



2nd HALF YEARLY MONITORING REPORT OF

VISVA-BHARATI UNIVERSITY (MONITORING INSTITUTION)
ON SSA AND MDM

FOR THE STATE OF WEST – BENGAL

1ST FEBRUARY 2009 TO 31ST JULY 2009

DISTRICTS COVERED

1. HOWRAH
2. SILIGURI

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



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1.1. General Information

Sl. No.	Subject	Details
1.	Name of the monitoring institution	VISVA BHARATI UNIVERSITY
2.	Period of the report	2ND.HALF YEARLY 2008-09
3.	No. of Districts allocated	TWO(2)
4.	District names	HOWRAH & SILIGURI
5.	Date of visit to the Districts / EGS / Schools	HOWRAH-March-April2009 SILIGURI-July 2009
6.	Total number of elementary schools / EGS / AIE Centers in all the Districts allocated Information is to be given for district wise i.e District 1, District 2, etc)	HOWRAH-P-2111,UPS-519 EGS(SSKs)-307 MSKs- 26 Bridge Course-409,AIE-7 SILIGURI-P-398UPS7-6+18(new)
7.	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored Information is to be given for district wise i.e District 1, District 2, District 3 etc)	Howrah P-111 + UPS-23=134 SSK/MSK-10 SILIGURI-P- 44 UPS-6= 50
8.	Whether 5% of the elementary schools / EGS / AIE Centers in total of all the Districts allocated covered: YES / NO	HOWRAH – 5.09 % SILIGURI- 10.55%
9.	At least 1% of the school visited within one month of the start of the academic year in all the Districts: YES / NO	NO
10.	Whether the MI has sent their report to the SPO at the draft level: YES / NO	Discussed at SPO
11.	After submission of the draft report to the SPO office whether the MI has received any comments from the SPO office: YES / NO	NA
12.	Before sending the reports to the GOI whether the MI has shared the report with SPO: YES /	Discussed at SPO
13.	Whether your institution come under lead institutes	NO

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ACKNOWLEDGEMENT

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

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

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

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

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

2. Executive Summary of the Howrah and Siliguri districts report.

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

District 1:(Howrah)	<p>No new Primary Schools were sanctioned. During the year under report 83 new UPS were sanctioned.</p> <p>Informed that majority of the sanctioned UPS have identified its land for construction of the school buildings.</p> <p>The construction of the new buildings has not been taken up at the time of visit to the district i.e. month of April-May 2009.</p>
District 2: (Siliguri)	<p>No new primary school were open during the year under report there are 18+1 UPS were sanctioned in the educational district, Further informed that the proposal for opening of another 19 UPS were also forwarded to the appropriate authority.</p> <p>No new teachers are recruited the retired teachers are engaged for the new schools. The new UPS are operating from the primary schools (provisionally)</p>

(b) Civil Works:

District 1:(Howrah)	<p>Very poor performances of Civil works during the year under report.</p> <p>In sample checking the quality of civil works found to be satisfactory. There are 7.21% primary schools do not have drinking water & toilet facilities.</p> <p>It is mandatory to have ramps in the schools but still there are 46.85% primary and 47.83% UPS sample schools do not have ramps .</p> <p>The convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in the district in respect of drinking water & sanitation.</p> <p>Third party evaluations for civil works have been initiated at the SPO level.</p>
District 2: (Siliguri)	<p>The progresses of the civil works of the educational district are quite slow.</p> <p>It is found that the constructions which are done by the VEC/SMC are quite good.</p> <p>The designated person for Technical Supervision for civil works at the school level are the FJEs however, if there is problems arises the H.Q Engineers intervene.</p> <p>No separate accounts for civil works it is deposited in the VEC/SMC accounts.</p> <p>During the visit it is found that among the sample schools 9 primary schools received ACR grants @ Rs. 2.00 lakhs and they have not yet started the work.</p> <p>There is a convergence with TSC. It is found that TSC provided funds in 11 schools, SSA in 25 and local self-Govt in 8 schools.</p>

(c) Textbooks:

District 1:(Howrah)	<p>The distribution of free text book of the State Govt. for all the primary school children were distributed within one month of the beginning of the new session.</p> <p>The release of book grants for the UPS students out of SSA fund always get delayed due to non availability of funds in time.</p>
District 2: (Siliguri)	<p>The State Govt. free text book to the all children of the primary schools and SSKs were distributed within month of the new session expecting the books of Hindi and Maths. for class I and iv.</p> <p>The book grants @ Rs.250/- to all the eligible students of the UPS out of SSA funds are given as per norms but it gets delayed due to non availability of funds in time.</p>

(d) School grants:

District 1:(Howrah)	<p>The information provided by the DPO reveals that till 30/03/09 as many as 514 UPS with Rs.3598000/- and till 20/10/08 as many as 2102 primary schools with Rs.10510000/- have been released as School grants.</p> <p>There is always a huge gape in between the released of school grant by the DPO and receiving the same grant by the school/VEC.</p>
District 2: (Siliguri)	<p>In regard to the release of the grants for the year under report that the initiation have been taken up to release the same by July 2009 as per the rate for the previous year.</p> <p>The data gather from the sample schools reveals that most of the schools has not yet received the grants for the year 2008-09 and the reason is non submission of U/Cs.</p> <p>From the sample schools (primary) it was found that only 21 schools and 2 UPS has received the school grants.</p>

(e) Teachers and Teachers Training:

District 1:(Howrah)	<p>Reveals that additional teachers sanctioned in the district are 768 for 2008-09 and 2 for 2009-10 for the UPS only.</p> <p>The mode of recruitment of the teachers is through School Service Commission (SSC).</p> <p><i>Noticed that in primary schools 90.87% male & 92.99% female teachers and in UPS 93.26% male and 89.89% female teachers were present on the day visit. The para teachers attendance are satisfactory.</i></p> <p>The training of the teachers is quite satisfactory. In regard to the involvement of CRC/CLRC in quality education the designated person (SI) hardly get any time to visit to the schools their involvement mainly in administrative matter(92.79% in primary and 82.61% in the UPS) rather then quality education. It reveals that 2.70% schools are functioning with single teacher and overwhelming majority of the schools have teachers ranging from 2-4 teachers.</p> <p>Only the logistic parts of the training are taken care by the CLRC level. They conducted the training as per the instructions given by DPO from time to time. There is no CLRC / CRC level follow up hence the training inputs are not practiced by many teachers at school.</p> <p>The CLRC(BRC)/CRC do not have any role in implementation of EGS (SSK) which is manage by the P& RD of the district. However, in regard to the implementation of AIE the support of the CLRC/CRC have been extended but not in all cases.</p>
District 2: (Siliguri)	<p>It was informed that there are 169 additional Teachers sanctioned district for UPS under SSA for the year 2008-09 and no such teacher for primary schools. The payments of the above teachers are met out of SSA funds.</p> <p>Found that in the primary school 84.71 % male and 81.25 % female teachers and UPS has 86.15% male and 83.33% female teachers were present on the day of the school visit and also found that 90.48% male & 75.00% female para teachers in the sample primary schools and in the UPS 100% male & 81.82% para female teachers were present on the day of school visit and are mainly busy in managing the work of regular teacher. No habitual absentee teachers are found in the sample schools.</p> <p>During the year 2008-09 the 7 and 10 days training were conducted. The training achievement are for primary teachers both regular and para teachers are 100% and in the UPS for regular teachers 87.2% and for para teachers are 100%.</p> <p>Mis found that till July 2009 no training was conducted however,organization part have been initiated and funds released to the CLRC for 20 days training.</p>

	<p>During the training the logistic part are taken care by the CLRC level. There is no such training calendar at the CLRC/CRC level. It is conducted as per the instructions given by DPO from time to time. There is no CLRC / CRC level follow up hence the training inputs are not practiced by many teachers at school.</p>
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(f) Teaching Learning Material (TLM) grants:

District 1:(Howrah)	<p>Informed that upto 30/03/09 as many as 6811 UPS teachers and till 20/10/08 7616 primary teachers have been released the TLM grant for 2008-09. The training of the TLM again is the weakest part in the District. During the year no training was organized for the teachers.</p>
District 2: (Siliguri)	<p>The process of releasing the TLM grants for 2009-10 have been initiated. It also reveals that the sample schools received the said grants for 2007-08. Many of the schools do not received the grants for the year 2008-09 during the visit to the school that is mainly due to non submission of the U/Cs.</p> <p>It is found that most of the TLM purchased from the market. The area is one of the weakest part of the project. The training of TLM is done in 2006-07 both for primary and UPS for 3 days.</p>

(g) EGS & AIE:

District 1:(Howrah)	<p>The EGS are mainly managed by the SSK Mission of P & RD, Deptt. Govt. of West Bengal. It understood that there are 307 SSKs & 26 MSKs centers are running in the District on the basis of the previous year information.</p> <p>The bridge courses are 409 non- residential and AIE centres (7) are in operation.</p> <p>Infrastructures are poor, Free text books are given to the all children of the SSKs by the State Govt. as given to the formal primary school children. There is no delayed in distribution of the text book.</p> <p>The 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.</p> <p>The location wise norms for the establishment of the SSKs have not been maintained at places.</p>
District 2: (Siliguri)	<p>The Programs under EGS are replaced by the SSKs/MSKs under the P& RD dept. of West Bengal through separate Mission known as Sishu Siksha Mission and this practice are prevalent in almost all the districts. The information in this respect are available for the year 2008-09 it was informed that there are 283 centres are functioning. Out of the same centers it is known that 63 centers are upgraded up to class IV. Average each centers has 3 Sahayikas(teacher) who are recruited at the local level with minimum educational qualification of class X passed and it has more than 100 students in each center</p> <p>Bridge Courses: During the year 2008-09 the same facility are extended to 273 non residential centers under the close supervision of VECs /Local self govt. with enrolment of 5266 children who are uncovered by the formal schooling system. There are two medium of centers Bengali and Hindi. Each centers has up to 20 students.</p> <p>The SSK(EGS) part are not being look after by the designated person of the DPO but the AIE and other activities for the out of school children are look after by the designated person of the DPO/SPO</p> <p>Free text books are given to the all children of the SSKs by the State Govt. as given to the formal primary school children. There is no delayed in distribution of the text book.</p>

(h) Children with Special Needs (CWSN):

District 1:(Howrah)	<p>There are 6386 CWSN (Boys-3458 & Girls-2928) identified.</p> <p>As reported, the total no. of aids and appliances distributed so far are 1687. During the year 2008-09 there are as many as 435 aids and appliances are distributed. There are 14 NGOs are associated with the program.</p> <p>There are 1.56 CWSN per primary school and there are 3.91 CWSN per UPS in the sample schools.</p>
District 2: (Siliguri)	<p>Up to march 2009 there are 4297 CWSN were identified through survey. Out of 2450 children are enrolled during 2008-09. For the year 2009-10 the process of data compilation is going on.</p> <p>There are 19 RTs and 3 are to recruited soon. There are 5 NGOs are associated with the programs. The guidelines for the resource teachers/NGOs are issued.</p> <p>There are 362 schools (P-306 & UPS-56) have been provided with ramps.</p> <p>It also reveals from the sample primary schools that there are 103 CWSN out 42(40.78%) are present on the day of visit, and in the sample upper primary schools there are 82 CWSN among 32(39.02%) are present in the school.</p> <p>On average, there are 2.34 CWSN per primary school and there are 13.66 CWSN in the upper primary school. Of the sample primary schools it was noticed that of 90.91% schools have ramps and in the UPS it was found that 100% have ramps.</p> <p>During collection of information from the schools found that special educators visited 27 primary schools aids were provided to 1 school and financial help were extended to 23 primary schools.</p>

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

District 1:(Howrah)	THE DISTRICT DO NOT HAVE THE COMPONENT.
District 2: (Siliguri)	<p>The targeted 20 model clusters are functional.</p> <p>The model clusters are provided with gender sensitized teaching learning materials, vocational training, gender sensitization to mobilize community and women's groups in favor of girls education.</p>

(j) Katurba Gandhi Balika Vidyalaya (KGBV):

District 1:(Howrah)	THE DISTRICT DO NOT HAVE THE COMPONENT.
District 2: (Siliguri)	<p>There are 2 KGBV hostel sanctioned and it is running since 2006.</p> <p>The capacity of the each hostel is 50 inmates but at the time of visit to the hostels all the inmates are not present due to the pass out students. The applications against the pass out students have been received which will be formalized soon.</p> <p>The all facilities like furniture, bedding, meals are provided as verified during the visit to the hostels.</p> <p>The general observations of the KGBV are;</p> <ol style="list-style-type: none"> 1. The performance of programme in the district is good. 2. The quality of construction are good. 3. The involvement of school and local self govt. are satisfactory. 4. The result of the inmates in the school annual exams are satisfactory. 5. The inadequate budgetary provision specially for food have been raised the organizer/inmates.

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

District 1:(Howrah)	<p>There are requirements of the computers for the MIS unit. Office space is an acute problem of the unit.</p> <p>Sample checking of DISE data done by the Coordinators /Siksha Bandhu. Engagement of a MIs done as independent/third party to verify the DISE data and the report of the same submitted to SPO.</p> <p>There is an MIS in charge at SPO. He is fully conversant with needs of SSA in MIS. The DPOs have MIS in charge.</p>
District 2: (Siliguri)	<p>The district has requisite computers and computer operators are in position.</p> <p>The circle coordinators and the Siksha Bandhu (RTs) involved in the verification of data along with the district level coordinators. The SPO engaged one of the Monitoring Institute (VisvaBharati) as independent organisation for verification of data and the same report were submitted.</p>

(l) Research and Evaluation:

District 1:(Howrah)	<p><u>The area is significantly weak 7research studies are proposed and work started for 2 research project. The component doesn't get due attention nor have any vision it seems the concept is not clear at all.</u></p> <p>The MIS unit support to research unit needs to be strengthen as observed by the MIs.</p> <p>No role of DIET/SCERT found.</p>
District 2: (Siliguri)	<p>During the previous year are 4 research studies were sanction out of 2 are completed .One of the study Impact of Civil Works at Siliguri Educational District done by the North Bengal University.</p> <p>During the current year the followings research studies are planned for the district.</p> <ol style="list-style-type: none"> 1. Upper Primary Cohort study 2. Involvement of AWW for SSA implementation 3. Base line survey of achievement for the selected bloks. <p>Besides, the Research Coordinator has taken initiative for the action research study on Innovative work done by the Schools through focus group.</p>

(m) Functioning of the VEC:

District 1:(Howrah)	<p>There are major changes in the structure of VEC in WB a new structure SLMC(school level monitoring committee) will look after the day to day school activities including the civil works etc.</p> <p>There areVEC-1797,SLMC-2111 and MCs in all UPS were reported to have constituted. The guidelines are available with them.</p> <p>MIs found adequate number of women is associated with the VEC.</p> <p>The involvement of the VEC in improving the environment of the school, enrolment and attendance of teachers and students varies from place to place the overall majority of the VECs do involve and their contributions are positive.</p>
District 2: (Siliguri)	<p>It was informed that during the 2008-09 there are 357 VECs are functional as more number of schools in each samsad .All the 76 UPS have constituted the MC.</p> <p>During the year under report the election of the Siliguri Mahukama Parishid completed in the month of June 2009 after that formation of new VEC/SLMC will takes place.</p>

(n) Staffing at State and District Level:

District 1:(Howrah)	<i>All positions are filled up expect the Asst.Engineer. The DPO of the district is holding addl. responsibility. All positions at the CLRC are filled up. The Siksha Bandhus are placed in the CRC/CLRC. The inadequate space is a common problem for the CLRCs need meeting room for teachers & storing educational material. The civil works of CLRC building are found to be quite poor.</i>
District 2: (Siliguri)	<i>All positions are filled up expect the Asst.Engineer. The DPO of the district is holding addl. responsibility. All positions at the CLRC are filled up. The Siksha Bandhus are placed in the CRC/CLRC.</i>

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

District 1:(Howrah)	Considering Howrah is special focus District. The initiative have been taken by both the SPO and DPO level to open NUPS so as to provide better educational facilities to SC, ST, Minority, and girl children.
District 2: (Siliguri)	The initiative have been taken by both the SPO and DPO level to open NUPS so as to provide better educational facilities to SC, ST, Minority, and girl children

(p) Any other issues relevant to SSA implementation

District 1:(Howrah)	On the basis of sample schools there are 4 primary and 15 UPS has 230 working days and 107 primary and 8 UPS has > 231 working days. It noticed that 65.77% primary and 30.43% UPS do not have play ground. MIs observed that cent percent primary and UPS have proper sitting arrangement, black board, TLM materials. Noticed that play materials are found in the 69 sample primary schools and 21 UPS. Presently the grading systems of evaluation are conducted. In the primary schools for such evaluation done in three terms in August, December, and April. In the UPS the evaluations are conducted in 6-8 unit tests.
District 2: (Siliguri)	Up to 230 days are functional in 07 sample primary schools and there are 231 and above days are functional in 37 sample schools and all the UPS are functional for 231 & above days. The respondents as shown in the above table shows that from the sample schools reveals that 43 schools has clean environment, good building, good class rooms and 37 schools has play ground. All the sample UPS has clean environment, good building, good class rooms and 5 out of 6 schools has play ground In the primary schools sitting arrangement are mainly floor however, there are few schools has provision of bench for the class iii & iv. All the UPS has provision of bench. There is provision of grading system. In the primary schools for such evaluation are done in three terms in August, December, and April. In the UPS the evaluations are conducted in 6-8 unit tests. <u>Innovative Programme:</u> Under the Programme computer aided learning were initiated in 45 selected upper primary schools with two computers and 10 schools with 10 computers were provided. The necessary orientation of the teachers were completed under the program.

3. Mid Day Meal programme(MDM)

District 1:(Howrah)	<p>(a)Regularity in serving MDM: The MIs found that 93.69% primary and 60.87% UPS are providing cooked MDM five days in a week. The remaining sample schools are not providing MDM due to non availability of food grains or no fund .</p> <p>(b) Regularity in delivering food grains to schools.</p> <p>There are 104 sample schools reported to have received the food grains regularly and reveals 79.81% primary and 92.86% UPS received the food grains at school.</p> <p>C) Regularity in delivering cooking cost to schools. It was found that 16.35% primary and 85.71% UPS receiving cooking cost in advance. In case of delay the arrangements made by head teacher by obtaining loan.The cooking cost is paid through cheques.</p> <p>During the time of non-availability of food grains due to the delayed process there is no MDM in the school.</p> <p>(d) Social equity.</p> <p>No such discrimination was observed they all sit in a common place for MDM,</p> <p>(e) Variety of menu.</p> <p>It was noticed that 49.04% primary and 64.29% UPS displayed the menu.</p> <p>The cooked food items are common and similar in nature in all the schools which are Rice, Dal , available Sabji. Eggs are provided 3-4 times in a month. No wheat preparation are served.</p> <p>(f) Quality and quantity of meal. Expect the children of one school all are satisfied about the quality and quantity of MDM.</p> <p>(g) Supplementary diets.</p> <p>• There are 68 .47% primary and 30.43% UPS reported that micronutrients are provided to the children in the form of medicine by the health worker of the PHC.</p> <p>(h) Status of Cooks.</p> <p>MIIs found that 50.00% primary and 71.43% UPS MDM are being cooked by the members of the SHGs in a rotation basis being engaged by the local self Govt.</p> <p>Overwhelming majority of the cooks belongs to SC/ST/OBC/Minority community.</p> <p>(i) Infrastructure. It was reported to have adequate number of cooks.</p>
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	<p>It was reported that in the primary schools the cooks get Rs.600/- pm and in the UPS there are 10 schools reported that cooks get more than Rs.600/- pm.</p> <p>Is a pucca kitchen shed-cum-store:</p> <ul style="list-style-type: none"> (a) Constructed and in use - 19 (b) Constructed but not in use under- Nil (c) Under construction-No (d) Sanctioned, but constructed not started-1(UPS) (e) Not sanctioned –N/A <p>There are 66 primary schools (63.46%) and 1 UPS are found to have pucca kitchen shed.</p> <p>The places where kitchen shed is not available the food is cooked in the school campus mostly in open place and the food stuff are stored in the school room uncomfortably.</p> <p>It was found in the primary schools that Gas used in 20.19%, Fire wood -54.81%, and Other sources are-25.00%. Similarly in the UPS the following is the arrangements Gas-50.00%, Wood-42.86% and Other sources 7.14%.</p> <p>(j) Community participation.</p> <p>The extend of community participation in MDM found to be quite satisfactory as at the school level the VEC/SLMC and local self bodies are directly involve in the program The response in this context from the schools are;</p> <table border="1" data-bbox="532 1100 1019 1268"> <thead> <tr> <th></th> <th>Good</th> <th>Fair</th> <th>Poor</th> </tr> </thead> <tbody> <tr> <td>Primary</td> <td>10.58%</td> <td>66.35%</td> <td>23.07%</td> </tr> <tr> <td>UPS</td> <td>28.57%</td> <td>57.14%</td> <td>14.29%</td> </tr> </tbody> </table> <p>(k) Inspection and supervision.</p> <p><i>Participation of the parents and VECs in MDM is very good. But there is lack of supervision from out side the community.</i></p> <p>(l) Impact.</p> <p>All the sample schools reported that there is the improvement of enrolment due to the MDM. At places the community contribution in MDM is quite positive. All the primary & UPS reported to have positive impact of MDM in the context of school enrolment.</p>		Good	Fair	Poor	Primary	10.58%	66.35%	23.07%	UPS	28.57%	57.14%	14.29%
	Good	Fair	Poor										
Primary	10.58%	66.35%	23.07%										
UPS	28.57%	57.14%	14.29%										
District 2: (Siliguri)	<p>(a) Regularity in serving MDM:</p> <p>On the basis of 10% sampling instead of 5% there are 44 primary and 6 UPS are covered for the collection of information in connection of MDM program besides the visit to the SSK/MSKs .Out of the sample 43 primary and 4 UPS are provided cooked MDM in the schools.</p>												

(b) Regularity in delivering food grains to schools.

It reveals that 37 primary & 4 UPS received the food grains regularly in the school. 20 days stocks are generally maintained.

C) Regularity in delivering cooking cost to schools.

It was found that 30 primary and 4 UPS receiving cooking cost in advance regularly.

In case of delayed the response from the primary schools are Head Teacher managed the same in the six (6) sample schools & in one(1) school the SHG members takes care. The food grains and cooking cost are paid by the M.R.Dealer.

(d) Social equity.

There is no discrimination found for any gender/ caste/ community in case of MDM it was noticed that they all take meal in the school premises.

(e) Variety of menu.

In regard to the display of menu only 2 primary schools displayed the same and none of the UPS adhere it. The common menu of the MDM are rice, dal and sabji it reveals 23 primary and 3 UPS are providing eggs 3-4 times in a month

(f) Quality and quantity of meal.

. Overwhelming majority of responses is positive however, there are 6 primary schools expressed their desire of unhappiness about the quality and quantity of MDM. They are opined that quality should be improved.

(g) Supplementary diets.

It was informed by the 29 primary schools and 2 UPS that children are given micronutrients by the Local Health Centers.

(h) Status of Cooks.

In the 19 primary schools local SGHs are cooking and serving the MDM and in the 18 places the MDM is managed by the other person from the locality. In the UPS in 3 places MDM is managed by the SHGs and in 1 place the school management committee looks after it.

As informed a sum of Rs.600/- for primary and Rs.1200/- for UPS gets as remuneration. Few sample primary schools informed that cooks are also get additional 10 p. per students.

(i) Infrastructure.

Found that 36 primary and 4 UPS have pacca kitchen sheds, out of 21 primary schools and all the UPS has kitchen shed cum store

All the sample schools reported to have drinking water facilities.

Fire wood is the common fuel however, there are 5 primary and 2 UPS are using gas for MDM.

(j) Community participation.

The VECs are directly involved with the MDM therefore, they look after the program but their contribution particularly cash or kind is almost absence.

(k) Inspection and supervision.

It was reported by the 5 primary schools about the inspection of MDM by the person out the community

(l) Impact.

In regard to the improvement of enrolment in the schools the 37 primary schools and 4 UPS are very positive about it however, 6 primary and 4 UPS have indifferent opinion.

General observations:

- **All the Primary Schools of Siliguri educational district are covered under the MDM programme. All the upper primary schools are not yet extended the MDM.**
- **It was revealed that there are no health checks up programme in the school nor children were given micronutrients or de-worming medicines in the majority of the schools.**
- **Space is a common problem to store the food grains of MDM in primary school.**
- **The general impression of safety, Hygiene, & cleanliness about the MDM is good.**
- **Participation of the parents / VECs in MDM almost absence and there is lack of supervision from the community.**
- **SSKs were also provided cooked MDM but there are differences in quality of MDM with that of Primary School.**

4. District Level Half Yearly Monitoring Report

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

3.1	Name of the District	HOWRAH
3.2	Date of visit to the District/EGS/Schools	16/02/2009-10/04/2009
3.3	Tasks	The Monitoring Institutes will obtain information on the following areas and include them in their report.

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

(i)	What is the number of schools sanctioned in the current financial year in the state (including spill over) district wise and how many of them have been opened district wise?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.
	During the year under report 83 new UPS were sanctioned. No new Primary Schools were sanctioned.	
(ii)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	It was informed that majority of the sanctioned UPS have identified its land for construction of the school buildings.	
(iii)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher
	Expect very few, the grants for the new UPS have been released for the construction.	
(iv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	The construction of the new buildings has not been taken up at the time of visit to the district i.e. month of April-May 2009.	
(v)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?	Information to be obtained from SPO.

	No new teachers were posted. The retired teachers were engaged for running the schools as Guest Teacher.	
(vi)	Have Teachers been put in position in new schools in District visited?	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.
	NO.	
(vii)	In the schools visited by MI whether one-time grants of Rs. 10,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.
	Majority of the new schools have been sanctioned @ Rs.50,000/- as TLE grant.	
(viii)	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.
	YES.	

(b) Civil Works:

(i)	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?	Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.
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CIVIL WORKS PROGRESS REPORT 2008-2009

Items	PAB Approved Target	Actual Target	Completed	In Progress	Not Taken UP/Excess if any.
NSB	106	69	0	69	37 (20%)
Girls Toilet	140	140	0	140	0 (0%)
CLRC	3	0	0	0	3 (10%)
Repair Grants(P)	94	92	0	92	3 (10%)
Repair Grants(UP)	32	29	0	29	3 (10%)
B. Wall	34	33	0	33	1 (10%)

Reasons for poor performances,

1. Non functioning of new VEC after the panchyat election.
2. Delayed due to the Election.
3. The work of the NSBs could not be started as VEC formation has not been done.
4. Due to delayed fund allotment.

(ii)	Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated.	To be checked on the spot with assistance of VEC/SMC and School Teachers.
The sample checking have been done by the MIs and found to be satisfactory there is no variances.		
(iii)	Whether SMC/VEC has been trained by technical persons for execution of civil work?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
No such training for execution of civil work.		
(iv)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
No such community manual for civil works is maintained, however meeting with the concern persons held for civil works regularly.		
(v)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
Yes. It is mandatory. From the sample there are 46.85% primary and 47.83% UPS do not have ramps in the schools.		
(vi)	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).
No separate accounts for construction, VECs accounts are used for the purpose.		

(vii)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).
	The Field Junior Engineers (FJEs) is the primarily responsible for Technical Supervision for civil works however, the Asst. Engineer at the DPO level and other project personnel do visits to the spot.	
(viii)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	2-3 times in each phase of work.	
(ix)	If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum of funds utilised from Swajaldhara and TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	There are convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in the district in respect of drinking water & sanitation. It was informed that funds for the 55 sample primary schools and 4 sample upper primary schools were provided out of TSC.	
(x)	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	No specialized agency was involved. The Local self govt. particularly panchyats takes care of the area.	
(xi)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	No information regarding the fund allotment of is available at the school level.	
(xii)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).
	The quality of construction of the school sites visited by the MIs is found to be good.	
(xiii)	Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?	Status to be obtained from SPO and to be verified from schools visited by MI.
	At SPO level, there is a Chief (Consultant) Engineer and State Project Engineers who is in charge of all kinds of civil works constructed under SSA in the State. He conducts both State and Districts level review meetings along with spot verification for cross checking the progress. Third party evaluations for civil works have been initiated at the SPO level.	

(c) Textbooks:

	Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.																																											
(i)	<p>The distribution of free text book of the State Govt. for all the primary school children were distributed within one month of the beginning of the new session. The release of book grants for the UPS students out of SSA fund always get delayed due to non availability of funds in time. As per the information provided by the DPO till 31/03/09 that the book grants for 194911 UPS students with amount of Rs 48727750/- have been released.</p>																																												
	When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?	Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.																																											
(ii)	<p>As per the stipulations of the State Govt. the same have been distributed within month of the new session. Since, the issues have been dealt by the District Inspector of school (primary) all circulars/instructions have been issued stipulated dates.</p>																																												
	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.																																											
(iii)	<p>There is no delay found in distribution of the free textbooks to the primary school children.</p>																																												
	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.																																											
(iv)	<p>As per the information obtained from the sample schools the Performance of Text Book distribution</p> <p>Primary</p> <table border="1"> <thead> <tr> <th rowspan="2">Sub-division</th> <th colspan="2">Within one month</th> <th colspan="2">After one month</th> <th colspan="2">All subject</th> <th colspan="2">All Classes</th> <th colspan="2">All Student</th> </tr> <tr> <th>Yes</th> <th>No.</th> <th>Yes</th> <th>No.</th> <th>Yes</th> <th>No.</th> <th>Yes</th> <th>No.</th> <th>Yes</th> <th>No.</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>111</td> <td>-</td> <td>-</td> <td>111</td> <td>111</td> <td>-</td> <td>111</td> <td>-</td> <td>111</td> <td>-</td> </tr> </tbody> </table> <p>Upper Primary</p> <table border="1"> <tbody> <tr> <td>Total</td> <td>23</td> <td>-</td> <td>-</td> <td>23</td> <td>23</td> <td>-</td> <td>23</td> <td>-</td> <td>23</td> <td>-</td> </tr> </tbody> </table>		Sub-division	Within one month		After one month		All subject		All Classes		All Student		Yes	No.	Yes	No.	Yes	No.	Yes	No.	Yes	No.	Total	111	-	-	111	111	-	111	-	111	-	Total	23	-	-	23	23	-	23	-	23	-
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Total	111	-	-	111	111	-	111	-	111	-																																			
Total	23	-	-	23	23	-	23	-	23	-																																			

(d) School grants:

(i)	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to	Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring
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	the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?	Report.																																																																																										
	<p>The information provided by the DPO reveals that till 30/03/09 as many as 514 UPS with Rs.3598000/- and till 20/10/08 as many as 2102 primary schools with Rs.10510000/- have been released as School grants. The said grants have not been reached to the schools at the time of collection of information therefore, the information collected from the schools are based on the previous year. Its performances are given in the table</p> <p style="text-align: center;">Release of School grants & its utilization</p> <p>Primary</p> <table border="1"> <thead> <tr> <th rowspan="2">Sub-Division</th> <th colspan="2">Whether the DPO has released funds</th> <th colspan="2">Any circulation received from DPO for submission of U.C.</th> <th colspan="2">U. C. Submitted to DPO</th> </tr> <tr> <th>Yes</th> <th>No.</th> <th>Yes</th> <th>No.</th> <th>Yes</th> <th>No.</th> </tr> </thead> <tbody> <tr> <td>Howrah</td> <td>35</td> <td>1</td> <td>35</td> <td>1</td> <td>19</td> <td>16</td> </tr> <tr> <td>Ulubaria</td> <td>59</td> <td>-</td> <td>59</td> <td>-</td> <td>44</td> <td>15</td> </tr> <tr> <td>HMC</td> <td>15</td> <td>1</td> <td>15</td> <td>1</td> <td>14</td> <td>1</td> </tr> <tr> <td>Total</td> <td>109</td> <td>2</td> <td>109</td> <td>2</td> <td>77</td> <td>32</td> </tr> <tr> <td>%</td> <td>98.20</td> <td>1.80</td> <td>98.20</td> <td>1.80</td> <td>70.64</td> <td>29.36</td> </tr> <tr> <td colspan="7">Upper Primary</td> </tr> <tr> <td>Howrah</td> <td>6</td> <td>-</td> <td>6</td> <td>-</td> <td>6</td> <td>-</td> </tr> <tr> <td>Ulubaria</td> <td>12</td> <td>-</td> <td>12</td> <td>-</td> <td>11</td> <td>1</td> </tr> <tr> <td>HMC</td> <td>5</td> <td>-</td> <td>5</td> <td>-</td> <td>2</td> <td>3</td> </tr> <tr> <td>Total</td> <td>23</td> <td>-</td> <td>23</td> <td>-</td> <td>19</td> <td>4</td> </tr> <tr> <td>%</td> <td>100</td> <td></td> <td>100</td> <td></td> <td>82.61</td> <td>17.39</td> </tr> </tbody> </table>		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.	Howrah	35	1	35	1	19	16	Ulubaria	59	-	59	-	44	15	HMC	15	1	15	1	14	1	Total	109	2	109	2	77	32	%	98.20	1.80	98.20	1.80	70.64	29.36	Upper Primary							Howrah	6	-	6	-	6	-	Ulubaria	12	-	12	-	11	1	HMC	5	-	5	-	2	3	Total	23	-	23	-	19	4	%	100		100		82.61	17.39
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(ii)	Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?	Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.																																																																																										
	DPO issued guidelines to the school for utilization of the school grant.																																																																																											
(iii)	Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?	Information to be obtained from DPO of districts visited by MI.																																																																																										
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(iv)	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.																																																																																										
	There is always a huge gape in between the released of school grant by the DPO and receiving the same grant by the school/VEC. Besides, there was delay in receipt of grants by the schools due to non availability of funds at the Project level																																																																																											
(v)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.																																																																																										
	The performances of submission of U/C shown in the above table																																																																																											

(e) Teachers and Teachers Training:

(i)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	As per the information provided by the SPO the additional teachers sanctioned in the district are 768 for 2008-09 and 2 for 2009-10 for the UPS only.	
(ii)	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	The mode of recruitment of the teachers is through School Service Commission (SSC) by the Govt.	
(iii)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	The nature of appointment of teachers is permanent regular appointment.	
(iv)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.
	The decentralized system of recruitment of para teachers has been planned where VEC and Panchayat are empowered to recruit teachers at local level. Although there is a process lay down at VEC level, but still there are lot of litigation.	
(v)	In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?	Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.

Teacher & Para Teachers position.

Sub-Division	No. of Teachers		Present on the day of visit.		No. of Para Teachers		Attendance Para teacher	
	M	F	M	F	M	F	M	F
PRIMARY								
Howrah	71	60	65	56	11	21	11	19
Ulubaria	136	81	122	75	2	18	2	15
HMC	34	16	32	15	9	7	6	6
TOTAL	241	157	219	146	22	46	19	40
%			90.87	92.99			86.36	86.96
U. Primary								
Howrah	23	78	21	73	4	12	2	9
Ulubaria	46	53	43	48	11	30	9	25
HMC	20	47	19	39	-	-	-	-
TOTAL	89	178	83	160	15	42	11	34
%			93.26	89.89			73.33	80.95

Teacher's position and attendance are shown in the above table no habitual absentee teachers are found in the sample schools and found *that in primary schools 90.87% male & 92.99% female teachers and in UPS 93.26% male and 89.89% female teachers were present on the day visit. The para teachers attendance are satisfactory.*

(vi)

How was the rapport between children and the teachers in the schools visited?

To be ascertained from the VEC and observed during the visit by MI.

The rapport between the teacher's and students in the sample schools are good.

(vii)

The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?

To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.

	<p>The achievement of teachers training during the year 2008-09 as reported by the respective Coordinator are as follows;</p> <p>For the 7 days training:</p> <p>1.Regular Primary School Teachers- 100.00% 2.Regular UPS Teachers- 98.57% 3 .Para Teachers Primary- 174.72% This is due to training imparted for 1130 against target 314. 4.Para Teachers UPS- 99.02%</p> <p>For 10 days training:</p> <p>1.Regular Primary School Teachers- 100.00% 2.Regular UPS Teachers- 98.57% 3. Para Teachers Primary- 244.61% This is due to difference between actual and target number. 4.Para Teachers UPS- 99.02%</p> <p>At the district level there is a training calendar for the teachers but is not followed rigidly. The venue of the training are mainly held at the CLRC(BRC). The modules for the teachers training are prepared by the respective Council/Board in consultation with the SPO. The trainers are mainly drawn among the senior teachers. As observed supervision/monitoring system to check quality of these trainings are seems to be very poor and neglected the area under SSA.</p>	
(viii)	<p>The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
(ix)	<p>The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
(x)	<p>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</p> <p>The feed back from the teachers in regard to the training are quite poor. The suggestion came from the teachers of the sample school that need more focus on Maths. History and geography training and required more theme-based and hard spot identification training and training on activity based teaching.</p>	

	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <p>b. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
(xi)	<p>Only the logistic parts of the training are taken care by the CLRC level. There is no such training calendar at the CLRC/CRC level. They conducted the training as per the instructions given by DPO from time to time. There is no CLRC / CRC level follow up hence the training inputs are not practiced by many teachers at school.</p>	
	<p>b.What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<p>As per the State Govt. norms the expected number of school to be visited by the School Inspectors is 12-15 school but unfortunately they cant visit all those number as they are always busy and over burden with ministerial jobs at their disposal in the same circumstances the RTs/Siksha Bandhu do visit to the schools mainly for collection of information and some times they do entered in the class room teaching of the primary schools.</p>	
	<p>c.What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>

In regard to the involvement of CRC/CLRC in quality education the designated person (SI) hardly get any time to visit to the schools. The Siksha Bandhu (RTs) of the area do visit to the school and their involvement mainly in administrative matter(92.79% in primary and 82.61 in the UPS) rather than the issue of looking after the quality education. The following table shows the information in regards to the CLRC/CRC Involvement in quality Education

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.
Howrah	1	33	1	33	27	7	34	-
Ulubaria	4	55	2	53	52	3	55	-
HMC	-	15	-	15	6	9	6	9
Total	5	103	-3	101	85	19	95	9
%	4.50	92.79	2.88	97.12	81.73	18.27	91.35	8.65
Upper Primary								
Howrah	-	4	-	4	-	4	-	4
Ulubaria	-	12	-	12	-	12	-	12
HMC	-	3	-	3	-	3	-	3
Total	-	19	-	19	-	19	-	19
%		82.61		82.61		82.61		82.61

d. Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?

To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.

No role of DIET is found.

e. Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?

To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.

The CLRC(BRC)/CRC do not have any role in implementation of EGS (SSK) which is managed by the P&RD of the district. However, in regard to the implementation of AIE the support of the CLRC/CRC have been extended but not in all cases. Particularly the Siksha Bandhu of the CRC are involved in looking after the affairs of the AIE under his jurisdiction.

Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?

To be ascertained from SPO.

(xii)

At the SPO level there is a Quality Coordinator and the person plays his role to monitor and review the programme as per the need and proper coordination is maintained with SCERT and DIETs.

(f) Teaching Learning Material (TLM) grants:

(i)	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.
(ii)	The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO?	Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.
(iii)	The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?	information to be verified on the spot in respect of schools visited by MI.

USE of TLM Grants							
Primary							
Sub-Division	No. of Teachers cover	Displayed in the class room when necessary		Children use the TLM materials		Nature of example	
		Yes	No	Yes	No	Yes	No
Howrah	141	36	-	36	-	-	36
Ulubaria	230	58	1	58	1	3	56
HMC	53	15	1	15	1	-	16
Total	424	109	2	109	2	3	108
%		98.20	1.80	98.20	1.80	2.70	97.30
<i>Upper Primary</i>							
Howrah	52	6	-	6	-	-	6
Ulubaria	117	12	-	12	-	-	12
HMC	30	5	-	5	-	-	5
Total	199	23	-	23	-	-	23
%		100		100			100

During the collection of information from the school no school was reported to have received the TLM grants. Therefore, the school level information in regards to the TLM is for the previous year i.e 2007-08. 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 was conducted for the primary school teachers in their respective CLRCs, where maximum numbers of teachers are covered.

(g) EGS & AIE:

(i)	What is the number of EGS/AIE centres/NRBC/RBC/ school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.
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	<p>The EGS are mainly managed by the SSK Mission of P & RD, Deptt. Govt. of West Bengal. It understood that there are 307 SSKs & 26 MSKs centers are running in the District on the basis of the previous year information.</p> <p>This SSK(Sishu Siksha Karmasuchi) project is run by the P&RD Department for the children in the age group of 5+ to 8+ years. These Kendras are locally managed and are set-up accordingly to local demand. The mode of operation for this Kendras is very flexible as regards to time schedule for class hours.</p> <p>As many as 10 SSK centers were visited by the monitoring team and found that all SSKs are running by the female EVs. It was found that EVs were present on the day of the visit. Majority of EVs were attended training for organizing SSK centers arranged by the block level officer and the respective supervisors of SSK. It has been reported that there are SSK centers which has more than two EVs. The educational qualifications of the EVs are class-X pass and they used to get very irregular payment of Rs.2000/- p.m form local Bank.Further informed that the enhancement of honorarium for the SSKs Instructor (EV) will be made soon by the State Govt.</p> <p>In addition to the above the activities for out of school children are running from the office of the District SSA Mission.</p> <p>Bridge Course: Under the program it was informed that there are 409 non- residential in nature of centres running during the year 2008-09.</p> <p>AIE centers: Under the program 7 centres are in operation with the involvement of NGOs and further informed one RBC is functioning for 200 children.</p>	
(ii)	The target number of children and number of children actually enrolled in the centres category wise, district-wise?	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.
	As per the previous year information there are 27923 children are enrolled in the SSKs and 5296 student are enrolled in the 26 MSKs.	
(iii)	The number of children enrolled and actually attending the centre?	To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.
(iv)	The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?	Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.
(v)	Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this?	Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.
	In formation not available.	
	There are 870 Sahayikas (EVs) are working in the 307 SSKs. In the MSKs 5-6 teachers are working.	

	For the EVs of SSKs academic support and training part are manage by the concern person form the office of the BDO and in some places suitable person have been recruited for the purpose.	
(vi)	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.
	The educational qualification of the EVs are mainly Madhimak passed and drawn from either sex however, there EVs who have higher qualification. The educational qualification of the teachers of the MSKs are graduation and above.	
(vii)	The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? whether there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received?	Information to be obtained from the EVs during field visits by MI.
	The monthly honorarium received by the EVs are Rs.2000/-pm.It is likely to be enhanced They use to get the payment through Bank.	
(viii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
	Not in all places.	
(ix)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
	The SSK(EGS) part are not being look after by the designated person of the DPO but the AIE and other activities for the out of school children are look after by the designated person of the DPO/SPO.	
(x)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
	The monitoring formats available with DPO in connection with the program related with the AIE or similar type of activities. The monitoring formats in regard to the SSKs (EGS) are available with the concern authority.	
(xi)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.

	The SSKs are upgraded as per the rules framed by the concern authority which is on basis need & priority.	
(xii)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	This is being done by the SSK mission separately.	
(xiii)	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	This is done by the SSK mission under P&RD of Govt. of WB.	
(xiv)	Whether the actual upgradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.
	Information not available.	
(xv)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
	MI's observed that the identification of land for construction of the upgraded SSKs is made and many places proper construction has been made.	
(xvi)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	MI's observed that such construction is made with the involvement of VEC.	
(xvii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	None of the sample SSKs is found which are in the process of construction.	
(xviii)	Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position?	Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during field visit by MI.
	NA	

(xix)	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
Information not available.		
(xx)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
The minimum infrastructure like durries, blackboard, and TLM are available.		
(xxi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
The cooked MDM are provided in the SSKs.		
(xxii)	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.
Information not available.		
(xxiii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
<p>General observations of SSKs</p> <ul style="list-style-type: none"> • Physical infrastructure like proper place or building is available in many SSKs but infrastructure like black board, TLM materials etc is highly inadequate. • Similarly the MSKs have very poor physical infrastructure facilities. • The supervision & training part of SSK is very weak and there is no coordinator between the DPO, SSA and the in- charge of District level officer of SSK. • The classroom transaction and quality of education as observed in the SSKs seems to be poor. • Many of the EVs of SSKs are not drawn from the same community, therefore, they do not maintained time schedule properly. • The location wise norms for the establishment of the SSKs have not been maintained at places. 		

(xxiv)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	Found to be good.	
(xxv)	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.
	Free text books are given to the all children of the SSKs by the State Govt. as given to the formal primary school children. There is no delayed in distribution of the text book.	

(h) Children with Special Needs (CWSN):

(i)	The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.
	The number of CWSN children identified, district are 6386 (Boys-3458 & Girls-2928).	
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.
	As reported, the total no. of aids and appliances distributed so far by the district are 1687. Besides, during the year 2008-09 there are as many as 435 aids and appliances are distributed.	
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	No such difficulties are found in getting the aids and appliances.	
(iii)	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?	Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
	There are 14 NGOs are identified for the program and the Special Educators appointment could not be given due to the Loksabha Election. The guidelines for the resource teachers of the NGOs are issued.	

(iv) (a)	Whether the district has an IED coordinator? whether he has been oriented and whether he has attended any capacity building programme at the State level?	Information to be obtained from DPO of districts visited by MI.
	The district has an IED Coordinator who attended the orientation and any capacity building program.	
(iv) (b)	Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended?	Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.
	The SPO have proper monitoring format and gets quarterly report from the DPOs. The SPO has an IED Coordinator who attended many trainings and workshops at different places.	
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
	As reported there are 1112 schools (primary -864 & UPS-248) are provided with ramps and further reported that 159 schools will be provided with ramps during the year 2008-09. From the 134 sample schools 53.15% primary schools and 52.17% UPS found to have ramps.	
(vi)	How many children have been provided home based support during the current financial year?	Information to be obtained from SPO/DPO and one or two sample checks be done by MI.
	The no. of CSWN provided home based education is 860 (B-577&G-283).	
(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
	The all CSWN provided with home based education are extended with the counseling services.	
(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.

	<p>It was also revealed that out of 111 sample primary schools, there are 173 CWSN, and 23 sample upper primary schools there are 90 CWSN. So, on and average, there are 1.56 CWSN per primary school and there are 3.91 CWSN per upper primary school.</p>
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(i) National Programme for Education of Girls at Elementary Level (NPEGEL):

THE DISTRICT DO NOT HAVE THE COMPONENT

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	N/A	
(ii)	The target number of additional classrooms, drinking water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc?	Information to be obtained from SPO and to be updated from the DPO of the district visited by MI. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups.
	N/A	
(iii)	Whether model clusters in the districts have been provided with gender sensitized teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	N/A	
(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds?	Information to be obtained from the SPO to be updated from DPO visited by MI.
	N/A	
(v)	a. Whether a district gender coordinator is in position?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	N/A	
	b. Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?.	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.

	N/A	
(vi)	The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, district-wise?	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.
	N/A	
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.
	N/A	

(j) Katurba Gandhi Balika Vidyalaya (KGBV): THE DISTRICT DO NOT HAVE THE COMPONENT

(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample check by MI in the field visit.
	N/A	
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	N/A	
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from the SPO and verified from DPO/KGBV visited by MI.
	N/A	
(iv)	The number of KGBV in respect of which all formalities for construction have been completed.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	N/A	
(v)	The number of posts sanctioned for the KGBV (teachers and other staff) in the district and the present position of filling up of these posts.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	N/A	
(vi)	The number of students admitted in the KGBVs started in the district.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	N/A	

(vii)	The details of facilities available such as furniture, bedding, meals to be verified by MI in respect of KGBV visited.	To be obtained on the spot in respect of KGBV visited by MI.
	N/A	

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

(i)	Whether EMIS set up in each district of the State/UT and whether requisite computers and computer operators have been put in position?	Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.
	No separate space for the MIS unit which is very much congested there are requirements of the computers.	
(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI
	Yes and submitted in January 2009.	
(iii)	Whether data capture format have been supplied to all schools latest by August?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	Yes 2 copies.	
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	Yes	
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
	There are sample checking by the Coordinators /Siksha Bandhu at the CLRC level. The SPO engaged one of the MIs as independent/third party to verify the DISE data.	
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.

	Submitted in January 2009	
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
	There is an MIS in charge at SPO. He is fully conversant with needs of SSA in MIS. Similarly, the DPO have MIS in charge.	

(l) Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	Information to be obtained from the SPO and to be updated from the DPO.
	7 proposed and work started for 2 research project.	
(ii)	The number of studies sanctioned in the previous calendar year and the number of them completed.	Information to be obtained from the SPO and to be updated from the DPO.
	Completed 1 at SPO level and completed 3 in DPO level.	
(iii)	Is there a Research/Evaluation in-charge at SPO level? What is the person's role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research?	Information to be obtained from SPO.
	<p>There is State level Research Coordinator. As informed the research out puts a disseminated with the teachers of the at different occasion and further known that the 78% expenditure of 2008-09 incurred.</p> <p>The MIS unit support to research unit needs to be strengthen as observed by the MIs.</p> <p>Director of SCERT is the member of State Level research advisory group of SSA.</p> <p>There is no SIEMAT in West Bengal.</p> <p>Principal of DIET is the member of District Level Research advisory group of SSA, West Bengal.</p> <p>Beside that several research work of SSA are executed through SCERT & DIETs.</p> <p>Research proposal & project are scrutinized by State Level Research Advisory Group or District Level Research Advisory group as the case may be. But no such evidences are found during visit to the DPO.</p>	

(m) Functioning of the VEC:

(i)	The total number of village/school level/ management committees constituted, district-wise?	Information to be obtained from the SPO and to be updated by the DPO.
	VEC-1797, School Level Management Committee(SLMC)-2111 and MCs in all UPS.	

(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	The copy of the guidelines is available with the VECs.	
(iii)	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	The adequate numbers of women are associated with the VEC. Please see the below table.	
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.

The information related to the VECs are shown in the table on the basis of the sample schools.														
Information regarding the Functioning of VEC														
Primary														
Sub-division	Whether adequate representation to 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		No of the SC/ST participated regularly in the meeting		
	Yes	No	Uptp – 8	9 – above	Upto – 5	6 – above	Upto – 5	6 – 10	11 – above	Upto – 3	4 – above	number		
Howrah	34	-	3	31	22	12	5	18	2	19	6	16	-	
Ulubari	56	3	3	53	41	15	4	36	-	22	18	57	-	
HMC	12	4	-	12	9	3	-	1	7	8	-	2	-	
Total	102	7	6	96	72	30	9	55	9	49	24	75	-	
%	93.58	6.42	5.88	94.12	70.59	29.41	12.33	75.34	12.33	67.12	32.88		-	
UPS														
Howrah	6	-	-	6	2	4	-	5	1	2	4	-	-	
Ulubari	8	4	-	12	4	4	-	10	2	2	10	-	-	
HMC	4	1	-	5	-	4	-	3	2	3	2	-	-	
Total	18	5	-	23	6	12	-	18	5	7	16	-	-	
%	78.26	21.74	-	100	33.33	66.67	-	78.26	21.74	30.43	69.57	-	-	
(v)	Whether members of the VEC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings?						Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.							
	No training of the VEC members was conducted after the formation of the new VEC as observed.													
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?						Information to be obtained from VEC and verified on the basis of records by MI during field visits.							

	<p>The involvement of the VEC in improving the environment of the school, enrolment and attendance of teachers and students varies from place to place the overall majority of the VECs do involve and their contribution are positive.</p> <p>Observations:</p> <p>a) There are major changes in the structure of VEC in WB a new structure SLMC(School Level Monitoring committee) will look after the day to day school activities including the civil works etc.</p> <p>b). The training part of the VECs should be implemented properly and there is need to enhancement of training of cost for the VEC members.</p>	
(vii)	Whether VEC is maintaining proper record of funds received by them.	Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.
	Since the head teacher of the school is ex-officio secretary of the VEC therefore, maintained the accounts and records.	
(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?	Information to be obtained at SPO level. See formats and record of SPO
	The Coordinator of the community mobilization is in position at the SPO level. The person is well aware of his role. He has to monitored the community mobilization activity by sending monitoring formats to DPO and also by convening SPO level review meeting of the District Coordinators for community mobilization.	

(n) Staffing at State and District Level:

(i)	<p>The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?</p>	Information to be obtained from SPO.
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Information on post at SPO, PBSSM
(as on 21/01/2008)
Annexure-C

SL No.	NAME OF THE POST	NO.	STATUS		Remarks
1	PA TO SPD	1	F	-	
2	PA TO ASPD	1	F	-	
3	FAO	1	F	-	
4	SPE-I	1	F		
5	SPE-II	1	F	-	
6	SPE-III	1	-		Engagement Process initiated.
7	MIS IN-CHARGE-I	1	F		
8	MIS IN-CHARGE-II	1			Engagement Process initiated
9	DEO	7	6F		Engagement Process initiated
10	MIS PERSONNEL INCLUDING SPL MONITORING CELL	5	4F	-	Engagement Process initiated
11	PMIS CO-ORDINATOR	1	-	V	
12	ASST. AUDIT OFFICER	1	F	-	
13	STATE GENDER CO-ORDINATOR	1	F	-	
14	CONSULTANT-MEDIA & DOCUMENTATION	1	F	-	
15	STATE IED CO-ORDINATOR	1	F	-	
16	RESEARCH & STUDIES CO-ORDINATOR	1	F	-	
17	ACCOUNTANT	5	4F	1V	
18	CASHIER	1	F	-	
19	STENOGRAPHER	1	F	-	
20	STATE ECCE CO-ORDINATOR	1	-	V	
21	PROGRAMME CO-ORDINATOR-PLANNING	6	4F	2V	
22	PROGRAMME COORDINATOR (PEDAGOGY)	12	12F	-	
23	CM & AS COORDINATOR(State)	1	F		
24	PROGRAMME COORDINATOR FOR CM & AS	6	5F	-	Engagement Process initiated
25	GROUP-D	6	5F	1V	
26	TECHNICAL ASSISTANT	2	2F		
27	ADMINISTRATIVE ASSTT.	2	2F	-	
28	ESTIMATOR	1	F	-	
29	CO-ORDINATOR FOR DEP	1	-	V	
30	PROGRAMME CO-ORDINATOR FOR NPEGEL	1	F	-	
31	STSTM SVP/SLIP+	3	1F	-	Engagement Process initiated
	Total		61	07	

Total Post = 75

F= Filled up= 61

V= Vacant= 07

Engagement process of the remaining 08(eight) posts has been initiated from this Office.

(ii)	The number of meetings of the General Body and EC held during the previous financial year?	Information to be obtained from SPO and verified from their records.																																																																																																																																		
	One (1) General Body (EC) meeting held during the year 2008-09 at the State level.																																																																																																																																			
(iii)	The total number of staff sanctioned category wise in the district office and the number in position and action taken to fill up the vacancies?	Information to be obtained from SPO and verified at DPO level in districts visited by MI.																																																																																																																																		
	<p>The present position of staffs in the Office of the SSA Mission, Howrah as on march 2009.</p> <table border="1"> <thead> <tr> <th>Sl.No.</th> <th>Name of the post sanctioned under SSA</th> <th>No. of post sanctioned under SSM</th> <th>Existing Post under SSM</th> <th>No. of vacant post under SSM</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>DPO</td> <td>1</td> <td>1</td> <td>Adl.responsibility</td> </tr> <tr> <td>02</td> <td>ADPO</td> <td>1</td> <td>1</td> <td>-</td> </tr> <tr> <td>04</td> <td>Finance & Accounts Officer</td> <td>1</td> <td>1</td> <td>-</td> </tr> <tr> <td>05</td> <td>Asstt. Engineer</td> <td>1</td> <td></td> <td>vacant</td> </tr> <tr> <td>06</td> <td>PMIS Co-ordinator</td> <td>1</td> <td>1</td> <td></td> </tr> <tr> <td>07</td> <td>Pedagogy Co-ordinator</td> <td>1</td> <td>1</td> <td>-</td> </tr> <tr> <td>08</td> <td>Research Co-ordinator</td> <td>1</td> <td>1</td> <td>-</td> </tr> <tr> <td>09</td> <td>Gender Co-ordinator</td> <td>1</td> <td>1</td> <td>-</td> </tr> <tr> <td>10</td> <td>CM & AS Co-ordinator</td> <td>1</td> <td>1</td> <td>-</td> </tr> <tr> <td>11</td> <td>IED Co-ordinator</td> <td>1</td> <td>1</td> <td>-</td> </tr> <tr> <td>12</td> <td>MIS Co-ordinator</td> <td>1</td> <td>1</td> <td>-</td> </tr> <tr> <td>13</td> <td>Planning Co-ordinator</td> <td>1</td> <td>1</td> <td>-</td> </tr> <tr> <td>14</td> <td>Accountant</td> <td>2</td> <td>2</td> <td>-</td> </tr> <tr> <td>15</td> <td>UDA (Genl.)</td> <td>1</td> <td>1</td> <td>-</td> </tr> <tr> <td>16</td> <td>UDA (cash)</td> <td>1</td> <td>1</td> <td>-</td> </tr> <tr> <td>18</td> <td>DPC (Pedagogy)</td> <td>2</td> <td>2</td> <td>-</td> </tr> <tr> <td>19</td> <td>Data Entry Operator</td> <td>2</td> <td>2</td> <td>-</td> </tr> <tr> <td>20</td> <td>Jr. Engineer</td> <td>2</td> <td>1</td> <td>1</td> </tr> <tr> <td>21</td> <td>DSTM</td> <td>4</td> <td>4</td> <td>-</td> </tr> <tr> <td>22</td> <td>LDA (HQ)</td> <td>2</td> <td>2</td> <td>-</td> </tr> <tr> <td>23</td> <td>Tech. Asstt.</td> <td>1</td> <td>1</td> <td>-</td> </tr> <tr> <td>24</td> <td>Group D</td> <td>2</td> <td>2</td> <td>-</td> </tr> <tr> <td>25</td> <td>Jr. Engineer (Block level)</td> <td>14</td> <td>20*</td> <td>-</td> </tr> <tr> <td>26</td> <td>Group C (CLRC level)</td> <td>33</td> <td>33</td> <td>-</td> </tr> <tr> <td>27</td> <td>Group D (CLRC level)</td> <td>33</td> <td>33</td> <td>-</td> </tr> </tbody> </table> <p>* Decided to have one in each block. Remarks: All positions except the posts of DPO,ADPO,DDPO are contractual and in project mode.</p>		Sl.No.	Name of the post sanctioned under SSA	No. of post sanctioned under SSM	Existing Post under SSM	No. of vacant post under SSM	01	DPO	1	1	Adl.responsibility	02	ADPO	1	1	-	04	Finance & Accounts Officer	1	1	-	05	Asstt. Engineer	1		vacant	06	PMIS Co-ordinator	1	1		07	Pedagogy Co-ordinator	1	1	-	08	Research Co-ordinator	1	1	-	09	Gender Co-ordinator	1	1	-	10	CM & AS Co-ordinator	1	1	-	11	IED Co-ordinator	1	1	-	12	MIS Co-ordinator	1	1	-	13	Planning Co-ordinator	1	1	-	14	Accountant	2	2	-	15	UDA (Genl.)	1	1	-	16	UDA (cash)	1	1	-	18	DPC (Pedagogy)	2	2	-	19	Data Entry Operator	2	2	-	20	Jr. Engineer	2	1	1	21	DSTM	4	4	-	22	LDA (HQ)	2	2	-	23	Tech. Asstt.	1	1	-	24	Group D	2	2	-	25	Jr. Engineer (Block level)	14	20*	-	26	Group C (CLRC level)	33	33	-	27	Group D (CLRC level)	33	33	-
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(iv)	The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?	Information to be obtained from SPO/DPO and to be verified in respect of BRCs/CRCs visited by MI.																																																																																																																																		

	<p>Staffing & Functioning of CLRC (BRC) Level The district has as many as 33 CLRCs. The staff strength in each CLRC is as follow. The staff position of the CLRC is given in the above table.</p> <p><u>From the pool of District Inspector of Schools</u> <u>From SSA pool</u></p> <p>1. School Inspector (SI) - One 1. Group - C- One 2. Clerk - One 2. Group - D- One 3. Group D - One</p> <p>Besides, the above staff strength each CRC/CLRCs has Siksha Bhandus(RTs) whom will supervise the educational components of SSA in the School. The general observations of the functioning of CLRC are as follows;</p> <p>a) The inadequate space is a common problem for the CLRCs need meeting room for teachers & storing educational material. The civil works of CLRC building are found to be quite poor.. b) 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. c) It is understood that their services of Siksha Bandhu is utilized in a manner way it should not be done.</p>	
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.
	YES	

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

Considering Howrah is special focus District. The initiative have been taken by both the SPO and DPO level to open NUPS so as to provide better educational facilities to SC, ST, Minority, and girl children.

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

(i)	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
	On the basis of sample schools there are 4 primary and 15 UPS has 230 working days and 107 primary and 8 UPS has> 231 working days.	
(ii)	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.

Additional information & observations by MIS													
Primary													
Sub-Division	Clean environment		Good building		Good class room		Play ground		Proper sitting arrangement		Black board		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
Howrah	34	2	34	2	34	2	9	27	36	-	36	-	
Ulubaria	59	-	59	-	59	-	24	35	59	-	59	-	
HMC	13	3	12	4	11	5	5	11	16	-	16	-	
Total	106	5	105	6	104	7	38	73	111	-	111	-	
%	95.50	4.50	94.59	5.41	93.69	6.31	34.23	65.77	100	-	100	-	
Howrah	6	-	6	-	6	-	5	1	6	-	6	-	
Ulubaria	12	-	12	-	12	-	9	3	12	-	12	-	
HMC	5	-	5	-	5	-	2	3	5	-	5	-	
Total	23	-	23	-	23	-	16	7	23	-	23	-	
%	100		100	-	100	-	69.57	30.43	100	-	100	-	
<p>From the above table it reveals that 65.77% primary and 30.43% UPS do not have play ground and rest of the information are quite positive.</p>													
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?						Information to be recorded on the basis of observation.						
	<p>MI's observed that cent percent primary and UPS have proper sitting arrangement, black board, TLM materials.</p>												
(iv)	Whether health camp facility was made available to the children during the previous six months?						Information to be recorded on the basis of school records.						
	<p>MI's observed that there are no health camps in the sample schools during the last six month but it was reported that the medicines are distributed in few schools by the health workers.</p>												
(v)	Whether the school has adequate play material for the children? Is it used?						Information to be recorded on the basis of observation.						
	<p>As noticed by the Field Investigators that play materials are found in the 69 sample primary schools and 21 UPS.</p>												
(vii)	If there is low attendance the reasons for the same?						Information to be obtained from the teachers/VEC.						
	<p>It was noticed that the low attendance are found in the schools mainly in the time of cultivation and the time of local festivals.</p>												
(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?						Information to be obtained from the teachers and VECs etc.						

	In view of the above situation generally meetings are organized by the VEC with parents and MTA.																																																																																																																																																																			
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records. Presently the grading systems of evaluation are conducted. In the primary schools for such evaluation done in three terms in August, December, and April. In the UPS the evaluations are conducted in 6-8 unit tests.																																																																																																																																																																		
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records. YES																																																																																																																																																																		
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit. In the primary school most of the students achievement level are B,C,&D grade.																																																																																																																																																																		
(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI. MI's found that the rapport between teachers and student are good.																																																																																																																																																																		
(xiii)	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations. Information regarding Under/overage, dropout, retention. <table border="1"> <thead> <tr> <th rowspan="2">Sub-Division</th> <th colspan="2">School has any children of</th> <th rowspan="2">No. of dropped out students</th> <th colspan="8">No. of Retention of the last academic year</th> </tr> <tr> <th>Underage</th> <th>Overage</th> <th>I</th> <th>II</th> <th>III</th> <th>IV</th> <th>V</th> <th>VI</th> <th>VII</th> <th>VIII</th> </tr> </thead> <tbody> <tr> <td>Howrah</td> <td></td> <td>748</td> <td>86</td> <td>128</td> <td>34</td> <td>21</td> <td>36</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Ulubaria</td> <td></td> <td>574</td> <td>145</td> <td>290</td> <td>124</td> <td>63</td> <td>118</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>HMC</td> <td></td> <td>85</td> <td>52</td> <td>68</td> <td>6</td> <td>3</td> <td>10</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td>1407</td> <td>283</td> <td>486</td> <td>164</td> <td>87</td> <td>164</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>102</td> <td>77</td> <td>84</td> <td>32</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>367</td> <td>228</td> <td>177</td> <td>146</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>32</td> <td>14</td> <td>8</td> <td>4</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>501</td> <td>319</td> <td>269</td> <td>182</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Sub-Division	School has any children of		No. of dropped out students	No. of Retention of the last academic year								Underage	Overage	I	II	III	IV	V	VI	VII	VIII	Howrah		748	86	128	34	21	36							Ulubaria		574	145	290	124	63	118							HMC		85	52	68	6	3	10							Total		1407	283	486	164	87	164							%																							102	77	84	32											367	228	177	146											32	14	8	4											501	319	269	182															
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(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers/VEC schools records. As given in the above table.																																																																																																																																																																		
(xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?	Information to be obtained on the basis of school records and discussion with teachers. As given in the above table.																																																																																																																																																																		

(q) Any other issues relevant to SSA implementation

The Sub- division wise enrollment and attendance on the day school visit.

Sub-Division	School Level	Class	Enrollment		Attendance			
			Boys	Girls	Boys	Girls		
Howrah	Primary							
		I	943	952	699	709		
		II	914	892	667	703		
		III	743	825	538	611		
		IV	743	808	549	630		
		Total	3343	3477	2453	2653		
		%			73.38	76.30		
	Upper Primary	V	410	430	331	199		
		VI	366	555	272	383		
		VII	294	458	217	410		
		VIII	196	464	141	307		
		Total	1266	1907	961	1299		
		%			75.91	68.12		
Ulubaria	Primary	I	1198	1125	828	834		
		II	1081	1015	772	782		
		III	930	1098	658	828		
		IV	1036	1017	756	761		
		Total	4245	4255	3014	3205		
		%			71.00	75.32		
	Upper Primary	V	1264	1477	951	1083		
		VI	1019	1343	779	1052		
		VII	832	1259	588	925		
		VIII	671	1179	498	881		
		Total	3786	5258	2816	3941		
		%			74.38	74.95		
		HMC	Primary	I	380	391	222	257
				II	322	371	213	268
III	295			330	188	258		
IV	287			392	210	306		
Total	1284			1484	833	1089		
%					64.88	73.38		
Upper Primary	V		58	452	53	189		
	VI		70	421	65	131		
	VII		54	448	44	376		
	VIII		59	437	57	278		
Total	241	1758	219	974				
%			90.87	55.40				

Grade wise Examinations details 2007-08.

It reveals that 96.02% boys and 96.61% girls students of class-IV appeared in the annual exams. Out of 97.85% boys and 97.94% girls were qualified. From the class-VIII of upper primary schools 96.51 % boys and 95.13 % girls students appeared in the examination out of 87.92% boys and 92.30% girl's students were qualified.

Primary

Annual Examination 2007 – 2008 Enrolment of the year			Appeared for Examination		Passed in the Examination	
Subdivision	Class IV Total		Class IV Total		Class IV Total	
	B	G	B	G	B	G
Howrah	720	828	693	807	690	803
Ulubaria	1070	1143	1036	1103	996	1067
HMC	296	386	274	367	274	360
Total	2086	2357	2003	2277	1960	2230
%			96.02	96.61	97.85	97.94

Upper Primary

Annual Examination 2007 – 2008 Enrolment of the year			Appeared for Examination		Passed in the Examination	
Subdivision	Class VIII Total		Class VIII Total		Class VIII Total	
	B	G	B	G	B	G
Howrah	198	476	196	436	170	427
Ulubaria	653	1089	625	1047	548	914
HMC	67	387	65	374	61	373
Total	918	1952	886	1857	779	1714
%			96.51	95.13	87.92	92.30

MI may give a maximum 2 page note, on any other issues, relevant to SSA implementation, not covered above. (1st Page)

1. Lack of proper office space.
2. No full time DPO
3. Due to office space there are 5 CLRCs(BRC) are operating from the same building.
4. There are many low enrollment primary schools in the Howrah Municipality area .
5. There are few schools running from the rented place.
6. The below table of the sample (111) primary schools reveals that 2.70% schools are functioning with single teacher and overwhelming majority of the schools have teachers ranging from 2-4 teachers.

Position of teachers in the sample primary schools

Sl No	Sub-Division	one	two	three	four	five	six	seven	Eight	nine	ten	eleven
1	Howrah	1	5	15	5	6	3	1	-	-	-	-
2	Ulubaria	-	8	24	14	8	2	3	-	-	-	-
3	HMC	2	7	2	1	2	1	-	-	1	-	-
Total		3	20	41	20	16	6	4	-	1	-	-
%		2.70	18.0	36.94	18.0	14.4	5.4	3.60	-	.90	-	-

RECOMMENDATIONS

1. The over crowded classroom in the UPS needs proper attention.
2. Rationalization of Teacher posting in the Primary School.
3. Timely release of funds to CLRC for onward transmission to the school/VEC.
4. There is urgent need to strengthen the training component at all level with the involvement quality manpower.
5. Supervision of MSKs & SSKs needs top priority & better coordination with the District implementing agency of SSA.
6. Monitoring mechanism from outside the community for MDM is most essential.
7. The inbuilt structural monitoring mechanism at the CLRC level to follow up the progress of the project needs to be functional properly.
8. Enhancement of recurring expenditure for the CRC/CLRC.
9. Proper system should be developed to assess the functioning of the NGOs in the area of CWSN.
10. The research component should be strengthen with the involvement of academic institutions.
11. More frequent visits by the district level coordinators.

. List of the Sample Schools visited for both SSA and MDM tasks

List of the Sample Schools.

Primary Schools

- 1.Ranihati Lalmohan Primary School.
- 2.Dhula Gari Kalitala Primary School.
- 3.Dhula Gari North Primary School.
- 4.Alampur Primary School.
- 5.Dhula Gari Uttar Purba Sheulipara Primary School.
- 6.Mirzapur Primary School.
- 7.Dhula Gari Shibtala Primary School.
- 8.Kandua Mahakali Primary School.
- 9.Rajdari Santosh Nandi Primary School.
- 10.Gopendra Smriti Primary School.
- 11.Jhingra SPI Cader Primary School.
- 12.Shibrampur Board Primary School.
- 13.Talhati Board Primary School.
- 14.Ichanagari Board primary
- 15.Jadukul Primary School.
- 16.Kolorah No2 Primary School.
- 17.Domjur Baruipara Primary School.
- 18.D/J Muslimpara U.P.School.
- 19.Kolorah Girls Primary School.
- 20.Khosmorah Board Primary School.
- 21.Bidhan Chandra Vidyapith.
- 22.Panchla Khalpar Girls Primary School.
- 23.Dhamisa Primary School.
- 24.Panchla Madhyapara Primary School.
- 25.Paniyara Sishu Vidyalaya.
- 26.Sahapur Uttarpara Primary School.
- 27.Panchla Basubati Girls Primary School.
- 28.Uttar Panchla Primary School.
- 29.Panchla Free Primary School.
- 30.Char Beria Ghat Primary School.
- 31.Sahapur Primary School.
- 32.Nischinda GSFP No2 School.
- 33.Sshu Sikshalaya.
- 34.Nischinda GSFP No1 School.
- 35.Hapta Bazar Hindi Vidyalay.
- 36.Bally Girls High Attach Primary School.
- 37.Rabindra Shiksha Sadan.
- 38.Howrah Hat Hindi Primary School.
- 39.Ambika Hindi Balika Vidyalay.
- 40.Akshay Siksha Ayatan.
- 41.Binodini Balika Vidya Bhavan.
- 42.Bapu Vidyapith.
- 43.Rastriya Vidyalay.
- 44.Bijay Vidyalay.
- 45.Jogesh Chandra Girls JB School.
- 46.Ghusuri GSFP School.
- 47.Naskarpara MC FP School.
- 48.Neheru Adarsha Vidyalay.
- 49.Ghusuri Hindi MCFP School.
- 50.Tushar Smriti Primary School.
- 51 NK Shingh Telegu Hindi Primary School.
- 52.Bazm.E.Shorafa U.P.School.
- 53.Dehi Bhursut South Primary School.
- 54.Tokapur Primary School.
- 55.Baira Kurchi Primary School.
- 56.Udaynarayanpur Girls Primary School.
- 57.Asanda Board Primary School.

- 58.Kurchi Binod Bati Primary School.
- 59.Khalat Pur Primary School.
- 60.Malta Gram Primary School.
- 61.Amulia Girls Primary School.
- 62.Guzarpur Primary School.
- 63.Panpur Primary School.
- 64.Sarpota Primary School.
- 65.Ramchandrapur Board Primary School.
- 66.Baneswarpur Primary School.
- 67.Serpur Free Primary School.
- 68.Joyt Kolayan Puspa Rani Vidya Mandir.
- 69.Joypur Fakir Das High Attach Primary School.
- 70.Menoka Smriti Vidya Mandir J.B.School.
- 71.Uttar Kankral Primary School.
- 72.Amargari Girls Primary School.
73. Kundalia Tapsil Primary School.
- 74.Nantungram Primary School.
- 75.Bazarpura Primary School.
- 76.Moynapur Board Primary School.
- 77.Somruk J.B.School.
- 78.Kalagachia KarlMarx Primary School.
- 79.Nona 1 No Primary School.
- 80.Kharia Board Primary School.
- 81.Dahuka Primary School.
- 82.Barberia Primary School.
- 83.Bhagabanpur Primary School.
- 84.Baneswarpur Primary School.
- 85.Chaul Khota Primary School.
- 86.Mollah Bishalaxhmi Primary School.
- 87.Harishpur Primary School.
- 88.Shibganj Saratchandra J.B.School.
- 89.Ramnagar Convarted J.B.School.
- 90.Ajodhya Primary School.
- 91.Mondalpara Primary School.
- 92.Bania S.PH.C.R.Primary School.
- 93.Ramnagar Girls Primary School.
- 94.Belpukur Kritibas Primary School.
95. Chalitapara Umed Ali Primary School.
- 96.Shainberia Bashalaxmi Primary School.
- 97.Nityalal Memorial J.B.School.
- 98.Godi Bagur Primary School.
- 99.Kalyanpur Boys Primary School.
- 100.Deuligram Harijan Primary School.
- 101.Patinan Primary School.
- 102.MukundaDighi Primary School.
- 103.Amrajil Primary School.
- 104.Deaul Gram Primary School.
- 105.Pallishree Primary School.
- 106.Tehatta Sishu Niketan.
- 107.Upperpirpur Subhas Brati Primary School.
- 108.Tehatta Balika Primary School.
- 109.Basudebpur Board 1 No Primary School.
- 110.Kalyan Brata Sangha J.B.School.
- 111.Baniban Jagatbilas Primary School.
- Upper Primary Schools
- 112 Salkiya Srivikram Balika Vidyalaya.
- 113.Ghusuri Madhyamik Balika Vidyalaya.
- 114.Shibpur Bhabani Balika Vidyalaya.
- 115.Shibpur Muslim Girls high School.
- 116.BegriHigh School.
- 117.Khasmora Girls High School.
- 118.Bally Girls High School.

119. Bally Banga Sishu Balika Vidyalaya.
120. Ghoshpara Nischanda Balika Vidyapith.
121. Bally Jora Astatala Vidyalaya.
122. Shibpur Dinabandhu Institution Branch.
123. Bireswar Balika Vidyalaya.
124. Ashanda Adarsha Siksha Sadan.
125. Kalatpur High Madrash.
126. AmulyaMahamaya Vidya Mandir Girls High School.
127. Joypur Fakirdas Institution.
128. Menoka Smiriti Vidya Mandir.
129. Somruk Sital Chandra Instituion
130. Gobindapur Nityalal Memorial Girls High School.
131. Mollah Bishalaxmi Balika Vidyalaya.
132. Gujurpur Shibganj Bishalaxmi High School.
133. Bashudebpur Ramkrishna Vidya Mandir.
134. Kalyan Brata Sangha High School.

Mid-Day Meal Scheme:

(i)	Name of the Monitoring Institution	VISVA BHARATI UNIVERSITY
(ii)	Period of the report	1-02.2009-31.07.2009
(iii)	Name of the District	HOWRAH
(iv)	Date of visit to the Districts/EGS/Schools	16.02.2009-10.04.2009

1.	<u>REGULARITY IN SERVING MEAL:</u> Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?			Students, Teachers & Parents	
	There was 134 sample formal schools (primary 111 and UPS -23).During the visit to the schools it was found that there are 104 (93.69%) primary and 14 (60.87%) UPS are providing cooked MDM.The sample schools which are not providing MDM that is due to non availability of food grain or no fund at the school level, besides many of the UPS have not started the MDM.				
2.	<u>TRENDS:</u> Extent of variation (As per school records vis-à-vis Actuals on the day of visit)			School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.	
	No.	Details	Day previous to date of visit		On the day of visit
	i.	Enrollment	P- 16861 UPS- 8900		P- 16861 UPS- 8900
	ii.	No. of children attending the school on the day of visit	P- 12849 UPS- 6043		P- 12385 UPS- 6346
iii.	No. of children actually availing MDM on the day of visit	P- 11931 UPS- 5205	P-10946 UPS-5175		
3.	<u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u> (i) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?			School level registers, MDM Registers, Head Teacher, School level MDM functionaries.	
	There are 104 sample schools reported to have received the food grains regularly.				
	(ii) Is buffer stock of one-month's requirement is maintained?			School level registers, MDM Registers, Head Teacher, School level MDM functionaries	
	One month. *				

	(iii) Is the food grains delivered at the school?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	The analysis of the data collected from the school reveals 79.81% primary and 92.86% UPS received the food grains at school.	
	<u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u> (i) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking cost. what is the extent of delay and reasons for it?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	It was found that 16.35% primary and 85.71% ups receiving cooking cost in advance.	
4.	(ii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	In case of delay the arrangements made by head teacher by obtaining loan.	
	(iii) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	The modality of the payments are two kind one cheque and other is through banking channel to the respective VEC account the second one is more popular in the district .	
5.	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	Observations
	No such discrimination was observed they all sit in a common place for MDM ,	
6.	<u>VARIETY OF MENU:</u> (i) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	It was noticed that 49.04% primary and 64.29% UPS displayed the menu.	
7.	(ii) Is there variety in the food served or is the same food served daily?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	The cooked food items are common and similar in nature in all the schools which are Rice, Dal , available Sabji. Eggs are provided 3-4 times in a month.	

	(iii) Dose the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	There is no wheat prepare food item in the MDM. All the schools reported to provide the green vegetables.	
8.	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on a) Quality of meal:	Observations of Investigation during MDM service
	Expect the children of one school are satisfied about the quality and quantity of MDM.	
	b) Quantity of meal:	Observations of Investigation during MDM service
	Expect the children of one school are satisfied about the quality and quantity of MDM.	
	c){If children were not happy Please give reasons and suggestions to improve.}	Observations of Investigation during MDM service
N/A		
9.	<u>SUPPLEMENTARY:</u> (i) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	MIs found that 68 .47% primary and 30.43% UPS reported about that micronutrients are received by school through PHC.	
	(ii) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	Health workers distributed the medicines to the children.	
	(iii) Is there school Health Card maintained for each child?	Teachers, Students, School Record
There are some schools maintained Health Card.		
10.	<u>STATUS OF COOKS:</u> (i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	It was found that 50.00% primary and 71.43% UPS MDM are being cook by the SGHs in a rotation basis were engaged by the local self Govt.	

	(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	It was reported to have adequate number of cooks.	
	(iii)What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	It was reported that in the primary schools the cooks get Rs.600/- pm and in the UPS there are 10 schools reported that cooks get more than Rs.600/- pm.	
	(iv).Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	It was informed that usually the cooks get regular payments.	
	(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Overwhelming majority of the cooks belongs to SC/ST/OBC/Minority community.*	
11.	<u>INFRASTRUCTURE:</u> Is a pucca kitchen shed-cum-store: Constructed and in use - 19 (f) Constructed but not in use under-Nil (g) Under construction-No (h) Sanctioned, but constructed not started-1(UPS) (i) Not sanctioned –N/A Any other (specify)	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	Information is to be given for point (a) , (b), (c) , (d) and (e) There are 66 primary schools (63.46%) and 1 UPS are found to have pucca kitchen shed.	
12.	In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored.	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
	The places where kitchen shed is not available the food is cooked in the school campus mostly in open place and the food stuff are stored in the school room uncomfortably.	
13.	Whether potable water is available for cooking and drinking purpose?	-do-
	All the sample schools have provision of cooking and drinking water.	
14.	Whether utensils used for cooking food is adequate?	Teachers/Organizer of MDM Programme
	The sample schools has adequate utensils.	
15.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation

	It was found in the primary schools that Gas used in 20.19%,Fire wood -54.81%,and Other sources are-25.00%.Similarly in the UPS the following is the arrangements Gas-50.00%,Wood-42.86% and Other sources 7.14%.												
16.	SAFETY & HYGIENE: i. General Impression of the environment, Safety and hygiene:	Observation											
	Good												
	ii.Are children encouraged to wash hands before and after eating	observation											
	Yes												
	iii.Do the children partake meals in an orderly manner?	observation											
	Yes												
	iv. Conservation of water?	Observation											
	No such things are noticed. *												
iv. Is the cooking process and storage of fuel safe, not posing any fire hazard?	observation												
	No												
17.	COMMUNITY PARTICIPATION: Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation	Discussion with head teacher, teacher, VEC, Gram Panchayat members											
	The extend of community participation in MDM found to be quite satisfactory as at the school level the VEC/SLMC and local self bodies are directly involve in the program The response in this context from the schools are;												
	<table border="0"> <thead> <tr> <th></th> <th>Good</th> <th>Fair</th> <th>Poor</th> </tr> </thead> <tbody> <tr> <td>Primary</td> <td>10.58%</td> <td>66.35%</td> <td>23.07%</td> </tr> <tr> <td>UPS</td> <td>28.57%</td> <td>57.14%</td> <td>14.29%</td> </tr> </tbody> </table>			Good	Fair	Poor	Primary	10.58%	66.35%	23.07%	UPS	28.57%	57.14%
	Good	Fair	Poor										
Primary	10.58%	66.35%	23.07%										
UPS	28.57%	57.14%	14.29%										
18.	INSPECTION & SUPERVISION Has the mid day meal programme been inspected by any state/district/block level officers/officials?	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members											
	However, it is informed that the supervision of MDM program from out side the community is very poor.												

19.	<p>IMPACT</p> <p>Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefit due to serving cooked meal in schools?</p>	<p>School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.</p>
	<p>The overwhelming majority of the sample schools reported positively about the MDM. The positive responses from the schools in the context of improvement of enrolment is 85.58% from the primary and 78.57% from the UPS.</p> <p>While discussion with the DPO Howrah in regard to the MDM the following is the main issues emerged out of discussion at the District level meeting held in the office of the District Magistrate.</p> <ul style="list-style-type: none"> ○ Inspection by the officials such as S.I. of Schools, A.I. of Schools, D.I. of Schools, BDO and his officials for management & monitoring the programme. ○ To ensure the Community Participation to a large extent in such as way that all members of the different organization such a VEC/WEC/Panchayats/MTA/Teachers/Anganwadi Workers/Councilors are involved in the Primary & Upper Primary Schools of rural and urban area. Besides, testing of food by the teachers/members prior the distribution of the meals to the children has been instructed. ○ Fund has been distributed to the implementing agencies for the construction of Kitchen-Cum-Store room to a large no. of Schools so far as the fund from the state has been provided. The SSM, Howrah has given technical support for the construction of the same. Besides, the schools are requested to provide sufficient land for separate accommodation so that fire may be extinguished immediately, if occurs. ○ Grants were placed to all Schools including all Upper Primary Schools (Rs.5000/-for each Upper Primary Schools) for purchasing kitchen devices and a further requisition has been sent to the state. ○ Grants are released to many schools from the SSM, Howrah for supply of sufficient safe drinking water in the school camps. ○ Food grains (rice) are regularly sub-allotted to the Blocks/ULBs as soon as the stocks are available and in some times schools are given a buffer stock of food grains for the future months. ○ The Supervisors, as engaged by the SDO, Uluberia recently, are deployed for the effective maintenance of accounts of MDM Programme at the Block/Municipal level and supervision of the feeding centre. 	



5. District Level Half Yearly Monitoring Report

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

3.1	Name of the District	Siliguri Educational District
3.2	Date of visit to the District/EGS/Schools	6/07/2009 to 25/07/2009
3.3	Tasks	The Monitoring Institutes will obtain information on the following areas and include them in their report.

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

(ix)	What is the number of schools sanctioned in the current financial year in the state (including spill over) district wise and how many of them have been opened district wise?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.
	It was informed that during the year 2008-09 there are 18+1 new UPS were sanctioned in the educational district. Further informed, that the proposal for opening of another 19 UPS were also forwarded to the appropriate authority. No new primary school was open during the year under report.	
(x)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	The lands for the 12 schools have been identified in two phases however all the sanctioned schools are started functioning in the campus of the existing primary school temporarily.	
(xi)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher
	The funds for the NSB have not yet reached to the VEC/SMC, but it was reported that the same funds for many schools have been sent to the respective CLRC.	
(xii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	As informed that the initiations of the construction of NSB are expected to commence from July 2009.	

(xiii)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?	Information to be obtained from SPO.
	No new teachers are recruited the retired teachers are engaged for the new schools.	
(xiv)	Have Teachers been put in position in new schools in District visited?	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.
	No teachers were posted. The retired teachers of the area were engaged as guest teacher.	
(xv)	In the schools visited by MI whether one-time grants of Rs. 10,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.
	Informed that new UPS have sanctioned the TLE grants from the office of the DPO.	
(xvi)	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.
	YES.	

(b) Civil Works:

(xiv)	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?	Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.
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CIVIL WORKS PROGRESS REPORT 2008-2009

Progress Report as on 10.02.2009

Items	PAB Approved Target	Actual Target	Completed	In Progress	Not Taken UP/Excess if any.
ACR (Pry)	96	96	00	18	00
ACR (Up. Pry)	95	95	03	92	00
Girls Toilet	36	36	00	36	00
Boundary wall	65	65	00	65	00
Major Repair	17	17	00	17	00

The progresses of the civil works of the educational district are quite slow.

(xv)	Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated.	To be checked on the spot with assistance of VEC/SMC and School Teachers.
	During the visit it is found that among the sample schools 9 primary schools received ACR grants @ Rs. 2.00 lakhs and they have not yet started the work.	
(xvi)	Whether SMC/VEC has been trained by technical persons for execution of civil work?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	No such provision however, proper instruction is given so is to have frequent visits by the FJEs & Head Quarter Asst.Enginner.	
(xvii)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	No community manual for civil works, it was reported that the meetings with the VEC/SMC are frequently held for the purpose.	
(xviii)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	Yes it is mandatory.	
(xix)	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).
	No separate accounts for civil works it is deposited in the VEC/SMC accounts.	

(xx)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).																																																																						
	The designated person for Technical Supervision for civil works at the school level are the FJEs however, if there is problems arises the H.Q Engineers intervene.																																																																							
(xxi)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).																																																																						
	The FJEs visit the site 8-9 times in the different stages such as Foundation, Lintel, Roof and Finishing. Besides, the head quarter engineer do visit all the sites considering it is sub district area and it is possible as they are provided vehicle.																																																																							
(xxii)	If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum of funds utilised from Swajaldhara and TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).																																																																						
	The convergence with Swajaldhara and Total Sanitation Campaign (TSC) in the school have been initiated very recently as informed by the Asst.Engineer. The availability of Toilet & Drinking Water Facilities in the schools is shown in the table.																																																																							
	Availability of Toilet & Drinking Water Facilities																																																																							
	<table border="1"> <tr> <td colspan="9">Primary</td> </tr> <tr> <td rowspan="2">Block</td> <td colspan="6">Toilet Facilities</td> <td colspan="2">Drinking Water</td> </tr> <tr> <td>Yes</td> <td>No</td> <td>Boys</td> <td>Girls</td> <td>Common</td> <td>Teacher</td> <td>Yes</td> <td>No.</td> </tr> <tr> <td>Total</td> <td>44</td> <td>-</td> <td>20</td> <td>30</td> <td>15</td> <td>26</td> <td>44</td> <td>-</td> </tr> <tr> <td>%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="9">Upper Primary</td> </tr> <tr> <td>Total.</td> <td>6</td> <td>-</td> <td>5</td> <td>4</td> <td>1</td> <td>6</td> <td>6</td> <td>--</td> </tr> <tr> <td>%</td> <td>100</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>100</td> <td></td> </tr> </table>		Primary									Block	Toilet Facilities						Drinking Water		Yes	No	Boys	Girls	Common	Teacher	Yes	No.	Total	44	-	20	30	15	26	44	-	%									Upper Primary									Total.	6	-	5	4	1	6	6	--	%	100						100
Primary																																																																								
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Total.	6	-	5	4	1	6	6	--																																																																
%	100						100																																																																	
(xxiii)	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).																																																																						
	No specialized body was involved for the purposes. For the same purpose funds are provided by the SSA in 7 and Local self govt. in 37 sample primary schools. In the UPS funds for 3 schools provided out of SSA and rest from local self body.																																																																							
(xxiv)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).																																																																						
	There is a convergence with TSC. It found that TSC provided funds in 11 schools, SSA in 25 and local self-Govt in 8 schools. For the toilet facilities in the UPS the funds are provided by SSA in 5 sample schools and in 1 school arrangement done by the others.																																																																							
(xxv)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).																																																																						
	It is found that the constructions which are done by the VEC/SMC are quite good.																																																																							

	Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?	Status to be obtained from SPO and to be verified from schools visited by MI.
(xxvi)	At SPO level, there is a Chief (Consultant) Engineer and State Project Engineers who is in charge of all kinds of civil works constructed under SSA in the State. He conducts both State and Districts level review meetings along with spot verification for cross checking the progress. Third party evaluations for civil works have been initiated at the SPO level.	

(c) Textbooks:

	Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.
(v)	<p>The State Govt. free text book to the all children of the primary schools and SSKs were distributed within month of the new session.</p> <p>The book grants @ Rs.250/- to all the eligible students of the UPS out of SSA funds are given as per norms but it gets delayed due to non availability of funds in time.</p> <p>During the year 2008-09 the target was 53,773 students and the achievement are 45,586 students with the involvement of Rs.1,16,46,500.00 (approx.)</p> <p>During the year 2009-10 the target for book grants are 71,962 students. Till June 2009 the book grants for 27,131 students have been released and the rest will be covered very soon as informed. It was also noticed that the CLRCs take lot of time to release the fund to the school therefore, lot of money are laying in the CLRC.</p>	
(vi)	When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?	Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.
	As an incentive to the students, the government distributes textbooks free of cost to all students upto class-V. As per norms, textbooks have to be distributed within one month of opening of school for new session and it is found that such text books were distributed within one month of the new session.	
(vii)	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.

	<p>The distribution of book grants to the eligible students of upper primary schools out of SSA funds always get delayed, due to non availability of funds for the above purpose in time. While probing into the matter in the schools it was revealed that there are animalizes in the schools as because the monitoring mechanism in the CLRC/DPO level is very poor. In this regard the respective schools purchased the books and each school was asked to send the beneficiaries list to the CLRC for monitoring purpose but it has not been cross check properly.</p>	
(vii)	<p>Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?</p>	<p>To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.</p>
	<p>It reveals from the sample schools that the State Govt. free books were distributed for all the students for all subjects expecting the books of Hindi and Maths. for class I and iv.</p>	

(d) School grants:

(vi)	<p>Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?</p>	<p>Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.</p>
	<p>It was informed that there are 100% achievement in releasing the school grants from the DPO for the year 2008-09. The target for school grants are 398 for primary and 100 (76) for UPS @.Rs.5000/- for both the schools.</p> <p>In regard to the release of the grants for the year under report that initiation have been taken up to release the same by July 2009 as per the rate for the previous year.</p> <p>The data gather from the sample schools reveals that most of the schools has not yet received the grants for the year 2008-09 and the reason is non submission of U/Cs.</p> <p>From the sample schools (primary) it was found that only 21 schools and 2 UPS has received the school grants.</p>	
(vii)	<p>Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?</p>	<p>Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.</p>
	<p>As given above.</p>	
(viii)	<p>Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?</p>	<p>Information to be obtained from DPO of districts visited by MI.</p>
	<p>There is no centralized purchase out of the school grant.</p>	
(ix)	<p>The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?</p>	<p>To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.</p>
	<p>There is always a huge gap. The flow of different funds from the CLRC to School/VEC takes lot of time.</p>	
(x)	<p>Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.</p>	<p>To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.</p>
	<p>It was found that 20 primary schools did not submitted U/C. No UPS submitted the same.</p>	

(e) Teachers and Teachers Training:

(xiii)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
It was informed that there are 169 additional Teachers sanctioned district for UPS under SSA for the year 2008-09 and no such teacher primary schools. The payments of the above teachers are met out of SSA funds.		
(xiv)	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
The recruitment of the teachers made through the School Service Commission as laid down for the regular teachers. They are the permanent teacher.		
(xv)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
Regular permanent in nature. The para teachers of primary and UPS are in contractual in nature.		
(xvi)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.
For the Para teachers there is a decentralized policy and its recruitment procedure have laid down .There are mixed reaction in regard to the satisfaction level and noticed that there are court cases for the above recruitment.		
(xvii)	In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?	Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.

The Teachers in position in the sample schools are shown in the table and found that in the primary school 84.71 % male and 81.25 % female teachers and UPS has 86.15% male and 83.33% female teachers were present on the day of the school visit and also found that 90.48% male & 75.00% female para teachers in the sample primary schools and in the UPS 100% male & 81.82% female para teachers were present on the day of school visit and are mainly busy in managing the work of regular teacher. No habitual absentee teachers are found in the sample schools.

Teachers & Para Teachers position.

Block	No. of Teachers		Present on the day of visits		No. of Para Teachers		Present on the day of Visit	
	M	F	M	F	M	F	M	F
PRIMARY								
Total	85	80	72	65	21	12	19	9
%			84.71	81.25			90.48	75.00
U. Primary								
Total	65	42	56	35	6	11	6	9
%			86.15	83.33			100	81.82

(xviii)	How was the rapport between children and the teachers in the schools visited?	To be ascertained from the VEC and observed during the visit by MI.
	Good.	
(xix)	The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What were the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	During the year 2008-09 the 7 and 10 days training were conducted. The training achievement are for primary teachers both regular and para teachers are 100% and in the UPS for regular teachers 87.2% and for para teachers are 100%. Mis found that till July 2009 no training was conducted however, organization part have been initiated and funds released to the CLRC for 20 days training.	
(xx)	The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
	Target for the training for the year 2009-10 is 20 days 10 for CLRC level and 10 days for CRC level for the primary school teachers and for the UPS teachers it was planned for 20 days at the CLRC level the training would be strated from the month of August accordingly funds are placed to the respective office.	

(xxi)	<p>The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it?</p> <p>NA</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
(xxii)	<p>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</p> <p>The satisfaction level of training is good. However, it is reported that the teachers would like to get intensive training in the areas of English, Maths, Science, History and Geography.</p>	<p>To be ascertained from the teachers on the spot in respect of schools visited by MI.</p>
(xxiii)	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <p>c. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</p> <p>In the primary school the teachers are mainly given support by the (with the help) present Siksha Bandhu placed at CRC/CLRC as the School Inspectors has to be busy with the ministerial job at the circle level, however it is informed that they are visiting to the schools once in week.</p> <p>In the UPS the Siksha Bandhus role are insignificant in the areas of academic intervention.</p> <p>During the training the logistic part are taken care by the CLRC level. There is no such training calendar at the CLRC/CRC level. It is conducted as per the instructions given by DPO from time to time. There is no CLRC / CRC level follow up hence the training inputs are not practiced by many teachers at school.</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p> <p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p> <p>The Siksha Bandhu(RTs) do visit to the school regularly and their involvement is administrative matter rather than looking after the quality aspect, the visit of the School Inspector is not very frequent as they are over burden with the ministerial job although there is provision of school visit by the Inspectors at least 10-12 schools in a month.</p>
	<p>b.What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>

c.What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?

To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.

CLRC/CRC Involvement in quality Education

Primary

Block	Pedagogic	Administrative	Conducting model lesson in the classroom		Random text for student		Any innovation steps taken to improve teachers performance leading to children learning	
			Yes	No	Yes	No	Yes	No.
Total	-	28	1	28	9	17	16	23
%								
Upper Primary								
Total	-	3	-	3	-	3	-	3
%								

As shown in the table regarding the CRC/CLRC involvement in quality education in the sample primary schools it was found that 28 schools responded about the involvement in administrative matter. It was also found that the CRC/CLRC personnel are involved in conducting model lesson in the classroom in one schools and 9 schools reported about the involvement of random text for the student and also participate for the innovative steps taken to improve teachers performance leading to children learning in the 16 primary schools.

However, the involvement for the quality education by the designated person (School Inspector) it was revealed that they hardly get time to visit to the schools. The Siksha Bandhu (RTs) of the area do visit to the school and their involvement mainly in administrative matter rather then the issue of looking after the quality education.

d.Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?

To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.

There is no DIET in the Educational District.

e.Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?

To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.

The EGS (SSK/MSK) have separate mission therefore, that area is being look after by them through P& RD Dept of WB. The AIE/Bridge course or similar programs are looking after by the concern Coordinator of the district. The CLRC(BRC) role are very insignificant.

(xxiv)

Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?

To be ascertained from SPO.

At the SPO level there is a Quality Coordinator and the person plays his role to monitor and review the programme as per the need and proper coordination is maintained with SCERT and DIETs.

(f) Teaching Learning Material (TLM) grants:

(iv)	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.																																																					
	<p>The achievement of TLM grants are;</p> <table border="1" data-bbox="243 378 812 535"> <thead> <tr> <th>Year</th> <th>Target</th> <th>Achievement</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>1683(P)</td> <td>1652</td> </tr> <tr> <td></td> <td>1145 (UPS)</td> <td>1149</td> </tr> <tr> <td>2009-10</td> <td>1694 (P)</td> <td></td> </tr> <tr> <td></td> <td>1161 (UPS)</td> <td></td> </tr> </tbody> </table> <p>The process of releasing the TLM grants for 2009-10 has been initiated. It also reveals that the sample schools received the said grants for 2007-08. Many of the schools do not received the grants for the year 2008-09 during the visit to the school that is mainly due to non submission of the U/Cs.</p>		Year	Target	Achievement	2008-09	1683(P)	1652		1145 (UPS)	1149	2009-10	1694 (P)			1161 (UPS)																																							
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(v)	The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO?	Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.																																																					
	<p>Expected to release the grants by August 2009. There are 190 teachers received the grants in 200 from the sample schools.</p> <p>NURUL</p>																																																						
(vi)	The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?	information to be verified on the spot in respect of schools visited by MI.																																																					
	<p>USE of TLM Grants</p>																																																						
	<table border="1" data-bbox="243 1375 1445 1606"> <thead> <tr> <th rowspan="2">Primary</th> <th rowspan="2">No. of Teachers cover</th> <th colspan="2">Displayed in the class room when necessary</th> <th colspan="2">Children use the TLM materials</th> <th colspan="2">Nature of example</th> </tr> <tr> <th>Yes</th> <th>No</th> <th>Yes</th> <th>No</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>190</td> <td>-</td> <td>44</td> <td>44</td> <td>-</td> <td>-</td> <td>44</td> </tr> <tr> <td>%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="8"><i>Upper Primary</i></td> </tr> <tr> <td>Total</td> <td>74</td> <td>-</td> <td>6</td> <td>6</td> <td>-</td> <td>-</td> <td>6</td> </tr> <tr> <td>%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The materials kept separately and when necessary they use it, there is no good example found in this regard from the sample schools. It is found that most of the TLM purchased from the market. The area is one of the weakest parts of the project. The training of TLM is done in 2006-07 both for primary and UPS for 3 days.</p>		Primary	No. of Teachers cover	Displayed in the class room when necessary		Children use the TLM materials		Nature of example		Yes	No	Yes	No	Yes	No	Total	190	-	44	44	-	-	44	%								<i>Upper Primary</i>								Total	74	-	6	6	-	-	6	%						
Primary	No. of Teachers cover	Displayed in the class room when necessary			Children use the TLM materials		Nature of example																																																
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(g) EGS & AIE:

(xxvi)	<p>What is the number of EGS/AIE centres/NRBC/RBC/ school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.</p>
<p>The programs under the Alternative schooling in the Educational District are covered in two parts;</p> <p>1. The Programs under EGS are replaced by the SSKs/MSKs under the P& RD dept. of West Bengal through separate Mission known as Sishu Siksha Mission and this practice are prevalent in almost all the districts. The information in this respect are available for the year 2008-09 it was informed that there are 283 centres (excluding the Siliguri Makhuma area) are operating with 26,995 students. These centers are in three categories such as Bengali ,Hindi and Nepali medium (mainly in the tea garden area). Out of the same centers it is known that 63 centers are upgraded up to class IV. Average each centers has 3 Sahayikas(teacher) who are recruited at the local level with minimum educational qualification of class X passed and it has more than 100 students in each center.</p> <p>2.The other alternative schooling facilities are;</p> <p>Bridge Courses: During the year 2008-09 the same facility are extended to 273 non residential centers under the close supervision of VECs /Local self govt. with enrolment of 5266 children who are uncovered by the formal schooling system. There are two medium of centers Bengali and Hindi. Each centers has up to 20 students. The specially designed soft materials are provided by the SPO so as to bridging them after the elapsed of the certain period of time It is informed that the achievement rate is almost 40%.</p> <p>Rabindra Mukta Vidyalaya: Under the open learning system 12 centers are operated with 510 learners the community ownership programs has two person to look after its activities for mainstreaming the students.</p>		
(xxvi)	<p>The target number of children and number of children actually enrolled in the centres category wise, district-wise?</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.</p>
<p>Not available</p>		
(xxvi)	<p>The number of children enrolled and actually attending the centre?</p>	<p>To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.</p>
<p>MI's visited 10 SSKs out of detail information are available from the 6 centers the information is on the basis of that.</p> <p>Enrolled- 544 Attendance on the day of visit-291</p>		

(xxix)	The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?	Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.
(xxx)	Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this?	Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.
	For the EVs of SSKs academic support and training part are manage by the concern person form the office of the BDO and in some places suitable person have been recruited for the purpose	
(xxxii)	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.
	The educational qualifications of the EVs are mainly Madhimak passed but many of them have higher qualification. They are all female workers with 40 yrs and above age. The educational qualification of the teachers of the MSKs are graduation and above.	
(xxxiii)	The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? whether there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received?	Information to be obtained from the EVs during field visits by MI.
	The enhanced monthly honorarium received by the EVs is Rs.4000/-pm and use to get the payment through Bank.	
(xxxiv)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
	Information from the six centers visited found that they are regular.	
(xxxv)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
	The SSK(EGS) part are not being look after by the designated person of the DPO but the AIE and other activities for the out of school children are look after by the designated person of the DPO/SPO	

(xxxv)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
	The monitoring formats available with DPO in connection with the program related with the AIE or similar type of activities. The monitoring formats in regard to the SSKs (EGS) are available with the concern authority.	
(xxxv)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	It is informed that there are 63 SSK centers are upgraded up to class IV. The information in regard to the up gradation for the other alternative centers are not applicable	
(xxxv)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	The SSKs are upgraded as per the rules framed by the concern authority which is on basis need & priority	
(xxxv)	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	This is being done by the SSK mission separately.	
(xxxv)	Whether the actual upgradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.
	This is being done by the SSK mission separately.	
(xl)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
	MI's observed that the identification of land for construction of the upgraded SSKs is made and many places proper construction has been made.	

(xli)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	MI's observed that such construction is made with the involvement of VEC and local self Govt.	
(xlii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	None of the sample SSKs is found which are in the process of construction.	
(xliii)	Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position?	Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during field visit by MI.
	N/A	
(xliv)	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
	Information not available.	
(xlv)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
	The minimum infrastructure like durries, blackboard, and TLM are available.	
(xlvi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
	Cooked MDM are provided to the SSKs.	
(xlvii)	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.
	MI's visited 10 SSKs out of detail information are available from the 6 centers the information is on the basis of that.	
	Enrolled- 544 Attendance on the day of visit-291	

(xlvii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	General observations of SSKs <ul style="list-style-type: none"> • Physical infrastructure like proper place or building is available in many SSKs but infrastructure like black board, TLM materials etc is highly inadequate. • Similarly the MSKs have very poor physical infrastructure facilities. • The supervision & training part of SSK is very weak and there is no coordinator between the DPO, SSA and the in- charge of District level officer of SSK. • The classroom transaction and quality of education as observed in the SSKs seems to be poor. • There are lot of under age children drawn mainly from the near by ICDS Centres. • The quality of MDM in compare to the formal primary school is inferior. • Many of the EVs of SSKs are not drawn from the same community, therefore, they do not maintained time schedule properly. • The location wise norms for the establishment of the SSKs have not been maintained at places. • In regard to the MSKs they are facing lot of problems about their existence, acceptability and they are deprived of many things like MDM, School grants .and TLM etc • The achievement level information are not ready available many of the childer felt the schools as soon he/she gets chance in other good place. 	
(xlix)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	Seems to be good.	
(l)	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.
	Free text books are given to the all children of the SSKs by the State Govt. as given to the formal primary school children. There is no delayed in distribution of the text book.	

(h) Children with Special Needs (CWSN):

(i)	The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.
	Up to march 2009 there are 4297 CWSN were identified through survey. Out of 2450 children are enrolled during 2008-09.For the year 2009-10 the process of data complication is going on.	
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.

	During the year 2008-09 there are 385 CWSN were given aids and appliances.	
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	No such problem faced presently some materials like Wheel Chairs are also purchasing.	
(iii)	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?	Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
	There are 19 RTs and 3 are to recruited soon. There are 5 NGOs are associated with the programs. The guidelines for the resource teachers/NGOs are issued.	
(iv) (a)	Whether the district has an IED coordinator? whether he has been oriented and whether he has attended any capacity building programme at the State level?	Information to be obtained from DPO of districts visited by MI.
	Yes. With specialization of HI. He attended capacity building programme organized by SPO and other agency.	
(iv) (b)	Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended?	Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.
	Do submit the reports as per the format given by SPO quarterly.	
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
	There are 362 schools (P-306 & UPS-56) have been provided with ramps.	
(vi)	How many children have been provided home based support during the current financial year?	Information to be obtained from SPO/DPO and one or two sample checks be done by MI.
	In 2008-09 there are 112 children have been provided home based support.	
(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.

	During the training of the different functionaries parents were also called for the counseling services.			
	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.		
(viii)	Children with Special Needs			
	In the sample Primary Schools	Number of CWSN/Number attending	Ramps available	
			Yes	No
	Total	103 /42	40	4
	%	40.78%	90.91%	9.09%
	UPS	Number of CWSN/Number attending	Yes	No
Total	82/32	6	-	
%	39.02%	100%		
<p>It also reveals from the sample primary schools that there are 103 CWSN out 42(40.78%) are present on the day of visit, and in the sample upper primary schools there are 82 CWSN among 32(39.02%) are present in the school.</p> <p>On average, there are 2.34 CWSN per primary school and there are 13.66 CWSN in the upper primary school. Of the sample primary schools it was noticed that of 90.91% schools have ramps and in the UPS it was found that 100% have ramps.</p> <p>During collection of information from the schools found that special educators visited 27 primary schools aids were provided to 1 school and financial help were extended to 23 primary schools.</p>				

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

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	The targeted 20 model clusters are functional.	
(ii)	The target number of additional classrooms, drinking water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc?	Information to be obtained from SPO and to be updated from the DPO of the district visited by MI. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups.

	Each model cluster has big room as per the specification given by the approved authority which are also used as classroom besides its activities it has the facility of electricity.	
(iii)	Whether model clusters in the districts have been provided with gender sensitized teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	The model cluster are provided with gender sensitized teaching learning materials, vocational training, gender sensitization to mobilize community and women's groups in favor of girls education.	
(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds?	Information to be obtained from the SPO to be updated from DPO visited by MI.
	No funds for the year under report have been released to the respective schools at the time of visit (july2009).	
(v)	c. Whether a district gender coordinator is in position?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	Yes	
	d. Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?.	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
Yes. Usually reports have been submitted in quarter, but do send as per the need.		
(vi)	The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, district-wise?	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.
	It was informed that under the ECCE training /orientation of the AWW imparted for as many as 764 workers in the year 2008-09 with the budget of Rs.5.00 lakhs.	
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.
	Yes.	

(j) Katurba Gandhi Balika Vidyalaya (KGBV):

(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample check by MI in the field visit.
	There are 2 KGBV hostel sanctioned and it is running since 2006.	
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	Information not available.	
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from the SPO and verified from DPO/KGBV visited by MI.
	Yes	
(iv)	The number of KGBV in respect of which all formalities for construction have been completed.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	The constructions have been completed in both the places.	
(v)	The number of posts sanctioned for the KGBV (teachers and other staff) in the district and the present position of filling up of these posts.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	Both the KGBV hostels are running with the help of the SHG members by rotation basis with the involvement of local self govt.	
(vi)	The number of students admitted in the KGBVs started in the district.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	The capacity of the each hostel is 50 inmates but at the time of visit to the hostels all the inmates are not present due to the pass out students. The applications against the pass out students have been received which will be formalized soon.	
(vii)	The details of facilities available such as furniture, bedding, meals to be verified by MI in respect of KGBV visited.	To be obtained on the spot in respect of KGBV visited by MI.
	<p>The all facilities like furniture, bedding, and meas are provided as verified during the visit to the hostels.</p> <p>The general observations of the KGBV are;</p> <ol style="list-style-type: none"> 1.The performance of programme in the district is good. 2.The quality of construction are good. 3.The involvement school and local self govt. are satisfactory. 4.The result of the inmates in the school annual exams are satisfactory. 5.The inadequate budgetary provision specially for food have been raised the organizer/inmates. 	

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

(i)	Whether EMIS set up in each district of the State/UT and whether requisite computers and computer operators have been put in position?	Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.
	The district has requisite computers and computer operators are in position.	

(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI
	The time schedule for DISE/EMIS were drawn up by the SPO for the year under report which has been followed accordingly by the district	
(iii)	Whether data capture format have been supplied to all schools latest by August?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	This has been supplied to all schools in the month of september2008.	
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	The training of the teachers for filling up data in the data capture format was done in the month of Sept-Oct.2008.The duration of the training was one day.Which are organized at the CLRC/CRC level.	
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
	The circle coordinators and the Siksha Bandhu (RTs) involved in the verification of data along with the district level coordinators. The SPO engaged one of the Monitoring Institute (VisvaBharati) as independent organization for another two districts viz.Murishidabad and Howrah for verification and the same report were submitted.	
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
	The data collected and compiled by the DPO was passed on to the SPO as per the instruction from SPO.	
(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
	The person concerned is conversant attended the workshops/training organized by SPO and other body like GOI/NIEPA.	

(l) Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	Information to be obtained from the SPO and to be updated from the DPO.
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	<p>As informed that the followings research studies are planned for the district.</p> <ol style="list-style-type: none"> 1. Upper Primary Cohort study 2. Involvement of AWW for SSA implementation 3. Base line survey of achievement for the selected bloks. <p>These are initiated in the district for the year under report. Besides, the Research Coordinator has taken initiative for the action research study on Innovative work done by the Schools through focus group discussion.</p>	
(ii)	<p>The number of studies sanctioned in the previous calendar year and the number of them completed.</p>	<p>Information to be obtained from the SPO and to be updated from the DPO.</p>
	<p>There are 4 research studies were sanction out of 2 are completed .One of the study Impact of Civil Works at Siliguri Educational District done by the North Bengal University.</p>	
	<p>Is there a Research/Evaluation in-charge at SPO level? What is the person's role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research?</p>	<p>Information to be obtained from SPO.</p>
(iii)	<p>There is State level Research Coordinator.</p> <p>*Director of SCERT is the member of State Level research advisory group of SSA.</p> <p>*There is no SIEMAT in West Bengal.</p> <p>* Principal of DIET is the member of District Level Research advisory group of SSA, West Bengal.</p> <p>Besides, several research work of SSA are executed through SCERT & DIETs.</p> <p>Research proposal & project are scrutinized by State Level Research Advisory Group or District Level Research Advisory group as the case may be. . But no such evidences are found during visit to the DPO.</p>	

(m) Functioning of the VEC:

	<p>The total number of village/school level/ management committees constituted, district-wise?</p>	<p>Information to be obtained from the SPO and to be updated by the DPO.</p>
(i)	<p>During the year under report the election of the Siliguri Mahukama Parishid completed in the month of June 2009. Accordingly, the formation of the new VEC will be held soon and School Level Management Committee(SLMC) will be also constituted within the VEC. The information in regard to the VEC is with that of the year 2008-09.</p> <p>It was informed that during the 2008-09 there are 357 VECs are functional as more number of schools in each samsad .All the 76 UPS have constituted the MC.</p>	
	<p>A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC?</p>	<p>Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.</p>
(ii)	<p>The same were provided at the time of its formation as well as at the time of training.</p>	

(iii)	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.																																																																																																																						
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	The information related to the VECs are shown in the table on the basis of the sample schools.																																																																																																																							
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.																																																																																																																						
	At least one meeting in a month.																																																																																																																							
(v)	Whether members of the VEC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.																																																																																																																						
	During the year 2007-08 there are 4 VEC and 1 MC members were oriented. There is no training in 2008.-09 and similarly, till July 2009 no training/ orientation has been organized due to the non availability of the funds.																																																																																																																							
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	Information to be obtained from VEC and verified on the basis of records by MI during field visits.																																																																																																																						
	The few selected VECs do involve in the area and majority of them are indifferent.																																																																																																																							
(vii)	Whether VEC is maintaining proper record of funds received by them.	Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.																																																																																																																						
	They do maintained the record of funds received with the help of school teachers. But there are problematic VECs.																																																																																																																							

(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?	Information to be obtained at SPO level. See formats and record of SPO
Yes, there is Coordinator at the district level. As informed did not attended capacity building for long time.		

(n) Staffing at State and District Level:

(i)	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?	Information to be obtained from SPO.
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Information on post at SPO, PBSSM
(as on 21/01/2008)
Annexure-C

SL No.	NAME OF THE POST	NO.	STATUS		Remarks
1	PA TO SPD	1	F	-	
2	PA TO ASPD	1	F	-	
3	FAO	1	F	-	
4	SPE-I	1	F		
5	SPE-II	1	F	-	
6	SPE-III	1	-		Engagement Process initiated.
7	MIS IN-CHARGE-I	1	F		
8	MIS IN-CHARGE-II	1			Engagement Process initiated
9	DEO	7	6F		Engagement Process initiated
10	MIS PERSONNEL INCLUDING SPL MONITORING CELL	5	4F	-	Engagement Process initiated
11	PMIS CO-ORDINATOR	1	-	V	
12	ASST. AUDIT OFFICER	1	F	-	
13	STATE GENDER CO-ORDINATOR	1	F	-	
14	CONSULTANT-MEDIA & DOCUMENTATION	1	F	-	
15	STATE IED CO-ORDINATOR	1	F	-	
16	RESEARCH & STUDIES CO-ORDINATOR	1	F	-	
17	ACCOUNTANT	5	4F	1V	
18	CASHIER	1	F	-	
19	STENOGRAPHER	1	F	-	
20	STATE ECCE CO-ORDINATOR	1	-	V	
21	PROGRAMME CO-ORDINATOR-PLANNING	6	4F	2V	
22	PROGRAMME COORDINATOR (PEDAGOGY)	12	12F	-	
23	CM & AS COORDINATOR(State)	1	F		
24	PROGRAMME COORDINATOR FOR CM & AS	6	5F	-	Engagement Process initiated
25	GROUP-D	6	5F	1V	
26	TECHNICAL ASSISTANT	2	2F		
27	ADMINISTRATIVE ASSTT.	2	2F	-	
28	ESTIMATOR	1	F	-	
29	CO-ORDINATOR FOR DEP	1	-	V	
30	PROGRAMME CO-ORDINATOR FOR NPEGEL	1	F	-	
31	STSTM SVP/SLIP+	3	1F	-	Engagement Process initiated
	Total		61	07	

Total Post = 75

F= Filled up= 61

V= Vacant= 07

Engagement process of the remaining 08(eight) posts has been initiated from this Office.

(ii)	The number of meetings of the General Body and EC held during the previous financial year?	Information to be obtained from SPO and verified from their records.
	One (1) General Body (EC) meeting held during the year 2008-09 at the State level.	
(iii)	The total number of staff sanctioned category wise in the district office and the number in position and action taken to fill up the vacancies?	Information to be obtained from SPO and verified at DPO level in districts visited by MI.

Present Status of the Staff Position under SSM at District & Sub-District Level

Sl.No.	Name of the post under SSM	Sanctioned no. of posts	Filled up (with number)	Vacancies (with number)	Remarks if any
1.	District Data Entry Operator (DEO)	2	2	0	
2.	District Programme Coordinator(Pedagogy)	2	2	0	
3.	Finance & Account Officer (FAO)	1	1	0	
4.	Accountant	2	2	0	
5.	District Planning Co-ordinator	1	1	0	
6.	District IED Co-ordinator	1	1	0	
7.	District Gender Co-ordinator	1	1	0	
8.	District Research Co-ordinator	1	1	0	
9.	District Pedagogy Co-ordinator	1	1	0	
10.	District Co-ordinator for CM & AS	1	1	0	
11.	Asst. Engineer (District Level)	1	0	1	
12.	Junior Engineer (Head Quarter at District Level)	2	2	0	
13.	District Project Management Information system (PMIS) Co-ordinator	1	1	0	
14.	UDA	2	2	0	
15.	LDA	3	3	0	
16.	District MIS- in charge	1	1	0	
17.	District Level Technical Asst.	1	1	0	
18.	Group –C (Staff)(CLRC)	7	7	0	
19.	Group-D (Staff)(CLRC)	7	6	1	
20.	Group-D (Staff)(District Head Quarter)	3	3	0	
21.	Shiksha Bandhu (RT) CLRC-Level	14	13	1	Engagement under process
22.	Shiksha Bandhu (RT) CRC-Level	47	20	27	Engagement under process
23.	Field Junior Engineer at sub-district level	4	4	0	
24.	District Support Team Member (DSTM)	2	2	0	
25.	ADPO	1	0	1	
26.	DDPO	1	0	1	
	TOTAL	110	78	32	

A lady officer looking after the SSM as District Project Officer (DPO) as an adl. Responsibility.

(iv)	The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?	Information to be obtained from SPO/DPO and to be verified in respect of BRCs/CRCs visited by MI.								
	<p>The number of the CLRC(BRC) Functioning in the Educational District are 7. The following is the staffing pattern of the CLRC.</p> <table border="0"> <tr> <td style="text-align: center;"><u>From the pool of District Inspector of Schools</u></td> <td style="text-align: center;"><u>From SSA pool</u></td> </tr> <tr> <td>1. School Inspector (SI) - One</td> <td>1. Group - C- One</td> </tr> <tr> <td>2. Clerk - One</td> <td>2. Group - D- One</td> </tr> <tr> <td>3. Group D - One</td> <td></td> </tr> </table> <p>Besides, the above staff strength each CRC/CLRCs has Siksha Bhandus(RTs) whom will supervise the educational components of SSA in the School.</p>		<u>From the pool of District Inspector of Schools</u>	<u>From SSA pool</u>	1. School Inspector (SI) - One	1. Group - C- One	2. Clerk - One	2. Group - D- One	3. Group D - One	
<u>From the pool of District Inspector of Schools</u>	<u>From SSA pool</u>									
1. School Inspector (SI) - One	1. Group - C- One									
2. Clerk - One	2. Group - D- One									
3. Group D - One										
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.								
	YES									

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

<p>Under the programme the followings activities were conducted during the year 2008-09;</p> <ol style="list-style-type: none"> a. Learning Encement Programs: Special drive for the qualitative improvement Pear learning ,Group Learning and Teachers training were conducted. b. Participatory Teaching Programs: Under the programs books(Maths & Science) were provided to 76,000 children in 397 primary schools and 47000 children of the 76 UPS these books were prepared by the SCERT West Bengal.A special allotment of Rs.25/- per children were provided by the SPO. c. Exhibition: organized in the same plat form for preparation of the low cost TLM materials. d. Girls Education: Training on Gender issues conducted <ol style="list-style-type: none"> a.Teachers Training b.Panchyat Functionaries c.SHG Members training d.VEC members training e.MTA Formation f. Organisation of Ma O- Mela g.Days Celebration h.Health campc and School Health programs. <p>Innovative Programme: Under the Programme computer aided learning were initiated in 45 selected upper primary schools with two computers and 10 schools with 10 computers were provided. The necessary orientation of the teachers was completed under the programme.</p>	
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(p) Additional items to check during school visit by MI:

(i)	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
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	Up to 230 days are functional in 07 sample primary schools and there are 231 and above days are functional in 37 sample schools and all the UPS are functional for 231 & above days.															
(ii)	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?							Information to be recorded on the basis of observation.								
	Additional information and Observation															
	Block		Number of days school functioning		Clean environment		Good building		Good class room		Play ground		Proper sitting arrangement		Black board	
	Total		7	37	43	1	43	1	43	1	37	7	44	0	44	0-
	Upper Primary															
	Siliguri S.D.		6	0	6	0	6	0	6	0	5	1	6	0	6	0-
	Total															
	%															
	The respondents as shown in the above table shows that from the sample schools reveals that 43 schools has clean environment, good building, good class rooms and 37 schools has play ground. All the sample UPS has clean environment, good building, good class rooms and 5 out of 6 schools has play ground.															
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?							Information to be recorded on the basis of observation.								
	In the primary schools sitting arrangement are mainly floor however, there are few schools has provision of bench for the class iii & iv. All the UPS has provision of bench.															
(iv)	Whether health camp facility was made available to the children during the previous six months?							Information to be recorded on the basis of school records.								
	There no formal health camps in the schools but reported from the few schools that local ANM some time to provide common medicines.															
(v)	Whether the school has adequate play material for the children? Is it used?							Information to be recorded on the basis of observation.								
	From the sample schools 39 have adequate play materials and this is being used by the children.															
(vii)	If there is low attendance the reasons for the same?							Information to be obtained from the teachers/VEC.								
	The low attendance is found at the time of cultivation.															
(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?							Information to be obtained from the teachers and VECs etc.								

	Meeting with the parents, MTA & VECs.										
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.									
	There is provision of grading system. In the primary schools for such evaluation are done in three terms in August, December, and April. In the UPS the evaluations are conducted in 6-8 unit tests.										
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.									
	Yes										
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.									
	It was informed that overwhelming majority of the students of the primary and UPS performance level are found to be in the grades of C & D.										
(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.									
	It is found to be quite good.										
(xiii)	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.									
	Information on Underage/overage, dropout, retention										
	Block	School has any children of									
	Underage	Overage									
	No. of dropped out students	No. of Retention of the last academic year									
	I	II	III	IV	V	VI	VII	VIII			
Total	47	190	94	353	59	36	81				
Siliguri S.D.											
Total	-	-	45	-	-	-	-	267	126	141	120
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers/VEC schools records.									
	The drop outs as found from the primary schools are 94 and 45 in the UPS are during the last six month.										
(xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?	Information to be obtained on the basis of school records and discussion with teachers.									
	As shown in the above table.										

(q) Any other issues relevant to SSA implementation

MI may give a maximum 2 page note, on any other issues, relevant to SSA implementation, not covered above.
(1st Page)

General observations:

- *.In many schools the conception of SLMC is not clear.*
- *.The use of TLM in class room transaction is almost absence. The materials purchased for TLM are slate, pencil, copies etc*
- *Many Hindi medium schools did not received free maths.& science books of class I &IV.*
- *.The different grants for the year 2008-09 have not yet reach to the VEC/Schools.*
- *.There is strong need of training of Maths.and Science.*
- *The quality of construction is found to be good.*
- *It was found that at 100% sample primary schools have the drinking water facilities.*
- *It was found that 68.18% of primary schools& 33.33% UPS do not have boundary wall and cent percent sample schools has toilet facilities.*
- *It was noticed that inadequate space is the common problem of CLRCs,*
- *The CLRCs are not equipped with the facilities like computer, fax etc and*
- *The District Coordinators movement to the field and their participation in the programme as a team is well accepted.*
- *All most all the schools have good school building and class rooms.*
- *It was noticed that the dropouts are not reflected properly in the primary schools.*

RECOMMENDATIONS

- The over crowded classroom, in the Upper Primary school particularly in the tea garden area needs proper attention.
- Rationalization of Teacher posting in the Primary School by the appropriate authority of the district.
- .Due attention is needed for research area by constituting proper committee involving the DIET/University faculty.
- Timely release of funds to CLRC for onward transmission to the school/VEC.
- Supervision of MSKs & SSKs needs top priority & better coordination with the District implementing agency of SSA.
- The 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.
- The inbuilt structural monitoring system of the District to follow up the progress of the project needs to be functional properly..

List of the sample Schools visited for both SSA and MDM tasks.

List of sample school (Primary & UPS)

Block-Khoribari

1. **Kumar Singh Jote P.S.**
2. **Keo Kandor P.S.**
3. **Ananta Hindi P.S.**
4. **Falguni Vidyamandir P.S.**
5. **Kaathia Jote P.S.**
6. **Rabindra Hindi P.S.**
7. **Shyamdhan Jote P.S.**
8. **Jamatulla P.S.**
9. **Monika Jote J.B.School**

Block – Matigara

10. **Rabindra Smrity P.S.**
11. **Matigara G.S.F.P. School**
12. **Balason Collony P.S.**
13. **Palpara P.S.**
14. **Matigara Hindi P.S.**
15. **Dumriguri J.B.School**

Block – Nakshalbari

16. **Jalash J.B.School**
17. **Dhansara Jote P.S.**
18. **Shiavita P.S.**
19. **Nemeru Jote P.S.**
20. **Ranidanga J.B.School**
21. **Radha Jote Kuluda Smrity P.S.**
22. **Chandal Jote P.S.**
23. **Alakjhari P.S.**
24. **Gosaipur G.S.F.P.School**

S.M.C

25. **Siliguri Prathamik Balak P.S.**
26. **Uttar Bharat Nagar P.S.**
27. **Jagadish Chandra Vidyapith**
28. **Ram Krishna Patsala**
29. **Hakimpara G.S.F.P.School**
30. **Netaji Non Govt. F.P.S.**
31. **Acharya Shree Tulsi G.S.F.P.School**
32. **Vidya Chakra P.S.**
33. **Siliguri Pratamik Vidyalaya**
34. **Netaji G.S.F.P.School**
35. **Ram Krishna Maha Sikshalaya**

Block – Phansi Dewa

36. **MD. Box P.S.**
37. **Rebuita P.S.**
38. **Phansidewa J.B.School**
39. **dara Box P.S.**
40. **Ranga Pani P.S.**
41. **Rupan Dighi P.S.**

- 42. Phasidewa Girls P.S.**
- 43. Ambari J.B.School**
- 44. Howdevita Tribal Hindi Primary School**

Upper Primary Schools

- 1. Siliguri Jagadish Chandra Vidyapith**
- 2. Ramkrishna Saradmoni Vidyapith (H.S.)**
- 3. Kharibari Juit Ram Raghubir Ram Hindi High School (H.S.)**
- 4. Kharibari High School**
- 5. Shyamdhan Jote High School**
- 6. Ambari High School**

Mid-Day Meal Scheme:

(i)	Name of the Monitoring Institution	Visva Bharati University
(ii)	Period of the report	1-02.2009-31.07.2009
(iii)	Name of the District	Siliguri Educational District
(iv)	Date of visit to the Districts/EGS/Schools	6/07/2009 to 15/07/2009

20.	<u>REGULARITY IN SERVING MEAL:</u> Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?		Students, Teachers & Parents		
	The siliguri sub-division under the district of Darjeeling of WB considered as a Educational District. Considering this fact and in compare to the other districts particularly small in size it is decided to have 10% sampling instead of 5% and there are 44 primary and 6 UPS are covered for the collection of information in connection of MDM program besides the visit to the SSK/MSKs .Out of the sample 43 primary and 4 UPS are provided cooked MDM in the schools. The under mentioned information is on the basis of the collected information from the formal schools only.				
21.	<u>TRENDS:</u> Extent of variation (As per school records vis-à-vis Actuals on the day of visit)		School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.		
	No.	Details		Day previous to date of visit	On the day of visit
	v.	Enrollment		P-6632 UPS-4078	P-6632 UPS-4078
	vi.	No. of children attending the school on the day of visit		P-4215 UPS-2518	P-3995 UPS-2545
	ii.	No. of children actually availing MDM on the day of visit		P-3987 UPS-2092	P-3351 UPS-1726
22.	<u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u> (iv) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?		School level registers, MDM Registers, Head Teacher, School level MDM functionaries.		
	It reveals that 37 primary & 4 UPS received the food grains regularly in the school.				
	(v) Is buffer stock of one-month's requirement is maintained?		School level registers, MDM Registers, Head Teacher, School level MDM functionaries		
	20 days stocks are generally maintained.				

	(vi) Is the food grains delivered at the school?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
	It was found that 37 primary and 4 UPS received food grains at school.	
	<u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u> (iv) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking cost what is the extent of delay and reasons for it?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	It was found that 30 primary and 4 UPS receiving cooking cost in advance regularly.	
23.	(v) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	In case of delay the response from the primary schools are Head Teacher managed the same in the six (6) sample schools & in one(1) school the SHG members takes care. Under the circumstances, no such information was provided by the UPS. However, it is further informed that at times MDM were suspended if the above arrangement fails.	
	(vi) Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	The food grains and cooking cost are paid by the M.R.Dealer.	
24.	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	Observations
	There is no discrimination found for any gender/ caste/ community in case of MDM it was noticed that they all take meal in the school premises.	
25.	<u>VARIETY OF MENU:</u> (iv) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	In regard to the display of menu only 2 primary schools displayed the same and none of the UPS adhere it.	
	(v) Is there variety in the food served or is the same food served daily?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
26.	The common menu of the MDM are rice, dal and sabji it reveals 23 primary and 3 UPS are providing eggs 3-4 times in a month .The preparation of variety of food are maintained particularly for sabji as per its availability in the season.	
	(vi) Dose the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	There is no wheat preparation.	

27.	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on c) Quality of meal:	Observations of Investigation during MDM service
	Overwhelming majority of responses are positive however, there are 6 primary schools expressed their desire of unhappiness about the quality and quantity of MDM.	
	d) Quantity of meal:	Observations of Investigation during MDM service
	See above.	
	c){If children were not happy Please give reasons and suggestions to improve.}	Observations of Investigation during MDM service
	They are opined that quality should be improved.	
28.	<u>SUPPLEMENTARY:</u> (iv) Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?	Teachers, Students, School Record
	It was informed by the 29 primary schools and 2 UPS that children are given micronutrients.	
	(v) Who administers these medicines and at what frequency?	Teachers, Students, School Record
	Local Health Centers.	
	(vi) Is there school Health Card maintained for each child?	Teachers, Students, School Record
	No*	
29.	<u>STATUS OF COOKS:</u> (ii) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	It was found that in the primary schools in 19 places the local SGHs are cooking and serving the MDM and in the 18 places the MDM is managed by the other person from the locality. In the UPS in 3 places MDM is managed by the SHGs and in 1 place the school management committee looks after it.	
	(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Yes it is adequate in numbers.	
	(iii)What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	As informed a sum of Rs.600/- for primary and Rs.1200/- for UPS gets as remuneration. Few sample primary schools informed that cooks are also get additional 10 paisa per students.	

	(iv).Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	The responses are positive in this connection as they used to get through M.R.Dealer/Gram Panchyats.	
	(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Mainly they all are belongs to the downtrodden section of the society.	
30.	<u>INFRASTRUCTURE:</u> Is a pucca kitchen shed-cum-store: Constructed and in use-21+4=25 (j) Constructed but not in use under (k) Under construction (l) Sanctioned, but constructed not started (m) Not sanctioned Any other (specify) ;The quality of construction are quite inferior.	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.
	Information is to be given for point (a) , (b), (c) , (d) and (e))Found that 36 primary and 4 UPS have pucca kitchen sheds, out of 21 primary schools and all the UPS has kitchen shed cum store. The information to questions (b), (c) , (d) and (e) are not available.	
31.	In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored.	Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation
	Under the circumstances food is cooked under the tree/beside the school building /open place.	
32.	Whether potable water is available for cooking and drinking purpose?	-do-
	All the sample schools reported to have drinking water facilities.	
33.	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme
	The 37 primary and 4 UPS reported to have adequate utensils for MDM and the sources of fund are SSA.	
34.	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	Fire wood is the common fuel however, there are 5 primary and 2 UPS are using gas for MDM.	
35.	<u>SAFETY & HYGIENE:</u> ii. General Impression of the environment, Safety and hygiene:	Observation
	The General Impression of the environment, Safety and hygiene in the primary schools are good-12 fair-31 and in the UPS are good-2,fair-2 respectively.	
	ii.Are children encouraged to wash hands before and after eating	observation
	Yes	
	iii.Do the children partake meals in an orderly manner?	observation

	Yes	
	iv.Conservation of water?	Observation
	Mainly hand pump water is used. *	
	iii. Is the cooking process and storage of fuel safe, not posing any fire hazard?	observation
	No such things are reported.	
36.	COMMUNITY PARTICIPATION: Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation	Discussion with head teacher, teacher, VEC, Gram Panchayat members
	The VECs are directly involved with the MDM therefore, they look after the program but their contribution particularly cash or kind is almost absence.	
37.	INSPECTION & SUPERVISION Has the mid day meal programme been inspected by any state/district/block level officers/officials?	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members
	It was reported by the 5 primary schools about the inspection of MDM by the person out the community.	
	IMPACT Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefits due to serving cooked meal in schools.	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.
38.	<p>In regard to the improvement of enrolment in the schools the 37 primary schools and 4 UPS are very positive about it however, 6 primary and 4 UPS have indifferent opinion.</p> <p><i>General observations:</i></p> <ul style="list-style-type: none"> ➤ All the Primary Schools of Siliguri educational district are covered under the MDM programme. The upper primary schools are not yet extended the MDM. ➤ It was revealed that there are no health checks up programme in the school nor children were given micronutrients or de-worming medicines in the majority of the schools. ➤ Space is a common problem to store the food grains of MDM in primary school. ➤ The general impression of safety, Hygiene, & cleanliness about the MDM is good. ➤ Participation of the parents / VECs in MDM almost absence and there is lack of supervision from the community. ➤ SSKs were also provided cooked MDM but there are differences in quality of MDM with that of Primary School. ➤ <i>For MDM there are many schools gets cost of vegetables and fuel in cash from M.R.Dealer.</i> ➤ <i>For cooks in some places the Dealer make arrangement and other alternative is panchyat provides them.</i> 	

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