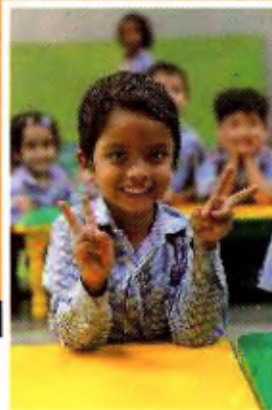




2015 AND BEYOND **DELHI EDUCATION REVOLUTION**



शिक्षित राष्ट्र, समर्थ राष्ट्र



Delhi's investment on Education
as ratio to Aggregate Expenditure
is 22.8% which is highest
among all States of India

- State Budget Analyses Report, RBI 2017



Chief Minister
Government of NCT of Delhi



As history shows, every developed country in the world has been founded on the back of a strong public services system. Only when the government provides a strong and efficient foundation of public services, does real progress become possible. The most crucial amongst these public services is education. In fact, I believe that education is the single most important factor which can bring families out of vicious cycles of poverty, which can change the way a generation demands its rights, which can lead to progress in the true sense of the word. When a government spends on education, it is not just providing a service but also investing in the future of the country.

With this belief, we have worked tirelessly for the past three and a half years to transform the education system in Delhi. Good education is not just the prerogative of the rich and privileged but the inalienable right of every child. In Delhi, we have ensured that our government schools are at least as good if not better than private schools. About 25% of Delhi's annual budget has been invested in education in the past three and a half years. With these funds, our schools today have world class infrastructure with SMART classes, swimming pools, classroom libraries, modern desks and better laboratories. The quality of teaching itself has improved significantly as have the learning levels of our students.

In these three and a half years, Delhi's education system has improved exponentially and has set an example not only for states across the country but also world over. Our efforts are being acknowledged in different parts of the world. There are parents who have shifted their children from private schools to our government schools. This is the beginning of an education revolution. I have faith that this education revolution in Delhi will raise a generation of youth leaders who will take our country to new heights.

Arvind Kejriwal



Deputy Chief Minister
Government of NCT of Delhi

About three and half years ago when we began our efforts to revolutionise Delhi's education system, I had a very simple goal in mind- that all children should have access to world class education, irrespective of their ability to pay for it. Good education, I believe, should be every child's right. This, however, was possible only when our government schools could be transformed. And so began this journey to invest not just money but our utmost effort in improving Delhi's government schools.

Infrastructure is the basic foundation on which the education system is based. A broken down classroom often translates to broken self esteem. Over these three and a half years, we have built new schools and classrooms, improved maintenance of the existing infrastructure and upgraded the facilities available in the schools. Today Delhi's government schools boast of high standards of cleanliness, which in itself is a victory on its own! As a result of our struggle to at least match, if not overpass the infrastructure quality of private schools, we today have SMART classes, swimming pools, classroom libraries, vocational laboratories and other such facilities in Delhi's government schools.

Beyond improving the 'hardware' of the education system, was the more pressing need to transform the 'software' or the learning outcomes of our children. A crucial step was to involve parents in the education system through SMCs and increase their role in improving children's learning levels. Our teachers and school leaders have also been given opportunities to learn from some of the most prestigious universities across the world- including University of Cambridge, University of Harvard, NIE Singapore, among others. This investment in stakeholders' capacity building has payed off manifold in the past years.

With these interventions, we had set the stage for introducing a more conducive environment within the classroom. However, a major problem we grappled with was of the learning gaps in our students. When a child in Class 6 could not even count numbers, one could not expect him to sit in class and learn Algebra. Over the years we have worked on this crisis in our system, through the Chunauti programme and more recently through the Mission Buniyaad Campaign. I am very proud to say that in these last four years, we have improved from only one fourth of our students being able to read their grade level textbooks to almost three fourths of our students being able to do so!

That these interventions have worked is evident by the fact that Delhi's government schools have outperformed private schools in the CBSE 12 standard examinations this year. However, I firmly believe that marks cannot and should not be the sole determinant of a good education system. We want to make good human beings and not just good students. With this motivation, we have recently launched the Happiness Curriculum in our schools and hope to provide holistic education to our children.

We have by no means reached the end of this journey to improve the education system. There is still a long road ahead. But as we complete three and a half years of hard work and dedication, I would like to congratulate each and every person who has helped bring about this transformation of our education system. Today as our efforts have paid off, Delhi's education revolution is being talked about across the globe. Yet, for me the real evidence of our success lies in the sense of pride our students have reclaimed in their schools!

Manish Sisodia



Sandeep Kumar
Secretary (Education)



With utmost happiness, I share with you this booklet which summarises the initiatives leading to the 'Delhi Education Revolution'.

Over the past three and a half years, number of initiatives were taken by the Education Department. The initiatives span across improving student outcomes, building capacity of teachers and Principals, involving parents and community members in school functioning, creating pathways for school to work transition for youth, building infrastructure, and a lot more. Through these initiatives, we aim to positively impact the life of all children in Delhi, in a holistic manner.

I congratulate everyone who has been a part of this journey thus far and look forward to working together to help nurture young minds.

Sandeep Kumar



Sanjay Goel
Director (Education)



I would like to congratulate my predecessors Ms. Saumya Gupta and Ms. Padmini Singla for the inspirational work they have done towards transforming Delhi's education system over the last three and a half years. We have been taking up several initiatives to make education more inclusive and relevant to the growing needs of our students.

I would also like to congratulate students, teachers, school leaders, SMC members, and other members of the 'Team Education' in Delhi for their dedication, continual hard work, and uninterrupted faith in the system.

I hope that we keep striving to provide excellent education to all children, and the initiatives we take keep reflecting our resolve.

Sanjay Goel

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Interventions for students

"To have a substantial improvement in the pass percentage of class 9.

To have all students in upper primary classes be able to read, write and do basic maths, and attain learning outcomes appropriate to their grade level."



Key components and Impact

- Chunauti 2018 was launched in June 2016 with the aim to bridge the learning gaps of over 9.5 lakh students of classes 6, 7 and 8.
- Students were grouped in 3 sections on the basis of their foundational learning skills (ability to read and do basic maths).
- Different pedagogy and content was used with the three groups starting with bridging the learning deficit in one or more domain to strengthening learning with understanding in all subjects.
- Within the first year, on an average there has been an improvement of 20 percentage points across the three domains- ability to read Hindi, ability to read English and ability to solve basic Maths.
- Pass percentage in Class 9 improved from 52% in 2015-16 to 57% in 2017-18.
- This program also provided an opportunity and space to the teachers to step back, help children acquire foundational learning skills and then connect them to grade appropriate syllabus.





"All students of classes 6, 7, 8 be able to read their textbooks."

Key components and Impact

Nearly 1,00,000 students of classes 6, 7 and 8 learnt to read their textbooks during the campaign

- A special campaign, under Chunauti 2018 was launched on Teacher's day (5th September 2016) to ensure all students who cannot read their text books are able to do that by Children's day (14th November 2016).
- One hour of focused reading activities were conducted daily using basic reading material consisting of short stories, paragraphs and word.
- "Reading Melas" were organised by the School Management Committees (SMCs) on weekends to engage the parent community in academic session 2017-18.
- Progress of students was tracked by the Heads of Schools on weekly basis.



PRAGATI SERIES

"To create supplementary learning material for students of Classes 6 to 8 in English, Hindi, Maths, Science and Social Science subjects."



Key components and Impact

- This entire process has generated a series of supplementary learning material which is aligned with topics of prescribed NCERT textbooks.
- Pragati is able to provide a tool for child-centric pedagogic discourse in the classrooms of the Directorate of Education (DoE) schools.

- The idea of Pragati was conceived to provide level appropriate learning material which can be created and used by the teachers. This is used in addition to the textbooks.
- Basic content for Pragati is created by teachers, edited by Mentor Teachers and reviewed by subject experts from the District Institute of Education and Training (DIET).
- Pragati uses simple language, illustrations, examples from the context of children in Delhi and worksheets to help children understand the concepts.





"The aim of these camps was to welcome the students joining the Delhi Government schools in class 6."

Key components and Impact

- Students and teachers got to know each other well.
- The daily activities in the camp encouraged peer sharing and interaction with parents which helped them build interpersonal skills.
- Parents got more involved in their children's academics throughout the year.

- The Delhi Government is organising Summer Camps for their students regularly from 2016 onwards.
- The theme of Summer Camps has been "Kuch Masti, Kuch Padhai".
- Daily classes were conducted on basic reading, writing and arithmetic alongwith art and craft, music, role play, etc



MISSION BUNIYAAD

"All children in Classes 3 to 9 of the schools run by Delhi government, municipal corporations, NDMC and Delhi Cantonment Board be able to read, write and do basic maths operations."



Key components and Impact

- Mission Buniyaad was launched after the National Achievement Survey (NAS) found that majority of students between Class 3, 5, 8 in Government Schools did not perform well as per their grade level assessment.
- A three month long campaign was launched at the beginning of the academic year in April 2018 with the focused goal and exclusive activities to attain the same.
- Before the campaign, 52% of students from grade 3 to 9 in the schools of Directorate of Education could read their text books, after the campaign, 63% students could read their text books.
- Similarly, earlier 54% students could solve a grade level Maths problem, which has increased to 71 %.



HAPPINESS CURRICULUM

"The objective of the curriculum is to help students lead happier lives, while making meaningful contributions to their communities by practicing mindfulness and by developing skills like empathy, critical thinking, problem-solving, communication and collaboration to build meaningful relationships."

- The Delhi Government launched the Happiness Curriculum in all Government schools of NCT of Delhi for classes Nursery to 8 on July 2, 2018, inaugurated by His Holiness the 14th Dalai Lama.
- There is a happiness period every day and each period begins with a few minutes of mindfulness practice, followed by a story or activity and reflective discussions. Each child is given a chance to reflect and express their thoughts about the story or activity.
- The Happiness Curriculum was designed over a period of six months, by a team of education consultants, Teachers, Teacher Educators, EVGCs, Mentor Teachers from the Delhi Government, NGOs and individuals.



SCHOOLS OF EXCELLENCE

To create institutions of excellence for all round development of children enabling them to achieve their highest potential. To demonstrate that high quality education can be provided in government schools and children, irrespective of their parents background, can achieve academic excellence.



- Five Fully English medium schools opened from academic session 2018-19 with state of the art infrastructure and some of the best teachers of Directorate of Education
- Provision of full time Nurse, Part Time Doctor, Resource persons for enrichment classes and sports coach
- Admission done through draw of lots for Primary classes (nursery to class 2) exclusively on neighborhood criteria and through entrance exam in classes 9 and 11.
- Total 2638 students are already enrolled in these five schools for the session 2018-19.



SPOKEN ENGLISH CLASSES



"To enhance the Spoken English skills of students in Delhi Government schools."

Key components and Impact

- In the first phase, pilot project was launched, helmed by renowned agencies having impeccable record of professionally conducting spoken English classes
- The agencies selected for the pilot classes were Macmillan Publishers India Pvt. Ltd. - British Council India and Academy for Computers Training (Gujarat) Pvt. Ltd.
- In the first phase, course was offered to 24000 students who graduated from class 10 to 11 this year.
- Course duration is of 160 hours spread between 23 to 80 days. The classes were conducted by professional instructors of the selected agencies using course material and assignments Impact
- As per the third party assessment conducted by Trinity College London, of the students in first batch, the proportion at A1 level, lowest as per Common European Framework of Reference (CEFR) has reduced from 60% to 24% and the numbers at B1 or above rose from 7% to 18%.



"To strengthen the structure of identification and support to students with learning disability in the government schools.

To provide systematic career guidance and career counseling to students of classes 10,11 and 12."



Key components and Impact

- Recruitment test by Delhi Subordinate Services Selection Board (DSSSB) conducted in August 2018 to induct 423 counselors for Delhi Government Schools.
- The existing 218 counsellors have led the Project Smile under which assessment was conducted for about 29,000 to determine their IQ level. This was followed up by preparation of Individual Education Plan (IEP) with the help of Special Education teachers in cases of children with learning disability.
- The DoE, in partnership with UNDP, Central Square Foundation & iDreamCareer.com started the Career Guidance & Career Counseling Project to create awareness among students about career pathways available after class XII
- Organized a state level Career Conclave to provide class X & XII students a gateway for better and focused future prospects aligned with their needs and interests.
- Sessions on Safe/unsafe touch, general counseling, and stress management are regularly conducted in schools.





**Interventions aimed
at Principals and Teachers**

PRINCIPAL DEVELOPMENT PROGRAM



"To provide wider learning experience to the Heads of Government schools in order to strengthen their leadership abilities through in-house sessions and international exposure."

Key components and Impact

Increased sense of ownership and responsibility amongst the HoS to develop their schools as centres of learning.

- Monthly sessions of the Heads of Schools is organised in collaboration with Creatnet Education to strengthen their leadership skills through peer learning.
- Such sessions are organised in a cluster of 10 Heads of Schools and facilitated by one of the senior HoS trained as core facilitator.
- 500 principals have attended sessions at IIM Ahmadabad and Lucknow on different aspects of school leadership.
- 102 HoS have attended an educational program at Cambridge University and 22 at schools in Finland to understand school education model in these two countries respectively and practices that can be implemented in Delhi.



MENTOR TEACHER PROGRAM

"To support teachers from the Delhi Government to leverage creative expertise by providing on-site learning support to other teachers and organise workshops suited to the pedagogical needs of their fellow teachers."



Key components and Impact



- The mentor teachers have been pivotal in supporting the implementation of various programs by the Government. They played a key role in implementing Chunauti 2018.
- The mentor teachers also facilitated workshops organised by SCERT, helped in editing and developing content for Pragati.

- It is a group of 200 teachers comprising of current teachers of DoE having experience of teaching upper primary or secondary grade children serving as Academic Resource Group of the Directorate of Education.
- Each mentor teacher has five to six schools assigned to them which they visit regularly to observe the class room practice and provide on-site learning support to teachers.
- They also create supplementary learning material, in consultation with other teachers, for children.
- Mentor Teachers have been given wide national and international level exposure to augment their skills of observation, facilitation, content understanding and pedagogical skills.
- Mentor Teachers have attended a 5 days course on Mentoring at National Institute of Education (NIE) Singapore.

TEACHER DEVELOPMENT COORDINATOR PROGRAMME



"To develop "Education Leader" within each school in order to assist the HoS in creating the culture of collaborative learning in schools."

Key components and Impact

- Provided a platform to the DIETs to engage with the schools and transform the model of in-service training.
- In collaboration with Mentor Teachers, the TDCs have succeeded in strengthening the academic discourse in schools.



- The role of the Teacher development coordinator is broadly to facilitate sessions for teachers where they can share their learning and experiences of the classroom with each other, provide feedback to other teachers based on observations with the focus of improving teaching across the school.
- This program has been developed in partnership with STiR Education and also focuses on teacher professional development through multiple platforms.

JEEVAN VIDHYA SHIVIR

"It aims at consciousness development through Value Education."



- It is based on the co-existential philosophy propounded by A. Nagraj.
- It is conducted through a 7-days residential workshop. Short sessions of 1-3 days are also organised.
- It seeks to engage with participants on every facet of their lives and universe and how we can live life with purpose and meaning.
- This program has been attended by DIET faculties, DoE teachers, Heads of Schools and Mentor teachers.
- The program has supported the participants in better understanding each other and in accepting complete responsibility for one's own life.

INTERNATIONAL EXPOSURE



- 102 HoS, 7 DIET and SCERT faculties and 8 officials of DoE attended the education leadership programme at Cambridge
- An exposure visit to Finland was conducted for 22 HoS, 27 DIET and SCERT faculties and 10 DoE officials to observe their school system
- 23 DIET and SCERT faculties, 11 DoE officials and 165 Mentor Teachers visited NIE Singapore to attend mentoring and coaching course

HANDS-ON TRAINING OF SPECIAL EDUCATORS

"To facilitate Inclusive Education and strengthen the functioning of children with Special Needs (CWSN) studying across Delhi Government schools."



Key components and Impact

- The DoE partnered with 11 NGOs (working in the area of special education and recognized by the Government of India) to train 764 special educators of Delhi Government schools.
- 5- days hands on training was given to special education Teachers equipping them to work across disabilities so that they can work with all students with different needs and to be able to develop Individualized Education Plans (IEPs).
- After the training, the teachers felt more confident in making individualized education plans for students with different disabilities.
- This program also enabled the teachers to gain an insight into each disability which helped them guide and counsel their student's parents.
- The DoE has appointed 262 more special educators and plans to start the second phase of the training which will help teachers conduct a basic screening of children with special needs.

REFORMS IN PRIMARY SCHOOLING

To strengthen the learning foundation of children in Nursery, Kindergarten and primary classes of DoE schools.

To progressively introduce nursery classes also, apart from Kindergarten, in all Sarvodaya primary school of Delhi Government to ensure 2 years of Early childhood education.



- KG classes in 432 Sarvodaya schools of Delhi Government enrolling about 20,000 students
- Nursery introduced in 304 schools, apart from KG classes, enrolling 9,000 students
- Primary branch has been formed at the Headquarter to provide regular support to Sarvodaya schools
- Small library corner is set up in all sections of Primary classes in Sarvodaya Schools
- An integrated in-service training programme was conducted for teachers as part of their continuous professional development. The focus of this programme is cross-disciplinary and multi-disciplinary approach in enhancing teaching learning experiences
- 3,000 Assistant teachers, 72 mentor teachers, 425 HOS, 12 DDEs and 4 RDEs participated in the training across 11 disciplines including English, Hindi, Maths, E.V.S, Child psychology, Inclusive education, Sports, Music, Art, Story Telling, and Library Management

CORE ACADEMIC UNIT

To strengthen Research and Development around issues related to children's learning and teaching learning process in our classrooms.

To introduce new and improvised assessment tools in the schools of Delhi government



Key components

- The unit consists of 29 teachers and 1 Principal who are experienced and innovative
- The unit develops assessment tools for classes 3 to 12, to assess children's learning
- It analyses the results to understand the academic performance of students and schools and identifies the areas for corrective actions
- The unit also develops question banks and support material



**Building a strong
school community**

EMPOWERING SMCs

"Empowering School Management Committees (SMCs) to strengthen the community partnership and ownership in the management of government schools."



Key components and Impact

- Free and fair election to constitute the SMCs in accordance with the Right to Education Act.
- Regular training of SMC members, with the help of NGO Saajha, to strengthen the capacity of the members.
- Organisation of SMC Sabhas, at the Vidhan Sabha constituency level under the leadership of the MLAs to solve the unresolved issues cutting across different departments.
- Use of SMC App which helped schools, parents and other community members directly connect with decision makers.
- The SMC became a platform for the parents to communicate with the HoSs and department in general which helped them understand the challenges on both sides and made it easier for them to work with each other.
- The SMCs led from the front in organising Mega PTMs, Reading Melas, streamlining the admission process and ensuring attendance of irregular students.

"To bridge communication gaps and develop a strong relationship between parents and teachers, mega PTM is scheduled on the same date across all schools of Delhi Government."



Key components and Impact

- Increase in student attendance in school.
- Engagement of parents and community members in the functioning of the school.
- Parent Teacher Meetings (PTM) started across all government schools under Directorate of Education in 2016.
- The DoE effectively publicised the event on the radio and in newspapers leading to parents attending the meetings in large numbers.
- During these meetings, parents were invited to the school to discuss student attendance, punctuality, need for planning and the role they can play in the learning of their children.



Improving school infrastructure



CONSTRUCTION OF NEW SCHOOL BUILDINGS AND SPORTS INFRASTRUCTURE

- The DoE has constructed 21 new school buildings with modern facilities and 8000 equivalent new classrooms have been constructed.
- Complete facelifting given to 54 schools.
- Schools now have labs with ultra-modern facilities to cater to the needs of the students, SMART classrooms and e-modules to make learning interesting.
- The work for renovation of staffrooms in all Government schools is in progress to make it more comfortable for Teachers.
- The development of a sports complex has been approved at Village Kair, an astro turf hockey ground at the Girls secondary school at Ghumanhera has been completed, synthetic athletic tracks have also been laid in a few schools across Delhi.
- Two swimming pools have also been constructed at RSBV, West Vinod Nagar and RSKV, Pocket B, Mayur Vihar Ph II.
- Sanction for 12000 more equivalent classrooms given. Work will start from October 2018 by PWD.

ESTATE MANAGERS (EM)



"All HoS were empowered to hire an Estate Manager on contractual basis to look after the school building. Estate manager assists the HoS in taking care of the school campus and facilitating the administrative work so that HoS can give more time to academic issues."

Key components and Impact

- Monitoring the operation and cleanliness of toilets has been substantially eased out.
- Liasoning with various agencies such as PWD, DJB and Electricity utilities on the instructions of the HoS has been expedited.
- Security of the students, staff and property by proper utilization of the services of Security Guards/Chowkidars has been taken care of.
- Electricity and water supply lines, fittings such as tubes, bulbs, fans, switch board, taps etc remain operational all the time.
- Record of repairs and follow up work is being diligently kept by EM



THREE TIER LIBRARY SYSTEM

A three tier Library System in the Government Schools was proposed as part of Budget 2017-18. For this purpose, an amount of Rs 17 crores towards recurring expenditure for procurement of books, etc and Rs 100 crores for Library infrastructure was earmarked. The three tier structure for library is:

- A class Library in each and every Pre- primary & primary section
- Separate Libraries for classes VI to VIII have been opened in 400 select schools.
- The existing libraries in schools shall be modernised to cater to all the students.
- Mega book fair was organised by the Delhi Government where publishers were invited to display their books. The schools were invited to select the books for online procurement.
- Schools placed an order for 13,16,630 copies of 2136 titles from 81 publishers, out of which 11 lacs copies have been delivered to schools.





REGULATION OF PRIVATE SCHOOLS

On examination of fee increase proposals received from 166 private unaided recognised schools for the academic session 2016-17, fee hike was not allowed in case of 136 schools.

Further, directions were issued to the schools to remove/rectify financial irregularities noticed during the inspection of schools.

For academic year 2017-18, proposals of 265 schools for fee hike were received which are under examination.

On the basis of complaints regarding some schools charging excess fee, directions have been issued to these schools to not increase any fee for the academic year 2017-18 without approval of Director Education.

To maintain transparency in admission of EWS/ Disadvantaged group category students in private unaided recognised schools, including the schools running on land allotted by DDA/other Government agencies, the admissions of EWS/Disadvantaged group category students was done through computerised draw of lots.

Number of students admitted under EWS/DG category at entry level classes in private unaided schools during the past three academic years are as below:

- 2016-17: 19,887
- 2017-18: 25,178
- 2018-19: 31,841 (as on 04/09/2018)





Over the years, our school system has successfully produced good engineers, doctors and other professionals. While that is important, it cannot be the main goal of education. My dream is to make sure that our students also grow up to become compassionate human beings.

-Manish Sisodia
Dy. Chief Minister, Delhi

दिल्ली सरकार

आप की सरकार

DIRECTORATE OF EDUCATION
Government of NCT of Delhi