

Annexure 4

RTE COMPLIANCE MONITORING METHODOLOGY

West Bengal State Commission for Protection of Child Rights undertook a study of 200 Schools at the request of National Commission for Protection of Child Rights in terms of D.O.No. 25-11-2014-15 / NCPCR-RTE / 29054-29079 dt. 11-06-2014 of Chairperson of NCPCR. The objective of this study was to assess the level of compliance of the obligations under RTE Act by the Schools. The State Commission has completed this study and the reports have already been sent to National Commission.

In the following paragraphs the State Commission has tried to summarize the observations that have emerged from these School visits.

METHODOLOGY

DATA SIZE : 200 SCHOOLS of West Bengal, 10 Schools from each district surveyed by 40 teams. Each team had two members – each member visited 5 schools.

Schools were selected at random though following points were taken note of regarding selection:

1. Locality;
2. School Category;
3. Remoteness;
4. Presence of noticeable number of people belonging to SC/ST/OBC/MINORITY Community;
5. Natural Calamity-prone area.

85.5% selected schools are in rural areas; only 14.5% are in urban areas. Out of these 200 selected schools 122(61%) are purely primary schools and 95.5% schools(191) are non-residential.

The information given above, we may hope, amply clarify the basic character of the survey. Moreover, it may be noted that the survey was based on the questionnaire prepared by the NCPCR. But, we did get practically no help from School Education Department. Though the Higher Education Department provided support. Most importantly, the district level social welfare officers cooperated fully.

Funding : NCPCR committed fund for visiting teams' expenditure and honorarium.

Two Teachers' Organizations namely ABSGCTA & STEA provided volunteers who constituted the visiting teams mostly.

■ The problems faced by the study team

Such a study cannot be undertaken simultaneously throughout the state for following reasons:

1. Internal & external Examination & admission
2. Local festivals like *MAKAR SANKRANTI* apart from DURGA PUJA
3. Election schedule
4. Inaccessibility of schools due to wide climatic variation. For example – schools located in hill areas remain closed for about 10 weeks continuously during winter

Other problems that our visiting teams had to face are:

- a) Schools, basically the primary schools do not have adequate experiences in modern technologies as regards record-keeping, accounting.

- b) The system of school inspection by government authority has been paralyzed for decades. Hence, for some technical data, at least, like student enrolment, library, safety of drinking water etc our team members had to depend on statement of school authorities. 54% of schools reported that school mapping/ household survey has been conducted. We do not have evidence enough to accept this statement and hence discarded.

FINDINGS

I. ENROLMENT

No less than 80% of children living in a 1 km radius of the primary school are enrolled. This fact makes it clear that **there are children who are yet to be enrolled!** As regards UP enrolment is only 53%. Proper care needs to be taken in this segment.

II. BOUNDARY WALL OR FENCING

It does not exist in 50% schools. This fact it remains a great concern for the guardians.

III. TOILETS

Keeping in mind that a large number of children in India die due to preventable diseases, we must say that safe drinking water and sanitation are very important for school-goers. Open defecation is a socio-cultural problem indeed. Importance of SWCHH BHARAT/NIRMAL BHARAT programme is underlined in our study also.

Though 95.5% of toilets are located inside schools only 74.5% schools have separate toilets for girls & boys and more importantly, only 82% are open and can be used by all children. It may also be noted that at least 4% toilets are kept locked up.

It is true that in most schools there were no child with disability. May be, MOST school authorities avoid admitting CWSN, but, who knows, next day one such learner may come. At present, only 16% schools do have separate toilets for children with disabilities.

Lack of running water facility in toilets is most common; only 28% schools could arrange such facility in all toilets whereas, in 61% schools running water facility is certainly not available. Students of 68% schools, where running water facility is not available, have to fetch water from a source inside the campus.

The fact that in only 25% school toilets are cleaned regularly – daily/on alternate days – certainly deserve immediate attention.

We also need to note that the fact 73.5% school toilets have doors indicates that many schools do not have!

Despite massive campaign hardly 62% schools could provide soaps etc for washing hands.

IV. DRINKING WATER

It is very difficult to provide safe drinking water in many blocks of the State. Out of total 341 blocks of West Bengal 81 blocks are Arsenic affected whereas 49 blocks are fluoride affected – that is, in 38% blocks water is contaminated and the actual figures may far exceed the average value we arrived at from visitors' reports..



Where the source of water remains within the institution campus our visiting teams report that

i) about 71% schools can provide safe and adequate drinking water to students. Supply is made mostly from tube wells & hand-pumps. Support of modern technologies/purifiers has not been reported. It may be noted that Visiting teams do not have requisite expertise nor do they have proper support to verify the statements of school representatives.

ii) School representatives did not hesitate to admit that in 68% schools safety/quality of water was never checked. And iii) it is checked only once in a month in less than 11% schools.

V. CLASS ROOMS

Head Masters do have separate room in 50.5% schools and teachers have separate staffroom in 64.5% schools. Separate classrooms for each class are available only in 72.5% schools. If it is deplorable, and deplorable indeed, we must not fail to register our displeasure over the fact that there is space for computer room in only 22.5 % schools.

VI. PLAY GROUND

54.5% Schools claim that they have playground and children of 65% schools get games/sports material to play.

VII. LIBRARY

We need to note that library room and books are available in only 32.5% schools. Further, it is recorded that in 45% schools only books and periodicals in Library are available in local language, whereas, a system of issuing books to children exists and children take home books regularly only in 35% schools; children's magazine/newspapers are not available in at least 59% schools.

This fact confirms that the importance of Library is grossly neglected in our schools.

VII. BARRIER FREE ACCESS

Construction of ramps for CWSN has not been given importance in most schools. 41.5% schools have ramps at entry points but at other places like classrooms(26.5%), toilets(11%), Library(3.5%) etc it is absolutely neglected. We are sad to know that 83.5% schools could not make any provision for Visually Impaired children.

VIII. MID DAY MEAL

In 179 i.e. in 89.5% schools MDM is cooked inside schools. Of these 179 schools 178 have kitchen room, 170 have store room and 123 rooms have kitchen shed. **Visiting teams report that only 10% of these spaces are clean.** We may not depend on the reports entirely because for 146 schools the concerned teams preferred to keep the column blank. Still, teams categorically mentioned that **these spaces are dirty in 7.5% schools** and this is no less disturbing finding. It may also be noted that at least 25% schools have not been able to develop any method to prevent any form of discrimination against children while eating the meal. May be, the school authority did not ever notice any discrimination that needs a protection mechanism.

IX. QUALITY LEARNING

Interacting with children of class V & VIII the members of visiting teams report that the grade level speaking ability(82%), the grade level reading ability(74%) & the grade level writing ability(70.5%), of the children are, more or less, satisfactory.

1. As regards availability of full time subject teachers at schools at upper primary level the reports state:

a) Science – 87%; b) Mathematics – 77%; c) Social Science – 91%; d) Language – 94%;

Looking at the poor state of science education and growing trend of non-scientific events in the state we may conclude that teachers fail to develop crave for scientific knowledge – may be, teachers are not properly trained or equipped; may be ripples created by their individualistic approach could not be



converted into ever expanding waves for absence of befitting & adequate popular science movements.

2. As regards availability of part- time subject instructors at schools at upper primary level the reports state:

a) Art Education – 4%; b) Health & Physical Education – 33%; c) Work Education – 35%;

It reveals that Art education is absolutely neglected, Health and Physical Education & Work Education have not got expected attention. Work education in particular has failed to attract attention of the guardians and that indicates the structural defects of curriculum.

X. CORPORAL PUNISHMENT & GRIEVANCE REDRESSAL

Going by the reports of our visiting teams we can say that the school education department has not taken up the issue of corporal punishment & mental harassment despite being warned/ advised/ directed by proper authorities including the NCPCR. Only 62% schools receive the rules/guidelines/notifications; training programme has been conducted to eliminate corporal punishment & mental harassment but, in last one year only 38.5% teachers & staff did avail it.

As regards confidential system of receiving complaints/feedback from children/parents we can say that the system is practically absent – only 26% schools responded positive though 67.5% children and parents are aware of the existence of the system. 44.5% of them aware of different authorities outside the school whom they may approach.

Non-availability of infrastructure & provisions of entitlement in time constitute the majority of complaints.

It is very sad that only 11.5% schools keep a written record of complaints.

XI. SCHOOL MANAGEMENT COMMITTEE

Visiting teams were told by 39.5% schools that SMCs have been formed. This is nothing better than a half-truth. They observed that in 6% schools only names of SMC members are displayed and about 7 meetings were held, on an average, with improper structure in most cases in last 12 months. School HMs do not know clearly the Veracity of existing SMCs in the light of the RTE Act, still they continue with this body under the instructions of the DIs. However, pending the arguments, we find that Only about 22 % of such SMC members received training in last 12 months and these training was provided by state education authority mostly. Such SMCs developed School Development plan (SDP) in 38% schools. SDP grant was received by 23% schools of the 200 schools under our scanner.

In most schools SMCs were not formed and directions of School Education Department helped create more confusion. High officials of the Department are fully responsible for failure in this regard and they should be brought to book for that.

XII. COMPARATIVE STUDY

DISE report was taken into consideration for comparative study. It may be noted that only a few items were found by us in DISE report for comparison. One important item, however, we have included in the chart below, that is availability of electricity in schools under study, though data under this head is not collected by our teams – it is collected from DISE records. Further, following schools were not figured in DISE list for reasons not known to us -

BHADUTALA VIVEKANANDA HIGH SCHOOL, PASCHIM MIDNAPUR

PARUA CHILD LABOUR SCHOOL, SOUTH 24 PARGANAS

PATHAR PUKUR HIGH SCHOOL, SOUTH 24 PARGANAS

NAXALBARI NEPALI HIGH SCHOOL, DARJEELING

Comparison Chart : U-DISE for 2013-14 and our study

Item	Heading	Ours : 200 Schools (In %)			DISE : 196 Schools (In %)			Comments
2	In which area is the School located	Rural	Urban	Rural	Urban			
		85.5	14.5	83	16			Nil
3	School category	Pry.	UP	others *	Pry.	UP	others *	
		61	8.5	30.5	65	10	25	Nil
* Primary with upper primary; Primary with upper primary and secondary and higher secondary; UP and secondary and higher secondary; UP with Secy								
10	Does the school have boundary wall	YES	NO	YES	NO			No noticeable change
		50	50	54	46			
11	Are Toilets located within the school premises	YES	NO	YES	NO			We depend on our study
		95.5	4.5	99	1			
12	Are there separate toilets for girls and boys	YES	NO	Others *	YES	NO	others *	Improved marginally
		74.5	15	10	69	20	11	
* Including Not Applicable; No Toilets; Blanks								
16	Is there running water facility in the toilet	YES	NO	YES	NO			Improved but still poor
		28	72	21	79			
18	Availability of soaps etc. for washing hands	YES	NO	YES	NO			Improved
		62	35	57	43			
29	Does the school have a Playground	YES	NO	YES	NO			Improved but still poor
		54.5	45.5	49	51			
37	MDM is cooked inside or outside the school	Inside	Outside	Inside	Outside			Declined
		89.5	9.5	92.3	7.7			
X	Pupil - Teacher Ratio (including Para Teacher)	Student	Teacher	Ratio	Student	Teacher	Ratio	Improved but progress not satisfactory
		101111	1872	54.01	111042	1739	63.85	
Y	Electricity	Yes	No	Yes	No			
		Not	Available	57	35			

I. Chairperson's Observations

- A. PTR is remarkably good but, due to uneven distribution of posting PTR remains poor in remote places. Appointment through centralized system would not be able to tackle the problem. Local authorities, at least, DPSC may be empowered to engage local boys /girls on contact as and when situation so demands.
- B. UP schools are much less in number than required in this state. To arrest school drop-out more UP schools are to be established immediately.
- C. Sanitation and supply of pure drinking water are grossly neglected in rural Bengal.

- D. Students may be engaged to monitor MDM and MDM may be made part of school education.
- E. Important features of child rights & toll-free childline number should be displayed prominently in all educational institutions.
- F. At least one teacher, preferably a lady teacher, may be asked to interact with students & guardians at regular interval, say once a week, to monitor protection of child rights.
- G. Grievance redress mechanism has been paralyzed. The WBCPCR needs full support of the school education department & PBSSM to play effective role in this regard. They should, at least honour the CPR Act & Rules as well as RTE Act.
- H. Had the visiting teams been asked to report on conditions of laboratories the prevailing state might have been made clearer.
- I. Students must not be asked to pay any fee for any reason for the schools under direct control of the school education department. The Department must cancel Notification No. 187-SE (LAN) / S/1A-01 / 09 - 14th February 2011 published in Kolkata Gazette on February 21, 2011. The school education department may constitute one fee structuring committee as suggested by NCPCR.



Ms. KUSHAL SINGH
Chairperson



भारत सरकार
GOVERNMENT OF INDIA
राष्ट्रीय बालक अधिकार संरक्षण आयोग
NATIONAL COMMISSION FOR
PROTECTION OF CHILD RIGHTS

D.O.25-11/2014-15/NCPCR-RTE / 24060

Dated: 11.06.2014

Dear Mr. Asokendu Sengupta,

In view of the common mandate to monitor the implementation of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, there is a need to synergize the efforts of NCPCR and SCPCRs, to ensure that children are provided full time elementary education, of satisfactory and equitable quality, in formal schools which satisfy certain essential norms and standards.

In order to ensure that children in schools, particularly in remote and backward areas, receive all the benefits and entitlements under the RTE Act, the NCPCR has proposed to organize a monitoring programme, in partnership with the SCPCR and the CWCs (or any other agency selected by the SCPCR) to monitor the implementation of the RTE Act at district level. The proposal was also discussed in detail in the meeting of the Chairpersons of SCPCRs held at New Delhi on 21st May, 2014.

The Commission proposes to implement this initiative in 600 districts in the Country. Funds for the monitoring programme would be provided by NCPCR to SCPCR. **The budget for a visit to a school is attached.** Under the overall supervision of the SCPCR, the identified agency would undertake a visit to 10 schools in each district to collect details on compliance of various parameters indicated in the RTE Act. While making the selection of schools to be visited the following could be kept in mind:

- i. The schools should preferably be located in remote and backward areas;
- ii. The habitations should preferably have a sizeable number of scheduled casts / Scheduled tribes;
- iii. The habitations should preferably witness seasonal migration;
- iv. Habitations prone to natural calamities to be covered;
- v. In urban areas the habitations should include a sizeable number of urban deprived children.

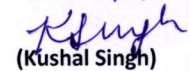
A format for collecting the data is attached with **Annexure – 1**. This can be added to in case required.

I would therefore, request you to kindly send your consent for undertaking the monitoring programme, at the earliest possible, along with the name of the identified monitoring agency and the proposed budget, to enable NCPCR to release funds to the SCPCR. The data collected may kindly be shared with NCPCR by 31st December, 2014.

I would also request that inspections of schools conducted by the SCPCR directly may also be done on the same format and copy of the report be shared with NCPCR. This will enable the NCPCR to collate the information received from the SCPCRs to provide a national picture of the implementation of RTE Act.

With regards,

Yours sincerely,


(Kushal Singh)

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