 3.Group D - One

From SSA pool

- 1. Group –C- One
- 2. Group –D- One

Besides, each CLRC will have Siksha Bhandu in place of Resource Teacher (RT), whom will supervise the educational components of SSA in the School Level. The process of induction of

Siksha Bhandu has been initiated & hopefully they all will be placed in the respective area very soon.

The under mentioned two CLRC were visited by the Principal Investigator

Barjora CLRC:

The pacca Building of the CLRC was constructed out of DPEP fund in 1998. Besides, the inadequate member of chairs, tables & almairhas, the office has Telephone & Type Writer. However there is no Computer facilities. Under the Jursidication of CLRC there are 55 Primary & 8 Upper Primary Schools.

The CLRC has received the funds for TLM @Rs.500/- for all eligible Teachers, Book grant @Rs.150/-per head for all eligible students along with the grants for Development & maintenance grant for 2006-07.

Baliotore CLRC:

The pacca Building of CLRC was constructed out of DPEP grant in 2000. The minimum infrastructure is available in CLRC. The CLRC has 75 Primary & 7 Upper Primary Schools in its jurisdiction. The office has received all grants from DPO for SSA activities for the year 2006-07.

General observations in connection with of CLRC :

- Although many of the CLRC constructed its building out of DPEP or SSA fund, however at present inadequate space is a common problem, it needs space for meeting room for Teachers & Space for storing educational materials.
- The Services of Computer facilities should be extended to the CLRCs keeping in mind the volume of data's they have to keep in the office.
- While looking into the functioning of CLRCs and its involvement in educational process particularly for quality education at the School level. It was observed that the designated persons (SI) hardly get time as they are over burden with ministerial jobs. Therefore, it is suggested that target of School inspection/supervision may be fixed up for the designated person (SI) as done in other programme like ICDS in order to look after the quality education at the school level.

16. Mid-Day Meal

Till December 2006 in the Bankura District Mid day Meal programme was mainly running in the Primary Schools. From January 2007 the Mid day Meal programme was extended to class V of Upper Primary School.

It has been found that excepting one Primary School all 123 School served hot cooked meal regularly to its student, where as only 7 Upper Primary School served hot cooked meal to the children of class V of Upper Primary & rest of the schools has not yet started the mid day meal. This is because the information regarding initiation of the programme along with the necessary foodstuff has not yet reached to those schools. It has observed that the variety of menu are; Rice, Dal, Sabaji, / Egg/fish. It has been also found that the children are happy about the quality & quantity of food being served in the schools.

It has been observed that excepting two places (one each in primary & U. primary schools) cooking of mid-day meal is managed by the SHG members as identified by the local self Govt. & VEC. It has been also found that majority of such SHG members drawn from the under privileged section of the society.

Table-12

Information regarding menu, quality & quantity of Mid-Day-Meal

Primary

Sub-Division	Served hot cooked meal		What are the food items					Whether children are happy/unhappy				Who is cooking & Seeing MDM		Is the cook/helper a under privileged person	
	Yes	No	Rice	Dal	Veg	Eggs	Meet	Quality		Quantity		SHG	Others	Yes	No
								H	U	H	U				
Bishnupur	32	0	32	32	32	32	32	32	0	32	0	32	0	32	0
Khatra	38	0	38	38	38	38	38	38	0	38	0	38	0	38	0
Bankura	53	1	53	53	53	53	53	53	-	53	-	52	1	53	1
Total	123	1	123	123	117	123	123	123	0	123	0	122	1	122	1
U.Primary	One school doesn't provide cooked meal Eggs in monthly four days														
Bishnupur	1	-	1	1	1	1	1	1	-	1	-	-	-	1	-
Khatra	3	-	3	3	3	3	3	3	0	3	0	3	0	3	-
Bankura	3	-	3	3	3	3	3	3	-	3	-	3	-	3	-
Total	7	-	7	7	7	7	7	7	0	7	0	6	0	7	-

It has been also found that in 110 primary schools & 1 U.primary school has pucca kitchen shed/room for MDM, where as in 14 primary & 6 U.primary schools dose not have any kitchen shed. These sheds are being constructed by the local self-Govt. or by the VEC out of the SSA fund. It has been observed that the storing of the food grains of mid day meal in safe place occupied lot of school space. The drinking facilities for cooking mid day meal is available either at schools or nearby place excepting in the six primary schools. They have to fetch water from little far place. Similarly, majority of the school has adequate cooking utensils being managed by the local self-Govt out of SSA fund.

Since the District has huge forest area & the coal mines are also located in some parts of the District therefore, majority of the school uses firewood (121) & soft coal (6) for cooking the mid day meal.

Table - 13

Information regarding Kitchen shed, storing, water facilities etc. of Mid-Day-Meal

Primary

Sub-Division	Pucca Kitchen			No Food grains stored of safe place	Portable water is available		Sources of funds		Kind of fuel used			
	Yes	No	Yes		Yes	No	SSA	Comt. Corlet 0	Others	Fire wood	Coal	Others
Bishnupur	26	6	32	0	32	0	32	0	0	32	0	0
Khatra	34	4	38	0	37	1	36	0	2	35	2	1
Bankura	50	4	52	1	48	5	47	5	1	49	3	1
Total	110	14	123	1	117	6	115	5	3	116	5	2
U.Primary												
Bishnupur	0	1	1	0	1	0	1	-	-	1	0	0
Khatra	1	2	3	0	3	0	3	0	0	3	0	0
Bankura	0	3	3	0	3	0	3	0	0	2	1	0
Total	1	6	7	0	7	0	7	0	0	6	1	0

While analyzing the data related to Safety, Hygiene & cleanliness about the mid day meal and as well general impression of the environment, it is found to be satisfactory. Similarly, it has been found that non of the school included the micronutrients along with the mid day meal nor they have Health check up or administrating deworming medicines to the children. It has also been observed that there was no such discrimination of caste, gender etc in the event mid day meal programme. They all eat sitting in a common place and clean their utencils. All most all the children eat the meal excepting few children bring Tiffin's as their parents do not encourage them to have meal which is being cooked for all children.

Table – 14

Information regarding safety, Hygiene, Cleanliness etc. of Mid-Day-Meal

Primary

	Safety	Hygiene	Cleanliness	Daily supervision by VEC/parents	Whether programme is being inspects regularly

Sub-Division	EXC	VG	Fair	Poor	EXC	VG	Fair	Poor	EXC	VG	Fair	Poor	EXC	VG	Fair	Poor	Yes	N0
Bishnupur	8	18	5	1	6	19	7	0	6	20	6	0	4	23	5	0	18	14
Khatra	4	28	4	2	2	33	2	1	4	29	5	0	2	20	16	0	18	20
Bankura	16	26	8	3	13	27	10	3	15	24	12	2	7	24	20	2	35	18
Total	28	72	17	6	21	79	19	4	25	73	23	2	13	67	41	2	71	52
Uprimaty																		
Bishnupur	1	0	-	0	1	-	0	0	1	-	-	0	-	1	0	0	-	1
Khatra	1	1	1	0	1	2	0	0	1	2	0	0	-	2	1	0	0	3
Bankura	1	1	1	0	1	1	1	0	1	1	1	0	-	1	1	1	1	2
Total	3	2	2	0	3	3	1	0	3	3	1	0	-	4	2	1	1	6

The interesting part of the programme is that this community owned programme, which we observed, not only the VEC members, the people residing nearby to the school supervise MDM programme. The out side organization like Block level officials or any such designated officer hardly inspect the programme. The problems related MDM are as follows:

- It has been found that many of the Primary School discontinued its classes after the mid day meal.
- It has been also observed in few places that there are lacks of coordination among the SHG members and schoolteachers.
- It has been found that these are the underage and over aged children in the Primary schools due to the attraction of MDM.
- Food gains mainly rice supply by local ration shop in bad quality.
- Often schoolteacher find problem to get the bills of mid day meal.
- In many places SHG purchased rotten vegetables for mid day meal.

17. Data Capture Format for DISE:

It has been reported that the majority of school received DISE format in time and training of school Head Teachers for filling up the form supplied by the DPO in schedule date. All necessary checking of the same information were also done. It has been reported that the 5% of DISE information checking by the MIs have been initiated by SPO in the two Districts of West Bengal out of the 20 Educational Districts. The only 1 Primary & 3 Upper Primary School reported about the non-receipt of DISE formats.

Table-15
Information regarding DISE (Data Capture Format)

Primary

Sub-division	DISE form supplied to School by August		Whether any training for filling Up DISE format	
	Yes	No	Yes	No.
Bishnupur	31	1	31	1
Kathra	38	0	37	1
Bankura	54	0	54	0
Total	123	1	122	2
Upper Primary				
Bishnupur	4	0	4	-
Kathra	13	1	13	1
Bankura	9	2	9	2
Total	26	3	26	3

18. Research & Evaluation

The area is highly neglected due to non-existence of DIET/SIEMAT and non-involvement of SCERT, only 9 such Research studies completed out of 15 sanctioned.

18. Additional items of information & observation:

There are state Govt. notification which was circulated by the D.I. of Schools for the number of working days & holidays in the Schools. However, keeping in mind the local festivals etc. the school administration adjust the holidays. It was observed that the co-curricular activities like sports, prize distributions programme are also consider as working days of the School. It was found that 8 Primary & 6 Upper Primary School has less than 231 working days and rest of the schools both Primary & Upper Primary has working days between 232-260 days during year 2006-2007. At places if was found that the Primary schools are prompt in declaring holidays in the school with a excuses like local festival etc. The following tables will shows the information related to the school environment.

Table - 16

Additional information & observations by MIS:

Primary

Sub-Division	Upto-230	231-300	Clean environment		Good building		Good class room		Play ground		Proper siting arrangement		Black board	
			Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Bishnupur	2	30	31	1	22	10	22	10	12	20	27	5	27	5

Khatra	3	35	34	4	33	5	35	3	13	25	36	2	36	2
Bankura	3	51	38	16	45	9	44	10	11	43	53	1	52	2
Total	8	116	103	21	100	24	101	23	36	88	116	8	115	9
Upper Primary														
Bishnupur	1	3	4	-	4	-	4	-	3	1	4	-	4	-
Khatra	4	10	14	0	14	0	14	0	10	4	14	0	14	0
Bankura	3	8	11	-	11	-	11	-	6	5	11	-	11	-
Total	8	21	29	0	29	0	29	0	19	10	29	0	29	0

Table - 17

Additional information & observation by MIS:

Primary

Sub-Division	Rapport between children and teachers				School has any children of		No. of dropped out students	No. of Retention of the last academic year							
	EX C	V.G	Fair	Poor	Underage	Overage		I	II	III	IV	V	VI	VII	VIII
Bishnupur	3	24	5	0	183	3	5	126	37	44	29				
Khatra	2	31	5	0	235	14	18	104	40	28	44	0	0	0	0
Bankura	15	29	10	-	344	-	8	60	45	27	35	-	-	-	-
Total	20	84	20	0	762	17	31	290	122	99	108	0	0	0	0
Upper Primary															
Bishnupur	1	2	1	-	-	2	-	-	-	-	-	67	60	54	58
Khatra	5	9	0	0	0	105	51	-	-	-	-	537	414	314	354
Bankura	6	2	3	-	-	3	16	-	-	-	-	331	251	194	150
Total	12	13	4	0	0	110	67	-	-	-	-	935	725	562	562

It has been found that of the 124 primary schools, 11 schools does not have good building and 2 such school buildings are in very bad shape, which are in rented place at Bankura Municipality. The upper primary school building more or less in good condition. All the Upper Primary School has play ground and many of the primary schools 43 does not have playground in the school premises.

In regard to the comprehensive evaluation & grading system, all the primary schools adopted no retention policy as per the decision of the state Govt.

The overall rapport between the Teacher & Students seems to be all right both at Primary & Upper Primary schools. However, it has been found that lot of under aged children 762 in primary level and 110 over aged children in the Upper Primary level attending the school. The two reasons are very common in regard to the under aged children in the primary level, due to attraction of MDM programme and there is no body at home to look after the accompanying younger brothers & sisters.

The dropouts at the primary level are not reflected properly in the school registers. The actual number of the dropouts are very high but in records they have shown only 31 dropouts in all 124 primary schools & 67 dropouts in all 29 Upper primary schools. The enrolment and attendance on the day of School visits are shown in the table No 18.

Table - 18
Enrolment and Attendance in the day of School visits

Sub-Division	School Level	Class	Enrollment		Attendance	
			Boys	Girls	Boys	Girls
BISNUPUR	Primary					
		I	581	484	452	309
		II	508	433	351	298
		III	411	407	301	260
		IV	454	448	328	284
	Total	1954	1772	1432	1151	
	Upper Primary					
		V	440	109	307	25
		VI	601	107	271	24
		VII	377	90	253	12
VIII		328	75	231	12	
Total	1746	381	1062	73		
KHATRA	Primary					
		I	528	503	313	258
		II	392	423	217	251
		III	400	417	231	217
		IV	445	341	267	265
	Total	1765	1684	1028	991	
	Upper Primary					
		V	1579	1129	725	646
		VI	1308	967	651	530
		VII	1103	714	539	447
VIII		908	640	446	378	
Total	4898	3450	2361	2001		

BANKURA	Primary	I	809	788	584	543
		II	798	683	549	490
		III	833	752	586	516
		IV	849	765	560	556
		Total	3289	2988	2279	2105
	Upper Primary	V	643	1101	357	445
		VI	632	874	336	372
		VII	549	738	310	302
		VIII	421	626	232	269
		Total	2245	3339	1235	1388

MONITORING REPORT
OF
SARVA SHIKSHA ABHIYAN (SSA)
FOR

THE DISTRICT OF BIRBHUM, WEST BENGAL

FIRST HALF - YEARLY REPORT 2006-2007

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

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ACKNOWLEDGEMENT

Monitoring of the Sarva Shiksha Abhiyan (SSA) programme has been kept as an integral component at different levels. In order to make the Monitoring unbiased, organized and more analytical the MHRD, Govt. of India identified one or more potential Academic & Research institutions of National repute in each state for this purpose. Accordingly, IIM, Calcutta & Visva-Bharati University have been entrusted with the responsibilities of conducting Monitoring of all the 20 Educational Districts of West Bengal. The number of District to be covered by the each of the Monitoring Institute have been distributed equally in a mutual agreement in consultation with State Project Director (SPD) of SSA Mission of WB. As per the terms laid down by the Deptt. of School Education & Literacy, MHRD Govt. of India each of the Monitoring Institute should conducts 25% of the Districts allotted to them in every six month and submit its report to MHRD, Govt. of India after the discussion with SPD, West Bengal. However, the delay released of funds for Monitoring work from MHRD, Govt. of India prevented us in carrying out Monitoring work in schedule time during the financial year 2006-2007. However, despite these hurdles we initiate our discussion with the State Implementing agency of SSA & started our work from the month of December 2006 in the different District. The findings of the study of Birbhum District have been presented in this report as per the TOR Of the Deptt. of School Education & Literacy, MHRD Govt. of India.

The study & its report would not have completed without the constant support of Sri Dushyant Nariala IAS, SPD, Sri Santi Bhusan Biswas Adl. SPD, Syed Nurus Salam Dy. SPD, Sri.Dabirul Islam Dy.SPD & thier Colleagues at West Bengal State Sarva Shiksha Mission. We sincerely acknowledge our thanks to all of them. We have no words to praise Mr.Goutam Ghosh,Chairman, Birbhum District Primary school Council, Sri.Sukumar Roy, DPO, Birbhum and his potential team members at the district office viz, Sri. Sufiur Rahaman ADPO Sri Sujit Ghosh DDPO and Sri Bikash Roy Research Coordinator for their cooperation during the Monitoring work. We feel elated to extend our heartfelt thanks to all of them.

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We hope that the report will be useful to the Dept. of School Education & Literacy, MHRD, Govt. of India, WB State Sarva Shiksha Mission and as well various people concerned with the implementation of SSA programme.

Dr.Rafiqul Islam
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Visva Bharati, Sriniketan

SUMMARY OF THE REPORT

i) Opening of Schools(both Primary and Upper Primary)

No new school is opened during the year 2006-2007 in the District.

ii) Teachers position & attendance

a) It was found that as many as 528 teachers (M-393 F-135) in all 122 sample primary school and 167 teachers (M-129 & F-38) in 18 upper primary school were in position.

b) It was observed that in primary school 61.32% male & 81.48% female teachers were present on the day of the school visits and upper primary school has 94.57% male and 94.73% female teachers were present.

c) Para Teachers in the upper primary school found to be busy with managing the workload of regular teacher of the respective schools.

iii) Civil Works

a) The completion rate of targeted construction of ACR, CRC & etc.for the year 2006-07 has been almost 60%.

b) The quality of construction involving local self- govt. found to be good.

c) It was found that at least 10 sample primary schools do not have the drinking water facilities.

d) It was also observed that many of the schools (Primary 79 & U.Primary11) does not have boundary wall.

iv) Text book Distribution

In cross-checking the information it was revealed that free text book were distributed to the schools in time.

v) Release of School grants

There has been 100% achievement in releasing the school grants to the respective CLRCs, and it has been also noticed that it takes time to reach the money to

School/VEC, Similarly, It was also noticed that many of the schools both Primary & Upper Primary are skeptical in submission of U/Cs.

vi) Teachers Training

The area is significantly poor as reported by DPO only 10 days training for primary school teachers & upper primary school teachers have completed during the year 2006-07.

vii) Teaching Learning Materials (TLM)

a) There has been 100% achievement in releasing the TLM grants to Teachers through respective CLRCs. An experimental training for preparation of TLM was conducted for all primary school teachers during the previous year.

b) It was also noticed that both Primary & Upper Primary School Teachers are very indifferent in using TLM in classroom transaction.

c) It was also found that overwhelming majority of teachers purchased TLM materials from local market.

viii) EGS(SSKs) & AIE

a) Training & supervision part of SSKs are found to be very weak and infra- structure like black board, durries, TLM materials etc. are highly inadequate.

b) There is lack of coordination in running the SSK centres with the concerned DPO of the District and the supervision part is very weak.

c) There are SSK centers running in close proximity to primary school.

ix) Children with special Needs (CWSN)

a) The enrolment and coverage of the identified CWSN has been high in the District.

b) It has been also noticed that all the sample schools have been constructed ramps and also informed that there are 100% achievement in this area.

x) NPEGEL

It has been found that all targeted MCS have been functioning well.

xi) KGBV

a) *It has been found that sanctioned 2 KGBV hostels are functioning well since November 2006 with all amenities like furniture, bedding and provision of food. The civil works of the hostels as per specification of KGBV guidelines.*

b) *Inadequate funds for food of KGBV inmates need proper attention.*

xii) DISE

Data capture format have been sent to schools and respective teachers were oriented in schedule time.

xiii) Research & Evaluation

The area is significantly weak in absence of DIET only 8 research studies of were completed out of 10 sanctioned.

xiv) Functioning of VEC

a) *As many as 2108 VEC & 101 WEC are functioning in the District. All the VECs have adequate number of women members from the under privileged section of the society.*

b) *At least 4-5 members of each VEC have been oriented about the programme. Many of VECs involvement in Primary School activities mainly in organizing the MDM programme are commendable.*

xv) Staffing at District level

a) *Except one the post of DDPO all positions of the District office have been filled up. The DPO was holding addl. responsibility of D.I Primary till March 2007.*

b) *The process of induction of Siksha Bhandu in place of R.T were initiated in the District & expected to be placed in the CRC/CLRC by June 2007.*

c) *It was noticed that inadequate space is the common problem of CLRCs,*

xvi) Mid-Day Meal

a) Expect one Primary School daily hot cooked food with Varsity of menu is served to the students. No upper primary schools served the cooked MDM to the children. The children of class v of the upper primary schools provided with uncooked rice. The initiative has taken for cooked MDM for upper primary schools.

b) It was revealed that there are no health checks up programme in the school nor children were given micronutrients or de-worming medicines.

c) Space is a common problem to store the food grains of MDM in primary school.

d) The general impression of safety, Hygiene, & cleanliness about the MDM is good.

e) Participation of the parents and VECs in MDM is very good. But there is lack of supervision from the outside the community.

f) SSKs were also provided cooked MDM but there are differences in quality of MDM with that of Primary School.

xvii) Additional information

a) It has been found that there is lot of under aged children in the primary schools.

b) Initiation has been taken for Computer aided learning in the few selected schools.

c) The movement of the District Coordinators to the field is significantly poor.

RECOMMENDATIONS

1. The inadequate number of upper primary school in rural area leads to over crowded classroom and high teacher-student ratio, needs proper attention by opening of new upper primary schools.
2. Rationalization of Teacher posting in the Primary School by the appropriate authority of the district.
3. The issues like maintenance office records & submission of U/Cs for different expenditure should be emphasized at the time of training especially for primary school teachers.
4. Timely release of funds to CLRC for onward transmission to the school/VEC.
5. Provision of adequate funds to DPO for boundary wall of Primary school & for major repairing work of school building.

6. Convergence with ICDS to prevent the under age children in the Primary school.
7. Supervision of MSKs & SSKs needs top priority & better coordination with the District implementing agency of SSA.
8. More KGBV hostels for minority community, with enhancement of financial provision for food of KGBV inmates.
9. The Institutionalization of Community of Participation by empowering VEC for MDM programme dose not may give good result; therefore Monitoring mechanism from outside the community is very necessary.
10. The inbuilt structural monitoring system of the District to follow up the progress of the project needs to be functional properly.
11. Enhancement of recurring expenditure for the CRC/CLRC.
12. Provision of dinning space for MDM in the primary school of urban area.
13. There should have a provision of free text book for economically poor children of general caste.
14. Provision of funds for utensils for the MDM Programme.

CHAPTER- I

INTRODUCTION

Sarva Shiksha Abhiyan (SSA) the first national programme for Universalisation of elementary education covering the entire country, was launched in 2001 with broad objectives of universalisation enrolment, retention and quality education.

Under the programme, the Districts are expected to carry out a realistic assessment of the elementary educational scenario in the district, the reforms required to improve the efficiency of delivery of education, the total requirement of facilities/interventions and the fund requirement for the same. SSA supports a number of interventions in the elementary education sector such as opening of new schools, appointment of additional teachers, teaching learning equipment for the new schools, school grant, maintenance grant, research grant, teacher training, teacher grant, setting up of resources centers, civil works etc. Accordingly, the programme has been implemented in all 20 Educational Districts of West Bengal along with the NPEGEL, KGBV, & MDM programme.

NEED OF THE STUDY:

Improvement in the quality of Elementary Education is an important goal of SSA. A number of intervention and strategies have been suggested for realizing the objectives. The implementation of these inputs and approaches need careful monitoring to ensure that intended steps are being taken and that corrective action if & when required is initiated. With a view of taking corrective measures regular supervision & monitoring is needed for the purpose of optimizing the effectiveness and ensuring timely implementation. Accordingly, SSA has envisaged community based monitoring system. Besides this, every school will have a notice board showing all the grants received by the school and the details thereof. All reports sent to the Block and the District level with regard to enrolment, attendance, and incentive, etc. shall be displayed on the school notice board. The basic principle in monitoring will be its community ownership and periodic quality checks by external teams external to the activity but internal to the system. To encourage independent feedback on programme implementation, research and resource institutions with proven excellence will be involved in monitoring at all stages. In view of that, besides community

based monitoring, Sarva Shiksha Abhiyan will encourage independent research and supervision by autonomous research institutions. Institutions of proven excellence have been entrusted to take up State specific responsibilities. The report is the out come of the study sponsored by Deplt.of Elementary Education and Literary, MHRD govt. of India for Monitoring of Birbhum District of West- Bengal.

OBJECTIVES:

- a) To assess the progress of implementation of approved plans at District level.
- b) To sample check progress in achievement of some key out come indicators.
- c) To verify process and procedures under taken for implementation of SSA.

SAMPLING & METHODOLOGY:

The method of simple random sample were adopted for selecting the schools. In view of the above objectives, both Primary & Secondary data have been collected from various sources. The secondary data have been gathered from the State & District level implementing agencies and primary data were mainly collected from the grassroot level institutions. The primary data have been obtained from the primary, upper primary schools, SSK Centers, MSK centers, and as well from the representatives of VEC. The relevant information is collected using the techniques of interview, participant observation and focus group discussion. The collected information were carefully studied and appropriate categories were formed, On the basis of the objectives of study various tables were prepared and manually tabulated. For the purpose of analysis of data, the block and school level variations in implementation of SSA activities were kept in mind. Due to large sample size and diverse components of SSA implementation the field Investigators had to face lot of problem as all the information are not readily available from a single day of school visit.

CHAPTER- II

History & Culture of Birbhum

Birbhum is one of the districts of West Bengal, which was once full of jungles. 'Bir' in Mundari group of languages means jungle and 'Bhum' means bhumi or land. In a word Birbhum means jungle land – this is one interpretation, the other being 'Bir' in Sanskrit word denotes hero and Bhumi' in Bengali and Sanskrit means land. Whatever it may be, the flow of rivers Mayurakshi and Ajoy across the land, did not indeed remain it a land of jungles for a long. In course of time the pall of darkness got removed and the light of progress began radiating. As such this district has every right to boast of a number of luminaries who did India and the world at a large proud. The land of Chandidas, the place where Rabindranath Tagore rendered his ideals, dreams, and visions into a concrete shape, the district which so gladly bears the reminiscences of the celebrated author Tara Sankar Bandopadhaya, has left an indelible impression with its penchant for gradual progress and development. Attuned to this note this district is moving ahead to give the preparation for the programme- EDUCATION FOR ALL.

Though for the development of education different endeavors were taken up at different time, for some years past the most comprehensive, integrated and the most thrustful programme of DPEP has been vigorous and highly enthusiastic implementation and has eclipsed all the previous projects and programmes launched here in this district of Birbhum in all respects and keeps shining with its own inherent light. Another mind-blowing programme has been launched in this district which is called SARBA SIKSHA ABHIYAN in which lies a commitment- "Education for all" in a time frame work. Birbhum is ready to implement the programme with high enthusiasm

The district achieved a long – standing and rich experience through the successful in implementing of DPEP activities for the last few years. In Birbhum, the universalization of primary education has already been addressed through DPEP. The district has already developed a strong and sound database on primary education through DISE such as House to house survey, school photography, BAS and MAS etc. with the help of well equipped MIS cell as a part of DPEP strategies and activities. The collected data, both from primary and secondary sources were analyzed to assess the degree of acuteness of problems relating to access, enrolment, retention and drop out of the children in the district.

Location:

Birbhum is one of the important districts of '*RARH REGION*' with a geographical area of 4514 sq. km. It is situated in the western side of West Bengal bounded by Santhal Paraganas in its west and northwest. Murshidabad in its east and north east and Burdwan in the south.

Administrative map of Birbhum

**River:**

The district is covered by some Rivers and rivulets. The important among them are the Ajoy, Mayurakshi, Bakreswar, Hinglow, Siddheswari, Dwarka, Kopai, Bansloi and Brahmoni. The rivers demarcates the District from Bardhaman and all the rivers flow through different blocks of the district and have some influence in the socio economic life of the people of the area.

Distribution of Area:

The geographical area in this district is 445220 hectares. out under non-agriculture is 72748 hec, Forest 15822 hec, Barren, un-cultivated waste 4917 hec. and cultivable waste land is 7423 hec.

Climates and Principle Crops:

The climate of the district is mainly hot dry except the monsoon period. It is purely an agricultural district. The agro climate condition of the district is mainly influenced by the presence of number of river, rivulets, barrages and forests. The temperature varies from 25.50 degree Celsius to 39.4 degree Celsius in the summer. Average rainfall is 1423mm.

Principal crops of the district are; Paddy, Wheat, Potato, Oil Seeds, Sugar cane.

Soil:

Mainly two types of soil: Alluvium and Red Laterite are predominantly found in this district.

Agriculture:

This district is mainly based on agriculture. A good portion area of the cultivable double cropped land has come under the Mayurakshi Project and in other areas where there are no source of water from river project, the cultivators shall have to depend on shallow tubewells, deep tubewells etc. in arid areas, agriculture mainly depends on pond-water or rain water irrigation. In past Aman, Aus Paddy were the cash crop. But now a days-different types of crops viz. Boro crop, Rabi crop are grown. Yield of crops varies across the district due to nature of soil and availability of water source.

A good percentage of population remains engaged in cultivation and children of such agricultural labours also remain engaged either to assist the parents or to earn lively. As a result a good number of children remain out of school and the number of agriculture labour is not negligible. Efforts are being made to enroll such children either in formal or non-formal school to achieve the goal.

Some Specific features of Birbhum:

This District has no heavy industry. It is an agricultural district and producing enormous paddy. There exist so many rice mills in working condition. Besides, there are few small-scale industries of chalk powder, stone chips, bricks, silk thread, and silk weaving etc. Some amount of coal exists in Khoyrasole Block area. Establishment of Bakreswar Thermal Power Project encourages other Industries to grow up. Stone Quarries are mainly found at Md. Bazaar, Rampurhat-1 and Nalhati-II blocks. A good numbers of child labours are there. It is a real challenge to bring them under education.

Some areas of this district were drought prone zone lacking irrigation facilities. The areas are Md. Bazar, Khoyrasole and Rajnagar blocks. However, the irrigation facilities in those areas are extending gradually.

Chapter-III

District Profile

Demographic Information (as per Census 2001)	
Total population	3012546
Male population	1545765
Female population	1466781
Decadal Population Growth Rate (1991-2001)	17.99
% of SC population	30.68
% of ST population	6.95
Sex Ratio	949
Total literacy rate (%)	62.16
Male literacy rate (%)	71.57

Female literacy rate (%)	52.21
Male SC literacy rate (%)	57.75
Female SC literacy (%)	33.05
Male ST literacy rate (%)	44.17
Female ST literacy rate (%)	18.17
Administrative Set up	
No. of Sub-Division	3
No. of CD Blocks	19
No. of Blocks/Panchayat Samity	19
No. of Municipalities	6
No of Gram Panchayet	167
No of Gram Sansad	2108
No of Municipal Wards	101
Educational Scenario (Primary)	
Total No. of Habitation	2478
Habitation without Primary Schools/EGS i.e unserved Habitation	62
No. of IED/CWSN Children (Estimated)	4768
No. of Assessed IED/CWSN children Enrolled	4392
No. of IED/CWSN out of School Children	376
No. of Educational Circles	32
No. of Schools (Run by Govt. /DPSC)	2371
No. of Schools with Ramps	In All
No. of Schools with kitachen sheds	1387
No. of School under Mid Day Meal	2371
No. of sanctioned post of Teachers (Govt.)	8200
No. of Sahayak/Assistant Teachers engaged	NA
Total sanctioned post	8200
No. of Teachers (Govt.)	7906
No. of untrained Teachers(Govt.)	651
No. of in-service Teachers(Govt.)	NA
Percentage of female Teachers in Govt. Schools	17.58
No. of one Teacher Schools (Govt.)	91
No. of Two Teacher Schools (Govt)	732
No. of Building less Schools	No
No. of Dilapidate/Collapsed School Building	NA
No. of One –Room Schools(Govt.)	425
No. of Two-Room School (Govt.)	914
No. of School having Drinking Water Facility (Govt.)	1942
No. of Schools having Drinking Water Facility (Govt.)	429
No. of Schools having Toilet Facility	2034
No. of Schools Ratio (Govt.)	337
School-Student Ratio (Govt.)	133.10
School-Teacher Ratio (Govt.)	3.3
Pupil-Teacher Ratio (Govt.) w.r.t sanctioned post	38.50
Pupil-Teacher Ratio (Govt.) w.r.t working teachers	39.90
Educational Scenario (Upper Primary)	
No. of Schools (Govt./Govt. added)	403
No. of schools not Cover under OBB	0
No. of Dilapidate/Collapsed School Building	NA

No. of IED/CWSN Children Enrolled	1777
No. of Assessed IED/CWSN Children	578
No. of sanctioned post of Teachers (Govt./Govt. aided)	2663
No. of sahayak /Assistant Teachers engaged (Para Teacher)	1119
Total Sanctioned post of teachers (Para Teacher)	1680
No. of School Teachers (Govt./Govt. aided)	2663
No. of untrained Teachers (Govt./Govt. aided)	559
Total Enrolment (Overall)	
Total Enrolment (Govt./Govt. aided)	313187
Net Enrollment (Overall)	250690
Out of School Children in the age group of 9+ to 13+	31959
GER (%)	
NER (%)	
No. of Schools having Drinking Water Facility (Govt./Govt.aided)	349
No. of Schools not having Drinking Water Facility Govt.Govt aided	54
No. of Schools having Toilet Facility (Govt./Govt. aided)	331
No. of Schools not having Toilet Facility (Govt./Govt. aided)	72
School-Student Ratio (Govt./Govt. aided)	529.00
School-Teacher Ratio (Govt./Govt. aided)	6.60
Pupil-Teacher Ratio (Govt./Govt. aided)	57.90
New Institutional Arrangement	
No. of MTAs Formed	2371
No. of Primary Education Circles	32
No. of CLRC	32
No. of CRCs Formed/under formation	179
No. of WECs Formed/under formation	101
No. of VECs Formed/under formation	2108
Alternative Schooling	
No. of SSKs	647
No. of Sahayikas	1277
Enrolment in SSKs	49013

Sources: Birbhum District SSA plan Document 2006-07

Chapter IV

1) Opening of School

No new school is opened during the year 2006-2007 in the District. The existing school facilities available in the District for Elementary Education are;

1. Primary 2372
2. Upper Primary – 404
3. SSK/MSK _ 748
4. Bridge Courses –The process of initiation of 749 Bridge Courses centers, one residential bridge course center is running at Bolpur Sriniketan Block.

2) Teachers & Para Teachers position

On the basis of 5% sampling as many as 140 schools (122 Primary & 18 Upper Primary schools) were visited for collection of primary information in regard to the SSA implementation in Birbhum District from its three Sub-Divisions. The primary school does not have information about the school wise sanction strength of its teacher nor they adopt such policy. The general practices adopted for teacher positing by the District Administration is on the basis of school enrolment. It has been found that in the Primary schools the teacher student ratio is perfect match and at places which is less than national ratio. The upper primary school has information about their sanctioned teacher posts in each school.

In the primary schools, it has been found that as many as 528 school teachers (male 393 & female 135) were in position out of the same there are 61.32% male & 81.48% female teachers were present on the day of the school visits. Similarly, it was also reported by schools that as many as 38 para teachers (M-25 F-13) are in position of those sample primary school. The attendance of the para Teachers on the day of the school visit could not be reported.

In regard to the upper primary schools (18), It has been found that as many as 167 school teachers (M-129 & F-38) were in position. Among them during the period of the field visit, it was found that 94.57% male school Teachers & 94.73% female teachers were present on the day of school visits. The para teachers position on those school are 32 (M-15, F- 17). The attendance of para teachers could not be reported.

Table -1

Sub-Division wise Teacher & Para Teachers position in 124 Primary & 18 U. Primary Schools.

Sub-Division	No. of Teachers		Present on the day of visits		No. of Para Teachers	
	M	F	M	F	M	F
PRIMARY						
RAMPURHAT	175	48	94	35	12	5
SURI	121	55	73	34	5	6
BOLPUR	97	32	74	41	8	2
TOTAL	393	135	241	110	25	13
U. Primary						
RAMPURHAT	45	19	44	16	8	11
SURI	24	5	24	6	3	2
BOLPUR	60	14	54	14	4	4
TOTAL	129	38	122	36	15	17

3) Civil works

At the SPO level there are designated persons for civil work. At the District level there are Astt. Engineers & Junior Engineers looking after the civil works at the District & Block level. Along with these set up the Govt. machinery Viz; P & WD of the district & Sub-Districts are also involved in the civil works of SSA. The execution of civil works mainly done by the VEC/MC in their respective area with the involvement of local self Govt. It has been observed that the quality of construction of civil work especially the new building & ACR are found to be good. It has been reported by the DPO that 60% of the targeted civil works of the District as mentioned below have been completed.

Target of civil works for 2006-2007

NSB-10		
ACR-1865 Primary	-	1265
CRC-70 Upper primary-		600
		1865

The convergence with Swajaldhara & TSG in respective of drinking water & sanitation facilities in the school and its fund placement & utilization etc. majority of the school informed that these all areas are taken care by the local panchyat.

4) Toilet & Drinking Water facilities

The drinking water facilities at the primary schools are being managed by the local panchyat. However, it has been found that there are 10 Primary school still do not have drinking water facilities. In regard to the upper primary school it has been found that only one school does not have drinking water facilities. While probing about the convergence of sajaladhara and TSG & its

fund placement in the school for the above programme majority of the school reported that they heard about the programme but these all area are being managed by the local self- Government there is hardly any involvement of the school.

It has been found that all the primary & upper primary schools has provision of toilet except one primary school. It has also been noticed that many of the toilets are used by the teachers & the staff members of school. There are many toilets in the primary school even in upper primary school which is common for boys & girls.

**Table-2
Availability of Toilet & Drinking Water Facilities**

Primary

Sub-division	Toilet Facilities						Drinking Water	
	Yes	No	Boys	Girls	Common	Teacher	Yes	No.
Rampurhat	42	-	18	23	36	9	39	3
Suri	43	1	9	16	36	8	40	4
Bolpur	36	-	14	24	32	4	33	3
Total	121	1	41	63	104	21	112	10
Upper Primary								
Rampurhat	7	-	3	7	4	3	7	-
Suri	4	-	1	2	4	1	4	-
Bolpur	7	-	4	6	4	4	6	1
Total	18	-	8	15	12	8	17	1

5) School building & Boundary wall

It has been found that out of the total sample size of 140 schools visited by the team only one primary school have kancha building and rest of the schools both primary and upper schools have pucca school building. In regard to the boundary wall, only 43 primary schools have proper boundary wall and 79 primary school does not have boundary wall. Similarly, 7 upper primary school have boundary wall and 11 schools does not have boundary wall. The school which has boundary wall mostly is in pucca for the primary & upper primary school.

**Table-3
School Building & Boundary Wall**

Primary

Subdivision	Boundary Wall				Yes	No	Katcha	Pucca
	Kantcha	Pucca	P. Pucca	No. Build.				
Rampurhat	-	42	-	-	19	23	-	19
Suri	1	43	-	-	13	31	-	13
Bolpur	-	36	-	-	11	25	-	11
Total	1	121			43	79	-	43
Upper Primary								
Rampurhat	-	7	0	-	2	5	-	5
Suri	-	4	-	-	2	2	-	2
Bolpur	-	7	-	-	3	4	-	4
Total	-	18	0	-	7	11	-	11

6) Text Book Distribution

It has been revealed that state Govts. free textbooks were distributed in time to all children in the beginning of the academic session. However, the distribution of free text books to the eligible students from SSA funds takes lot of time, due to delay release of funds for the above purpose to the school. The children who have been received text books from SSA funds are 1,03,305. The eligibility to receive money for free text book are SC/ST and girls students of upper primary school. The quantum of funds for each beneficiary is @ Rs. 150/-per student.

Table-4
Performance of Text Book distribution

Primary

Sub-division	Within one month		After one month		All subject		All Classes		All Student	
	Yes	No.	Yes	No.	Yes	No	Yes	No.	Yes	No
Rampurhat	40	2	9	33	40	2	40	2	40	2
Suri	43	1	23	21	43	1	43	1	43	1
Bolpur	36	-	-	26	36	-	36	-	36	
Total	119	3	32	80	119	3	119	3	119	3
Upper Primary										
Rampurhat	6	1	1	6	7	-	7	-	7	-
Suri	3	1	2	1	4	-	4	-	3	1
Bolpur	6	1	1	6	5	2	5	2	5	2
Total	15	3	4	13	16	2	16	2	15	3

7) Release of School grants & its utilization

The information provided by the DPO Birbhum shows that as per the record of DISE- 05 as many as 2371 primary schools have been released school grants @ Rs.2000/- per school on 28/6/2006 with a financial involvement of Rs.47.42 lacs along with the necessary guidelines. Similarly, on

the same day as many as 403 upper primary schools also have been released the school grants @Rs.2000/- with a financial involvement Rs.8.06 lacs. It was also revealed that there are no centralized purchases out of this grants, it is done by the respective schools. In addition a sum of Rs.5000/- also relased to each school as maintenance grants.

While enquiring about the same at the school, it has been found that only one school dot not received the school grants and the rest of the schools received the school grants. But it has been also noticed that the school grants never reaches to the school in time, often the school receive the grants very late due to the long process at the CLRC level. Regarding the submission of U/C to DPO, it has been found that 22 primary schools and 3 upper primary schools did not submit in time.

Table-5
Release of School grants & its utilization

Sub-Division	Whether the DPO has released funds		Any circulation received from DPO for submission of U.C.		U. C. Submitted to DPO	
	Yes	No.	Yes	No.	Yes	No.
Rampurhat	42	-	42	-	28	14
Suri	43	1	43	1	41	3
Bolpur	36	-	36	-	31	5
Total	121	1	121	1	100	22
Upper Primary						
Rampurhatr	7	-	7	-	6	1
Suri	4	-	4	-	3	1
Bolpur	7	-	7	-	6	1
Total	18	-	18		15	3

8, Teachers Training:

The total no. of teacher's position in the District of Birbhum for 2006-2007 is as follows as per DISE records-2006;

	Regular	Para Teacher
Primary	7954	173
Upper Primary	2901	1260 DISE-06

The para teachers were mainly placed in the upper primary school. However, there are para teachers in the primary school. The para teachers are purely contract basis, mainly recruited by the local self- Govt. and MC of the school. The regular teacher recruitment policy is through school service commission of West Bengal for upper primary and Birbhum District primary school council is for primary school teachers.

The training of teacher's is the weakest part in the District. The information provided by the SPO that the Training module for the whole of state was prepared with the help of primary school council, Secondary school Board and SCERT. And all such training were conducted at the CRC level baring few. The DPO, Birbhum reported that 10 days training of primary and upper primary school teachers have completed very late. Although the district has calendar for teachers training.

Table 6.
Calendar for Teachers Training

Primary

Sub-Division	Have any calendar year for teachers training	
	Yes	No
Rampurhat	42	-
Suri	44	-
Bolpur	36	-
Total	122	-
Upper Primary		
Rampurhat	7	-
Suri	4	-
Bolpur	7	-
Total	18	-

CLRC/CRC Involvement in quality Education

In regard to the involvement of CRC/CLRC in quality education the designated person(S1)hardly get any time to visits to the schools. The RTs of the area do visit to the school and their

involvement mainly in administrative matter rather than the issue of looking after the quality education.

Table 7.

CLRC/CRC Involvement in quality Education

Primary

Sub-Division	Pedagogic	Administrative	Conducting model lesson in the classroom		Random text for student		Any innovation steps taken to improve teachers performance and children learning	
			Yes	No	Yes	No	Yes	No.
Rampurhat	33	35	27	15	31	11	31	11
Suri	38	44	17	27	23	21	30	14
Bolpur	25	34	22	14	34	2	25	11
Total	96	113	66	56	88	34	86	36
Upper Primary								
Rampurhat	5	6	4	3	5	2	4	3
Suri	2	3	2	2	2	2	3	1
Bolpur	6	6	5	2	7	-	5	2
Total	13	15	11	7	14	4	12	6

9) SISHU SIKASHA KENDRA(SSKs)/EGS& AIE

There is no EGS & AIE centers in the District. The EGS are being placed by the SSKs & MSKs. As many as 748 SSKs & MSKs centers are running in the District. These SSK centers are being looked after by the SSK Mission under P & RD, Dep't. of Govt. of West Bengal.

As many as 29 SSK centers were visited by the monitoring team. It was found that except one male EV, all SSKs are running by the female EVs and the number is 71 in all the centers. It was found that 69 female and a male 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.1000/- p.m form local Bank. It has been also found that at least 6 EVs of those SSK centre did not attend any training.

Table -8

No. of EVs their attendance and training

Sl.No.	Sub-Division	No. of S.S.K. covered		No. of EVs		EV Present on the day of visit		No. of EVs participated training	
				M	F	M	F	M	F
1.	Rampurhat	-	10	-	30	-	28	-	28
2.	Suri	-	4	-	8	-	8	-	4
3.	Bolpur	-	15	1	33	1	33	1	33
	Total	-	29	1	71	1	69	1	65

It has been found that total enrolment of 29 SSK centers are 2476, out of the same as many as 1817 (B-924 & G-893) were present on the day of visit.

Table -9
Enrolment of SSKs and children present in the day of visit

Sl.No.	Sub-Division	Total Enrolment	Present day of visit	
			B	G
1.	Rampurhat	1223	431	374
2.	Suri	212	93	86
3.	Bolpur	1041	400	433
	Total	2476	924	893

While visiting to SSKs it was found that many of the SSKs have its pacca rooms/building for running the center being constructed by the local panchayat. However it was also found that 5 SSK centers running in open space or under the tree.

Table – 10
Physical Infrastructure of S.S.Ks

Sl.No.	Sub-Division	Total SSK	Kucha	Pucca	Open place	Under tree
1.	Rampurhat	10	3	6	-	1
2.	Suri	4	1	2	1	-
3.	Bolpur	15	3	9	1	2
	Total	29	7	17	2	3

General observations of SSKs

- Physical infrastructure like proper place or building is available in many SSKs but infrastructure like black board, TLM materials etc is highly inadequate.
- 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 seem to be poor.
- Many of the EVs of SSKs are not drawn from the same community, therefore, they do not maintained time schedule properly.
- There are hardly any records available in the SSK center.
- There are SSKs center which is very near to the formal school.

10) Teaching Learning Materials (TLM)

It was reported by the DPO, Birbhum that on the basis of DISE-06 all the eligible teachers of primary and upper primary received the TLM grants for the year 2006-2007 . The TLM grants was released by the DPO in the month of Oct and Dec 2006 to the respective CLRCs for onward distribution.

The information collected from the schools (140) revealed that as many as 517 primary school teachers & 108 upper primary school teachers received the TLM grants during the year 2006-07. The field data also shows that overwhelming majority of the school teachers mainly purchased the TLM materials from the local market. Very few teachers prepared the TLM materials in the school. It was also found that quite few number Primary school teachers prepared the innovative materials for TLM. None of the Upper Primary school teachers prepared the TLM as noticed during the field work.

The training of the TLM again is the weakest part in the District. During the year no training was organized for the teachers. However, a special training for preparation of TLM materials were conducted for the primary school teachers in their respective CLRCs, where maximum number of teachers was covered.

Table-11
USE of TLM Grants

Primary

Sub-Division	No. of Teachers cover	Displayed in the class room		Children use the TLM materials		Nature of example	
		Yes	No	Yes	No	Yes	No
Rampurhat	205	42	-	42	-	20	22
Suri	170	43	1	43	1	24	20
Bolpur	142	36	-	36	-	19	17
Total	517	121	1	121	1	63	59
Upper Primary							
Rampurhat	48	7	-	7	-	1	6
Suri	23	4	-	4	-	2	2
Bolpur	37	7	-	7	-	2	5
Total	108	18	-	18	-	5	13

11.Children with Special Need (CWSN)

As many as 9656 CWSN children were identified in Birbhum District out of 6161 children were enrolled during the year 2006-07. Among them as many as 980 children were provided with aids and appliances. During the distribution of aids & appliances the professional person demonstrated for its proper use. It has been also reported 2175 schools have been provided with ramps & this is found to be correct as we have witness during our school visits. It has been also reported that 5 NGOs are associated with this component and 69 Resource Teacher identified through District level organization working in different sectors. The district has IED coordinator who has specialize training about the programme It has been also reported that 1547 children have been provided with home based support and 2180 parents were extent with counseling services.

12.NPEGEL

Under the programme 20 model cluster centers were constructed and 10 are in the Process of construction in different schools. The all 30 centre are functioning well with the programme of vocational training to the selected beneficiaries of the minority & SC communities. These centers are equipped with the gender sensitized teaching learning materials. The gender Coordinator of the District is in position & sensitization programme is in the process. However, no specific format has been prescribed developed for monitoring the District level functioning. The vocational training for income generation and sports & games were organized under the programme.

The DPO, Birbhum reported that the monitoring system to check the progress of the girls education intervention in the District uses the monitoring format develop by SPO, it was also reported that there is no Innovative ECCE Centers under the NPEGEL

13.KGVV

The sanctioned two KGBV hostels are functioning since, November 2006 of the current financial year at Rajnagar High School & Aligarh high school. Both the hostels were visited by the Principal Investigator and found to be functioning well with all amenities like furniture bedding and regular fooding. It was also reported that financial provision of food for inmates of KGVB is very much insufficient. The organizing school is facing lot of problems, which needs to be taken care immediately. The qualities of civil work of KGBV hostels are found to be good with the involvement of VEC/MC and local panchyat.

14.Functioning of VEC

As many as 2108 VEC & 101 WEC are functioning in the District. The information collected from the school shows that majority of VEC/MC received the copy of guidelines on delegation of powers etc. It was also found that VEC has adequate women representative & many of the VECs 119 has more than 9 members. The under mentioned table will give clear picture of the VECs meeting etc.

Table-12

Information regarding the Functioning of VEC

Primary

Sub-division	Copy of Delegation of powers to VEC/SMC		Whether adequate representation to women in VEC		Total Members of VEC		Number of women associated in the VEC		Average No. of meeting attending			No. of meeting held during last six months		No of the SC/ST participated regularly in the meeting	
	Yes	No.	Yes	No	Upto – 8	9 - above	Upto – 5	6 – above	Upto – 5	6 – 10	11 – above	Upto – 3	4 – above	Yes	No.
Rampurhat	42	-	42	-	2	40	14	28	1	27	14	2	40	92	-
Suri	44	-	44	-	--	44	19	25	2	24	18	3	41	94	-
Bolpur	36	-	36	-	1	35	16	20	1	29	6	3	33	30	6
Total	122	-	122	-	3	119	49	73	4	80	38	8	114	216	6

Upper Primary

Rampurhat	7	-	6	1	1	6	6	-	-	4	3	2	5	2	-
Suri	4	-	3	1	1	3	3	-	1	3	-	-	4	3	-
Bolpur	6	-	1	6	1	5	1	0	-	3	3	-	5	2	4
Total	17	-	10	8	3	14	10	0	1	10	6	2	14	7	4

Training of VEC functionaries

The information gathered from both the DPO & field shows that all the VECs of the Districts are functioning well. Out of 140 sample schools all are reported that the VEC members are oriented about the implementation of SSA programme at the grassroots level. The below table shows the clear picture about the performance of VEC members training. However, there are incidents about the many VECs that they are not seriously involved in the process of SSA implementation and their role is very passive.

The training of VEC members was organized at CRC level by phases on and overage at least 4-5 members of VEC were covered for training. However, the involvement of WEC members in the training is not satisfactory level.

Table-13
(b) Information regarding the Training of VEC

Primary

Sub-Division	Whether VEC members oriented		No. of members oriented			Venue of Training			Who conducted the training		
	Yes	No	Upto-3	4-6	7-above	GP	CLRC	Others	RP	RT	SI
Rampurhat	39	3	12	13	14	2	27	10	33	30	34
Suri	41	3	14	12	15		40	1	41	41	41
Bolpur	36		17	12	7	5	31		36	36	36
Total	116	6	43	37	36	7	98	11	116	107	111
Upper Primary	One member of M.C. of upper Primary School were Imparted tanning along with VEC.										

15. Staffing at the District Level

The present position of staff in the District Project Office of SSA as on March 2007 is as follows:

District project officer-(DPO)-one (holding Addl. Charge of DI primary till March 2007)

Addl. Project Officer (ADPO) one

Deputy District Project Officer (DDPO) two (one vacant)

The above all staffs members are the permanent State Govt. Employees.

The following is the existing contractual staff position of the SSA Project Office.

Programme Staff

1. Coordinator C,M - One
2. Coordinator Girl's - One
3. Coordinator IED - One
4. Coordinator Planning -vacant
5. Coordinator Research - One
6. Coordinator Training - One
7. Pedagogy Cell- -Two
8. DSTM - Four(1 Vacant)

Accounts & Finance Section

1. FAO - Vacant
2. Account Two(one vacant)
- 3 Cashier - one
3. Upper Division Clark – one
4. Lower Division Clark - one
5. Technical Asstt. – One
6. Group D employee - Three
7. Night Guard one
8. Typist -one

Civil Works Section

- 1.Asstt. Engineering - One
- 2. jr. Engineering - One

MIS Unit

- 1. In charge Mis Unit - One
- 2.PMIS Coordinator - One
- 3. Data Entry Operator – Two

Besides, 8 more jr. Engineers are placed in the Block head quarter to supervise the civil works of DPEP/SSA in their respective CLRC.

Staffing & Functioning of CLRC (BRC) Level

The district has as many as 32 CLRCs. The staff strength in each CLRC are as follow.

From the pool of District Inspector of Schools

- 1. School Inspector (SI) - One
- 2. Clerk - One
- 3. Group D - One

From SSA pool

- 1. Group - C- One
- 2. Group - D- One

Besides, the above staff strength each CRC/CLRC will have Siksha Bhandu in place of Resource Teacher (RT), whom will supervise the educational components of SSA in the School. The processes of induction of Siksha Bhandu have been initiated & will be placed in the respective area very soon. Few number CLRC were visited by the Principal Investigator and the general observations about the functioning of CLRC are as follows;

a) Although many of the CLRC constructed its building out of DPEP fund, however inadequate space is a common problem, it needs space for meeting room for Teachers & Space for storing educational materials. The civil works of the CLRC building construction out of DPEP fund is very poor. It was found that are buildings very badly damaged due poor quality of construction.

b) While looking into the functioning of CLRCs and its involvement in educational process particularly for quality education at the School level. It was observed that the designated persons (SI) hardly get time as they are over burden with ministerial jobs. Therefore, it is suggested that target of School inspection/supervision may be fixed up for the designated person (SI) as done in other programme like ICDS, in order to look after the quality education at the school level.

c) The performance of Siksha Bhandu is yet to be assessed, until they provide as they are not yet placed.

16) Mid-Day Meal

The MDM programme is running in all the primary schools & SSK centres, expecting one primary school. Daily hot cooked meal was served to the children. The upper primary schools has not yet started the MDM ,it was informed that the student of class-v used get only rice instead of cooked

meal. The Meal which is served to the children at school with variety of menu like rich, dal vegetables. Eggs were also provided to them in 4 days a month. It has been found that children are happy with a quality and quantity food being served. It has been observed that majority of the MDM food cooked by SHG members (110). These members of SHG are mainly belongs to the underprivileged section of the society.

There are good examples in the District regarding MDM programme, the Primary school grow vegetables from its kitchen garden of the school premises and also procured fish out of the ponds managed by school teachers.

Table-14

(a) Information regarding menu, quality & quantity of Mid-Day-Meal

Primary

Sub-Division	Served hot cooked meal		What are the food items					Whether children are happy/unhappy				Who is cooking & Seeing MDM		Is the cook/helper a under privileged person	
	Yes	No	Rice	Dal	Veg	Eggs	Meat	Quality		Quantity		SHG	Others	Yes	No
								H	U	H	U				
Rampurhat	42	-	42	42	42	42	42	42	-	42	-	37	5	42	-
Suri	43	1	43	43	43	43	43	43	-	43	-	37	7	42	1
Bolpur	36	-	36	36	36	36	36	36	-	36	-	36	-	36	-
Total	121	1	121	121	121	121	121	121	-	121	-	110	12	120	1
U.Primary	schools do not provide cooked MDM. Eggs provided monthly four days in primary school.														

It has been noticed that 102 primary schools have a pucca kitchen shed 20 primary school does not have any shed for MDM programme. All these sheds a being constructed by the local self-Govt. Majority of the school reported that they have a place to stores food grain excepting five primary schools. But to keep this food stuff lot of school pace has occupied. In regard to the drinking water facilities majority of the school has portable water for cooking the MDM. One school reported they have a adequate cooking utensils provided by the SSA fund. In regard to the cooking of MDM it has noticed that all are used fire woods.

Table-15
Information regarding kitchen shed, storing, water facilities, etc of Mid-Day-Meal Primary

	Pucca Kitchen		Food grains stored of safe place		Protable water is available		Kind of fuel used		
	Yes	No	Yes	No	Yes	No	Fire wood	cool	Others
Rampurhat	37	5	41	1	42	-	42	-	-
Suri	42	2	44	-	42	2	41	3	-
Bolpur	23	13	32	4	36	-	34	-	2
Total	102	20	117	5	120	2	117	3	2

14. (b) While analyzing the data related to Safety. Hygiene & cleanliness about the mid day meal and as well general impression of the environment. It is found to be satisfactory. Similarly, it has been found that none of school included the micronutrients along with mid day meal nor they have Health check up of administrating de worming medicines to the children. It has also been observed that there was no such discrimination of caste, gender etc in the event mid day meal programme. They all eat sitting in a common place and clean their utensils. All most all the children eat the meal excepting few children bring Tiffin's as their parents do not encourage them to have meal which is being cooked for all children.

Primary

The interesting part of the programme is that this community owned programme which we observed, not only the VEC members, the people residing nearby to the school supervise MDM programme. The out side organization like Block level officials or any such designated officers hardly inspect the programme. The problems related MDM are as follows:

- a) It has been found that many of the Primary School discontinued its classes after the MDM.
- b) It has been also observed in few places that there are lack of Coordination among the SHG members and school teachers.
- c) It has been found that the underage and over aged children in the Primary schools due to the attraction of MDM.
- d) Food gains mainly rice supply by local ration shop in bad quality.
- e) Often school teacher finds problem to get the bills of mid day meal.

f) In many places SHG purchased rotten vegetables for mid day meal.

17) Data Capture Format for DISE

It has been reported that the majority of school received DISE format in time and training of school Head Teachers for filling up the form supplied by the DPO in schedule date. All necessary checking of the same information were also done. It has been reported that the 5%of DISE information checking by the MIs have been initiated by SPO in the two Districts of West Bengal out of the 20 Educational Districts. The only one primary school reported about the non-receipt of DISE format.

Table-16
Information regarding DISE (Data Capture Format)

Primary

Sub-division	DISE form supplied to School by August		Whether any training for filling Up DISE format	
	Yes	No	Yes	No.
Rampurhat	42		42	
Bolpur	48	1	48	1
Suri	36		36	-
Total	121	1	121	1
Upper Primary				
Rampurhat	7	-	6	1
Bolpur	4		4	
Suri	7		7	
Total	18		17	1

18. Research & Evaluation

The area is significantly neglected due to non-existence of DIET/SIEMAT and non-involvement of SCERT, only 8 such Research studies were completed out of 10 sanctioned.

19. Additional items of information & observation

There is state Govt. notification which was circulated by the D.I. of Schools for the number of working days & holidays in the Schools. However, keeping in mind the local festivals etc. the school administration adjust the holidays. It was observed that all the co-curricular activities like sports, prize distributions programme are also consider as working days of the School. It was found that 55 Primary & 6 Upper Primary Schools has up to 230 working days and rest of the schools both Primary & Upper primary has working days above 230 days during the year 2006-2007. At places it was found that the Primary schools are prompt in declaring holidays in the school with a excuses like local festival etc. The following tables will shows the information related to the school environment.

Table-17
14(a) Additional information & observations by MIS

Primary

Sub-Division	Number of days school functioning		Clean environment		Good building		Good class room		Play ground		Proper siting arrangement		Black board	
	Upto-230	231 above	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Rampurhat	11	27	41	1	39	3	39	3	6	36	42	-	42	-
Suri	30	10	41	3	40	4	44	-	9	35	44	-	44	-
Bolpur	14	22	35	1	36	-	36	-	14	22	34	2	36	-
Total	55	59	117	5	115	7	119	3	29	93	120	2	122	-
Upper Primary														
Rampurhat	1	1	7	-	7	-	7	-	4	3	7	-	7	-
Suri	-	3	4	-	4	-	4	-	3	1	4	-	4	-
Bolpur	5	-	7	-	7	-	7	-	5	2	7	-	7	-
Total	6	4	18	-	18	-	18	-	12	6	18	-	18	-

The over all rapport between the teacher & students are found to be all right both at primary & upper primary schools. However, it has been found that lot of under aged children 539 in primary level and 60 over aged children in the Upper Primary level attending the school. The two reasons are very common in regard to the under aged children in the primary level, due to attraction of MDM programme and there is no body at home to look. ask the younger brothers & sisters The dropouts at the primary and upper

primary level as shown in the school register is 97 and 27 respectively which may not be the correct figures.

Table 18

Additional information & observation by MIS

Sub-Division	Rapport between children and teachers				School has any children of		studentsNo. of dropped out	No. of Retention of the last academic year							
	EXC	V.G	Fair	Poor	Underage	Overage		I	II	III	IV	V	VI	VII	VIII
Rampurhat	1	37	4	-	-	13	26	8	-	6	2	-	-	-	-
Suri	-	38	6	-	303	27	48	9	-	4	2	-	-	-	-
Bolpur	-	33	3	-	236	12	23	29	9	6	12	-	-	-	-
Total	1	108	13	-	539	52	97	46	9	16	16	-	-	-	-
Upper Primary															
Rampurhat	-	7	-	-	36	-	10	-	-	-	-	199	118	128	88
Suri	-	4	-	-	4	-	9	-	-	-	-	98	49	32	20
Bolpur	-	7	-	-	-	60	8	-	-	-	-	193	114	111	88
Total	-	18	-	-	40	60	27	-	-	-	-	490	281	271	196

Table 19

The Sub- division wise enrollment and attendance on the day school visits are shown in the Table

Sub-Division	School Level	Class	Enrollment		Attendance	
			Boys	Girls	Boys	Girls
RAMPURHAT	Primary	I	1174	1127	841	765
		II	1079	988	750	688
		III	1103	1132	712	743
		IV	1232	1260	833	846
		Total	4588	4507	3136	3042
	Upper Primary	V	673	819	246	414
		VI	525	633	220	368
		VII	430	596	157	173
		VIII	341	492	159	221
		Total	1969	2540	782	1176
SURI	Primary	I	854	815	296	327
		II	828	769	514	413
		III	861	721	346	337
		IV	878	833	484	543
		Total	3421	3138	1640	1620
	Upper Primary	V	280	238	62	48
		VI	183	159	96	96
		VII	126	92	24	33
		VIII	94	86	35	28
		Total	683	575	217	205
BOLPUR	Primary	I	635	572	426	352
		II	581	561	247	323
		III	503	572	461	392
		IV	631	573	373	229
		Total	2350	2278	1507	1296
	Upper Primary	V	361	374	91	89
		VI	390	243	86	74
		VII	258	219	65	156
		VIII	235	186	17	99
		Total	1244	1022	259	418

20) Innovative Programme: Under the Programme computer aided learning were initiated in 20 selected upper primary schools. Each school was provided with 5 computers with necessary orientation to the teachers.