



Summary Report
of
2nd Half Yearly Monitoring Report of
North Bengal University
on
Sarva Shiksha Abhiyan (SSA)
for the State of Sikkim
(April, 2011 to 31st September,2012)

Districts Covered
North District

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Draft of the Report

Special Note of the MI

1. The 2nd Report of the last year (2010-2011) could be finished only in March 2012 as works were disrupted because of earthquake in 2011 and as a consequence the whole schedule was delayed.

Besides, because of heavy rains and flash floods in 2012, it was impossible to carry on monitoring working between June 2012 and September 2012. There were disruptions in road – communication and landslides ; and therefore, it was difficult to reach schools from district head-quarters. The MI could somehow finish up the work only in December 2012. As a result , report preparations also suffered. The MI requests to consider the above reasons behind excessive delay which is unintended.

2. The North district in Sikkim is sparsely populated, and there are only 79 Government schools. Schools are scattered and distance between district head-quarters and schools also substantial. Besides, the road condition is not good; foot-roads towards schools from the main road also often are difficult to negotiate. In one case, the nodal officer himself could not reach the school as he could not cross a landslide point by foot. Therefore, only 22 schools (nearly 30% of schools) could be covered.

MONITORING OF SSA, SIKKIM

District: North District

Access

a) **Physical access:**

1. Name of Habitations from which children come:

Manuel, Meong Village, Richu, Voong, Nampatam, Tung, Mala, Tadong, Koledara, passing dong, Mangshilla, Paksheep, mangan, Chandey, Namok, Ralsi, Chongdong, Tibuk, Tinzey, Naday, Ringlim, Ambithang, Shipgyer, Tung, naga, Meyong, Longchuk, Tanek, Swayan, Rong Rong.

2. Distance from which children come:

Children generally come from 1 to 1 ½ km distance in case of primary schools and 1 to 4 km distance in case of upper primaries (Junior High schools). In case of two schools (Naga Junior High /UPS and Namok JHS) children also come from 8 km and 6 km distance respectively.

3. Is there any other Govt./private school in those habitations?

In case of one-third schools (out of 24) there are no other school (private or government) in the locality or near-by.

4. Does any child come from distant village?

In case of Naga Junior High School and in case of Namok JHS students (2 in Naga and 11 in Namok) come from 8 km and 5/6 km distance.

5. Presence of any natural /man-made barrier in school's route:

In case of most of schools (80%) natural barriers like landslides and jhoras are there, particularly after heavy rains and flash-floods .

6. Name of Nearest Upper Primary School and its distance:

Nearest upper primary schools are located between 2 and 4 km distance from the primary schools visited.

b) Quality of Access:

1. No. of Class-rooms :

The MI found 5 to 6 class-rooms in primary schools and 8 to 10 class-rooms in upper primary schools /junior high schools.

However,partitioned class-rooms are there in two schools .Condition of class-rooms is very poor in Tingchim JHS where a new building is being constructed.

2. Student –class-room ratio:

Student-class room ratio ranges between 6 class-rooms for 29 students to 8 class-rooms for 131 students.The maximum is 1 class-room per 24 students.

3. Is the size of class room adequate for number of children?

Class-rooms are generally spacious except in cases of 2 schools.

4. Is there any class-room not properly lighted and ventilated?

Rooms are well ventilated but almost all schools do not have electricity in class-rooms.

The MI found altogether 6 rooms which are not well ventilated;in one such school 5 out of 8 rooms are make-shift rooms and in another one room is in dilapidated condition. In some cases (20%) window panes are broken.

5. Quality of furniture :

In 25% schools furniture in all class-rooms are in good condition and not in some other rooms

6. How are blackboards located?

In 66% schools black boards are centrally located in the class-room and in good condition.In rest,black boards are in good condition in some of the class-rooms.

7. Ramp in the school:

In no school ramp could be found.

8. Number of Toilets:

The MI found 2 to 4 toilets in the schools visited. In one school, there are 6 toilets.

Separate toilets for girls : In 20% schools separate toilet is not there.

9. Are toilets clean?

In majority schools (60%) toilets are not clean, because of water problem.

Water in toilet ? In most of the schools, tap water in the toilet is not available.

10. Drinking water available ?

Available in all schools but 3 schools depend on spring-water in absence of tap-water. There are disruptions in 3 other schools .

11. Any play –ground ? Yes/ No Size of play-ground:

Only one school does not have any play ground. Most have small to medium sized play ground.

12. Building -design (Corridors/rooms dark ? Spacious ?)

New buildings are spacious and good, but old buildings are barrack type and in one school there are 3 separate buildings (small, barrack-type).

C) Social Access:

1. Is there any variation in pattern of population and enrollment ?

(Share of girls, muslims, SC , and ST enrollment)

According to Head-master, teachers and SMC members, there is no variation in pattern of population and enrollment, though the MI was not in a position to check the population pattern.

In majority of schools enrollment of girls is higher than that of boys . In North District, substantial number of ST population is found and it is reflected in enrollment of schools.

2. Attendance of girls , muslims , SC and ST students .

Attendance is regular and in most cases it is above 80%. There is no variation in the pattern of attendance of girls, ST and SC students. Girls' attendance is very high.

Answer could not be verified in 2 schools.

3. Understanding of socio-cultural linguistic barriers, if any :

The MI was told that there are no social barriers in Sikkim. Only one school (Ringhim JHS) reported that Lepchas remain slightly withdrawn.

The MI during its visit also did not find discernible feature of social difference or segregation.

4. Efforts made by school / teachers to remove barrier:

Teachers mentioned that there exists no social barriers yet the school tries to promote equal opportunity and idea of unity in diversity.

5. Any discrimination against children of any social group ?

No question of any discrimination against any social group or any CWSN. There is no gender-discrimination either.

6. Is the school increasing social integration ? How?

Social integration is promoted through team-work, participation in school functions etc. In one school, the teachers said that MDM is an instrument of integration.

7. Do students communicate / discuss freely with teachers ?

In all schools, it was reported that students are free with teachers.

Out of School Children:

1. Is the Village Education Register available ? of which year?

In more than 50% schools VER of 2012 is available. In some schools like Tingchim JHS , 2008 VER is available. In three schools 2011 VER was found . 4 schools did not possess VER . At Rang Rang JHS , all VERs from 2008 are available.

2. *When was the VER last updated ?*

Updating of VER had been going on in the year 2012 ,though 2012 VER was not available in all schools in all schools at the time of MI's visit.

3. *Number of children not enrolled in school as per VER : (Give details if available)*

Schools reported that all children as per the VER are enrolled in the school at present.

4. *What is the system of identifying a child as school drop-outs ?*

There is no government instruction in this regard. If a student is absent for a substantial period (2/3 months) and does not appear at the end -of - session assessment, in that case the student is considered as a drop-out. One school reported that it depends on village-survey to identify the drop-out.

5. *How many drop-outs in the school ? (this year)*

Pakshep JHS – 3 drop-outs

Namok JHS – 2

Naga JHS -2

Rang Rang JHS-5.

Out of the dropouts at Pakshop ,came back to school after persuasion.

6. *Efforts made to bring them back.*

Generally the Head –master and teachers contact and visit the parents to persuade them to send the child.In pakshep,one student rejoined after visits.At Namok JHS ,the family shifted to Nepal without informing the school.In Naga JHS ,boys could not be contacted (missing).

7. *Does the school submit report on drop-outs?*

The schools submit annual report on drop-outs to the BRC.

8. *Number of children absent for more than one-third days:*

Nampatam PS -2 students ,Naday PS -3 students ,Ringhim

Why absent?

The reasons behind absence are : a) Carelessness of parents, b) Parents are daily – labourers in construction and they take their children with them.

9. Did any child left because of seasonal migration? Give total number.

At Naday PS (3 Students) and Ringhim JHS (2 students)

10. Any hostel for seasonal migrants' children? Any other arrangement?

There is no such hostel.

11. Was transfer certificate issued to children of migrants?

Yes, TC was given.

12. Any special training programme for out of school children?

No such programme in the school visited by MI.

13. Number of children under special training to-day:

None

14. Whether OoSC are in age-appropriate classes or in lower classes?

Does not arise .(The MI did not meet any)

15. Residential or Non-residential special training ?

In North District residential training school is yet to come up.

16. Any Education Volunteers (EV) for OoSC ? (Name , qualification, permanent or visiting / details)

No EV is attached to any of the schools visited by MI.

17. Training received by EV (details):

Does not arise.

18. Any Teaching-Learning Material (TLM) for OoSC ?

No separate TLM for OoSC in the schools visited.

19. Learning achievement level of children under special training:

Could not.

20. Teaching and examination system for them:

No separate Examination system exists.

21. Support received from Head-Master / other teachers:

No information (Teachers are ready to offer their services).

22. Parents' attitude and help for OoSC.

The MI could not meet any but teachers opinion is that parents are negligent and careless, specially wage-labourers and school drop-outs.

23. Whether honorarium of EVs received in time:

Does not arise.

24. Whether EV maintains Individual plans for OoSC ?

Not known.

Quality – Issue :

A: Enabling Condition :

1. Number of Teachers (Male & Female)/Number of vacant posts:

Minimum number of teachers in a school is : 04 (Meyong PS)

Maximum number of teachers in a school is : 17 (Ringhim JHS)

Only three vacancies altogether has been reported as ad-hoc teachers have been appointed against vacancies.

2. Total student strength.

Minimum number of students is 29 (Meyong PS)

Maximum number of students is 268 (Rang Rang JHS)

3. Are teachers available for each class ? Are there teachers for science ,Maths and Language?

Generally teachers are available for all classes except Meyong S where there are only 4 teachers. But problem is there are only 29 students. Namok JHS reported the problem of lack of Mathematics teacher.

4. Number of untrained teachers:

Ad-hoc teachers are untrained. Apart from that 27 teachers do not have B.ED training but GT and other trainings were received by teachers.

5. Details of govt. training received by teachers in 2012: (State Level ,BRC and CRC level)

More than 50% teachers did not attend any training in 2012.

Teachers attended ‘Orientation Programme, Training on RTE, Training programme on a) Language, b) New methods , c) Mathematics , d) Science , e) Computers.

6. Was training useful ? (ask teachers)

Teachers observed that training is useful to learn new methods of teaching and new subjects. 2 teachers however said that it is humiliating for senior teachers.

7. Were text-books received within one month of starting of session? Which books came late?

Language text books were received late in May 2012.

8. Have all children received all books?

Schools reported that all students received books .Only the teacher-in –charge of Voong PS could not affirm anything.

9. Teaching –Learning Material (TLM) used in school : What TLMs used?

Maps, charts, Abacus, Geometric shapes, Science and Biological models, Hand-made language charts. In Tingchim JHS TLM not displayed in class-rooms.

10. Dates of receiving school grant, maintenance grant and TLM grant and amount:

Schools received grants in July and August. A large number of schools received the amount on 7/8/2012.

11. Teachers idea of RTE Act ,2009 (ask teachers)

Teachers have basic ideas about the RTE Act as the Government circulated a booklet on RTE Act and provided training. But the details have escaped their attention. Female teachers are less aware of it. Teachers resent that students have become uncontrollable as they cannot be punished.

B. Teaching – Learning Process : (ask teachers)

1. Teachers' understanding of teaching –learning process:

Teachers admit that learning through participation is important, and emphasis should be given on interaction and response from students.

2. Teachers' idea of National Curriculum Format :

Teachers could not say anything about NCF though HRDD circulated one booklet on NCF.

3. How do they teach English and Maths ?

Emphasis is given on conversation and correct writing in case of English and on TLM in case of Mathematics.

4. Do they use community resources in teaching ?

Field trips to local sites for study of Botany (Science) ,Geography and language is done by 80% of schools.

5. Involvement of children : Do they ask questions ?

Children ask questions, but only 4/5 students who are better in studies. Girls tend to ask questions more frequently.

Suggest discussion on any topic ?

All schools reported that this has not happened.

6. Method of evaluation :

It is based on CCE and includes formative and summative assessment. Two terminal assessment tests are held. The method of evaluation is common to all students.

7. Any academic support to teachers ?

Materials distributed by CRC/BRC and at the time of training.

8. Parents' understanding of new method of teaching , field trip, examination etc.

Parents (many of whom are illiterates and school drop-outs) have no clear ideas ,though they are happy with the system of evaluation.

9. Whether children are made to sit in small groups ? (Group teaching)

In 9 schools ,group teaching specially for weaker students is done.

10. Groups formed with children from same class ?

Children from same class.

11. Whether disabled children and poor / SC/ST sit separately or not ?

They sit like other students (often they sit in first two rows)

12. If children play any role in class – management ?

System of class-monitors is there in majority (60%) schools.

13. Do children question frankly to teachers ?

Some children (4 to 10) ask questions but not all. Students who are first-generation learners ask less.

C: Computer (CAL)

1. Status and maintenance of computers /accessories :

Computers are available only in Upper Primary Schools. Maintenance is done by school authorities.

2. *Whether computerized TLM is used ?*

Only 3 schools ,such TLMs are used.

3. *Whether teachers have computer training ?*

Exact information could not be obtained (But some teachers have knowledge of computers)

4. *What kind of support received from State ?*

State provides computers and training for teachers.

Equity in Quality :

1. *Is there any gaps in results of different groups (SC/ST / girls) ?*

Generally,no such gaps exit.But 3 schools reported that students belonging to ST labourers families perform less.Performance of girls is better.

2. *Any open or covert discrimination against any group?*

No such discrimination has been reported.

3. *Any activity to boost self –esteem of backward groups ?*

No clear evidence.

4. *Teachers’ understanding of diversity in class:*

Teachers’ mentioned that accommodation of different types of students is their duty.

5. *Any attempt to connect text-books with real life experience.*

Teachers’ mentioned that they try to make such connection especially while teaching Science and Geography.

Girls Education :

1. *Any gender-gap in enrolment, attendance, results :*

No discernible gender-gap could be found. Girls’ enrolment is on the higher side and their performance is also better.

2. Do teachers treat girls separately ?

No such thing has been reported.

3. Participation of girls in class & games /sports:

Girls ask more questions, however their participation in sports is less.

4. Involvement of community in Kasturba Gandhi Vidyalaya:

No KGV in North District.

5. Any attempt at capacity –building of female teachers ?

No separate training for them.

Inclusive Education & CWSN

1. Number of CWSN in school : (Take names & class):

2. Presence of CWSN at the time of visit :

3. Attendance (Are CWSN regular) ?

4. Type of disability (Name & Disability);

5. Where do they sit in class ?

6. Do they participate ? (questions/extra-curricular)

7. Encouragement by teachers / Teachers' support ?

8. Peer interaction with CWSN / Peer support ?

9. Separate TLM for CWSN ?

10. Separate evaluation for CWSN ?

11. Teachers' opinion of CWSN

a. Do teachers' have training ?

b. Are teachers' confident to handle CWSN ?

c. Any individual Education Plan for CWSN ?

- d. Any Resource-teacher for CWSN ?*
- e. Works done by Resource-teacher, visits, time given to CWSN.*
- f. Do teachers/resource teachers meet parents ? 9 Frequency of meeting)*

12. Parents' opinion of CWSN

- a. Any counseling received by parents?*
- b. Who counseled ?*
- c. Do parents know about the resource-teacher?*
- d. Any medical camp or checking of CWSN ? By whom ?*
- e. Any assistive device given ?*
- f. Is the device working ?*
- g. Does the CWSN receive any Home-based Education ? (Details)*

Civil Works (Last one year only)

- 1. Present Status of work : Completed / on-going*
- 2. Type of Work ; what type of construction ?*
- 3. Building / Construction design /drawing available ?*
- 4. Community Manual (Govt. instructions) available ?*
- 5. SMC trained for civil works ?*
- 6. Whether separate daily account of fund/Cement maintained or not ?*
- 7. Are accounts displayed on boards?*
- 8. Details of visit by technical person (also dates):*

9. Quality of material used:

10. System of fund flow : cash or Cheque ?

11. MOU signed between school and SSA authorities ?

12. Your impression about construction :

13. Any good practices used (Use of local people etc)

Community /SMC Awareness:

1. Composition of SMC (Number, Male-female , SC/ST, education level etc)

2. Do SMC members know about governments rules on role of SMC ?

3. Are they aware of DISE format /school Report card ?

4. Do they about guidelines on School Development Plan ?

5. Do they have copy of guidelines?

6. Guidelines printed in vernacular ?

7. Any training received by SMC members ? How many days ?

8. Frequency of SMC meeting : How many in one year ?

9. Issues discussed in meeting :

10. Awareness of SMC members about following:

a. Details of SSA : Poor/fair/good/v.good/excellent

- b. MDM : Poor/fair/good/v.good/excellent*
- c. School Grant/TLM Grant: Poor/fair/good/v.good/excellent*
- d. Their responsibility: Poor/fair/good/v.good/excellent*
- e. School Development Plan: Poor/fair/good/v.good/excellent*
- f. Student enrolment & attendance: Poor/fair/good/v.good/excellent*
- g. RTE act : Poor/fair/good/v.good/excellent*
- h. School facility (Class rooms/TLM etc) Poor/fair/good/v.good/excellent*
- i. DISE format: Poor/fair/good/v.good/excellent*
- j. School Report Card: Poor/fair/good/v.good/excellent*
- k. VER /WER Poor/fair/good/v.good/excellent*

Note: There are number of SMC members. One is

aware ,two are not.Then write below poor: 2 and below V.good : 1

- 11. Source of information of SMC members about school : News paper/TV/Radio/Teachers/Head-master/Students /other members /Panchayat /local people*
- 12. How frequently SMC visit the school ? Daily /Weekly /twice a week /monthly.*
- 13. During visit what do SMC members check ?*
- 14. Role of SMC members in monitoring:*
 - a. Student attendance : Yes / No*
 - b. Teachers attendance: Yes / No*
 - c. Text-book distribution : Yes / No*
 - d. Cleaning of Toilets : MDM : Yes / No*
- 15. Contribution made by SMC and local people to development of school:*
- 16. Whether minutes of SMC meeting available ?*

MIS

1. *When did the school supply data for DISE last ? Copy of DISE Data Capture*

Format available?

2. *Any training given to fill up DCF.*
3. *Was Jan- Vaachan (Social audit) of DISE report done ?*
4. *Copy of School report card available ?Where it is displayed ?*
5. *Does real situation match with School Report Card ?*
6. *Are school records updated regularly?*

Finance:

1. *Number of financial registers : Are they updated and maintained ?*

Schools maintain their accounts in registers and vouchers/receipts are kept either in files or along with the register.

Separate accounts are maintained in the register for different grants;but separate registers for different grants do not exist.

2. *Mode of transfer of funds from district to SMC .*

Funds are transferred by cheque.

3. *Type of funds received and date?*

The school receive 3 major types of grants: Maintanance Grant,School Grant and TLM/Teachers' Grant. In 2012 grants wre received in July-August.In a number of schools ,the date of cheque is 7.08.2012.

4. System of withdrawal of fund from bank account:

The School Bank –account is operated jointly by the Head-master and one of the member of SMC .

5. Is audit done ? Audit report available?

Audit reports are not available in the schools.

6. Whether expenditure statements submitted to SMC and local community?

It is submitted to SMC but no local community. In some schools it is shared during meeting with parents. Civil –works accounts are displayed on boards, but the MI did not found any such display. Social audit has not been done.

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