Department of Education

DELHI GOVERNMENT
TEAM DELHI-MAKING THINGS HAPPEN

Status of
Education
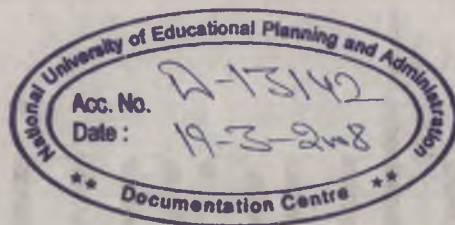### and major achievements in Delhi

A QUICK REPORT
2007

State Council of
Educational Research and Training
(An autonomous organisation of Govt. of NCT of Delhi)
Varun Marg, Defence Colony, New Delhi-110 024

YUVA
JOYFUL
INTERESTING
MEANINGFUL
LEARNING

TEAM FOR THE PREPARATION OF
Status of Education : A Quick Report 2007

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Secretary (Education)
and Chairperson, SCERT

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Ms. RINA RAY
Secretary (Education)
Govt. of National Capital Territory of Delhi

Message

The last few years have seen Delhi making important strides in the field of education. Many new initiatives have been taken by the Department of Education to bring in quantitative as well as qualitative changes in school education, and the results of these initiatives have been reflected in an increase in the enrolment of students and amazing better output of students in academic as well as non academic fields.

But then, this is not the end. It is only a beginning towards the development of a fully literate and progressive society. Even today we have children who have not reached school or who have dropped out before completing elementary education. We have to work hard to generate a universal demand for education and have to ensure that school experiences are encouraging for all students. This is possible only when the school environment is attractive and innovative teaching techniques are used making the learning experience interesting, joyful and meaningful.

Though a number of steps have been taken to improve the status of education in Delhi and different people involved in different aspects of school education at different levels are working hard, little effort has been made to document the inputs and the achievement due to them. With this background in mind, the idea of preparing a document was conceived. **A very comprehensive and detailed School Audit is underway and it was felt that a Quick Report detailing achievements in brief would be useful until the main documentation is finalized.** An effort has been made to provide an overall view of the education scenario in Delhi and the major achievements of the Directorate of Education in this document.

I would like to take this opportunity to congratulate and thank the very large number of Teachers, Principals and Officers who have done a remarkable job in transforming the schools of the Directorate of Education. And of course, many words of praise for our talented students who have made all this possible.

Ms. Rina Ray
Secretary (Education)

Mr. VIJAY KUMAR
Director (Education)
Directorate of Education, Delhi

Message

I am glad to see the document on 'Status of Education and major achievements in Delhi'. For the first time, the effort, made by the Directorate of Education for the improvement of Educational standards and the result, achieved, have been placed together in one document.

We have been able to show record improvement in our educational standards in the last five years. Our CBSE results are enough to prove this. We have been able to set examples before other states in the fields of E-Governance and teaching through CALtoonz. 'YUVA' in itself is a unique programme intended to bring about all round development of personality of our students.

All these achievements have been possible due to combined efforts of Delhi Government, officials of the Directorate of Education, SCERT & DIETs of Delhi, School teachers, Students and Community participation.

I hope, in coming years we will have more achievements to be proud of and the revised version of this document will project Delhi as a trend setter in the field of education.

Mr. Vijay Kumar
Director (Education)
Directorate of Education
Delhi

B. N. BAJPAI
Director
SCERT

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Message

State Council of Educational Research and Training, Delhi has been established to bring in qualitative improvement in school education by providing meaningful inservice training to the teachers, preparing useful materials like "Teacher's Manual", "Text books", "Supplementary Material", "Question Bank" for teachers and students and also undertaking research activities aimed at understanding the problems in the field of school education and finding suitable solutions to them. SCERT also manages nine 'District Institute of Education & Training' (DIETs). DIETs are engaged in Pre-service training programmes along with the material development and research activities.

SCERT and DIETs have made remarkable achievements in the last few years. YUVA training for teachers and the inservice training programmes of teachers through power point presentation using caltoonz have been highly successful. These training programmes have helped in improving the overall standards of education in Delhi. All this could be achieved under the expert guidance of Secretary Education, Ms. Rina Ray. She has also initiated a number of activities in the Directorate of Education which has resulted in record achievement in students' performance in class X and XII examinations, in an overall increase in the universal enrolment and retention of students and also in better achievements in sports and cultural activities.

In the light of above it was felt necessary to document the major achievements of Directorate of Education and SCERT.

I take this opportunity to thank all the officers of the Directorate of Education who have helped in the compilation of this document by providing all the necessary information and materials. SCERT welcomes any comment for the improvement of this document.

SCERT through its nine District Institute of Education and Training organises Pre-Service Training, Inservice Training of Teachers, material development and research activities.

Sh. B. N. Bajpai
Director, SCERT

Contents

I. Education Scenario in Delhi

Before going into details of education in Delhi let us have a look at some of the important aspects that influence it. Delhi being the capital of India, is a cosmopolitan city, abound with educational and job opportunities.

DELHI STATE
Geographical Boundary

N

Yamuna River

North West

North East

North

West

Central

East

New Delhi

South West

South

It has witnessed a steep rise in population – from about 2 million in 1947 to more than 14 million at present. It is expected to grow up to 23 million by 2021. This growth of population is largely due to the migration of people from other places. The average growth rate of population is estimated to be 4.8% per year during the last six decades. It is more than the national population growth rate. It includes 0.16 million people migrating to the city every year. It is estimated that around 1000 people add to the population of Delhi every year.

Migration of entrepreneurs, students, job seekers etc. has led to continuous urbanization of Delhi. Its rural belt is shrinking. Whatever is left of the rural area, it can be better termed as suburban land.
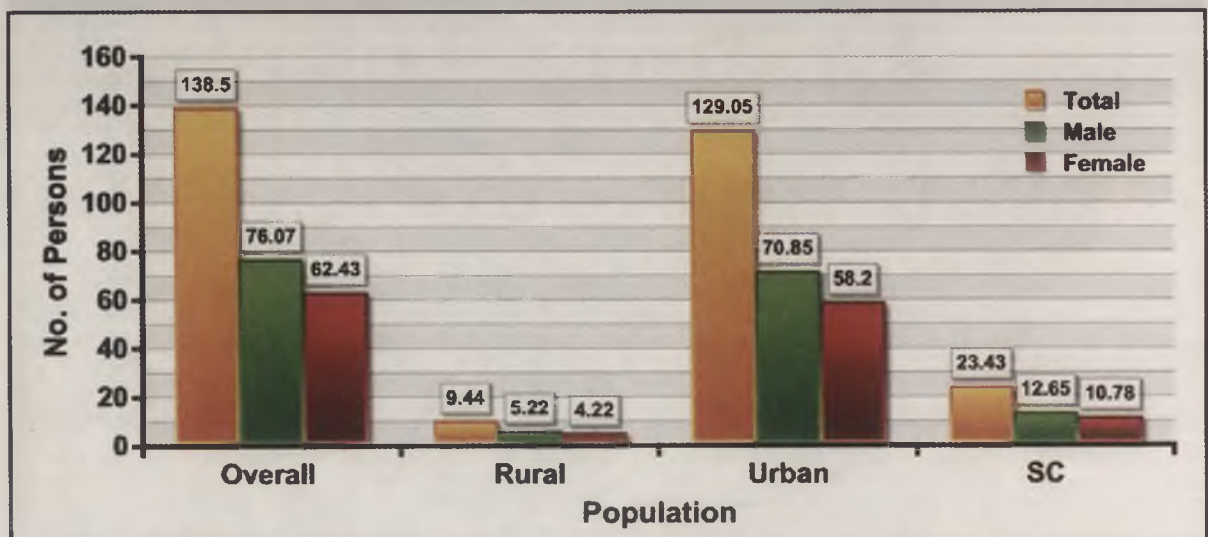
Let's have a look at the demographic profile of Delhi:

Table 1
Population

Category Population	Overall Population	Rural Population	Urban	SC Population
Total	13850507	944727	12905780	2343255
Male	7607234	522087	7085147	1265182
Female	6243273	422640	5820633	1078073

Source : Census 2001

Population (In Lakhs)

**Decennial Population Growth
(1991 – 2001)**

**Density of Population
(per square Km.) – 9340**

Absolute.   Percentage   **Sex Ratio:**
Total – 4429863   Total - +47.02
Rural - -4292   Rural - -0.45   Total – 821   Rural – 810   Urban – 822
Urban – 4434155   Urban - +52.34

Table 2
Total Population and Literacy Rate

Area	Population			Literates			Literacy Rate %		
	Persons	**Male**	**Female**	**Persons**	**Male**	**Female**	**Persons**	**Male**	**Female**
Total	13850507	7607234	6243273	9664764	5700847	3963917	81.67	87.33	74.71
Rural	944727	522087	422640	613951	378106	235845	78.05	86.60	67.39
Urban	12905780	7085147	5820633	9050813	5322741	3728072	81.93	87.39	75.22

Source : Census 2001

Total Population and No. of Literates
(in Lakhs) (Source: Census 2001)
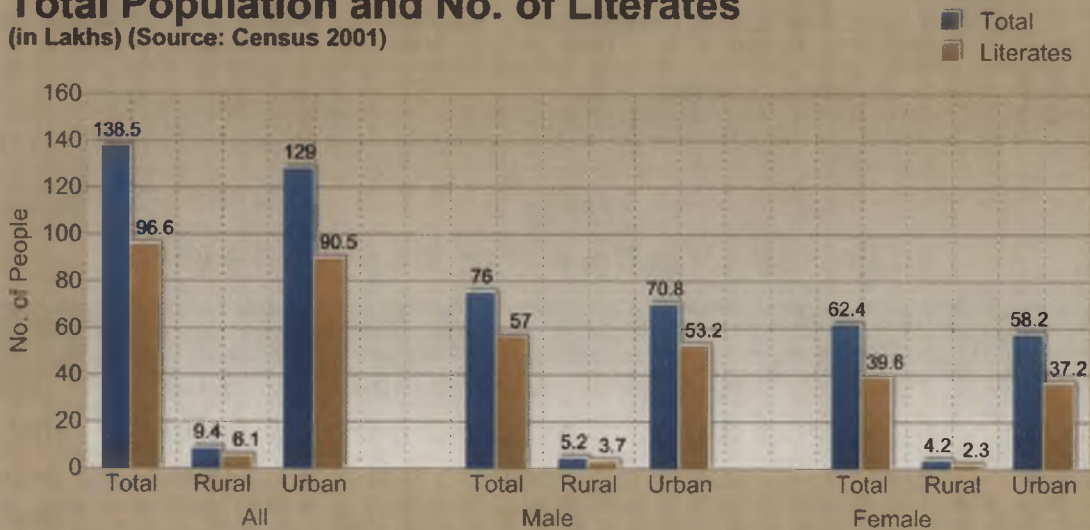
■ Total
■ Literates

Source : Census 2001

Table 3
Child Population in the age group of 6 - 11 years

	All Communities			SC/ST		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**
2004-05	557064	467989	1025053	21487	189517	404004
2005-06	1007216	888401	1895617	167638	151985	319624
2006-07	1057366	932840	1990207	175655	159190	334846

Source : Projected Census Data 2001

Child Population in the age group of 6 - 11 years
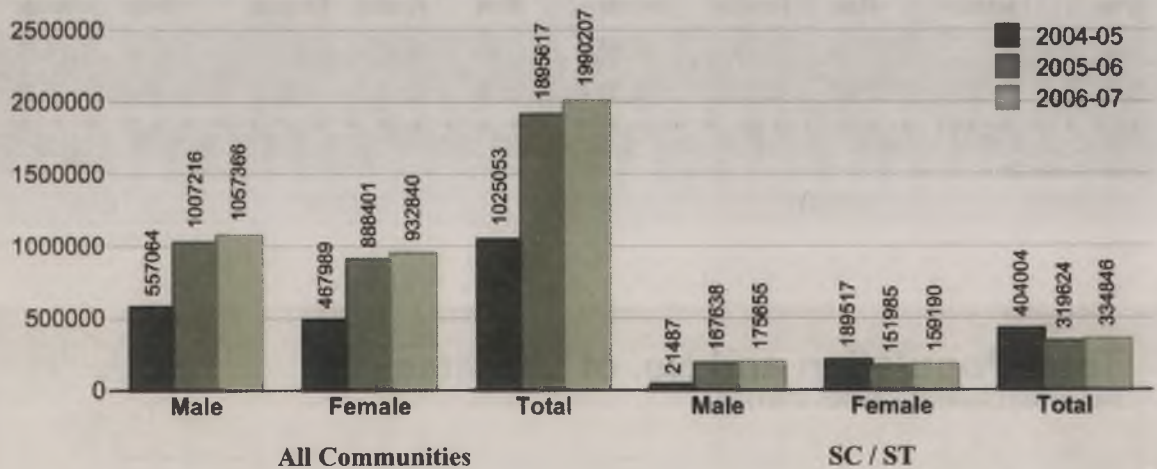*Source: Projected Census data 2001*

Table 4
Child Population in the age group of 11 -14 years

	All Communities			SC/ST		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**
2004-05	403254	348561	751815	154101	72130	226231
2005-06	588184	522811	1110995	126102	105803	206538
2006-07	617219	547022	1164241	132166	110732	242848

Source : Projected Census Data 2001

Child Population in the age group of 11 -14 years
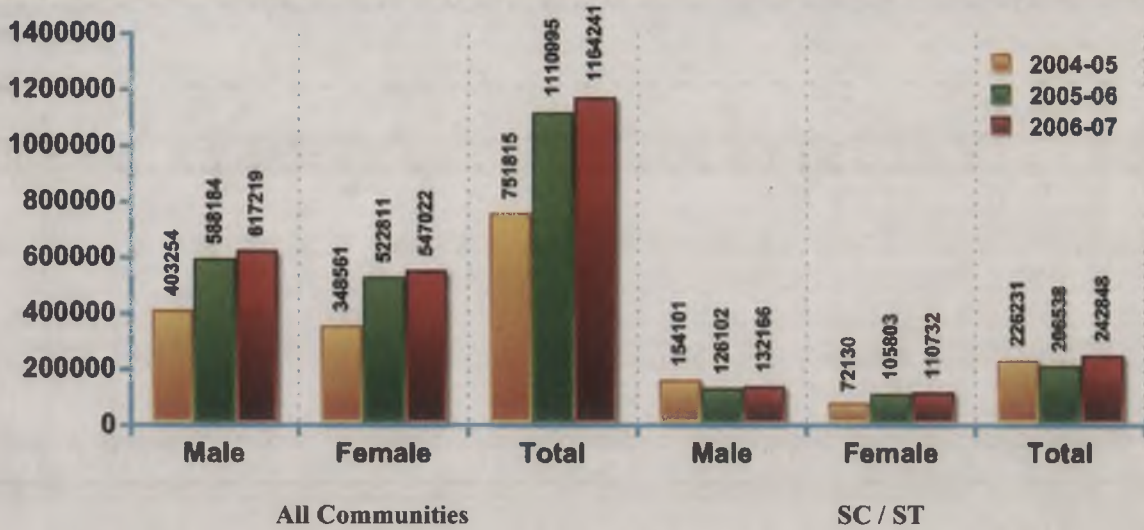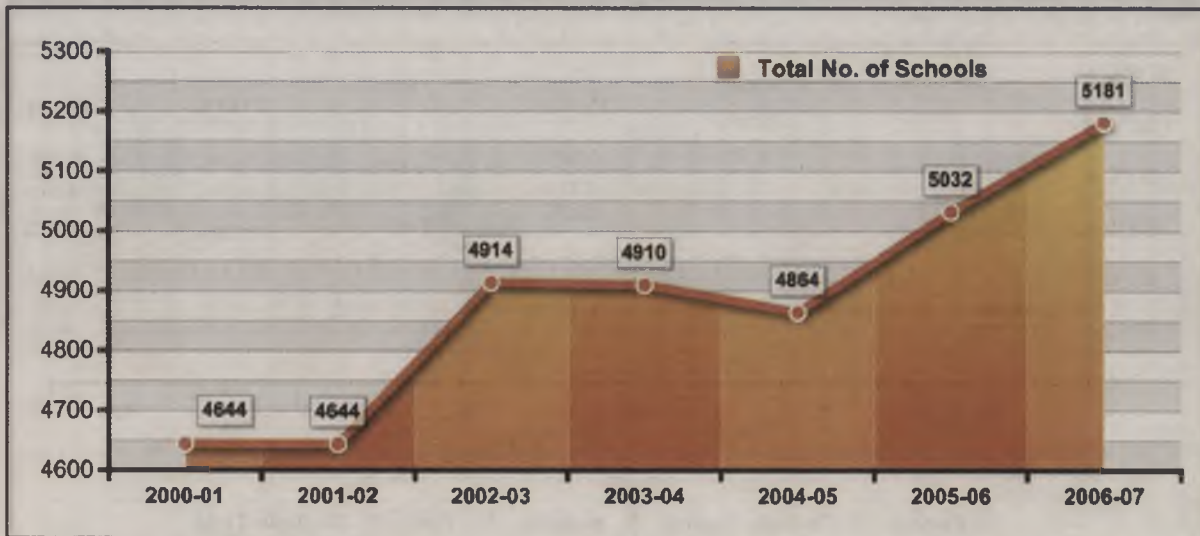*Source: Projected Census data 2001*

Legend: 2004-05, 2005-06, 2006-07

All Communities:
- Male: 403254, 588184, 617219
- Female: 348561, 522811, 547022
- Total: 751815, 1110995, 1164241

SC / ST:
- Male: 154101, 126102, 132166
- Female: 72130, 105803, 110732
- Total: 226231, 206538, 242848

Growth of Schools in Delhi

Total No. of Schools

2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
4644	4644	4914	4910	4864	5032	5181

Source : Planning Dept., Govt. of NCT of Delhi

Table 5
Percentage of Schools Managed by Different Agencies

Sl. No.	Management	Primary Only	Primary with Upper Primary	Upper Primary	Upper Primary with Sec./Sr. Sec.	All
1	Percentage of schools managed by Govt.	64.04	3.2	2.43	16.91	29.98
2	Percentage of schools managed by All Private Managements	23.67	28.53	1.43	9.86	15.42
3	Percentage of schools managed by Dte.of Edu.	2.28	11.75	71.58	73.6	21.84
4	Percentage of schools managed by social welfare deptt.	5.56	0.93	1.05	0.46	3.26
5	Percentage of schools managed by local bodies (MCD, NDMC)	76.02	4.66	3.16	1.52	39.81
6	Percentage of schools managed by private aided	2.8	8.77	11.58	11.84	6.65
7	Percentage of schools managed by private unaided	13.17	73.32	11.58	11.23	27.3
8	Percentage of schools managed by other managements	0.18	0.56	1.05	1.37	1.1

Source : DISE 2006

State of School Buildings - Category wise
All Management (DISE 2006)

	Pri Only	Pri with U. Pri	Pri with U. Pri & Sec./Hr. Sec., Sec	Upper Primary Only	U. Pri with Sec./Hr.	All
Multiple Type	19.16%	4.69%	17.46%	7.69%	21.01%	17.12%
Tent	0.53%	0.38%	0.10%	3.30%	0.61%	0.49%
Kuccha	0.62%	0.38%	0.21%	0.00%	0.31%	0.44%
Partially Pucca	19.34%	2.81%	5.82%	31.87%	16.26%	14.31%
Pucca	55.60%	90.99%	75.16%	57.14%	61.66%	64.83%

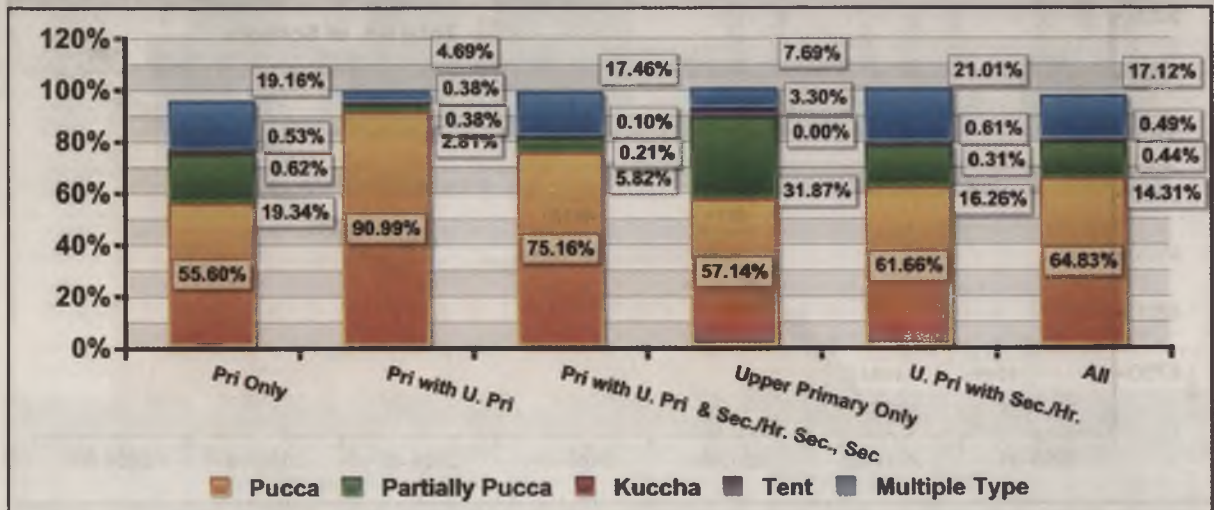Pucca   Partially Pucca   Kuccha   Tent   Multiple Type

Table 6
Infrastructure in Primary and Upper Primary Schools: All Managements

			Existing School Infrastructure - Primary and Upper Primary												
Sl.No.	District		Total no. of schools	No of schools without own building	No of schools in dilapidated condition	Total no of pucca classrooms	No of repairable classrooms	No of UPS with HM room	No of schools with D/water facility	No of schools with Toilet facility	No of schools with Girls toilet	No of schools with access ramp	No of schools with Boundary Wall	No of schools with playground	No of schools with Kitchen for mid day meal
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	East	Pry	268	0	0	1963	71		268	268	132	135	201	159	0
		UPS	120			879	32		120	120	59	60	90	71	0
2	North East	Pry	246	5	0	1802	66		246	246	122	124	185	146	0
		UPS	118	2		864	31		118	118	58	59	89	70	0
3	North	Pry	239	2	0	1751	64		239	239	118	120	180	142	0
		UPS	113	1		828	30		113	113	56	57	85	67	0
4	North West	Pry	519	4	0	3802	138		519	519	256	262	390	307	0
		UPS	224			1641	60		224	224	111	113	168	133	0
5	West	Pry	290	0	0	2124	77		290	290	143	146	218	172	0
		UPS	142			1040	38		142	142	70	72	107	84	0
6	South West	Pry	276	1	0	2022	74		276	276	136	139	207	163	0
		UPS	150			1099	40		150	150	74	76	113	89	0
7	South	Pry	338	6	0	2476	90		338	338	167	170	254	200	0
		UPS	146			1069	39		146	146	72	74	110	86	0
8	New Delhi	Pry	79	0	0	579	21		79	79	39	40	59	47	0
		UPS	62			454	17		62	62	31	31	47	37	0
9	Central 1	Pry	171	3	0	1253	46		171	171	84	86	129	101	0
		UPS	111			813	30		111	111	55	56	83	66	0
	Total		3612	24	0	26459	963		3612	3612	1784	1820	2715	2139	0

Source : DISE 2006

Average No. of Classrooms per School
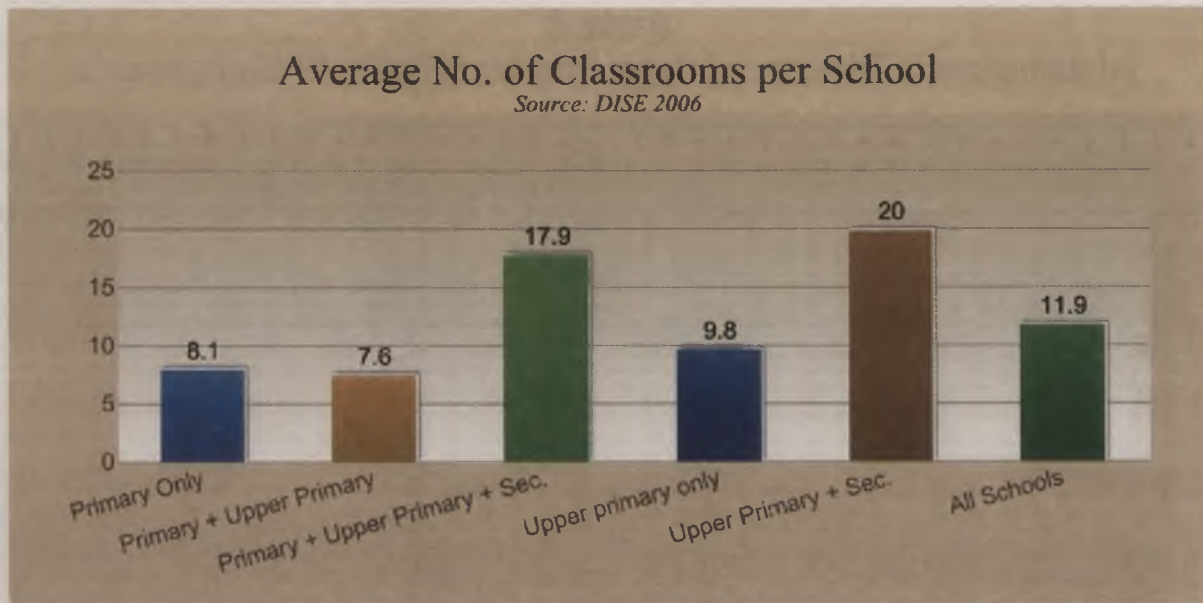*Source: DISE 2006*

Table 7
Kshetras (Habitations) And Access (Primary)
Name of State : Delhi

Sl. No.	Name of District	Total No. of Habitations (Kshetras)	Habitations Covered by		Habitations without Primary Schools/EGS	Habitations Eligible for PS as per State Norms	Habitations not Eligible PS but eligible for EGS	Habitations not Eligible for PS/ EGS
			Primary School	EGS				
1	East	121	121	0	0	121	NIL	NIL
2	North East	112	112	0	0	112	NIL	NIL
3	North	150	150	0	0	150	NIL	NIL
4	North West	386	386	0	0	386	NIL	NIL
5	West	280	280	0	0	280	NIL	NIL
6	South West	261	261	0	0	261	NIL	NIL
7	South	344	344	0	0	344	NIL	NIL
8	New Delhi	87	87	0	0	87	NIL	NIL
9	Central	71	71	0	0	71	NIL	NIL
	TOTAL	1812	1812	0	0	1812	NIL	NIL

Source : UEEM, MCD, NDMC, DoE, DCB and DISE 2006

Table 8
Kshetras (Habitations) and Access (Upper Primary)

Sl. No.	Name of District (Kshetras)	Total No. of Habitations having UPS facility in 3 KM Area	No of Habitations without UPS facility in 3 KM	No. of Habitations habitations for UPS as per distance and population norms	No. of eligible schoolless Schools (Govt. & Govt. Aided)	No. of Primary School (Govt. & Govt. Aided)	No of Upper Primary Primary Ratio	Primary and Upper per 2 : 1 ratio	No. of UPS eligible as	Gap in UPS
1	East	121	121	NIL	NIL	268	120	2.23	14	8
2	North East	112	112	NIL	NIL	246	118	2.08	5	3
3	North	150	150	NIL	NIL	239	113	2.12	6	3
4	North West	386	386	NIL	NIL	519	224	2.32	36	20
5	West	280	280	NIL	NIL	290	142	2.05	3	2
6	South West	261	261	NIL	NIL	276	150	1.84	24	14
7	South	344	344	NIL	NIL	338	146	2.31	23	13
8	New Delhi	87	87	NIL	NIL	79	62	1.26	-23	0
9	Central	71	71	NIL	NIL	171	111	1.54	-25	0
	TOTAL	1812	1812	NIL	NIL	2426	1186	2.05	63	

Source : UEEM, MCD, NDMC, DoE, DCB and DISE 2006

Table 9
Percentage of Female Teachers

Year	Primary only Primary	Primary with Upper Sec/Sr.Sec	Primary with UP &	Upper Primary only	UP with Sec/Sr.Sec	All Schools
2004-05	68.1	83.1	79.8	50.9	50.4	70.6
2005-06	69.4	78.7	78.3	57.7	54.8	69.9

Source : DISE 2004-05, 2005-06

Percentage of Female Teachers
In Different Categories

■ 2004-05
■ 2005-06

Percentage of Teachers

	Pri Only	Pri with U.Pri	Pri + U.Pri + Sec./Sr. Sec.	U.Pri Only	U.Pri with Sec./Sr. Sec.	All Schools
2004-05	68.1	83.1	79.8	50.9	50.4	70.6
2005-06	69.4	78.7	78.3	57.7	54.8	69.9

Category of Schools
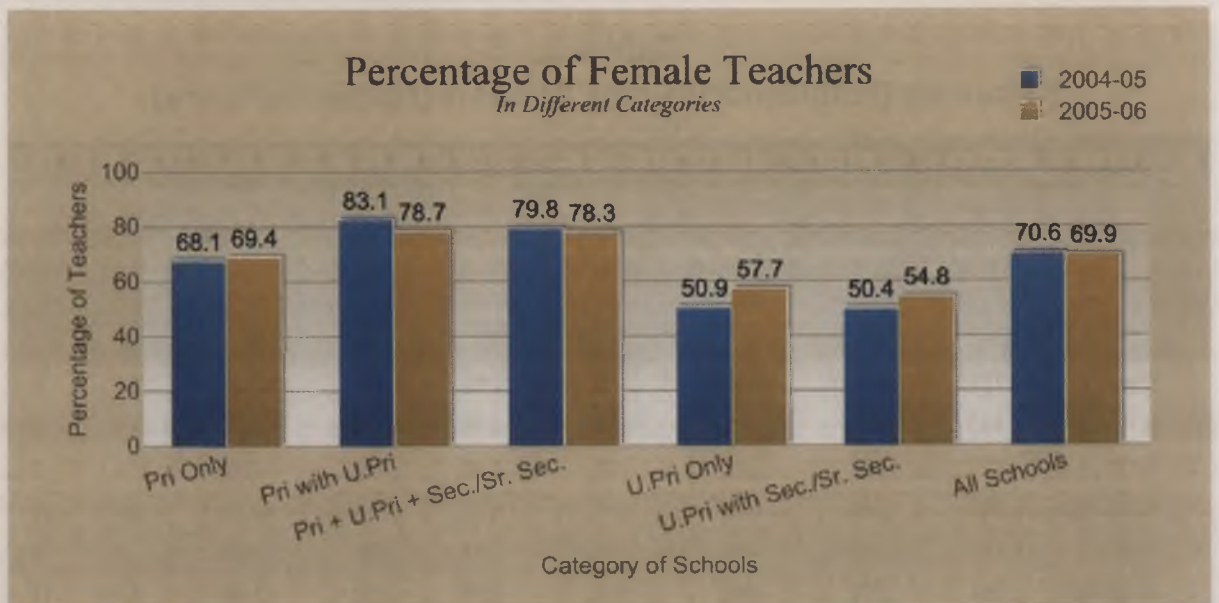
Table 10
Average Number of Teachers per School

Year	Primary only	Primary with UP	Primary + UP + Sec + HS	Upper Primary only	UP with Sec/H.Sec	All Schools
2004-05	9	12	26.1	12	19.2	15.2
2005-06	8.8	12	23.4	13.2	20.9	14.2

Source : DISE 2004-05, 2005-06

Average No. of Teachers per School
In Different Categories

■ 2004-05
■ 2005-06

Category of Schools

Category	2004-05	2005-06
All Schools	15.2	14.2
U.Pri with Sec./Sr. Sec.	19.2	20.9
U.Pri Only	12	13.2
Pri + U.Pri + Sec./Sr. Sec.	26.1	23.4
Pri with U.Pri	12	12
Pri Only	9	8.8

Number of Teachers
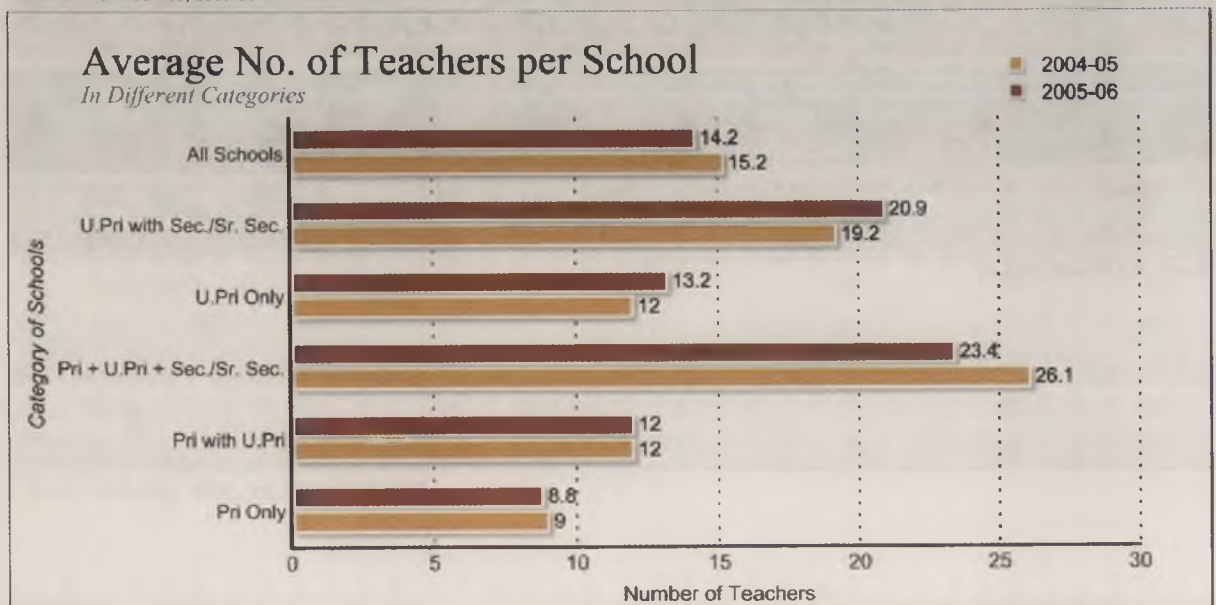
Table 11
Pupil Teacher Ratio

Year	Primary only	Primary with UP	Pri. + UP + Sec + Sr.S	UP only	UP with Sec/H.Sec	All Schools
2004-05	37	28	29	37	28	31
2005-06	43	32	31	35	28	35

Source : DISE 2004-05, 2005-06

Pupil Teacher Ratio
In Different Categories
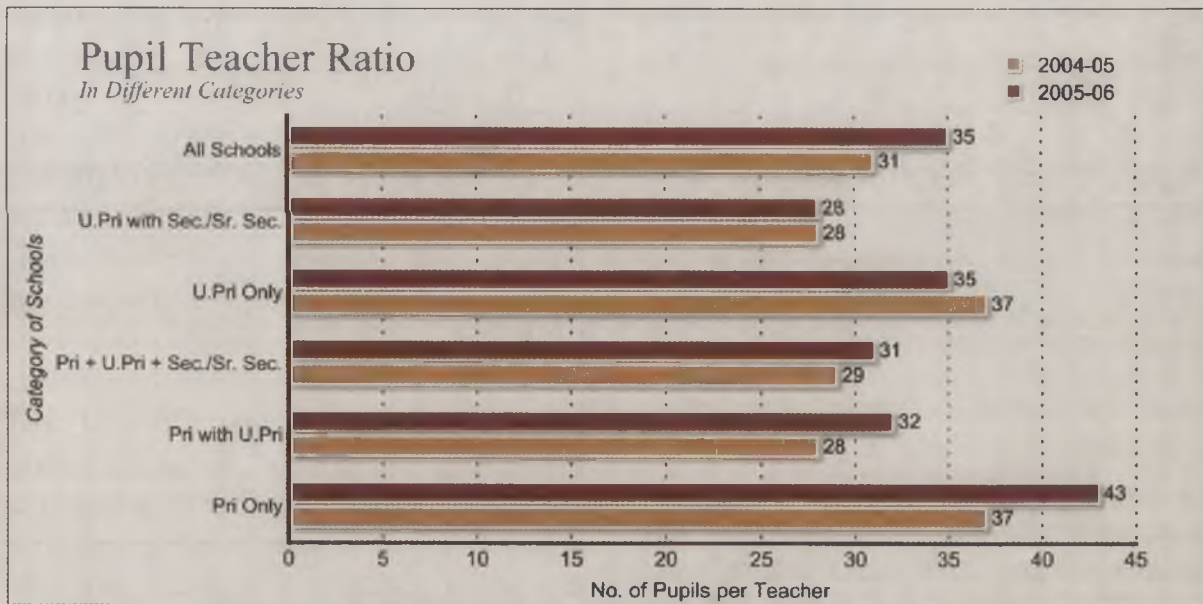
II Towards Quality Education

Education is the fundamental right of every child and Delhi Government is determined to provide quality education to all the children of Delhi. Universal enrolment and retention of the children up to the age of 14 and providing quality education to the students are two major goals that Delhi Government is focusing on. **The Government believes in 'Equity, Quality and Transparency'**. It has launched various schemes to ensure that the benefits of education reach every household of Delhi, irrespective of the caste, gender, religion or the economic status.

In his message to the nation on the eve of Independence Day, 2005 the Prime Minister; Dr. Man Mohan Singh stressed upon the need to **make education joyful, interesting and meaningful** so that children develop a desire to go to school. Department of Education in the Government of Delhi is committed to make education joyful, interesting and meaningful. It strongly believes that given a conducive environment, children will develop a desire to go to the schools and the problems of drop outs, truancy and low achievement will automatically get reduced.

School life is an important part of a person's life. It is here that the child comes across the most turbulent phase of his/her life – the adolescence. It is here that a child learns the important life skills, develops beliefs and values, which are later expressed in his/her behaviour as an adult. So, schools should provide a **'Holistic Curricular Package'** for developing balanced personalities. Delhi Government's **comprehensive programme 'YUVA'** aims at doing the same. It focuses on the development of essential life skills, positive attitudes, values and knowledge that are required to face the challenges of life and help an individual lead a balanced life. YUVA includes self defence, sports and stress relieving activities like yoga, meditation, and laughter therapy.

In order to make learning joyful and interesting, Computer Aided Learning Programme- **Caltoonz** has been introduced in schools. The multimedia presentations with animations and cartoon characters not only help in making the classroom lively, it also helps in better understanding of the concepts. CALtoonz has succeeded in turning boring, dull and unimaginative text books into sparkling, fascinating lessons that are a delight to see and hear.

With the introduction of **E-Governance**, Directorate of Education, Delhi has proved its commitment to provide clean, transparent and efficient management to all its schools and offices. The official website edudel.nic.in is open to the public for viewing.
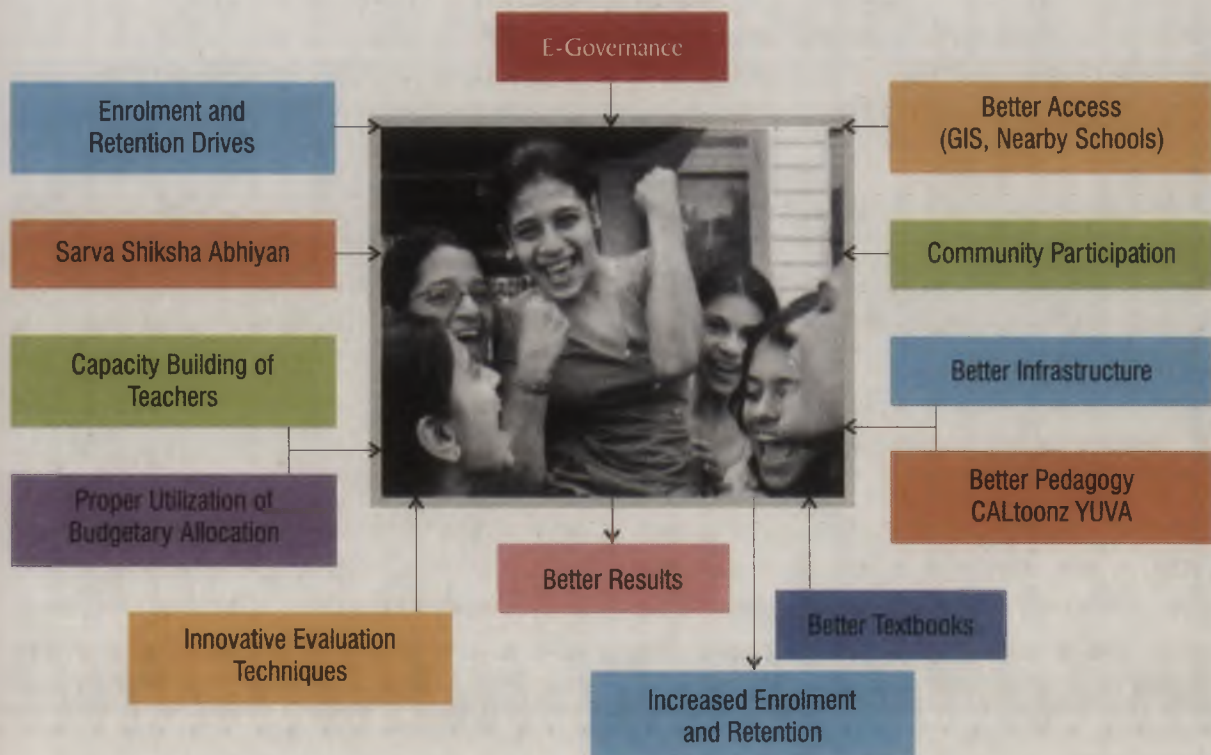
Understanding the importance of Education in National Development, **liberal budgetary allocations** have been given for various schemes.

Delhi Government has also acknowledged the importance of **community participation** (Bhagidari) in all developmental projects. In the field of Education also, community participation has been encouraged. Roles of VKS, Community leaders and NGOs in school improvement and enrolment drives are worth mentioning.

Sarva Shiksha Abhiyan, a project launched by the UEE Mission, Government of India, in all States in order to provide Universal Elementary Education by 2010, has been launched with missionary zeal in Delhi. SSA, Delhi is one of the best in the country. The success of the programme is reflected in the large number of children enrolled in the schools last year and significant drop in the child population leaving schools before completing elementary education. Over 80,000 additional children were enrolled last year, and it is expected that more than 1,00,000 children currently out of school shall be mainstreamed this year. These achievements show that Delhi is quickly moving towards the goal of providing elementary education to every child.

Contributors to Success

E-Governance

Enrolment and Retention Drives

Better Access (GIS, Nearby Schools)

Sarva Shiksha Abhiyan

Community Participation

Capacity Building of Teachers

Better Infrastructure

Proper Utilization of Budgetary Allocation

Better Pedagogy CALtoonz YUVA

Better Results

Innovative Evaluation Techniques

Better Textbooks

Increased Enrolment and Retention

III. CBSE Results Tell the Success Story

There has been an outstanding improvement in the performance of the students of Directorate of Education in class X and class XII Board Examination over the last two years.

DELHI Newsline
cities.expressindia.com

Govt schools notch up good Class X results

Ravleen Kaur

New Delhi, May 29: AFTER last week's Class XII results, government schools in Delhi have proved their mettle again with their Class X results. The increase in the total pass percentage from 59.73 per cent last year to 77.12 per cent is the highest-ever increase in the pass percentage in a single year.

In fact, the pass percentage of government schools in Class X makes them number one in government schools across India. The increase in government-aided schools is about 10 per cent while that for independent schools is 3 per cent.

At 97.4 per cent, the topper from the 915 government schools in the city has obtained marks comparable to other city toppers. The Delhi Government is patting itself on the back for having computerised the entire system and made teachers more accountable.

"The result has actually gone up by 29 per cent in the last two years. This is mainly because we arranged special camps for teachers in science teaching. Some questions in Science were such that they could only be attempted by students who had done their practicals. So we ensured that all teachers conduct practicals with students and intensive training for Science with SCERT. Earlier, there used to be little teaching, so teaching was ensured and then the nitty-gritties," said Rina Ray, Secretary, Delhi Education Department.

Ninety-seven students from government schools have scored 90 per cent and above in Class X as compared to just 23 in 2005. There

are 43 students from government schools who have scored 100 per cent marks in Maths.

"Many incentives were also given to teachers. The maximum number of promotions have happened in the last two years. Teachers with good results were allowed to choose their place of posting besides grading of teachers," Ray said.

With this year's results, the gap between government and independent schools has narrowed down to 13 per cent from 40 per cent and they have acquired number two position in the city behind independent schools.

Meanwhile, Tuesday brought double delight for Delhi Education Minister Arvinder Singh

Lovely. While Delhi schools performance improved in the CBSE X boards, his son who also appeared for class X boards secured 85 per cent.

Initiatives by Delhi government to improve results

*   Accountability at each level
*   Massive Computerisation
*   Direct interaction of secretary and director with 35,000 teachers
*   Introduction of weekly unit tests
*   Introduction of computer-aided learning
*   Incentives for teachers
*   Transparent online request based transfer policy that ensured satisfaction rate of 80%
*   Adoption of weak schools by senior officers
*   Strict action in case of indiscipline
*   Merging of evening and morning shift schools

Analysis of Class X Result

Table 12
CBSE Main Exam Results for Class-X for the last 10 years

Year	No. of students appeared	Pass Percentage (%)
1997-98	88846	32.1
1998-99	89746	34.57
1999-00	91422	38.95
2000-01	72278	40.2
2001-02	83086	46.14
2002-03	79069	48.87
2003-04	79330	50.77
2004-05	85479	48.0
2005-06	96551	59.73
2006-07	95309	77.12

Source : Directorate of Education, Result Analysis (CAL)

Table 13
Gap between Govt. and Private School Main Results in Class X

Year	Gap (%)
1997-98	55.00
2004-05	38.33
2005-06	28.59
2006-07	13.93

Source : Directorate of Education, Result Analysis (CAL)

CBSE Results
for the last 10 Years
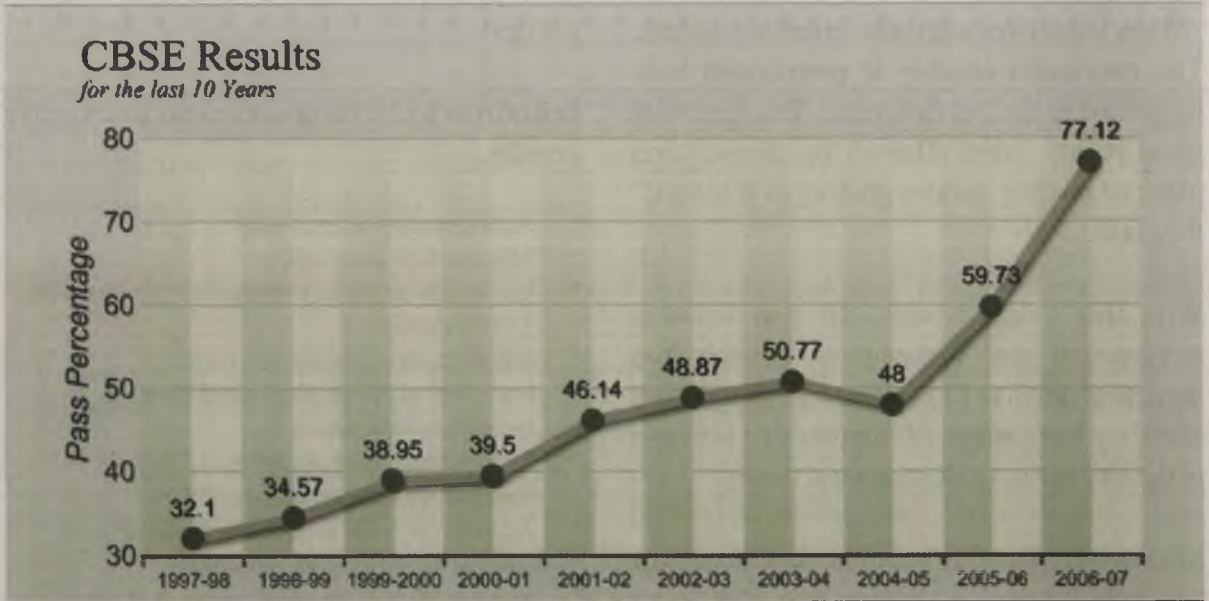
Gap between Government and Private School Main Result in Class X

Table 13A
Gap Between Govt. and Private Schools in the CBSE Post-Compartment Results

Year	Pass% of Govt. Schools	Pass% of Private Schools
2001-02	62.24	93.13
2002-03	65.22	93.40
2003-04	68.12	93.68
2004-05	74.31	94.50
2005-06	76.67	94.33
2006-07	89.67	96.32

Source : Statistics Branch, Directorate of Education

Table 14
Comparison of Results of Government Schools with KVS & Navodaya Vidyalayas

Category	2006	2007
Dte. of Edu. (All Schools)	59.73	77.12
Dte of Edu(RPVV)	98.08	99.14
Kendriya Vidyalayas	91.76	93.1
Navodaya Vidyalayas	91.13	96.41
Total (CBSE)	77.16	84.44

Source : CBSE results, kvsangathan.nic.in

Comparison of Results of Government Schools with KVS & Navodaya Vidyalayas
Source: CBSE results, kvsangathan.nic.in
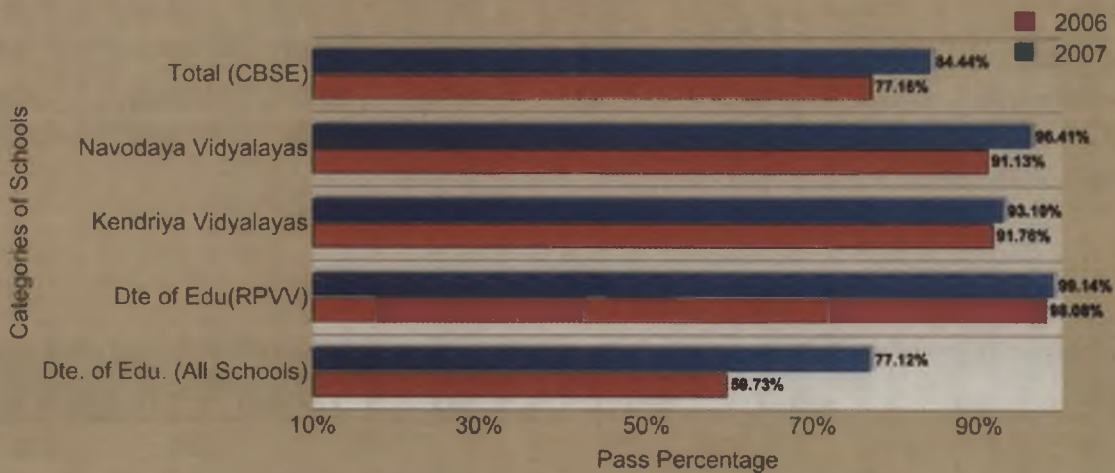
Table 15
Difference between Govt. & Public Schools

Subject	Govt.		Public		Difference		Diff in PP 2006	Diff in QI 2006	Diff in PP 2006	Diff in QI 2005
	PP %	QI	PP %	QI	PP 07	QI 07				
Maths	81.78	43.94	93.72	63.82	- 11.94	- 19.88	- 26	- 26	- 35	- 29.7
Social Science	96.07	56.53	97.62	69.32	- 1.55	- 12.79	- 4	- 15.2	- 14	- 21.8
Science	93.06	45.59	95.79	62.90	- 2.73	- 17.31	- 6	- 21.4	- 11	- 24.6
English	77.29	40.81	92.17	54.54	- 14.88	- 13.73	- 16	- 15.1	- 24	- 18.4
Hindi	93.44	52.49	96.56	60.76	- 3.12	- 8.27	- 8	- 11.2	- 10	- 11.6
Sanskrit	97.67	55	98.51	70.37	- 0.84	- 15.37	- 4	- 20.5	- 7	- 21.7

Source : Directorate of Education, Result Analysis (CAL)

Table 16
An overall view of 2007 Result when compared to 2006's

Category	2007			2006			Diff in PP %
	App	Pass	PP %	App	Pass	PP %	
RPVV	1079	1073	99.14	937	919	98.08	1.06
Sarvodaya	45626	36028	78.96	43350	27468	63.36	15.6
Non Sarvodaya	48604	36396	74.88	52264	29280	56.02	18.86
Total	95309	73497	77.11	96551	57667	59.73	

Source : Directorate of Education, Result Analysis (CAL)

Table 17
Shift wise Results of Class X

Shift	Year 2006			Year 2007		
	Appeared	Passed	Pass %	Appeared	Passed	Pass %
Single	30407	19761	65.0	38348	30375	79.20
Double	60924	35200	57.8	56805	42987	75.67

Source : edudel.nic.in (Result Analysis)

Table 18
CBSE Results, Govt. Schools
Boys schools/Girls schools /Co-ed schools

Type of	Year 2005			Year 2006			Year 2007		
School	Appeared	Passed	Pass	Appeared	Passed	Pass %	Appeared	Passed	Pass %
Boys	35502	14709	41.4	36334	19465	53.6	35720	26216	73.4
Girls	36946	18974	51.4	42445	26195	61.7	43300	33595	77.6
Co-ed	13031	7373	56.6	17772	12007	67.6	16133	13551	84.0

Source : edudel.nic.in (Result Analysis)

Table 19
Students Passed out in
Class X CBSE Exams

Year	Passed
2004-05	41056
2005-06	57667
2006-07	73497

Source : Directorate of Education, Result Analysis (CAL)

There is a **record increase of 17.39% in the pass percentage of class X students in 2006 – 07.**

Students Passed in Class X CBSE Exams
Source: Directorate of Education, Result Analysis (CAL)
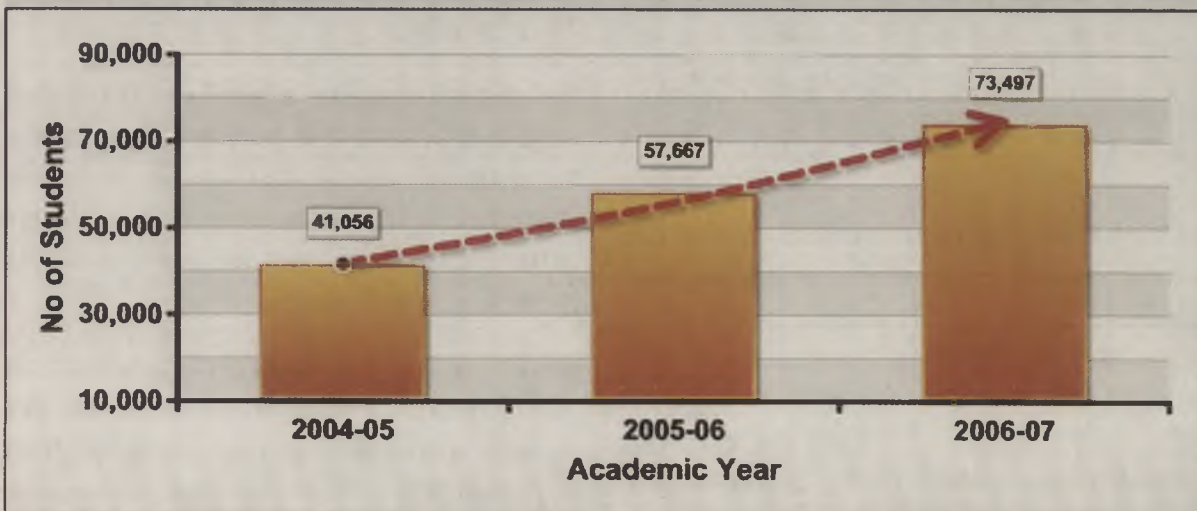
In fact, **an absolute increase of 29.09% in the pass percentage can be seen over the last two years** which is more than the cumulative increase of **15.48% in the previous 8 years** taken together.

The pass percentage has increased from 59.73% of 2005-06 to 77.12% in 2006-07. This is the highest achievement ever in terms of pass percentage of Class X students of Directorate of Education.

In 2005-06 also, there was an increase of 11.73% in the pass percentage of class X result from 48.0% of 2004-05 to 59.73% (Table 12).

The gap between the pass percentage of Class X students of Government and Private Schools is steadily decreasing. In 1997-98 the gap was 55%, which has decreased to 13.93% in 2006- 07 (Table13). This trend can be seen in the subject wise analysis also. **In Maths, the difference has come down to 11.94% in 2007 as compared to 35% in 2005** (Table15). The difference in Social Studies has decreased from 14% to 1.55% and in Science the difference has decreased from 11% to 2.73% in 2007.

In the **post-compartment CBSE results,** the gap between the Government schools and Private schools has decreased significantly since **2001-02**. While the Private school result was 93.13% the Government school result was 62.24% in 2001-02. Thus **the gap was** around **31%. In 2006-07,** this **gap has been reduced to 6%,** as the Government school result has improved to 89.67% whereas the Private school result is 96.32%.It may be added here that the number of students placed in compartment in classX has come down from 31053 in 2006 to 18230 in 2007.

As compared to Kendriya Vidyalayas and Navodaya Vidyalayas, the performance of RPVVs of Directorate of Education is much higher. (Table14)

Performance wise, **the number of Directorate of Education Schools have increased from 3 in 2006 to 8 in 2007 in the top 100 CBSE schools, in all over Delhi. 41 schools have attained 100% pass percentage in 2007 as compared to 9 in 2006.** Only 4 schools have given results below 30% in 2007 as compared to 52 schools in 2006.

School category wise, non Sarvodaya Vidyalayas of Delhi have achieved a significant increase of 18.86% in the pass percentage from 56.02% in 2006 to 74.88% in 2007 (table16).

On general analysis, it has been found that single shifted schools perform significantly better than double shifted schools. In double shifted schools, the morning shift performs better than the evening shift schools (table 17).

Student of Co-ed. Schools perform better than girls, whereas, compared to boys, the girl students perform significantly better than boys (table18).

There is **a continuous increase in the number of passed out candidates in Class X** CBSE examination. In 2005, the number of students who had passed Class X were 41, 056 which increased to 57, 667 in 2006 and t 73, 497 in 2007, thereby showing an increase of 15,830 candidates in 2007 from that of last year.

Overall increase in the number of children passing Class X in last two years is 79% (table19). Mathematics was found to be the weakest link. Maximum numbers of failures were found to be in Mathematics. In order to improve the performance in this subject, seminar for each individual Maths teacher was organized and personally addressed by the Secretary, Education and Director, Education. As a result the pass percentage in Maths shot up from 53% to 81.78% in 2007.

Table 20
CBSE Class XII Result
for the last Decade

Year	No. of students appeared	Pass Percentage(%)
1997-98	38033	63.45
1998-99	44818	68.11
1999-00	41828	72.54
2000-01	44044	70.20
2001-02	51560	71.23
2002-03	47849	76.96
2003-04	54341	77.80
2004-05	57616	76.44
2005-06	60570	78.07
2006-07	68915	82.73

Source : Directorate of Education, Result Analysis (CAL)

Table 21
Comparison of the Results
of Class XII of Directorate
of Education, KVS &
Navodaya Vidyalayas

	2006	2007
Directorate of Edu. (All Schools)	78.07	82.73
Directorate of Edu. (RPVV)	97.69	98.29
Kendriya Vidyalayas	93.36	93.36
Navodaya Vidyalayas	90.24	90.11
Total (CBSE)	**79.55**	**80.64**

Source : CBSE results, kvsangathan.nic.in

CBSE Class XII Result for the last Decade
Source: Directorate of Education. Result Analysis (CAL)
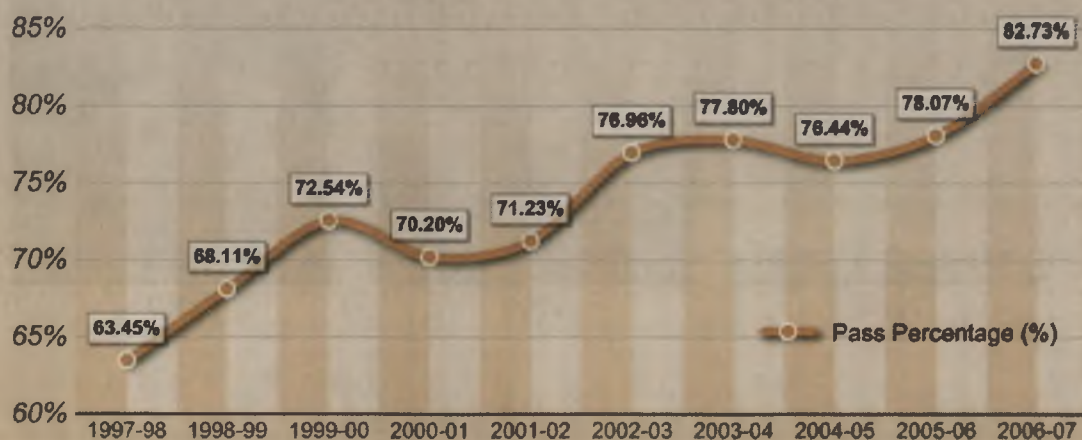
Comparison of the Results of Class XII of Directorate of Education, KVS & Navodaya Vidyalayas
Source: CBSE results, kvsangathan.nic.in

Legend: 2006, 2007

- Total (CBSE): 80.64%, 79.55%
- Navodaya Vidyalayas: 90.11%, 90.24%
- Kendriya Vidyalayas: 93.36%, 93.36%
- Directorate of Edu. (RPVV): 98.29%, 97.69%
- Directorate of Edu. (All Schools): 82.73%, 78.07%
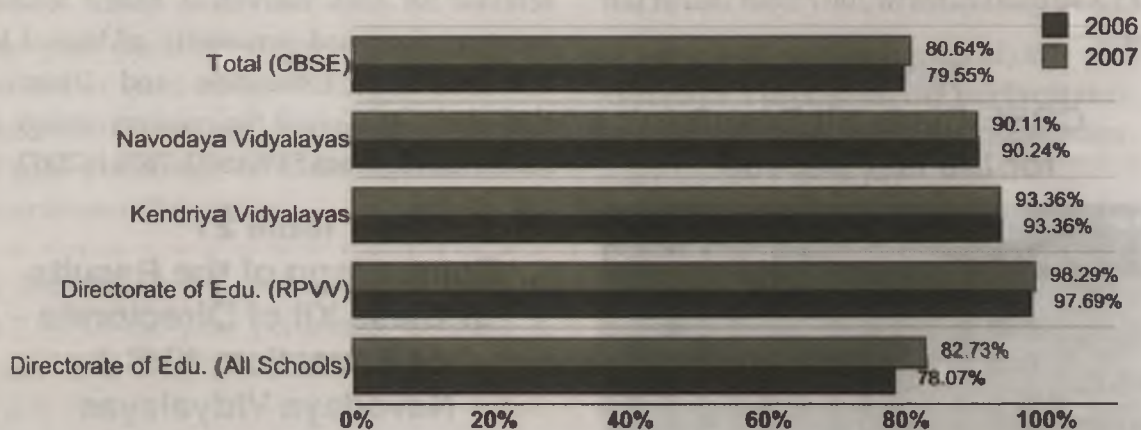
DoE Schools in Top 100 CBSE School in Delhi Region
Source: CBSE Result Analysis, DoE, CAL

- 2005: 1
- 2006: 4
- 2007: 9
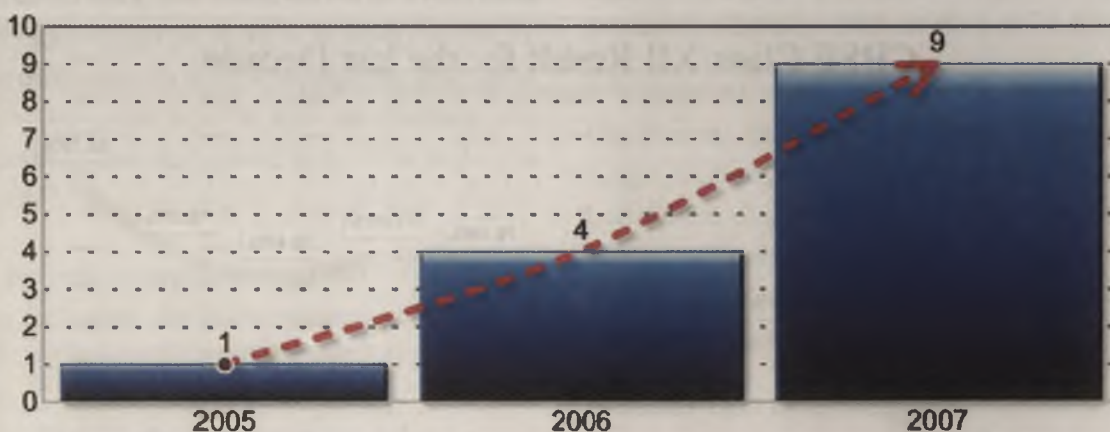
Table 22
No. of Schools with 100%
and above 90% Result

Year	No. of schools with 100% result	No. of schools with 90% and above result
2004-05	18	150
2005-06	30	169
2006-07	46	277

Source : Directorate of Education, Result Analysis (CAL)

In Class XII also, the result has shown a marked improvement in terms of pass percentage over the last few years. Though the result for government schools increased by 4.66% from 78.5% in 2005-06 to 82.73% in 2006-07, the overall result of CBSE for the entire country has improved by 1.09%. **The gap in the pass percentage between the Government and Private Schools is only 6%.**

Qualitative Improvement in Class XII Result
Source: Directorate of Education, Result Analysis (CAL)
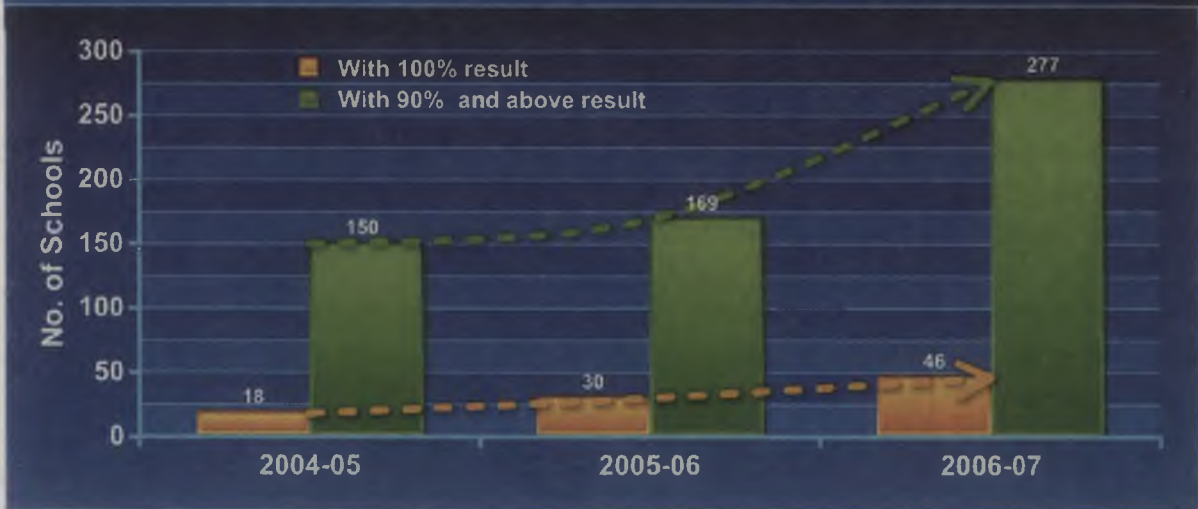
Table 23
Stream wise Pass Percentage

Stem	Pass Percentage 2007	Pass Percentage 2006	Pass Percentage 2005
Science	75.11	69.92	65.10
Arts	83.78	79.25	77.70
Commerce	81.35	78.48	77.20
Vocational	84.19	80.08	81.20

Source : Directorate of Education, Result Analysis (CAL)

In 2006-07, the pass percentage for Class XII is 82.73, the highest ever achieved by Directorate of Education schools, which shows an increase of 6.29% from 76.44% of 2004-2005.

As compared to Kendriya Vidyalayas and Navodaya Vidyalayas, the performance of RPVVs of Directorate of Education is much higher (Table 21).

The number of appeared candidates have also increased from 60,570 to 68,915 i.e., by 8345 or, 13.77%, over 2005 – 06.

On the basis of pass percentage, the number of Directorate of Education schools have increased from one in 2004-05 to 9 in 2006-07, in the top 100 CBSE schools in all over Delhi.

Result of XII has also improved qualitatively. In 2004-05, there were only 18 schools with 100% result and 150 schools with 90% and above result. In 2006-07, this number increased to 46 schools with 100% result and 277 schools with 90% and above result (see Table 22).

On the other hand, the number of schools with less than 30% result has decreased from 4 in 2005-06 to NIL in 2006-07. A special mention may be made here for R.P.V.V. Gandhi Nagar which has secured 25th rank in the overall Delhi region under CBSE according to pass percentage. Schools with less than 50% results have decreased to 20 in 2006-07 from 32 in 2005-06. The gap between the pass percentage for Government and Private schools is steadily decreasing.

In Science stream, there is a sharp increase in the pass percentage from 65.10% in 2005 to 75.11% in 2007. Similarly the students of Arts stream, Commerce stream and Vocational stream have shown as increase of 6.08%, 4.15% and 3.01% respectively from 2005 to 2007 (see table).

IV. Initiatives for Universal Enrolment and Retention

Directorate of Education has taken several initiative measures for Universal Enrolment and Retention of children in the schools in the last five years. The number of out of school children have decreased and Delhi is moving towards 100% enrolment in the year 2007-08.

Some Major Initiatives by Directorate of Education

A. Enrolment Drive (Dakhila Abhiyan)

The concept of Dakhila Abhiyan took shape in the year 2001. It was common practice in the schools to give admission to a child who has either a birth certificate or an affidavit stating the child's age. Many children who had migrated to Delhi along with their parents and settled here in slums, found it very difficult to produce a birth certificate. Getting an affidavit from the court was equally difficult as parents were mostly illiterate and they did not have either the time or the money for this work. It was in these circumstances that SCERT, DIET students, some of the NGOs and people from the community came forward to help the children get admission into the schools.

Delhi Government in its initiative, passed an order **that**

no school would insist on showing a birth certificate or an affidavit for admission up to class V. The class in which admission has to be given will be decided at the school level on the basis of a small test. Since then, a good number of students have been admitted to various schools by the efforts of the community, teachers, NGOs and DIET students.

Not all the children get a chance to study in a school. Some of them have to work, others may have to look after their junior siblings, and there are still others who are not interested in studying. For them, **short time classes in a learning center seemed to be a better solution.** Though it was not assumed that they will keep studying in a learning center, **a short time exposure in the learning center with continuous motivation to join a formal school looked a better alternative.**

B. Learning Centres

The UEE Mission involved NGOs on annual contract basis to run learning centres (LCs) which were established as an alternative approach for the education of 1.88 lakh out-of-school children under the education guarantee scheme. These NGOs were asked to furnish the list of out-of-school children in the kshetras in which they were interested in opening learning centres and once they had been allotted the kshetras, it was their responsibility to enroll all such out-of-school children. The mission was paying Rs. 845 per child per annum for the primary and Rs. 1200 per child per annum (2003-05) for upper primary level children to the NGOs. The learning centres were to be visited by the nodal officer/assistant coordinator once in a quarter for verification of the number of students present in the learning centres.

During the last week of April 2005, a special admission drive was organized by the Directorate of Education for the enrolment of out-of-school children and those studying in Learning Centers, into the formal schools. This campaign was successful in bringing more than **24,000 children into mainstream** with the cooperation and involvement of NGOs, RWAs, Education Officials, Heads of Schools, Community Learders, ICDS functionaries and parents.

The Chairperson of Executive Committee SSA Delhi announced that special recognition and award will be given to anybody who brings maximum out of school children to the formal system. The text of the announcement is as under:

"To encourage this initiative, the Education Department, Govt. of Delhi, announces that special recognition and awards shall be given to all Heads of Schools and Teachers of all recognized schools, ICDS functionaries, NGOs, RWAs, individuals and others, who substantially help in achieving maximum enrollment and take special steps to retain children in school thus reducing drop-outs."

Again the drive was successful in bringing a number of students in to the schools.

C. Automatic Admission from Class V to VI (Twinning of Schools)

It has been experienced in the past that incidence of drop-out has been maximum from class V to VI. On comparing the number of students who have passed class V to the number of students who have taken admission in class VI, a huge gap was found. This was due to the fact that nobody was taking the responsibility of the students passing out of MCD schools to get admitted to the Directorate of Education schools. Parents had to rush from pillar to post seeking admission for their wards. As a result, many students dropped out. In the case of girls, this problem was more serious as there was no encouragement from the family also.

To save the students from dropping out at class V stage, a system (Twinning of Schools) has been evolved in which every primary school is attached to a Dte of Education school and the admission of students from primary school to the Dte of Education school is automatic.

It is the responsibility of the H.M. of the Primary school and the Principal of the Directorate of Education school to see that all students get admission. MCD officials report to Directorate of Education about the number of students who have passed out and the Directorate of Education officials countercheck the number of students who have actually taken admission. Parents do not have to bother at all. The delay in procuring and submitting the required papers (School Leaving Certificate etc.) and other kinds of harassment faced by the parents have been completely done away. This initiative has resulted into sudden spurt in the enrolment and manifested into almost zero percent dropout.

This scheme has not only helped MCD students, students from other schools (Private Recognised /Unrecognized) have also been benefited.

This scheme has brought transparency in the system and the freedom of Principals to deny admissions has been curbed thus ensuring universal enrolment and equity.

Table 24
Increase In Student
Enrolment in Class VI

Year	No. of Students Enrolled	Increase in Enrolment
2004-05	223000	------
2005-06	259000	36000
2006-07	253000	- 6000

Source : School Branch, Dte of Education, Delhi

2005-06 shows a major spurt in the enrolment. A total increase of 36000 students' enrolment can be seen in 2005-06. A decrease of 6000 students enrolment is seen for 2006-07. This is because of increase in the pass percentage of the students of Directorate of Education.

D. On line Admission in Directorate of Education Schools

This is a new leaf added to a very efficient MIS developed by Govt. of Delhi. In the pursuit of giving impetus to enrolment and admission process, now any child desirous of seeking admission in the Govt. school, whether on account of shift from one school to another or being transferred from the other states, have to register themselves on-line from any government school or any cyber café.

Parents are supposed to log in their choice of schools in order of preference. Responding to the parents requests, the admission is granted online and the parents' can access the result from any neighbouring cyber café. This facility has made a cumbersome admission process look so simple and convenient to the children and parents desirous for admission.

This initiative has given rich dividends in terms of very fast and high rate of enrolment in DOE Schools. The unnecessary time loss for the admission process in the past has now been brought to the advantage in enhancing time on task.

E. Rehabilitating Street Children

One of the major problem emerging in urban metro cities in India is that of high density of street and working children, which requires special focus to cover them within the ambit of education. As compared to other metro cities, the problem in Delhi is alarming particularly due to converging population from the neighbouring states and even the distant states like Assam, West Bengal, Bihar, Orissa into the National Capital. The Scheme is to target entire population of children living in slums, open streets, children working in tea stalls, dhabas, domestic help, garages, petty repair shops, begging on traffic signals and

religious places, loitering around the railway stations and also the children of sex workers. These groups of children are most difficult to approach, as they are the ones, who have already calcified into delinquent acts like drug peddling, pick pocketing and such like crimes.

Most of the children roam around as free radicals, since they are either parentless or runaways and alienated from biological parents. The children are most exploited, vulnerable and subjected to work in most inhuman conditions. The formal school system also does not reach to these children and there is no mechanism to bring them within the ambit in primary schooling.

These children are driven to the streets due to extreme poverty, ruthless behaviour, quarrelsome and alcoholism of the parents. To brave all these odds these tender children are compelled to work for petty jobs and lend economic support to the parents. Hence, parents also restrict their schooling, as the family will be deprived of extra income, which becomes the main barrier for mainstreaming.

Even if the children are brought into mainstream, retention is also a major challenge for fear of various reasons including the apathy of teachers. Besides so many limiting factors, these mainstreamed street children are much older to their classmates and shy away to attend the classes, in view of the fact that their own peer group has already moved in to higher classes.

A need was felt to mainstream these street children by the Dept of Education Govt. of NCT of Delhi.

Need

1. Convergence/Scenario building in the formal school system towards flexibility in enrolment of the older children and children from distressed family.

2. Provision of space for residential and semi-residential bridge course centers, where these children could be housed, taken care, get protection, shelter clothes, food, heal care, recreation and above all grant of love and affection.

3. Training and motivational sessions for teachers and principals, so as to make them understand their own responsibility and pave the way for acceptance.

4. Intensive community mobilization involving RWAs, VKS, KECs, Volunteers and Social activists, extension of support from industrial and corporate players, religious groups and other stake holders.

5. Integration of various government agencies on board, particularly police, health, social welfare and labour department with education department to put together with concerted efforts. Scare of police is the main barrier to bring these children on board.

6. Wide publicity through Print as well as Electronic Media for scenario building and opinion making in favour of these hapless children.

7. Establishment of continuous and consistent contacts with children, so as to usher in a sense of belongingness, love and care and create an atmosphere of convergence. Winning an atmosphere of hope and weed-out despair.

Progress Made

1. A prominent NGO working in the field namely Centre for Equity Studies (CES) has been identified as a Nodal NGO, willing to work with the Government in a partnership mode. Shri Harsh Mandar a noted social activist and a retired IAS officer himself, is the Director of the organization, who is also nominated as Commissioner of the Supreme Court.

2. The Nodal NGO shall be bringing other NGOs on board, who have the experience and credibility of working in the field and are willing to join hands in Bhagidari mode.

3. A Government order has been issued in this regard in which the constitution of advisory as well as empowered committees has been notified, so as to establish an advisory as well as day to day working mechanism in place, for a sustainable modal, functional in Delhi.

4. The Nodal NGO has already drafted a team of volunteers to atleast 10 locations in Delhi, where the density and probability of street children to be found is more. Places like New Delhi and Old Delhi railway stations, Hanuman Mandir, Connaught Place, Chandni Chowk in Old Delhi, Paharganj, Okhla, Mangol Puri, Jahangir Puri, Nehru Place, Kalkaji and such like places. The volunteers are in regular/persistent contact with the children.

5. A database of around 1200 children has been created for the various locations mapped. Web based monitoring mechanism and photo CDs, keeping the personal data of each child is being developed.

6. Four government school buildings, either vacant or partially underutilized have been identified by the Directorate of Education for the residential bridge course centers for the street and working children, with the idea that their mainstreaming will be affected in the schools and care protection will be given alongside in the RBCs.

One RBC at Nai Basti, Sarai Rohilla in the MCD owned building has been made operational with effect January 2007, housing around 50 boys. One house mother for every 10 children have been motivated to take their roles at the same time. The arrangements of beds, teaching – learning materials, toilets,

kitchen for serving freshly cooked meals, health care, education, recreation and routine activities of all religious prayers have been made at the centre. One full time center manager and computer aided learning equipments are already in place.

7. Shiromani Gurudwara Prabandhak Committee and Jain Samaj have agreed to supply dry rations for the RBCs.

8. Many corporate players, prominent from them Ernst & Youngs (E&Y), IBM and some export houses have come forward to join the campaign.

9. Principal Secretary to CM and Chief Secretary Delhi have already convened the meetings with various Government Departments, like Social Welfare, Education, Health Labour, MCD and NDMC to sort out the issues related to space for RBCs and food. Police department has been especially issued with directions to grant social protection.

Hon'ble CM has also convened a meeting of officers from various Government departments, assuring complete support of the Government and issued directions to the concerned departments to boost the support in the campaign.

Education activity at RBC Sarai Basti

Children enjoying TV Programme

Trying hands on Computer Skills

Indoor game activity

Enjoying freshly cooked food at RBC Sarai Basti

Cosy beds during chilling winters

From streets to schools

SANJEEV VERMA/HT

As per an estimate, there are 50,000 such children in the city, while homes run by the government and NGOs offer space for only 2,700.

Government will take in homeless children

Anuradha Mukherjee
New Delhi, May 8

RASHID (14) has a shelter over his head for the first time in five years since he ran away from home. He has been living at New Delhi railway station, trying to earn a living as a scrap collector. He has now been taken in by a centre for street children being run by NGO Aman Biradari. Delhi government has provided the space at a community centre in Sarai Basti. In a major move, the government is opening the doors of its schools and vacant buildings to such destitute children.

In fact this is not a one-off gesture by the state government. Six more such centres for street children are going to come up in the near future at Tehkhand near Okhla, Chabiganj and Parathewali Gali in Old Delhi, Asaf ali Road, Nehru Place and St Mary's School (Safdarjung Enclave). Eventually, 10 such centres will start operating all over Delhi an provide shelter to children who try to make a living at street corners and railway stations and fall prey to physical, sexual and mental abuse. According to some estimates, there are about 50,000 such children on Delhi streets although no official estimate is available.

"This is really a first step towards providing more safe living space to street children in the city. We have roped in NGOs to help us in the job. We are trying to help by way of opening up our vacant school buildings, community centres and other structures. Also, schools are being convinced to offer shelter to these children after their classes get over for the day," said Rina Ray, Delhi principal secretary (education).

While getting space in functional schools has not been easy, the NGOs have been working in advance and counselling local populations to accept these children. "There is a lot of hostility in offering space in schools in areas where we have not done the groundwork in advance. But the government is extremely serious about pushing this project," said Tanveer Afaque, an Aman Bi-

radari worker.

Four of the seven hostels for street children that have been identified are for girls. "These children will be provided proper education, food, clothing and shelter, apart from skills that will help them in getting employment. The hostels at Chabiganj, Tehkhand, Parathewali Gali and Nehru Place will be meant for girls. St Mary's School has also agreed to open its premises to such girl children," said Harsh Mander, director Centre for Equity Studies. NGOs like Salaam Balak Trust, Project India Concern and Servants' of the People Society have also expressed interest in running some of these hostels.

Rehabilitating Street Children

35
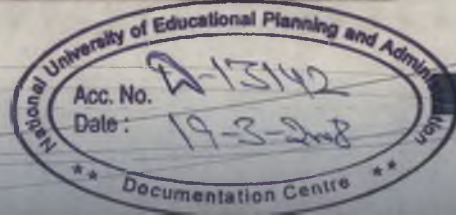
F. Education of the Girl Child

Persistent low educational participation of girls had adversely impacted on women's empowerment in India. Such educational backwardness of a defined segment of population has not only denied them individual growth and development, it has also slowed down the pace of national development and resulted in skewed attainment of development indicators.

SSA recognized the need for special efforts to mainstream the out of school girls specially from disadvantaged sections.

The awareness programmes for girls' education has been done through NGOs who are running Learning Centres under the AIE Scheme. Special drive was organized for enrolling and retention of the girls in the Schools and enrolment in the Learning Centres. Sessions on gender sensitization have been included in 20 days in-service teachers training at every level. Community awareness for the girls education has been done through street plays, rallies, posters, banners and awareness campaign, Dakhila Abhiyan etc.

Schemes Implemented by Govt. to encourage Girls' Education

- Uniform subsidy and free text books are given to all girls from Class I to XII in Government Schools.

- Both the schemes have been extended to all girls in aided Schools from 2006-07. Around six lakh girls would benefit of uniform subsidy and free books.

- Stipend is paid to passed out girls of primary, middle and secondary classes @ Rs. 200/-, Rs.400/- and Rs. 600/- per annum respectively from rural areas and JJ Cluster. More than Three lakh girls take benefit of this scheme and an amount of Rs. 10.00 crores is spent on this scheme.

- Free transport facilities to the girl students of rural areas.

- Full waiver of all fees (including tuition fee except meal and transportation fees) charged by the school with effect from 01.04.2006 from Class VI onwards to each girl student who is also a single child.

G. Education of SC/ST Children

Education is a fundamental right of children and for achieving this goal. SSA has a separate component for encouraging education of SC/ST children. Govt. has implemented certain schemes for the welfare of SC/ST students. Some of these are:

- Free Supply of books and stationery

- Meritorious Scholarship

- Exemption from payment of fees for Board Examination

- Post-Matric Scholarship to students belonging to SC category

- Re-imbursement of tuition fee to the students studying in Public schools

- Vocational and Technical Education Scholarship

H. Education of Disabled Children

IEDC

Children with disabilities represent a specially vulnerable section of society, which has for too long viewed disability from a 'deficit model' and which assumes that solutions can be found by segregating children with disabilities into categories.

Government of India has introduced a centrally sponsored "Integrated Education for Disabled Children Scheme" (IEDC) for mainstreaming these children with special needs into formal education system. This scheme was introduced through Educational and Vocational guidance Bureau in the year 1976-77 in the selected secondary schools of Delhi for children with orthopeadical impairment, visual impairment, hearing impairment, mentally retarded (educable) and Cerebral Palsy with the objective:

- to provide equal educational opportunities for disabled children in common schools to facilitate their retention in the school system;

- to integrate the disabled children with the general community at all levels as equal partners; and

- to prepare them for normal growth and to face life with courage and confidence.

Some of the special benefits given to these children as per government norms are:

- Books & stationary allowance @ Rs.400/- per child per annum.

- Uniform allowance @ Rs.200/- per child per annum.

- Transport allowance @ Rs.50/- per month per child for 10 moths.

- Escort allowance @ Rs 75/- per month per child for 10 months, only for those children, who need a helper for mobility and are severely handicapped with lower extremity.

- Reader allowance @ Rs.50/- per month per child for 10 months for blind students after Class V.

- Actual cost of equipment subject to a maximum of Rs2000/- per student for a period of five years.

Directorate of Education has taken certain special measures for integrating children with special needs with regular school systems. Some of these are:

- It is felt that for intervention on CWSN, there needs to a state level agency, which coordinates with all the stakeholders in education and comes out with a unified approach for a sustainable mechanism throughout Delhi. Thus, a state level IE Cell has been created, which is headed by a serving Deputy Director and assisted by one Assistant Director and one Special Educator in each of the nine districts of Delhi.

- In order to sensitize teachers to identify and deal with CWSN, it was decided that each school in DOE, MCD, NDMC and DCB should have atleast one teacher who could be sensitized and trained to identify CWSN in their respective schools so that further support could be provided to the needy children. In this pursuit, 2429 teachers @ 1 teacher per school have been sensitized during 2006-07 in workshops of 1 day duration to familiarize them with the techniques of identifying such children. The concerned teachers would serve as a resource teacher in the school for further sensitization of other teachers and also would be responsible for keeping a relevant data on children with special needs. The remaining teachers are targeted to be sensitized in the financial year 2007-08. Sensitization of these teachers manifested with surprising results. The number of identified CWSN in the schools shot up from 4000 to about 14000.

- In the absence of any record with respect to kind and degree of disability in children already enrolled in the schools, it was necessary that, a comprehensive diagnostic exercise be carried out by the medical and psychology experts, so that appropriate Aids and Appliances could be provided. To carry out this monumental task it was decided to hold assessment camps throughout Delhi across the board. 20 assessment camps were held in two different phases of 10 each involving the children from DoE, NDMC and DCB. MCD responded to our communication very late in the month of March, 2007, therefore, could not be accommodated because the children were readying for annual examination. The response at the assessment camps was highly encouraging as, such type of activity was held in Delhi for the first time. Medical teams comprising orthopedic experts, eye specialists, ENT specialists, psychologist and other disciplines were roped in. A team from ALIMCO was also present at each assessment camp. The highlights of the assessment camps are as under:

- 20 assessment camps were organized for CWSN from DoE, NDMC and DCB schools.

- Out of proposed 10,227 CWSN identified by the school teachers, 6,792 reported for assessment.

- Out of 6,792 reported, 2,054 CWSN were finally recommended by the team of doctors for Aids and Appliances under various categories.

- One thousand nine hundred eighty six (1986) CWSN have already received the Aids and Appliances.

The following table gives the details of Aids and Appliances received by 1986 CWSN:

Table 25
District-Wise details of the beneficiaries for Aides and Appliances to CWSN 2006-07

Sl. No.	District	OH			V.I.			H.I.			Grand Total
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	OH + VI + HI
1	East	30	16	46	24	62	86	1	5	6	138
2	North East	85	83	168	63	79	142	5	5	10	320
3	North	14	10	24	12	29	41	2	0	2	67
4	North West	104	72	176	70	133	203	10	8	18	397
5	West	63	30	93	138	203	341	12	11	23	457
6	South West	46	39	85	109	216	325	9	15	24	434
7	South	36	29	65	9	39	48	1	3	4	117
8	Central	8	12	20	3	17	20	0	0	0	40
9	New Delhi	5	4	9	2	5	7	0	0	0	16
										TOTAL	1986

Source : IED Cell, Dept. of Education

Table 26
Details of the various Aides and Appliances distributed to CWSN 2006-07

S. No.	Item	Quantity
1	Tricycle	164
2	Wheel Chairs	13
3	Cruches	146
4	Calippers	357
5	Spectacles	1236
6	Hearing Aid	87
	Total	**2003**

Source : IED Cell, Dept. of Education

Progress Made (2006-07)

- One of the reputed NGO known as AADI working for the disabled children has been taken on board for covering the total population of disabled children in Delhi.

- In the year 2005-06, 1000 disabled children enrolled in Class Vth in MCD Schools have been benefited out of SSA Funds.

- 4028 disabled children are enrolled in various schools under DOE, MCD, NDMC, DCB and KVS.

IED Target

- 8000 disabled children will be covered under IED Scheme and will be integrated in Schools and EGS Centres.

- A Survey will be conducted to identify disabled children and specific needs.

- 22 Schools from different MCD Zones and Educational Districts are to be developed under a project entitled 'Whole School Development Project' with the advisory support of AADI.

Table 27
IE Cell: Work Done during 2006-07

Number of teachers trained in IE (One day)	:	2429
CWSN identified	:	10296
CWSN Assessed	:	6973
Assessment Camps Organised	:	20
Distribution Camps	:	11
CWSN recommended by assessment teams and provided Aids/Appliances	:	1986
Total Number of Aids/ appliances distributed	:	2003

Source : SSA Annaul Plan Document 2006-07

Progress Report - IEDC

No. of Schools Covered	:	634
No. of Disabled Children Covered	:	1800

Source : IE Cell, Dte. of Education

Table 28

S.No.	Category	Fresh Enrolment During the Year 2007-08			Enrolment Carried Forward from the Year 2006-07		
		B	G	T	B	G	T
1.	Visually Impaired	10	06	16	25	28	55
2.	Hearing/Speech Impaired	05	05	10	18	19	37
3.	Mentally retarded	02	02	04	03	0	06
4.	Orthopaedically handicapped	92	78	170	819	683	1502
	Total	**109**	**91**	**200**	**870**	**730**	**1600**

- No. of Special Teachers   :   08

Source : IE Cell, Dte. of Education

Mr. Om Prakash
II / 50 Jal Vihar Colony
Lajpat Nagar
Dt 26-04-2007
Tel :- 9868285495

To

Mrs Reena Ray IAS
Secretary , Education
Govt. NCT of Delhi
Old Sectt. Delhi

Respected Madam

My son master Abhishek is a student of VIII A in SHK SBV, Lajpat Nagar , New Delhi -24 and he stood first in class VII according to the result of 2006-07 declared by the school .

It is my misfortune that my son is a patient of muscular dystrophy for which there is no cure. He got the equipments to-day in the camp organized by the Dte.of Education at S.K.V A-block Defence Colony .

I am very much moved by the initiative taken by the officers of IEDC, Dte.of Education and I take this opportunity to express my heart felt thanks to you for making your dept. sensitive to this social need.

With regards

Yours sincerely

Om Prakash

Callipers being fitted

With both limbs again

A confident Walk

Aids to Hearing Impaired Children

Will be more receptive in the Class-room
Aids to Visually Impaired Children

No further loss of vision

No stress now – can read at the black board and books much better

I. Annual Re-Exam

In order to reduce the drop out rates among the children due to failure in a particular class, Directorate of Education decided to give an opportunity to all those students who have failed, to appear in re-examination as part of the continuous and comprehensive evaluation procedure. This decision has been appreciated and in fact, there is even a demand to extend it to private schools. Remedial classes were held for these students during summer vacation before the re-examination in 2006-07. This decision has been taken for all classes except 10th and 12th. A substantial number of students passed in the re-examination, thereby reducing the dropout rate.

J. Ensuring Retention

It has been observed that the majority of the children dropout from school at Upper Primary level. This may be because most of the children fail to cope up with the quantum of syllabus at Upper Primary Level, particularly in class VI. Also, children of this age group are susceptible to child labour and other bad habits leading to drop out from school.

For the retention of Upper Primary students in schools, Delhi Govt. and SSA have initiated several innovative schemes to make educational environment in the schools attractive, purposeful, result oriented and infused with training in life skills and health issues. The innovative programme YUVA has received all appreciations from stakeholders in education of the child and youth. Particularly for the girls education of this age group, SSA has planned to mobilize community and organized programmes on gender sensitization, life skill education, operation **suraksha,** educating girls towards self defence, motivation and also YUVA programme for overall personality development.

K. National Merit Scholarship

(a) Two scholarships are provided per rural block to the meritorious students of class 9th

who secures top two positions in each block in the class VIII examination. The students are entitled for scholarship @ Rs 250/- per month for 10 months subject to annual parental income ceiling of Rs.1.00 lac. The scholarship is renewed for the students of class X also.

(b) 137 scholarships are awarded to the meritorious students on the basis of class 10th examination conducted by CBSE. The students are entitled for scholarship @ Rs300/- per month for 10 months subject to annual parental income ceiling of Rs1.00 lac. The scholarship is renewed for the student of class XII who has obtained 60% marks or above in Science and Commerce stream and 55% or more in Arts stream in class XI examination.

L. Mid-day-Meal Programme

The National Programme of Nutritional Support for Primary Education (i.e. the National "Mid-Day Meal Scheme") was initiated in 1995. By 2001 a few states were providing cooked meals, but most were only giving monthly "dry rations" of foodgrain to school children.

The number of states providing cooked meals rose sharply from early 2002 onwards, after a Supreme Court order (dated 28 November 2001) directed all State Governments to introduce cooked mid-day meals in primary schools.

The order reads: "*We direct the State Governments/ Union Territories to implement the Mid-Day Meal Scheme by providing every child in every Government and Government assisted Primary Schools with a prepared mid day meal with a minimum content of 300 calories and 8-12 grams of protein each day of school for a minimum of 200 days*". In a follow-up order dated 20 April 2004, the Supreme Court directed all States/UTs to comply with the order of 28 November 2001 by 1 September 2004 at the latest. This order also states that "*... the Central Government shall make provisions for construction of kitchen sheds and shall also allocate funds to meet with the conversion costs of food-grains into cooked mid-day meals.*"

Objectives of the Scheme:

i) to boost universalisation of primary education by improving enrolment, attendance, retention, and learning levels of children, especially those belonging to disadvantaged sections;

(ii) to improve nutritional status of students of primary stage

Under this programme, a nutritional support is provided to the children of primary section in Govt. schools and Govt. aided schools with the objective to meet the nutrition deficiency, and to reduce the number of absentees in the classes. The scheme envisages that every child in primary school should be provided meal during school hours with a minimum content of 300 calories and 8-12 gram of protein each day of school for a minimum of 200 days in a year.

Delhi is the only State which spends Rs.2/- per child per day for cooking & distribution of the food from the State Budget.

Around 11.5 lakh students get the benefit of this scheme in Delhi since 2005.

Table 29
Expenditure incurred
under the scheme

(Rs. in crore)

Year	Total Expenditure incurred under the scheme
2001-02	17.60
2002-03	19.56
2003-04	19.88
2004-05	27.70
2005-06	31.54
Total	116.28

Report on Government of NCT of Delhi of 2007
(Comptroller and Auditor General of India)

M. Uniform Subsidy

Till 2006-07, Government of Delhi used to provide uniform subsidy to all girls (from class I to XII), all boys (from class I to V) and boys (from class VI to XII), with parental income less than 1 lakh per annum @ Rs. 300 per child per annum. In addition, girls students of aided schools were also given uniform subsidy at the same rate. Approximately 9 lakh students used to benefit from this scheme.

Since 2007-08, Government has started giving uniform subsidy to all the students irrespective of gender and economic status. Due to this, the budget allocation has increased from 25 crores in 2006-07 to 35 crores in 2007-08. Approximately 11 lakh students will benefit from this scheme.

N. Free Text Books

Free text books are provided to all students from classes I to XII. Till 2006-07, Government of Delhi used to provide free textbooks to all girls from classes I to XII and all boys from classes I to V and boys from classes VI to XII with parental income less than 1 lakh per annum. In addition girls students from classes I to XII were also given similar facility. Nearly 9 lakh students used to benefit from this scheme. Under this scheme students from classes I to VIII were supplied with free books, students from classes IX – X were given Rs. 250/- per annum and students of classes XI – XII were given Rs. 300/- per annum for the purchase of books. This scheme has been revised so that all the students, irrespective of gender and parental income can get the benefits.

Now, nearly 11 lakh students will get the benefit of this scheme. The budget allocation has accordingly increased from 9.45 crores in 2006-07 to 15 crores in 2007-08.

O. Opening and Strengthening of Pratibha Vikas Vidyalayas

To enable the bright students to realize their full potential and to get best out of them, it was

considered desirable to open Pratibha Vikas Vidyalayas in which talent would be nurtured and competitive spirit among bright boys and girls would be developed to their full potential. **At present there are 19 Rajkiya Pratibha Vikas Vidyalayas in Delhi.**

P. Awards / Incentives to Best Students

This aims at developing competitive attitude among the students for excellence in academic field on the basis of Class X and Class XII examination results. One best student in each stream from each Zone at Sr. Secondary level and at Secondary level, 3 best girls and 3 best boys from each Zone are selected and given awards @ Rs 2100/-. Also 10 toppers of Delhi (including Delhi) are awarded Rs 5000/- each.

Q. Scholarships to Educationally Backward Minorities

All Muslim and Neo Buddhist students whose parental income does not exceed Rs 1 lac per annum are given scholarships @ Rs 200/- per annum for Primary classes, Rs 300/- per annum for Upper Primary classes, Rs 400/- per annum for Secondary classes and Rs 500/- per annum for Sr. Secondary classes.

R. Scholarships to Meritorious Students

The objective of the scheme is to give recognition and financial help to the meritorious students of economically weaker sections of society @ Rs 400/- per annum to students of classes VII& VIII, @ Rs 600/- per annum to students of classes IX & X and @ Rs

15,550/- per annum to students of classes XI & XII.

Road Ahead

S. ECCE

Importance of ECCE in developing school readiness in students and increasing retention has been proved beyond doubt. Understanding its importance for the achievement of UEE, Delhi Government has decided to open 300 ECCE centres.

Early Childhood Care and Education (ECCE) aims at optimal cognitive, physical and social development of children from vulnerable section of people, including first generation learners. ECCE has been planned as a double-edged strategy.

Firstly, this will ensure healthy preparation of kids for primary education thereby giving a considerable spurt to the enrolment process.

Secondly, it will help to release older children, mostly girls who are engaged in sibling care, to undertake primary education. Hence ECCE is recognized as a key strategy to promote goals of SSA.

Strategies / Salient Features:

1. ECCE Centres are attached to Primary schools/Sarvodaya schools, covering children of 3-5 years of age group.

2. Programme will focus on joyful experience for children - integrating

health care, playway education and nutrition support to prepare them for healthy pre-schooling and smooth transition to primary schooling.

3. It has been conceptualized in partnership with NGOs, specializing in ECCE Programme, who will take the role of mentors.

4. Programme will be targeting economically poor working mothers and also the release of older girls engaged in sibling care, thus giving a fillip to the enrolment of girls.

5. The children in the age group of 3-5 years will be drawn from the nearest ICDS Centre for whom the preparatory exercise for healthy schooling is of paramount importance.

Progress Made:

In the first phase i.e. 2006-07 the status is as under:

1. Consultative Core Group constituted, involving experts in ECCE from Lady Irwin College, World Bank, Delhi Council for Child Welfare (DEEW), CEMD and IGNOU. Two meetings of the Core group were held to deliberate upon the recruitment of teachers, helpers and also the mother groups, to establish a practically operational system in place.

2. School sites for 300 ECCE centres (200 MCD + 94 DOE + 5 NDMC + 1 DCB) identified are ready and construction of disable friendly Porta Cabins with ramp and attached toilets already completed. The ECCE rooms are colour coded, one wall is coded light yellow, all window frames are leaf green and both sides of the doors are painted light blue.

3. Sample equipment, furniture, soft toys and learning material etc. have been purchased by the consultative Core Group for guidance to Ed. CIL for procuring the same for all remaining 299 centres.

4. Equipment, furniture and learning material, amounting to 2.7 Crore has been booked by Ed. CIL for 299 ECCE Centres. Procurement of specifically designed furniture, fittings fixtures and comprehensive list of play way and learning equipment/material already in progress with Ed. CIL and likely to be delivered to the identified sites well before the reopening of schools after summer vacations in July 2007.

5. Recruitment process of 300 ECCE trained teachers through walk-in-interview is in progress. Five such teams of experts have already been formulated, who will be completing the recruitment process by May 2007 and thereafter a pre service training programme will be conducted for the prospective selected candidates in June 2007, well before they embark upon

their positions in July. The appointment of teacher will be purely on contractual basis.

6. Orientation programme for the HOS has already been slated for May 2007, to acquaint them with the implementation of the new scheme and orient them towards readiness of their role.

7. HOS have been given autonomy to engage the helper for the ECCE Centre running in their school on contract basis from amongst the suitable women preferably from the nearest locality.

One set of sample equipment and Learning Material along-with soft toys has already been procured. The same sample will be replicated in rest of 299 ECCE centres.

Photographs of some of the equipments are placed below:

Plastic Stool (for Care Giver)

Soft Board

Doll's House

Book Shelf (Suspended)

V Effective Micro Planning for Urban Setting (GIS)

Another milestone covered by the Directorate of Education in order to have a record of all the schools in Delhi marked on the map and right there on the computer screen is **GIS and Kshetra (Habitation) mapping.**

The kshetra (Habitation) mapping of Delhi has been considered to be the best among other states. (Kshetra is the smallest unit of area taken for educational planning in Delhi. It has been marked for the purpose of micro planning and better monitoring. The whole Delhi has been divided into 1812 kshtras)

A **geographic information system (GIS)** is a system for capturing, storing, analyzing and managing data and associated attributes which are spatially referenced to the earth. In the strictest sense, it is a computer system capable of integrating, storing, editing, analyzing, sharing, and displaying geographically-referenced information.

A GIS can produce information that answers specific questions and allows us to share that information with others. By visualizing relationships, connections, and patterns in data, we can make informed decisions and increase efficiency throughout our organization.

Geographic Information System (GIS) in Educational Planning

Population in Delhi is not uniformly distributed. We have thickly populated areas on one hand, and sparsely populated areas on the other hand. In order to provide schooling facilities, we have to consider the requirements of a particular area. For that purpose, we need to have a well developed GIS map which helps us find the location of schools, areas where the number of schools is less and areas where there are too many schools.

Directorate of Education has developed a GIS map in which all the schools of Delhi as well as administrative boundaries have been marked. GIS is helpful in **Micro Planning.**

With GIS map in hand, the Department is in a better position to :

- Ascertain the requirements of number of schools in a particular area (based on the population of children),
- Mark areas where new colonies are coming up and hence, educational facilities will be required,
- Mark areas where overall performance of schools is good or bad,
- Take a decision on the possibility of school merger if it is required,
- Plan the monitoring schedule,
- Make transfers of teachers as per the requirement of a particular area.

GIS Map of Delhi Showing the Locations of Schools Run By Different Agencies is as under:

Directorate of Education

LEGEND
Govt. School
Aided School
Public School

District Map of Directorate of Education
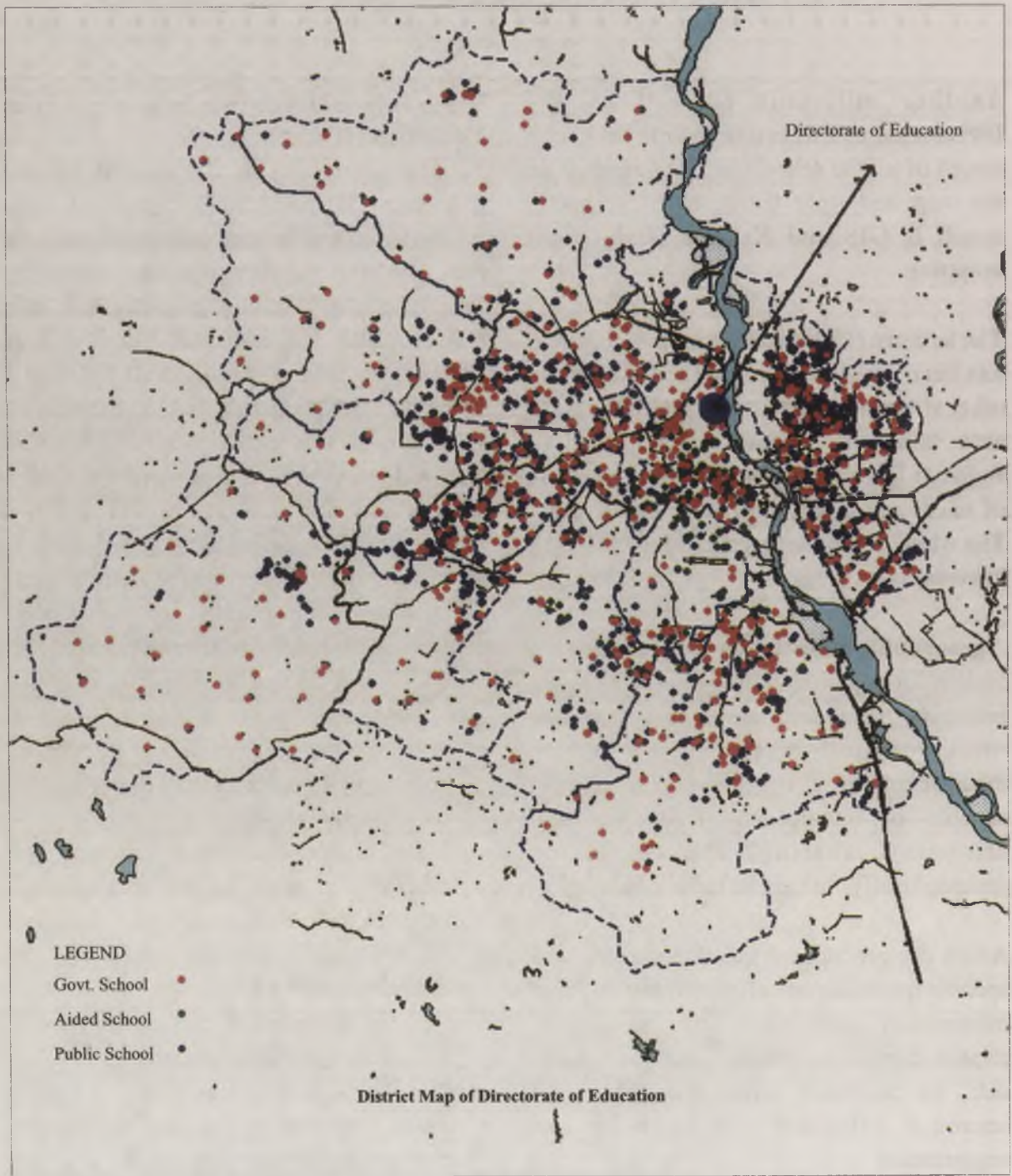
Kshetra

Over a period of time, the Primary Schools of MCD have been planned and established keeping in view the requirements of the local people. Although no proper planned document is available regarding establishment of MCD Schools and their catchment area (the surrounding area from which the children are supposed to come to any particular MCD Primary School), over a period of time the schools have been established and their catchment areas have been defined according to the needs and aspirations of local people. The knowledge was present but it was only in the minds of local people and Headmasters of the concerned primary schools. A mammoth exercise was undertaken in which a series of meetings were undertaken with all the HMs of the MCD Primary Schools.

The HMs were asked to locate their schools on a particular map and delineate the area from which the students are normally supposed to come to their schools. They were assisted by cartographers provided by UEE Mission in this task. Afterwards the information was compiled on a single GIS Map. In this manner, entire Delhi was divided into 1812 kshetras.

The size of the kshetras varies from 0.1sqkm to 10 sqkm. The average population of the kshetras is around 9000 out of which around 22.8 per cent belongs to the age group of 5-14 years i.e. around 2052 children which would ideally require 2 to 4 primary schools if we go by the current enrolment of Delhi Schools. Delhi has now been divided into 9 districts, 28 zones, and 1812 Kshetras.

Kshetra No. 11045 (Ambedkar Nagar)

The boundary of Kshetra No. 11045 is marked with black. It contains areas like Ambedkar Nagar, Johripur, Bhagirathi Vihar. There is one MCD Primary School and one post office.

Though **1812 Kshetras** have been marked with specific boundaries, the marking of other details is in the process.

Each Kshetra has a **Kshetra Education Committee** which has been constituted to help the Directorate in the fulfillment of the aim of UEE. It helps in **planning at the local level and mobilizing the community for enrolment and smooth functioning of the schools in their area.**

Cluster

Around **13-15 Kshetras combine to define a cluster.** These will encompass as area of around 15 sqkm, the guiding principle being that the farthest point from the centre of the cluster should be not more than 2kms. These will have a population of around 90,000 to 1,20,000, of which about 22.8% will belong to the age group of 5-14 years, totalling around 24,000 children, to be covered by 30-40 Primary Schools (whereas SSA envisages 1 Cluster around 10-12 Primary Schools).

Around 160 such clusters are proposed to be demarcated. These will be used as a unit of planning for the purposes of location of Secondary and Senior Secondary Classes, Training Facilities etc.

Super Cluster

Three to Four clusters are proposed to be combined to define a Super Cluster, which will have around 100 Primary Schools each and around 90,000-1,00,000 children in the age group of 5-14 years.

Zone

Directorate of Education has divided Delhi into 28 Zones for **division of responsibilities, effective monitoring and better administration of Schools.**

Zones 27 & 28

VI

Increase in the Number of Schools- Better Access

Over the years, the number of schools in Delhi has increased. Delhi Government is planning to open new schools in places where the population of children is high.

Already 95 schools have been opened since Dec. 1998.

Table 30

	Dec. 1998 to 2003	Jan.2004 to June, 2007	Total
New Schools Opened	61	34	95
Schools Upgraded	84	49	133
School Bifurcated	15	05	20

Source : Directorate of Education, SSA

Government Coed. Senior Secondarary School
J & K Block, Dilshad Garden

IN THE NEWS

With the Delhi Government due to spend Rs.150 crore on upgrading and construction of 200 schools in East Delhi, Chief Minister Sheila Dikshit on Saturday expressed confidence that the standard of education in Government schools would improve in the area in the years to come.

Speaking at a function at Dilshad Garden, where she inaugurated a school building, Ms. Dikshit said Government schools in Delhi were striving hard to acquire excellence in the field of imparting purposeful education to children. This had helped in making children better and more responsible.

Ms. Dikshit said the Delhi Government would open more schools in different parts of the city for the benefit of the students. Moreover, she said, they would also be equipped with modern facilities so that they become centres of excellence in studies.

Delhi Education Minister Arvinder Singh Lovely said quality education supported by required infrastructure for children in the Capital had been the professed goal of the Government. The Government, he added, would construct swimming pools in some of the schools to ensure all-round development of the children.

- **The Hindu** Sunday, Jul 15, 2007

Table 31
Buildings Constructed
During Last Five Years
(2002 - 2007)

S.No.	Type of Construction	Number
1	Pucca School Buildings	19
2	SPS School Buildings	41
3	Porta Cabin School Buildings	7

The schools run by the Directorate of Education may be classified as under:

i) Sarvodaya Schools (Classes 1/K.G. to 12)
ii) Sarvodaya Middle Schools (Classes 1 to 8)
iii) Government Middle Schools (Classes 6 to 8)
iv) Government Secondary Schools (Classes 6 to 10)
v) Government Senior Secondary Schools (Classes 6 to 12)
vi) Rajkiya Pratibha Vikas Vidyalayas (Classes 1 to 12)

Table 32
Zone wise List of Schools under Directorate of Education

District	District Code	Zone No.	Sarvodya Middle (1 to 8)	Middle (6 to 8)	Sarvodaya a (1 to 12)	Secondary y (6 to 10)	Sr. Sec. (6 to 12)	RPVV (6 to 12)	Total
East	10	Zone 1		0	13	4	6	1	24
		Zone 2		1	31	13	9	0	54
		Zone 3		0	14	2	8	1	25
North East	11	Zone 4		1	9	6	20	1	37
		Zone 5		11	10	7	11	0	39
		Zone 6		4	12	6	12	1	35
North	12	Zone 7		4	14	1	13	4	36
		Zone 8	1	4	10	4	5	1	25
North West A	13	Zone 9		3	13	8	11	1	36
		Zone 10		9	18	12	20	1	60
North West B	14	Zone 11		2	18	5	15	0	40
		Zone 12		7	13	12	12	0	44
		Zone 13	2	4	14	5	8	1	34
West A	15	Zone 14		0	11	0	5	1	17
		Zone 15		1	10	3	7	0	21
		Zone 16		0	10	5	4	0	19
West B	16	Zone 17		0	13	7	11	1	32
		Zone 18		0	13	5	14	0	32
South West A	17	Zone 19		2	9	0	9	0	20
		Zone 20		0	14	4	5	1	24
South West B	18	Zone 21		1	12	6	17	1	37
		Zone 22		1	9	3	28	0	41
South	19	Zone 23		1	17	18	21	0	57
		Zone 24		2	10	2	10	1	25
		Zone 25		3	15	14	24	1	57
New Delhi	20	Zone 26		0	4	0	1	0	5
		Zone 27		5	9	8	4	0	26
Central	21	Zone 28		2	7	1	4	1	15
		Total	3	68	352	161	314	19	917

Source : Calculations on the basis of information given on the website edudel.nic.in

Schools Under Directorate of Education
Source: edudel.nic.in

No. of Govt. Schools Per District
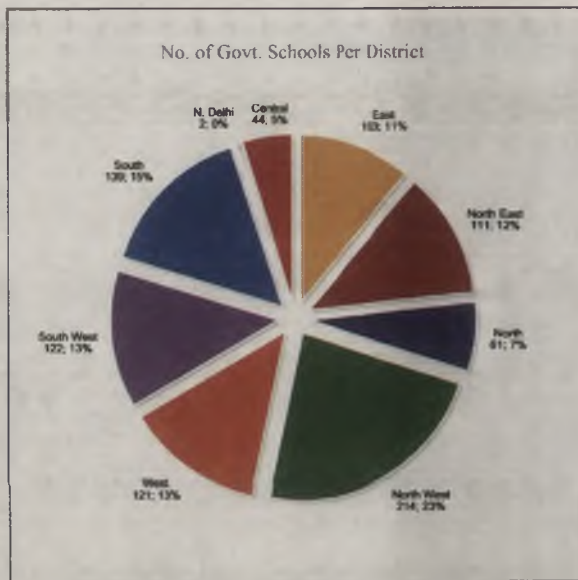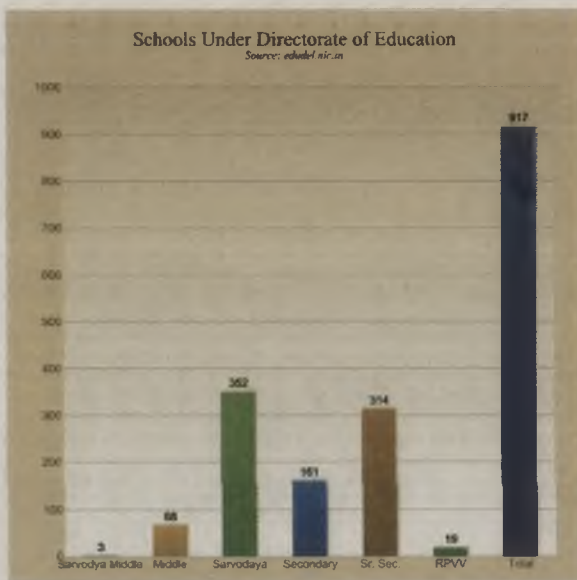
Table 33
District Population and Number of Schools

	Boys	Girls	Total	Schools
East	162297	138375	300672	103
North East	249742	223918	473661	111
North	127480	111122	238602	61
North West	351107	332252	683360	214
West	236738	201518	438256	121
South West	210960	179111	390071	122
South	264645	229942	494586	139
New Delhi	15761	13731	29491	2
Central	55855	49892	105748	44
Total	**1674585**	**1479862**	**3154448**	**917**

Source : edudel.nic.in

VII. Better Infrastructure, Better Achievements

Good infrastructural facilities in a school are an important factor influencing the learning process and achievement level of the students.

Government Co-Ed. Senior Secondary School, Bhorgarh, Delhi

Infrastructure in secondary and senior secondary schools is reasonably good.

A school is opened only when appropriate building for school is available. If additional rooms are needed, SPS or porta-cabins are erected there. **Almost every school has facilities like drinking water, electricity connection and toilet facility.**

At one or two places, in **unauthorized colonies**, where appropriate water lines have not been laid, **water is made available through tankers.**

Ramps are being developed for the disabled children. DSIIDC has been entrusted for upgradation of infrastructure of the existing school buildings in the districts of East, North - East and North - West A.

DSIIDC has prepared plan for incurring an expenditure of Rs. 200 crores for upgradation of existing infrastructure of school buildings. Out of this amount 75 crores will be spent in this financial year (2007-08) and the rest 125 crores will be spent in the next financial year (2008-2009).

The information regarding infrastructure status in the school is filled up by the Principal of the schools in the Joint Inspection Proforma available on the website. This helps to get an idea of overall infrastructural details and the budgetary requirements of individual schools. The information of school infrastructure includes details like number of rooms, availability of water, electricity, toilets, boundary wall, playground area etc. Along with this information, they have to submit construction details for new building and maintenance detail of existing building. .

School Principals are also supposed to fill up DISE performa which covers all the details of the infrastructure facilities.

Sanctions for repair of the building or construction of new classrooms/toilets

Government gives liberal sanctions for construction of additional rooms or repair of existing structures. School principals have been given powers to get minor repairs done in the building at any time. He/she has three options to get the repair jobs done:

i) Every school has been asked to constitute a **'Vidyalaya Kalyan Samiti (VKS)** with the help of RWA and PTA. Any minor repair work in the school can be done at the school level with the approval of the VKS. For this purpose Rs.1.2 lakh rupees (now raised to Rs. 4 lakhs) are deposited in the account of building incharge of the school (Principal). If the school is double shifted then one of the Principals is incharge and the other becomes convener and both the Principals are members of the VKS.

ii) Every school is entitled to get minor repairs done through PWD or DSIIDC (for North East, East or North West A) on depository work basis up to Rs. 5 lakhs. After the work has been done, the Principal has only to verify it. For extra ordinary work, Deputy Director, Education has the powers up to 10 lakhs.

iii) The Principal can get at least Rs. 5000/- from SSA fund through VKS for minor repairs. In case there is a need for new classrooms or toilets, SSA has provision for that too.

Some examples of the rooms /toilets built recently using SSA fund are:

Construction of additional classrooms in MCD school with ramp for the disabled students.

Additional Classroom in MCD School and DoE site (with Ramp, Railing and attached Toilet)

VIII Budgetary Allocation and Expenditure on Education (2002-2007)
Directorate of Education

Table 34
Plan Outlay & Expenditure General Education

Annual Plan	Outlay	Modified RE	Expenditure	% Expr. to RE
2002-03	160.00	123.00	113.36	92.16
2003-04	170.00	157.74	147.97	93.81
2004-05	198.00	191.09	167.33	87.57
2005-06	206.65	177.81	146.72	82.52
2006-07	215.00	195.79	182.75	93.34
2007-08	280.00		41.85*	14.95**

Source : Planning Branch, Dte. of Education

* Exp. upto 31 - July 2007   ** % Expr. to OB

Delhi is one among the only three States in the Country which has utilized 100% funds allocated wide Sarva Shiksha Abhiyan in 2006-07.

Table 35

Sl. No.	Name of the State / UT	OB as on 1-4-2006 as reported now.	GOI Share released	State Share released	DoN ER Releases	Other Receipts	Total Funds available	Expenditure till 31st March, 2007	% Exp. with Respect to Funds Available
1	Delhi	315.24	2930.24	1199.28	Nil	524.75	4969.51	4958.20	100
2	Mizoram	17.71	3445.42	460.72	854.62	1.83	4780.30	4760.32	100
3	TN	1273.37	36329.65	17361.81	Nil	821.98	55786.81	55760.67	100

Source : MHRD

Table 36
Plan Outlay & Expenditure Sports & Youth Services

Annual Plan	Outlay	Modified RE	Expenditure	% Expr. to RE
2002-03	5.90	4.70	4.04	85.96
2003-04	5.35	4.50	4.32	96.00
2004-05	6.00	6.29	4.52	71.86
2005-06	6.79	6.72	5.93	88.24
2006-07	9.00	11.99	10.05	83.82
2007-08	34.60		1.10*	3.17**

Source : Planning Branch, Dte. of Education

* Exp. upto 31 - July 2007   ** % Expr. to OB

IX

E- Governance –An Initiative for Efficient Governance

Taking full advantage of the potential of 'Information technology' in the field of management, the Directorate of Education has developed a full fledged 'Management Information System' or MIS.

The process of initiation of the MIS project started in 2002 and by 2005 it was fully operational covering almost all the aspects of **E-Governance**. The process of upgrading the system is still continued. With this achievement, the **Directorate of Education has become the most computerized department of the State**.

For the last three years, the Directorate of Education is bagging the awards for e-governance from the Ministry of Information and Technology. In 2005, it got **Golden icon award**, in 2006, it got **Bronze icon award** and in the year 2007, it got two awards, **Golden Icon Award** for Excellence in Government Process Re-Engineering for Online Admissions and Student Management System and **Silver Icon Award** for Outstanding Performance in Citizen-Centric Service Delivery for CALtoonZ.

Awards on E-Governance won by Government of Delhi

Education Department gets Golden Icon award
By Our Staff Reporter
NEW DELHI, FEB. 8.

The Directorate of Education of the Delhi Government has been awarded the prestigious "Golden Icon Award" for exemplary leadership and ICT achievement during 2004. The award was received by a representative of the Department at a function held at Bhubaneswar in Orissa on February 3. Giving this information here, the Education Minister, Arvinder Singh Lovely, informed that the award had been instituted by the Union Government's Department of Information Technology and Administrative Reforms and was presented at the 8th National E-Governance Conference held in Orissa. The award was today handed over to Mr. Lovely by the officials of the Department at a simple but impressive ceremony in his office. The Education Minister later presented the award to the Chief Minister, Sheila Dikshit. ... http://www.hindu.com/2005/02/09/stories/2005020911050400.htm

New Delhi's (India) e-Governance projects win national awards
31 January 2007
Express India

In India, three projects of the Delhi Government on e-Governance have won the national award among all the states and government departments this year. The awards would be given at the two-day national conference on e-Governance to be held on February 2, 2007 in Bhopal, India.

Two of the Delhi projects have won Golden Icon, while another has won Silver Icon award given by the Central Government for e-Governance. Education Department and DSIIDC are running two of the Delhi projects, while other one is running by the Education department. The two projects of Education departments are Online Student Management System, which has won award in the Excellence in Government Process Re-Engineering category, while the DSIIDC's File Monitoring System and Bar Coding Solution have won the award in the Exemplary Usage of ICT by PSUs. Education Department's Computer Aided Learning (CAL) has won the Silver Icon for outstanding performance in Citizen-Centric Service Delivery category. Other states, including Bihar, Himachal Pradesh, Madhya Pradesh, Punjab, Maharashtra, Rajasthan, NTPC, Karnataka, Union Tourism Ministry, NIC portal and Orissa have also won the awards in different categories.

GOLDEN ICON AWARD

DIRECTORATE OF EDUCATION
Government of NCT of Delhi

The Directorate of Education, Government of NCT of Delhi has taken a leadership role in bringing in IT into the internal functioning as well as offering improved services to various stakeholders such as students and teachers.

A web based MIS of the department comprising of different modules such as Finance, Human Resources, Students, Payroll, Vigilance, Infrastructure, Post Fixation, File Tracking, Court Cases and GIS has been developed.

To improve upon the efficiency of delivery of services through different systems a number of initiative such as CCEP, and postings of teachers based on Index on Teachers availability have been successfully deployed.

Contact Details :
DIRECTORATE OF EDUCATION
Government of NCT of Delhi
Old Secretariat , Delhi – 110054

Management Information System has given way to E-Governance, which is faster, efficient, reliable and transparent. More over it has multiple usages ranging from financial management, human resource management, management of students attendance and other records, management of teacher's attendance and other records, monitoring of schools, to research and evaluation projects for qualitative and quantitative improvement in results.

The entire data of schools e.g. number of employees, their posting, salaries, leave account, results, office information, class enrolment, daily attendance of teachers and students, sanction of budget for various activities, circulars etc. is all available through web based MIS. The whole system has resulted in quick decision making, improved the accountability of staff, and made the communication of information faster and easier.

Every school has been given a computer, a printer, a broadband internet connection and an IT assistant. Every district, zone, school, teacher and student has been given a unique I.D. number.

MIS has helped the schools by providing following facilities:

Office Management has become easier. Whether it the handling of pay rolls, the budget allocation, or managing school infrastructure. All budgetary sanction, for salaries and other expenditure including the sanctions for repairs of the building are issued through computerized module. Having access to office orders and circulars, everything has become much easier with the help of MIS.

Personnel Management can now be done more efficiently. Having all the data of the employees on web, one does not need to collect information from the employees again and again. Every employee has his or her ID number and the whole data is sorted out according to this number.

A. ONLINE ACR

ACR can now be filled by the teachers online thus reducing the paper consumption and with a higher degree of confidentiality.

- ACRs of Teachers made online this year.

- The process of promotion and other administrative works will not suffer for want of ACRs.

- ACRs are proposed to be the first ground level maintenance of electronic records and authentication by Digital Signatures.

Since the seniority wise database of teachers is available on web, it is easier for the officers to award promotions to the teachers through DPC or giving them higher scale under 'Assured Career Promotion Scheme' (ACP).

B. ON-LINE ATTENDANCE OF THE TEACHERS

On-line attendance of the teachers and other staff has resulted in more accountability and less absenteeism. The school attendance is in the public domain and anybody can see how many teachers are present in the school on a given date. This transparency has increased the accountability on the part of the teachers as well as the Principal. The problem of teacher absenteeism has been almost removed even in the schools located in the remote areas.

A sample web page showing Attendance Marking System

Employees' Attendance

Yesterday's attendance of Chowkidars is marked today.

Name	1106012-Dilshad Garden, Block J&K-GBSSS		Date	13-01-2005

Employee ID	Name	Designation	Status
19665089	HAR KIRPAL SINGH	LAB ASSISTANT	○ Present ○ OnDuty ○ HalfCL ○ CL ○ EL ○ OtherLeave ○ Absent ○ Vacation ○ Suspended
19710137	DINESH CAHNDRA SHARMA	TGT SOCIAL SCIENCE	○ Present ○ OnDuty ○ HalfCL ○ CL ○ EL ○ OtherLeave ○ Absent ○ Vacation ○ Suspended
19720494	SURESH CHANDER JOSHI	TGT SOCIAL SCIENCE	○ Present ○ OnDuty ○ HalfCL ○ CL ○ EL ○ OtherLeave ○ Absent ○ Vacation ○ Suspended
19720570	PANNA LAL AHIRWAR	PRINCIPAL	○ Present ○ OnDuty ○ HalfCL ○ CL ○ EL ○ OtherLeave ○ Absent ○ Vacation ○ Suspended
19735006	RAJ PAL SINGH	CHOWKIDAR FULL TIME	○ Present ○ OnDuty ○ HalfCL ○ CL ○ EL ○ OtherLeave ○ Absent ○ Vacation ○ Suspended
19735081	JAGDISH PRASAD	LAB ASSISTANT	○ Present ○ OnDuty ○ HalfCL ○ CL ○ EL ○ OtherLeave ○ Absent ○ Vacation ○ Suspended
19801025	SHANKER PAL VERMA	TGT ENGLISH	○ Present ○ OnDuty ○ HalfCL ○ CL ○ EL ○ OtherLeave ○ Absent ○ Vacation ○ Suspended
19810525	PRAKASH CHAND	TGT SOCIAL SCIENCE	○ Present ○ OnDuty ○ HalfCL ○ CL ○ EL ○ OtherLeave ○ Absent ○ Vacation ○ Suspended
19820012	CHARAN DUTT SHARMA	TGT MATH	○ Present ○ OnDuty ○ HalfCL ○ CL ○ EL ○ OtherLeave ○ Absent ○ Vacation ○ Suspended
19820013	VINAY KUMAR MEHTA	TGT MATH	○ Present ○ OnDuty ○ HalfCL ○ CL ○ EL ○ OtherLeave ○ Absent ○ Vacation ○ Suspended
19820148	KHUSHIRAM	PGT GEOGRAPHY	○ Present ○ OnDuty ○ HalfCL ○ CL ○ EL ○ OtherLeave ○ Absent ○ Vacation ○ Suspended

C. MANAGEMENT OF HUMAN RESOURCES

Another benefit of MIS is management of human resources (teachers). With the help of MIS, the data of number of teachers per school, and pupil-teacher ratio in different schools is easily available. **This information helps in uniform distribution of resources** i.e. transferring the teachers from schools where there are too many to schools where there is shortage.

It was found that there was too much variation in the **Pupil-Teacher ratio** of different districts/zones. Having a graphical presentation on the computer screen, the officers are in a better position to take decisions and do justice to students in all the schools.

Pupils to Teachers Ratio in Different Districts
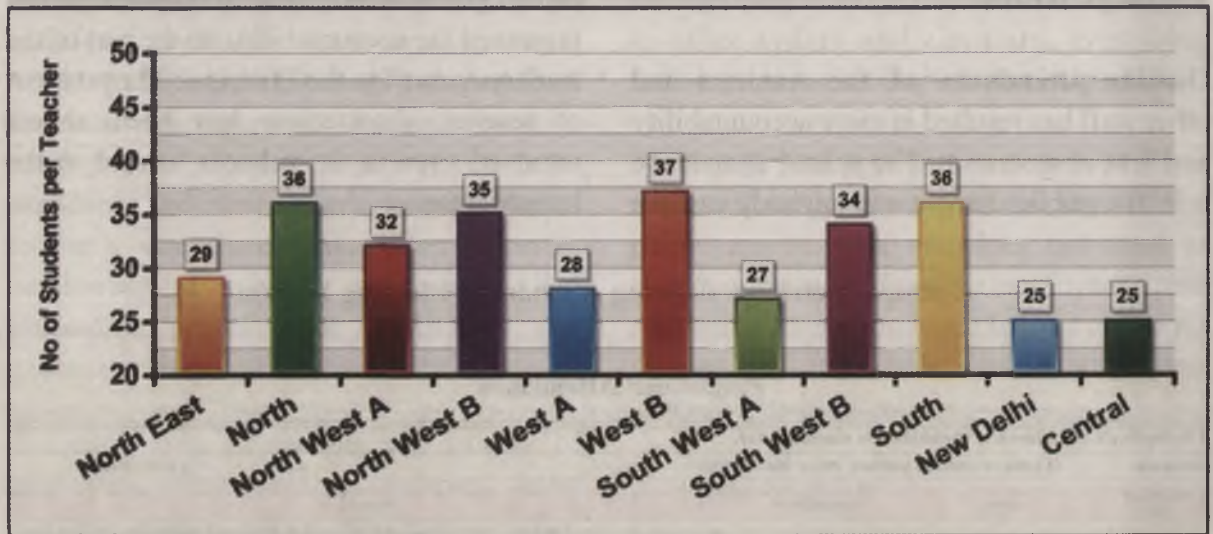
Source : MIS, Directorate of Education

D. TRANSFER POLICY

MIS has helped in making a transfer policy for the teachers. Now, a teacher is transferred

- if it is required for the purpose of maintaining Pupil –Teacher ratio in different schools

- if a teacher has herself/himself applied for the transfer due to a personal reason and the reason is strong enough to be considered for transfer.

To distribute the teachers evenly in the schools and at the same time not causing them

much botheration, the teachers are asked to give the names of ten schools priority wise. The transfers are then made in a way that is suitable for the school as well as the teacher. While transferring a teacher, it is ensured that:

- Teacher availability in any school should not fall below a certain benchmark - ITA (Index of Teachers Availability)

- The combined distance travelled by all the employees is minimum.

- Teachers with results above a certain benchmark get preference over all other categories.

A sample of the online form to be filled by the teacher has been given below:

A Sample of the mail window

E. MIS MAIL

MIS mail is a web based e-mailing system for the employees. Through this facility, all the employees and even the public can communicate directly with the highest officials of Directorate of Education and voice their concerns or give suggestions to make the system more efficient.
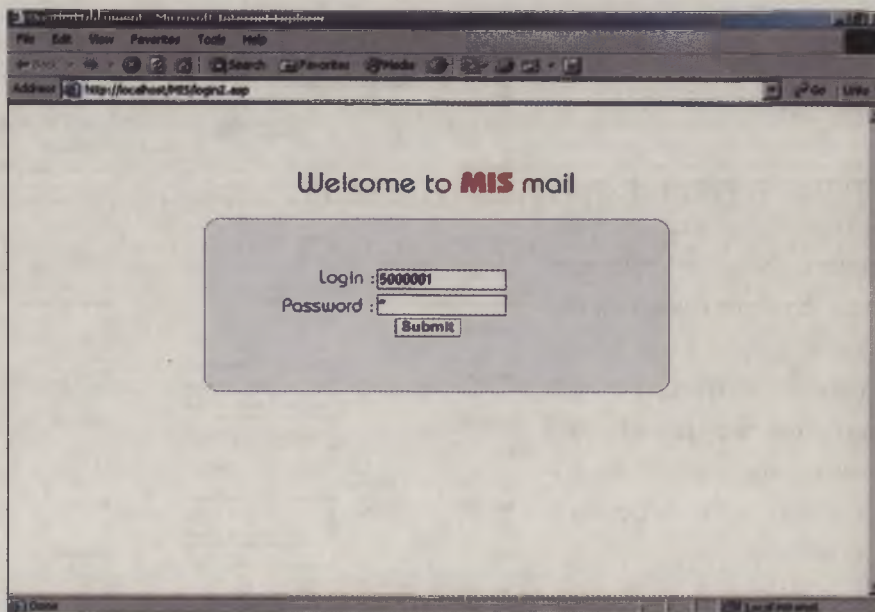
Mail Inbox
Dilshad Garden, Block J&K-GBSSS(1106012)

Mail To CAL   Mail for Minta, Snoul Relaoor Problems

     Offine   Mail To Individual

2 Unread Mail.

Previous **Next**
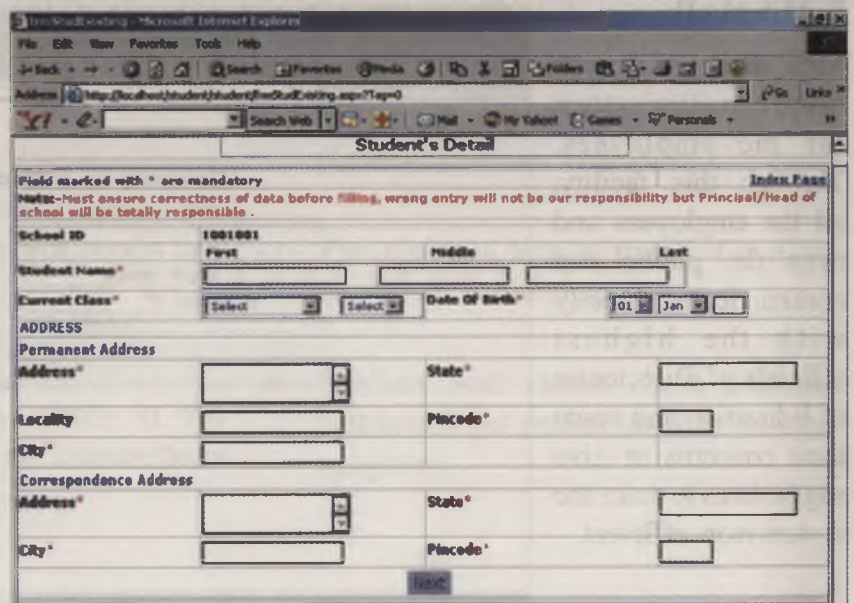
Delete	Sender	Subject	Date
☐	5000001	regarding reappearing in compa...	01/04/06 11:25 AM
☐	5000001	Reg medical and RM cases in yo...	31/03/06 12:18 PM
☐	5000001	reg declaration of computerise...	30/03/06 06:39 PM
☐	5000001	MarkSheet Printing	30/03/06 05:29 PM
☐	1	Frequently Asked Questions Reg...	28/03/06 12:03 PM
☐	5000001	Introduction of Computerised M...	27/03/06 02:20 PM
☐	5000001	distribution of admit cards	25/02/06 12:54 PM
☐	5000031	Handing over of Computer Lab. ...	21/02/06 04:33 PM
☐	5000001	Circular After Inspection of S...	24/01/06 02:13 PM
☐	5000001	Closure of Primary Sections du...	08/01/06 01:26 PM

Directorate of Educat...   Windows Messenger

Form to be filled at the time of Admission

F. Student Management System

Every student has been assigned a unique ID. Online Student Management System tracks all the students right from taking admission through performance in all the exams and activities till issue of School Leaving Certificate.

Online admissions help in saving the time and unnecessary botheration on the part of students, parents and teachers as well. Allotment of the schools to students coming out of MCD or Sarvodaya schools is done keeping in view the available infrastructure of the schools, availability of seats and the distance from their residence.

There is a **complete database of students on the web** and this helps in finding the exact number of **students enrolled** and **calculate budget requirements** to provide them free textbooks, uniform, mid day meals (for primary classes only) and other benefits.

Enrolment data also helps to calculate teacher requirement and post fixation. Vacant posts can be calculated easily and action may be hastened to fill them up for the benefit of students.

On line attendance of the students helps in identifying the students who are **potential drop outs** and an early action may be taken to retain them in the school system till they complete their studies.

Mark sheets of the students are being computerized and by March 2008, mark sheets of all classes will be available on the web.

With all these facilities available on the website www.edudel.nic.in, the first thing that a Principal would do on reaching her or his school is to start the computer and look for the latest order or the circular.

Even the syllabus to be taught to different classes in a week has been mentioned on the website so that there is uniformity in all the schools and the 'CCEP' can be conducted successfully.

G. LIBRARY MANAGEMENT SYSTEM

Efforts are being made to computerize all the libraries in the schools. For this purpose, training programmes have been conducted for the librarians to make them computer savvy and to make them aware how computerization can ease their work.

All school libraries have been provided one computer each and software for library management. Very soon, all the books will be catalogued and issue of books will become computerized. There is a plan to link all school libraries.

This exercise will help to find out availability of books, and the issue of books through the online software will be easier to manage.

On line Information about schools is available on the website. Any parent can have a look at the school's infrastructure and then decide to get his/her child admitted to the school.

Name of Principal/Vice Principal	SRI KANT SHARMA
School Id	1207012
School Name	Timar Pur-SBV
Address	Timarpur
Shift	Morning
Gender	Boys
Phone	3812127
Constituency	Sultanpuri
Police Station	Timarpur
Hospital	Balak Ram Hospital

Class and Subject Offered By School

Class Available	Class Nursery to xii
VI To X	Mathematics,English,Hindi,Drawing,Physical Education,Sanskrit,Soc Science,Natural Science
Science Stream	Mathematics,English,Physics,Chemistry,Biology
Art Stream	English,Hindi,History,Geography,Political Science
Commerce Stream	Mathematics,English,Economics,Accountancy,Business Study

Building Detail

Pucca Room	24
Semi Pucca Room	6
Tinshed Room	0
Porta Cabin Room	12
Play Ground Area(Sq.Mt.)	7500
Garden Area(Sq.Mt.)	1000

Attendance Detail

	Total	Present
Teacher Attendance(17/01/2006) Detail	47	43
Student Attendance(17/01/2006) Detail	962	698

Exam. Detail

Result Based on CBSE Exam.

Class	2003-04(In %)	2004-05(In %)
Xth	56.52	58.57
XIIth	72.45	75.00

School Ranking in CBSE Exam.

	Xth	XIIth
Among all Schools	939	855
Among all Govt. Schools	270	384

School Ranking in CCEP Exam.

Among all Govt. Schools	917
Among all Govt. Schools of that District	67

School Bulletin Board

MERRY CHRISTMAS AND HAPPY NEW YEAR-2006

H. WEB BASED MONITORING OF AIES

After implementing and strengthening the MIS in DoE schools, a specific SSA website has been developed through which complete data with regard to the children enrolled in the ALCs is being taken. Delhi is the only city-state which is facing the problem of extreme migratory population, mainly involved at construction sites.

Once the children enrolled in ALCs migrate

half way through, the whole efforts and resources channeled by SSA Delhi go in vain. This web based monitoring mechanism will help in tracking the migration of children through IDs issued to individual children. It is also to facilitate and to help develop a mechanism to monitor retention/dropout rate of already mainstreamed children. Payment to NGOs will also be regulated through web based monitoring judiciously.

Following are some of the windows of the website for web based monitoring:

X. Community Participation in School

Delhi government has been encouraging the community to participate in various developmental activities. It was the encouragement by the Government that we have a 'Resident Welfare Committee'(RWAs) in all the colonies. RWA has become very powerful in certain colonies and they are actively involved in solving local problems like the problem of sanitation, maintenance of parks etc. and campaigning for various awareness programmes like polio or dengue campaigns. Directorate of Education has successfully involved the community in

- Enrolment drive (Dakhila Abhiyan)

- Awareness Campaigns (Polio, Dengue, Adolescent Education)

- Maintenance of Schools through VKS

- Participation in Bhagidari Melas and Workshops

VIDYALAYA KALYAN SAMITI (VKS)

Vidyalaya Kalyan Samiti is constituted :

- to ensure the involvement and active participation of members of the community in the day to day activities of the school.

- to see that parents are equally part of the functioning of the school in which their children study.

- to give an opportunity to students to have a voice in the running of their own school.

- to provide a platform to teachers of the school to share in the governance of the school.

The guidelines for the composition, term, functions and powers of VKS for the year 2007 – 08 is as follows:

COMPOSITION

There is one VKS for every school building / campus comprising of the following members:

A.   Convener

i)   The HOS of a single shifted school shall be the convener of the VKS.

ii)   In more than single shifted school, the female H.O.S. will be Convener of the VKS and funds will be at her disposal.

iii)   In more than single shifted school the

H.O.S. other than Convener will be Co-convener.

iv) In case of three school and four school campus the other HOS (2 and 3 respectively) shall all be Co-Conveners.

B.   Parent Teacher Association

i) For every single school building there shall be six representatives either from the school PTA or the Mother's Club, (wherever such club exists), of whom five shall be parents and one will be a Teacher. Out of these six members, three will be women

ii) For every double shifted school building, there shall be eight (four from each school) representatives either from the PTA or the Mother's Club, (wherever such club exists), Six members shall represent the parents and two members will represent teachers. Out of these eight members, four will be women.

iii) For three shifted school building there shall be nine (three from each school) representatives either from the PTA or the Mother's Club, (wherever such lub exists). Six members shall be parents and three will be teachers. Out of these, five will be women.

iv) For four-school campus there shall be twelve (three from each school) representatives either from the PTA or the Mother's Club, (wherever such club exists). Eight members shall represent parents and four members will represent teachers. Out of these twelve members, six will be women.

C.   Students Representatives – Bal Bhagidari

Keeping in view the introduction of Bal Bhagidari Concept there shall be students representation in all VKS as under :

i) Selection of students' representatives in VKS will be made by the Head of school concerned from amongst the best students.

ii) Half of the students members of Co-Educational School shall be girls.

iii) Only students actually studying in the school (s) covered by the VKS shall be elected.

iv) In case of Middle school, student representatives will be from Std. VIII. In case of Secondary School they will be from Std. VIII and Std. IX, and in case of Senior Secondary School they will be from Std. IX and Std. XI.

v) For every single school building, four students from the same school shall be VKS members. Two student members shall be girls in case of Co-Educational School.

vi) For every double shifted school building, eight students (four students from each school) shall be VKS members. Four student members will be girls in case the first shift is a girls' schools and two in case it is a Co-Educational School.

vii) For three shifted school building, twelve students (four students from each school) shall be VKS members. Half the student members shall be girls in case any one school is a Co-Educational School.

viii) For four-school campus, twelve (three from each school) students shall be VKS members. Half the student members will be girls in case any school is Co-Educational School.

D.   Others

a)   RWA

i) Two representatives of Bhagidari local Residents Welfare Association (to be indicated henceforth as RWA) to be nominated by the Directorate of Education, Government of NCT of Delhi in consultation with the Bhagidari Cell of Government of NCT of Delhi. Out of these one will preferably be a woman.

ii) The two R. W. A. nominees would be from amongst distinguished senior citizens such as retired teachers, lawyers, doctors, armed forces personnel, retired civil servants, judicial officers etc.

iii) Out of these two members from RWA, one will be nominated as Chairman and the other will be nominated as Vice-Chairman

b)   Government Nominees / MLA Representatives

i) Two Government Nominees to be nominated by the Area MLA.

c)   NGO Nominees

i) One NGO Nominee of that area to be nominated by the Directorate of Education, Government of NCT of Delhi in consultation with the District Deputy Director of Education.

d)   Ex-Officio Member

i) Concerned JE who is incharge of that school (either from PWD or DSIIDC) will be an ex-officio member and he will attend at least one meeting in a quarter.

ii)   Copies of relevant extract of the minutes will be sent to the concerned Ex. Engineer.

iii)   The Ex-Officio member will be counted for quorum and will also participate in discussion, but he will not have a voting right.

TERM

The term of the V.K.S. shall be for a period of one year from the date of constitution or till 31st March of every year whichever is earlier, which may be extended for one more year by the Government.

Functions and Powers

The VKS shall be involved in all the activities and programmes of the school including:

i)   Improvement in the academic performance of the students.

ii)   Improvement in co-curricular activities of the students.

iii)   Up-keep and maintenance of the school building and improvement in cleanliness.

iv)   Implementation of students "welfare schemes".

v)   Implementation of the Mid Day Mcals scheme.

vi)   Ensuring proper water supply & electricity and sanitation in the school.

vii)   To ensure completion of admission process in time.

viii)   Introduction of new subjects / activities.

ix)   Functioning of libraries and laboratories.

x)   Supervision of sports, vocational education and IT in schools.

xi)   Monitoring of action taken on its own decisions / recommendations.

xii)   Any other task that the Department may entrust to the VKS.

VKS has brought in some major changes in their guidelines. These are as follows:

(i)   The total funds for every VKS has been increased to Rs. 4,00,000/- (Four Lakhs) per annum.

(ii)   Out of this, Rs. 1,50,000/- is for maintenance works including minor civil & electrical works, horticultural works, other works and purchases alone as per instructions contained here.

(iii)   Rs. 50,000/- is for replacement / repairing/ purchasing of Dual Desks alone as per these instructions.

(iv) Rs. 2,00,000/- is for initiatives under BALA (Building as Learning Aid) Instructions on these are being issued separately.

(v) The representation from PTA has been strengthened.

(vi) For the first time, students of the same schools shall also be part of the VKS.

(vii) New items such as purchase of fans and dual desks have been introduced.

(viii) It shall be insured that the Home Science Lab is set up under VKS in every school including Boys schools. This is the only item for every school. All other items are for every building.

Bhagidari Workshops were organized to discuss **'National Curriculum Framework 2005'** before its finalization and the suggestions of the community were sent to NCERT for consideration.

BHAGIDARI MELA AT PRAGATI MAIDAN

Question banks on Mental Maths were also displayed in the Bhagidari Mela held at Pragati Maidan on February 25,2006 and were very well appreciated by one and all.

X Innovations in Teaching Learning Process

A.   BALA (Building as Learning Aid)

An innovative step to improve the learning environment of the students is the introduction of the concept of BALA in Delhi school buildings by the Directorate of Education. Now all the school buildings will be suitably developed with architectural designs in such a way that building itself acts as a learning aid.

BALA: a child-friendly initiative

Amitabh Shukla
New Delhi, February 21

EVERY CHILD needs a harmonious environment for personality development. And it has finally dawned on the Delhi government that its school buildings are neither child-centric nor child-friendly. As part of an initiative to give every child his due, the Education Department, in collaboration with UNICEF, has formulated the concept of Building As Learning Aid (BALA).

The concept of BALA will be the highlight of a symposium in the Capital on Thursday. Architects and engineers and officials from the Education Department, the MCD, the NDMC, the PWD and the Delhi State Industrial and Infrastructural Development Corporation will take part in the workshop.

"In order to ensure that the concept of BALA is universally applied, we will give an exposure-cum-training to all architects, engineers and officers responsible for design, construction, renovation and maintenance of school buildings," Education Secretary Reena Ray said in a letter addressed to various agencies involved in the education sector.

The symposium will focus on the significance of basic infrastructure in schools such as the number of toilets, size of desks and blackboards, among other things.

The Education Department also plans to come out with broad guidelines for construction and renovation of schools in the near future.

The guidelines would be framed on the basis of the deliberations at the symposium.

"A child spends a significant part of his life in school. The institution should aid his learning and growing experience," said an Education Department official said.

ashukla6@hindustantimes.com

A two day workshop was organized by SSA, Delhi on 16th and 17th August 2007, to pool in the ideas related to BALA. The ideas generated by the participants will be put in to display in existing/new school buildings, wherever possible.
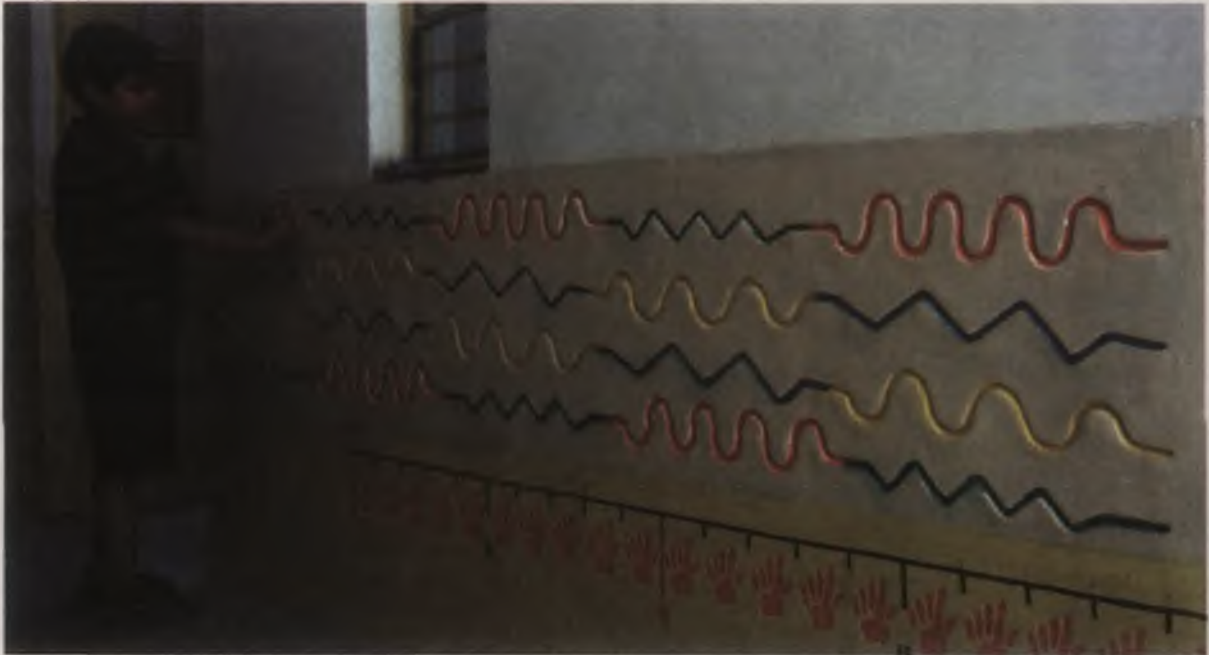
## B.	CAL - Learning Through Computers

Computer Aided Learning (CAL) is another innovative step in the teaching learning process which is proving to be very effective in 200 schools where it is being used.

What is CAL?

Computer Aided Learning is an integrative technology which describes an educational environment where a computer program .

* Is used to assist the user in learning a particular subject

* Refers to an overall integrative approach of instructional methods and is actually part of the bigger picture.

* Comes about after re-assessment of the current teaching methods

* Treats the computer as an aid to an overall learning strategy with other methods such as worksheets, lectures, text-books etc.

CAL was introduced as a pilot project in 200 schools.

The philosophy behind introduction of this programme was that animations and multimedia packages have a longer lasting impression on the minds of the students and they develop a better understanding of the concepts.

CAL Schools

At present CAL program is being implemented in 200 schools.

For pilot study, these schools were selected as per the following criteria:

1. 40 best schools

2. 40 medium schools

3. 120 schools showing poor performance

Setup of a CAL Classroom

Every CAL classroom has the following equipment, fixtures and furnitures:

* One computer CPU with UPS

* One 29" Television monitor

* Computer cabinet

* Colorful chairs

CAL classrooms have been equipped by the combined efforts of the Ernst & Young Foundation, and the CAL Resources Team of the Directorate of Education.

Multimedia content was developed based on the SCERT syllabus for different subjects. Content developers were selected out of the Directorate's own teachers.

The development process involved following steps:

* Defining Learning Objectives

* Gathering relevant information

* Selection of presentation style

* Development of Material

* Preparing a database of Questions

* Adding games, stories etc.

* Adding Art work and animations

* Adding sound effects (voice etc.)

* Reviewing and Field Testing.

Table 37
Schools covered under CAL

Name of State : Delhi

Sl. No.	Block / Municipal Zone	No. of Govt. UP School	School covered under CAL	No. of Beneficiaries	No. of teachers trained on CAL	No. of School to be covered this year
1	East	102	19	7308	95	83
2	North East	111	23	8846	115	88
3	North	61	17	6538	85	44
4	North West	213	45	17308	225	168
5	West	121	27	10385	135	94
6	South West	122	20	7692	100	102
7	South	139	35	13462	175	104
8	New Delhi	5	1	385	5	4
9	Central	41	13	4958	65	28
	TOTAL	**915**	**200**	**76881**	**1000**	**715**

Source : DISE 2006

Training of Teachers for CAL

Approximately 1100 teachers were trained for 10 days each in the operation of computers and for 3 days on the module generated during the programme for handling of multimedia content.

A timetable was designed to place CAL course in the existing time schedule.

Pedagogy of Computer-Aided Learning

Computer-Aided Learning implies pedagogy or science of teaching that is different from the traditional classroom. Computer-Aided learning technology harnesses four specific advantages to enhance the quality of learning possible in the classroom:

1. Access to quality Information
2. Learner Engagement
3. Response Time
4. Individualized Learning

1. Access to Quality Information

In an environment in which access to information of all kinds is severely limited both for teachers and for students and in which textbooks frequently confuse rather clarify, computer-aided instruction provides the opportunity to ensure that accurate and comprehensive information is provided on every concept.

Further, CAL technology makes it possible to ensure that the information is clearly presented and follows principles of

instructional effectiveness and in an environment in which teachers may lack motivation, concepts clarity, or instructional skills. CAL technology makes it possible to standardize the information to be provided in every classroom.

2. Learner Engagement

In many Government schools the environment is rarely conducive to learning. Students do not enjoy going to class and are reluctant to undertake the tasks generally assigned by teachers. There is frequently an atmosphere of boredom and apathy both on the part of teachers and of students. CAL technology is especially important in such environment since it enables learner engagement.

In CALtoonz classroom students, and indeed even teachers, are enthralled by the multimedia presentation, and by the games and puzzles programmed to stimulate interest and increase challenge.

Games and puzzles and challenging tasks can be a part of any traditional classroom, but depend on the creativity of teacher. Increased learner engagement resulting from increased

interest in instruction inevitably translates into increased learning and improved student performance.

3. Response Time

The computer software is developed to provide optimal response time: longer when a concept is new or especially difficult, and increasingly short when the content is understood and the level of challenge needs to be increased. Research has proven that shortened response time heightens learner engagement and increases learning.

4. Individualized Learning

Computer-Aided Learning also provides the opportunity of having students practice on their own with the computer or providing them access to the information for revision or repetition of the concepts taught in class.

With computer labs available in all Government schools, this opens up the possibility that the students can access guided learning outside the classroom and possibly after school hours.

Outcomes of the Pilot Project

1. Increased Enrolment
2. Reduction in dropout rate

Table 38
Enrolment of Class VI & VII in schools of
DoE for the last three years

Class	2004		2005		2006	
	Non CAL	CAL	Non CAL	CAL	Non CAL	CAL
VI	175581	48016	185368	50142	207486	57147
VII	130942	33807	121378	30995	138789	36133

Source : Caltoonz 2006, Dept. of Edu., Govt. of NCT of Delhi

Table 39
Reduction in dropout rate in CAL schools & Non CAL schools

School	Dropout % (2005)	Dropout % (2006)	Reduction in Drop out Rate
CAL	35.45	27.94	7.51
Non CAL	30.87	25.13	5.74
Difference	4.58	2.81	

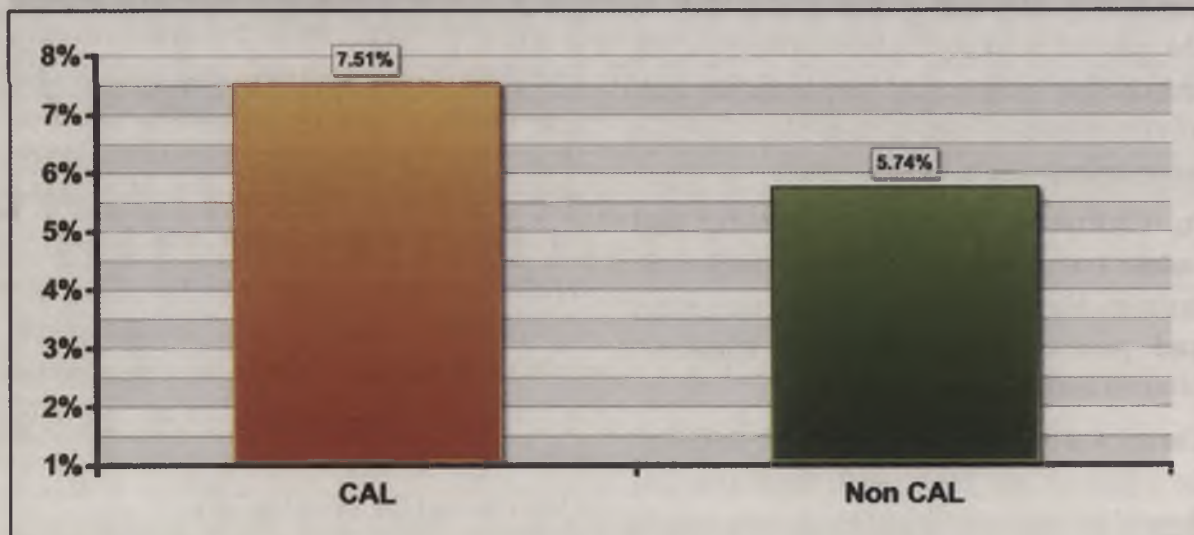Source : Caltoonz 2006, Dept. of Edu., Govt. of NCT of Delhi

Reduction in Dropout Rate

Table 40
Percentage Increase in Class VI
enrolment in CAL/Non CAL Schools

School	% Increase in 2005	% Increase in 2006
CAL	4.42	13.97
NON CAL	5.57	11.93

Source : Caltoonz 2006, Dept. of Edu., Govt. of NCT of Delhi

Percentage Increase in Class VI Enrolment in CAL & Non CAL Schools

CAL
NON CAL

20%
15%
10%
5%
0%

4.42%
5.57%
13.97%
11.93%

% Increase in 2005
% Increase in 2006
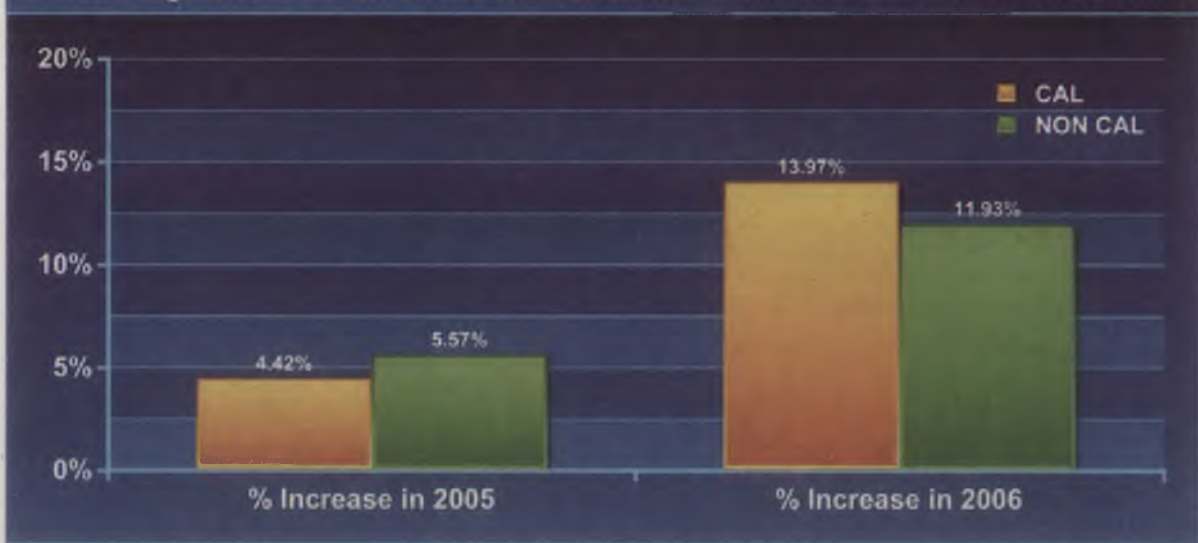
Findings:

- There has been marked decrease in the dropout rates in all the schools of Delhi Government. The extent of decrease is more in CAL schools (7.51%) as compared to Non CAL schools (5.74%).

- The difference in dropout rates between CAL and Non-CAL schools has reduced from 4.58% to 2.81% in 2006.

- There is a marked increase in enrolment in 2006 in DoE schools as a whole, the increase in CAL schools (13.97%) is greater than Non CAL schools (11.93%).

- While the enrolment has increased in 2006, against a decrease in 2005, the increase in CAL schools is greater than Non-CAL schools (difference of 2.24).

CALtoonz has had an enormous impact on schools. Now students rush to class, all of them vying for "better" seats, and teachers literally have to push them out of the CALtoonz class. The children are alert, and attentive, their eyes totally fixed on the screen, not wanting to miss a single detail. Their minds take in every fact and the songs help them to remember complex formulas etc. Significantly, CALtoonz is imparting many times more information than the NCERT books, and yet doing it more simply, more quickly, and more effectively. For example, a chapter on Geography in the NCERT prescribed textbook cites features such as clean rivers, skyscrapers and pollution but with no photos. CALtoonz however features all of these in its films.

CALtoonz in the Newspapers

New chapter: Govt schools to junk blackboards for multimedia screens

All Lessons In Classes 6-10 To Be In Digital Format

By Abantika Ghosh

New Delhi: Bye bye boring blackboards. Delhi government schools are preparing to welcome multimedia screens.

Monitors where Golu and Molu ride a rocket for a tour of the solar system, a group of elephants raid a kitchen. A team of blood droplets show their composition and there is human dissection as well, albeit digital. And linear equations sing and dance their way to solutions.

Welcome to the world of CAL (computer-aided learning), Delhi government education department's ambitious project under which every lesson in NCERT textbooks for class VI to X are being converted to multimedia. The pilot phase for the class VI bridge course is al-ready on in 200 government schools. Work is on in the digitisation of the class X syllabus, but trials are on in a handful of schools only. The pilot project for class X will start in April.

The idea, concedes project director Ashok Kumar, started from the popular animation series Pokemon. "There are a large number of characters, with complicated hierarchies and evolutions and children remember all of it by heart. Obviously animation does the trick. So, we decided to create our own cartoon characters and teach the lessons through stories featuring them." Thus, the problem of pollution is explained through the story of Gamraj and Veerbhadra who descend from heaven to earth and find the water of the Ganges too dirty to drink.

In the first stage a bridge course compiling the syllabi of classes I to V was prepared. The four-hour-long animation flick is shown to students of class VI over a period of three months, spread over two CAL classes per day. "A lot of the students who come to us from MCD schools have no idea of even alphabets, how can you teach them anything. Hence we decided to have this refresher course and the results have been very good," says Kumar.

A team of 45-odd designers and graphic artistes and 20-odd teachers from various government schools are working on the project. At a cost of about Rs 60,000 per classroom and with 20,000 classrooms to be reached, CAL, because of its immense dependence on technology, is a project that would need a lot of resources. The hardware for the bridge course pilot project, worth approximately Rs 1.5 crore, was funded by a corporate.

Kumar says: "It will take at least a couple of years more for the texts of all classes to be converted to multimedia and we are trying to do that within our own budget."

There are also plans to sell marketing rights to a company once the project is completed so that it is available to all school children. "It is a unique initiative and the idea is to make it available to as many children as possible, not just those in Delhi government schools," Kumar says. The department has already received an offer of Rs 1.5 crore, but finalisation will take a while.

Selected clips from CAL toonz film

क्रिया का फल जिस संज्ञा शब्द पर पड़ता है, उसे कर्म कारक कहते हैं।

क्रिया और संज्ञा या सर्वनाम के बीच पाए जाने वाले संबंध को कारक कहते हैं।

Selected clips from CAL toonz film

CAL toonz
Department of Education
Delhi Government
Sub: Science (NCERT)
Class: X
Chapter: Transportation & Excreation

YUVA

मैं हूँ रक्त की
बूँदे एक

लेकिन मेरे
काम अनेक...

ये देखो
मेरे अवयव...

R.B.C.   W.B.C.   PLATELETS

Caltoonz have been successful in converting dull text given in the textbooks to lively and interesting comic strips.

Two examples from NCERT textbooks (Class X) are given below:

Samples : From textbook to CAL...

Sub: English (NCERT)
Class: X
Chapter: Elephants Raid
a Kitchen

7

Elephants Raid a Kitchen

Selected clips from CAL toonz film

CAL toonZ
Department of Education
Delhi Government
Sub: English (NCERT)
Class: X
Chapter: Elephants Raid a Kitchen

YUVA

Tuskless, Teddy, and the others began feeding around the periphery of this camp apparently minding their own business and concentrating on eating grass.

Tuskless loved bananas. She had first tested them at the lodge feeding place, where a man came twice a day with a wheel barrow full of vegetable and fruit scraps.

On this evening the smell was irresistible. She moved closer to the kitchen. She could smell other good things as well -- pineapples, oranges and various vegetables.

Other, animals of her group including Tuskless, two year old calf, slowly approached the kitchen with their trunks held out in front of them.

Tuskless wrapped her trunk around a sisal pole and pulled.
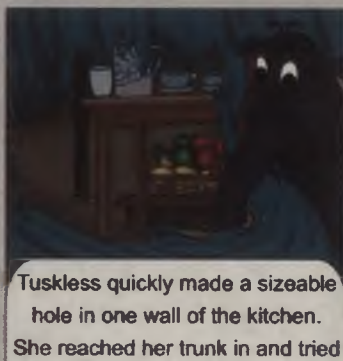
Tuskless quickly made a sizeable hole in one wall of the kitchen. She reached her trunk in and tried to feel for the bananas, but they were on the opposite side of the kitchen and a table and a cupboard were in her way.

The bananas went first, of course, closely followed by the pineapples, oranges, mangoes and papayas

These fruits, even large pineapples, could be placed whole in the mouth and crushed in the huge grinding molars with a great gush of juice.

Evaluation of the CAL Programme

A **20 member Task Force** was constituted under the chairmanship of **Prof. V. K. Tripathy (IIT, Delhi)** for the evaluation of the Caltoonz content. The Task Force group included eminent scholars, experts in different subjects and pedagogy, Teacher Trainers, curriculum developers, specialists in the field of multimedia and animations etc.

A five day Review Workshop was organized for this purpose from May 25 – 30, 2005.

The purpose of the review workshop was

- To critically examine the contents/work already done with reference to

  a. Accuracy and adequacy

  b. The perspective of child Psychology

  c. Pedagogy

  d. The audio-video perspective, i.e. colour, speed, smoothness of animation, use of the screen, special effects, music, narration, etc. as well as other technical issues

  e. Issues such as equity, diversity, secularity and equality

- To prepare guidelines for future productions

The task force appreciated the work done by CAL and also gave a number of recommendations which are being followed to further enhance the quality and usability of the programme.

XII Capacity Building of Teachers and Heads of Schools for Better Achievement

Teachers are an integral and important part of school education. A teacher not only helps a child in learning a set of concepts given in the syllabus, he/she also influences the personality of the child. Even the attitudes of teachers are imbibed by the students over a period of time. Therefore, teachers need to be made competent not only to teach academic subjects but to help the students develop balanced personalities with positive outlook. Even when the teachers are working, they need to continuously update their knowledge and skills. This requires periodic capacity building programmes.

Delhi Government offers pre-service as well as in-service training programmes for aspiring teachers and the working teachers through SCERT and DIETs.

Pre-service Training – Elementary Teacher Education (ETE) Programme

It is a two year programme in which the trainees are given intensive training in philosophy, Sociology, Psychology, Teaching pedagogy of various subjects along with practical skills in art, craft, theater, computers etc.

There are 1040 seats in nine DIETs and 600 seats in 10 Private Teacher Training institutes.

1040 seats include 20 seats for 'Teaching of Urdu' at DIET Daryaganj and 20 seats for 'Teaching of Punjabi' at DIET Karkardooma.

SCERT is also running an in-science B.Ed. programme for primary teachers employed in Sarvodaya schools. The programme is affiliated to Guru Gobind Singh Indra Prastha University. It helps the primary school teachers to get promoted to TGT or PGT level.

SCERT is responsible for admission to NTT course (for ECCE) and conducts examinations for both ETE and NTT students.

Capacity Building (In-service Training) Programme

In-Service Teacher Training Programmes are conducted every year for Primary Teachers and TGTs under Sarva Shiksha Abhiyan. The programmes are aimed at content enrichment and development of pedagogical skills. Besides these, SCERT and DIETs conduct training programmes for other personnel also like PGTs, EVGCs, Education officers, librarians etc.

The main objectives of the training programmes are:

- To acquaint them with latest changes in the syllabus

- To acquaint them with the latest pedagogical changes

- To acquaint them with the technological advancement in their particular areas.

- To acquaint them with latest development/ studies/research in the areas of education in general and their subjects in particular.

- To help bring about desired attitudinal changes.

As per the Sarva Shiksha Abhiyan's guidelines, all the teachers who are teaching up to class VIII have to be trained every year till 2010, the time when we expect to achieve our goal of Universalisation of Elementary Education. The number of teachers trained by SCERT in the last 15 years in as under:

Table 41
Capacity Building
Programmes for Teachers

Year	Total No. of Teachers Trained
1991-92	6113
1992-93	7745
1993-94	18571
1994-95	6435
1995-96	3671
1996-97	7202
1997-98	10695
1998-99	6408
1999-2000	3614
2000-01	3035
2001-02	2908
2002-	4373
2003-04	4826
2004-05	14567
2005-06	19557
2006-07	49278
2007-08	60,000 (Anticipated)

Source : SCERT, Delhi

Number of Teachers Trained by SCERT/DIETs
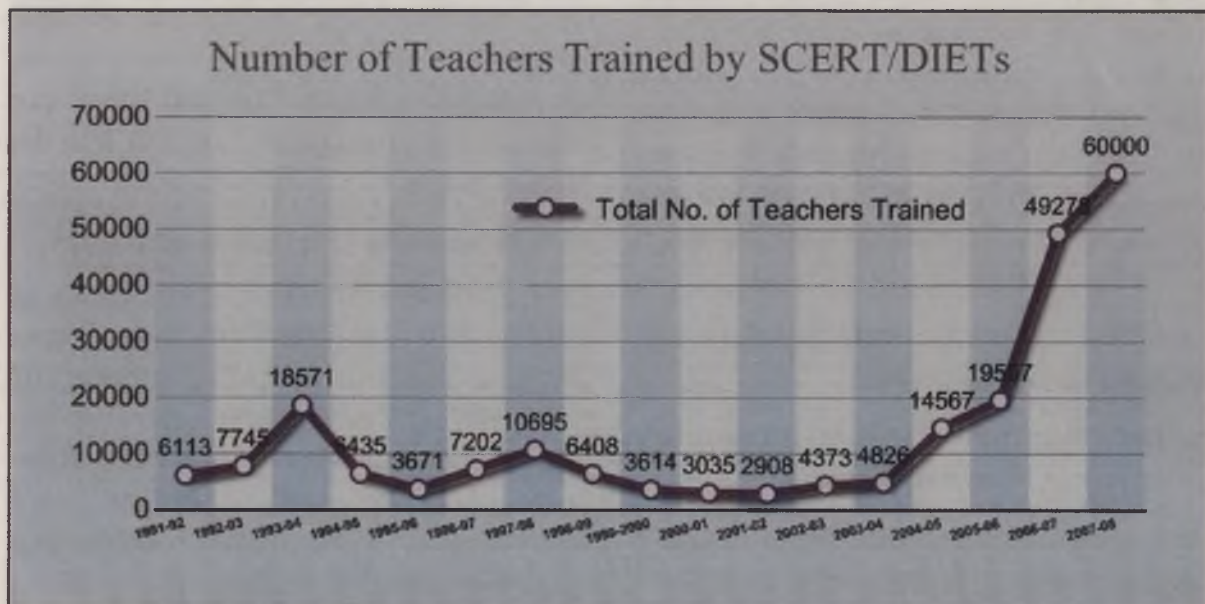
There is a sharp increase in the number of teachers trained by SCERT/DIETS in the last four years. In 2003-04, the total number of teachers trained was 4836 which increased to 49278 in 2006-07 i.e. a total increase of 44442 teachers.

SCERT plans to train all the teachers (60,000) of Directorate of Education in 2007-08.

There are sufficient grants for this purpose and for the first time Delhi has used up to more than 99% of the budget released and a considerable proportion of it has been spent on the capacity building of teachers.

Subject based programmes conducted for TGTs in May/June 2007 were also unique, as, for the first time large groups were trained through Power Point presentations. The idea was to involve the best resource persons and demonstrate to the teachers the use of technology in education so that they get motivated to use this technology in their classrooms.

SCERT/DIETS are also involved in research activities to bring about quantitative and qualitative improvement in the school education. Material Development in the form of Textbooks, Teacher's Manuals, Question Banks and Training Modules in various school subjects is another field in which SCERT and DIET faculty is involved.

New Practices to Motivate Teachers and Enhance their Competence

A. Distribution of TLM (Teaching Learning Material) Grant

Directorate of Education distributes Teaching Learning Material (TLM) grant @ Rs. 500/- to every teacher of all subjects with suggested list of material to be procured in different subject areas. This has been done to strengthen teacher's resources and make teaching – learning process more effective.

B. Grading of Teachers

From 2006-07, teachers have been graded into Red, Yellow and Green categories on the basis of their results. . A teacher whose result is above **90% goes into Green category**, a teacher with results between **60% and 90% goes into Yellow category** and a teacher with results **below 60% goes into Red category**.

Every year, the performance of these teachers are reviewed and recategorised. Teachers having the best results are given top priority in terms of transfer postings and other benefits. Teachers belonging to Yellow or Red categories are encouraged and given professional guidance so that they can improve upon their results and get into the Green Category.

C. Online ACRs with Digital Signatures

From the present academic year, ACRs of teachers have been filled online by more than 20 thousand teachers. The process of promotion and other administrative works will not suffer for want of ACRs. ACRs are proposed to be the first ground level maintenance of electronic records and authenticated by digital signatures.

D. Promotions for Teachers

Earlier teachers used to stagnate at senior scale for want of vacancies at selection scale after 24 years of service. Directorate of Education has decided to promote these teachers to selection scale since 2003-04. Also, for the first time, Directorate of Education has promoted PGTs with 24 years of service to selection scale since 2007.

E. State Awards to Teachers

In order to improve the quality of Education, the service of meritorious teachers are recognized by awarding them a cash prize of Rs.10000/- each and a certificate of Merit. 60 Teachers are given state awards every year for their meritorious services under this scheme. The performance of teachers is assessed by a Committee constituted for the purpose. Result of the teacher and his/her role in extra curricular activities and maintenance of discipline is taken into consideration.

F. Awards/ Incentives to best Teaching Staff

This scheme aims at inculcating a competitive attitude among the school teachers for excellence in academic field. This award is given on the basis of performance in Secondary and Sr.Secondary examinations.

A selection committee is constituted in the Directorate of Education to select the awardees. 30 teachers (28 from 28 Zone, one from RPVV and one from Aided schools) are awarded cash prize of Rs. 11000 each.

G. Solution to the Problem of Vacant Posts

i) List of anticipatory vacancies submitted to DSSB for timely recruitment

Delhi Subordinate Service Commission Board (DSSB) is responsible for selection of teachers in Govt. Schools. The selection is done either on the basis of marks and interview only (if the number of applying candidates are relatively less) or on the basis of written examination followed by interview. Directorate of Education sends its requirement to the DSSB in the beginning of every academic year.

Generally, DSSB takes a long time to complete the selection process. As a result, lots of vacancies in the schools lie unfilled. As a direct fallout of this, students suffer. In order to reduce the harassment of students due to non-availability of teachers in 2007-08, Directorate of Education decided to send of a **list of anticipated vacancies** till the academic session 2008-09 to DSSB. This list has already been sent to DSSB. It is expected that DSSB will hasten the procedure of selection of teachers and be ready with a list of selected teachers who can be called in to join, as per the vacancy in the system, at any given time of the year.

ii) Extension to retiring teachers up to the age of 62. This is a step which has helped students as well as the teachers.

iii) Permission to the Principal to appoint Guest Teachers. The principal has been authorized to call Guest Teachers if there is a shortage of staff or a teacher has proceeded on a long leave.

H. Annual Conference of the Heads of Schools

An annual conference of the school Principals is organized at the beginning of the new session (mostly in the month of July). The Principals are briefed about the new developments in the field of education, administration, evaluation etc. Efforts made by the Principals to improve the school environment or the academic standards are appreciated. In 2007-08, the focus was the improvement of infrastructure, welfare schemes for students and VKS.

Chairman of CBSE, Mr. Ashok Ganguli

apprised the Principals about changes in syllabus, new initiatives taken by CBSE for improving overall achievement and destressing the students during examination period and continuous and comprehensive evaluation for different subjects from classes I to XII.

XIII

Text Books for the Students of Delhi

Delhi Textbook Bureau (DTB) is responsible for printing and supply of textbooks up to class VIII. The Bureau was set up in May, 1970 under the Societies Act as an autonomous government body supervised by the Directorate of Education, Delhi.

Its stated aims were **"to aid and promote the advancement of primary and secondary education by producing high quality textbooks and other material; to print, publish, stock and distribute textbooks; and evaluate and conduct research for improvement of curricula, books, and other material."**

Till 2003, the DTB had a copyright over NCERT textbooks, which it adapted and got them printed. In the year 2003, NCERT withdrew its copyright. **SCERT, Delhi** prepared its own textbooks in two subjects: Maths for classes I, III and VI and EVS for classes III and VI. These books were ready for 2003-04 session.

SCERT, Delhi came out with 50 titles, textbooks in all subjects for all classes from I to VIII in just 10 months in the year 2004-05

Now, in all Government, Government Aided, Nagar Palika and Delhi Cantt. Schools, these books prepared by SCERT are being used. These books are printed in Hindi and English by Delhi Bureau of Textbooks then sold at very subsidized rates to all Government and Government Aided Schools. The schools then give the textbooks free of cost to all the students.

Since there are Urdu medium schools in Delhi, the books have been translated into Urdu medium also.

The success of SCERT text books has been in the news.

THE ⚡️ HINDU

Friday, May 28, 2004 New Delhi

Sheila presents `authentic' textbooks to Arjun
By Our Staff Reporter

The Delhi Chief Minister, Sheila Dikshit, presenting a set of school textbooks to the new Union Human
Resources Development Minister, Arjun Singh, in New Delhi on Thursday. Photo: V.V. Krishnan

NEW DELHI, MAY 27. Having received accolades from various sections of society for taking the lead in printing "authentic" textbooks depicting "true historic facts", the Delhi Chief Minister, Sheila Dikshit, today presented a set of these books to the new Union Human Resources Development Minister, Arjun Singh. Mr. Singh immediately asked officials of his Ministry to examine the feasibility of introducing the Delhi concept at the national level.

The Delhi Chief Minister had taken the lead in "de-saffronisation" of the education system in the Capital's government schools last year and rejected the textbooks brought out by the National Council of Educational Research and Training (NCERT) and asked the State Council of Educational Research and Training (SCERT) to come out with new textbooks that did not distort history and had more content about Delhi and its rich history and heritage. During her 20-minute meeting with Mr. Arjun Singh today, the Chief Minister apprised him of the steps taken by the Delhi Government to put an end to the efforts of the previous NDA Government "to pollute the minds of the students by presenting wrong facts about historic events".

Ms. Dikshit also informed the Union Minister that the latest books had some very interesting chapters containing elaborate information about Delhi, its landmarks, monuments, Metro Rail and even about India's first woman cosmonaut, Kalpana Chawla. There was also a separate chapter on the Indian cricket batting maestro Sachin Tendulkar.

She informed the Minister that the textbooks brought out by the Delhi Government would be made available in the open market by the end of next month. In addition, the government schools have already been provided with the new textbooks and work was also on for bringing out an Urdu translation of these books. A total of 47 textbooks have been brought out by the SCERT under the guidance of leading academicians who have given their precious inputs to this vital project. "In fact there was strong resistance from the NCERT last year to our move to produce our own books. They even tried to sabotage our project but I was determined not to allow lakhs of students of government schools to be subjected to misleading picture of history and distorted facts. I am thankful to all those who have put in this hard work for make this venture successful," she remarked.

MINORITIES INDIA November, 2006

A meeting was held on **24.8.2006** with officers of Government of NCT of Delhi, MCD and NDMC to discuss the shortage of

Urdu and Punjabi textbooks and Urdu and Punjabi teachers in Delhi Schools.

Smt. Reena Ray, Education Secretary, Government of NCT of Delhi stated that she had a meeting with the Principals of the Urdu

medium schools of Delhi Government. The NCERT publishes Urdu textbooks for Classes IX to XII. All the NCERT textbooks are available except 7 textbooks for Class IX which are still awaited from Jamia Millia University. Smt. Ray mentioned that **Delhi Government earlier gave financial assistance to the girl students to purchase Urdu textbooks.** Unfortunately, since the textbooks were not available when money was sanctioned, the amount could not be utlised for the purpose it was sanctioned. The School Principals have been advised to purchase Urdu textbooks of NCERT in adequate numbers for the School Library.

Smt. Ray mentioned that Urdu textbooks published by SCERT, Delhi are used for Classes I to VIII. All the SCERT textbooks are available except 2 textbooks for standard VII. She also stated that one of the major problems being faced by students of Urdu medium schools is the absence of supportive material / help books with the result that the students are forced to purchase help books published by private parties which are mostly substandard. She suggested that NCM may take up this issue with the Jamia Millia University and the AMU to produce good quality supportive material for the Urdu medium students. As regards Urdu teachers, she mentioned that when the last meeting was held on 24.7.2006, the vacancy of TGT teachers was 42 and the vacancy of PGT teachers was 4. Earlier there used to be 18 Urdu medium schools, two of which were functioning in afternoon shift. On account of the severe winter in Delhi, Delhi Government has taken a policy decision to abolish all afternoon shifts with the result that two afternoon shifts of Urdu medium schools are now merged with the 16 day shifts in the 16 Urdu medium schools. The new arrangement has reduced the TGT vacancies to 12 and TGT teachers are now becoming surplus. The Delhi Government has taken decision to keep the posts of Urdu teachers within the 16 Urdu medium schools only. Earlier they used to be posted in other schools. It was decided to have another meeting on the subject with the Chief Secretary, Delhi and Chairperson, NDMC.

http://ncm.nic.in/Newsletter%20November %2006.pdf

For teaching in the class rooms, teachers are persuaded to use learner centered methods of teaching and allow maximum participation of the students. The textbooks prepared by SCERT and NCERT are all based on **constructivism** i.e. the students are encouraged to think, discuss, or explore to construct his or her own knowledge out of the given situation planned by the teacher. In teaching of science, the concepts are not presented directly. Rather a set of questions are asked, activities have to be performed by the students and they have to derive their own conclusions. This helps in thorough understanding and rote memorization is discouraged.

XIV New Curricular ● Areas

A. Computer Education Project (CEP)

Apart from the subjects specified for different classes, **Computer education** is also given in the government schools under **'Computer Education Project'**. This effort is rooted in the IT policy of Delhi Government. A few excerpts of this policy are presented here:

IT Policy of Delhi (experts)

The rapid advancements in the field of Information, Communication and Entertainment Technologies and the resultant explosive growth of the information intensive services sector have radically changed the world economic landscape. These changes have given rise to a new society based on knowledge. This has further resulted in the new avenues of development, employment, productivity, efficiency, and enhanced factors of economic growth.

Government of Delhi recognises the enormous potential of the IT and has decided to embark upon an ambitious journey to herald the benefits of IT to the people of the state.

It envisions that by the year 2003, Delhi shall have realised this huge potential and, as a result, would emerge as a premier cyber state in the country with its citizens qualifying to be e-citizens.

The aspirations of the IT policy in the state of Delhi are governed by the following **6 E's** i.e. **E**lectronic Governance, **E**quality, **E**ducation, **E**mployment, **E**ntrepreneurship and **E**conomy. The objectives of the policy are as follows:

E-Governance : To use e-governance as a tool and deliver a government that is more pro-active and responsive to its citizens.

Equality : To use the power of the IT to achieve the objectives of eradicating poverty, improving healthcare, empowering women and economically weaker sections of the society. The Right to Information Act that the government of Delhi proposes to enact will empower the people and ultimately help to bring about social and economic justice.

Education : To encourage the use of IT in schools, colleges and educational institutions in the state of Delhi so as to enable the students

to improve their skills, knowledge and job prospects and enable them to obtain employment in this sunrise industry.

Employment : To use IT for generating additional employment for the new digital economy. To facilitate localisation of software, so that benefits of IT could percolate not only in English language, but also in Hindi, Urdu, and Punjabi.

Entrepreneurship : To unleash the Delhi incubation engine, promote entrepreneurship,

earn foreign exchange, and increase IT's contribution to the economic growth of the state.

Economy : To encourage and accelerate investments and growth in IT hardware, software, Internet, training, IT enabled services, telecom, e-commerce and related sectors in the state. To use IT effectively in industries to make them competitive and web-enabled. To provide adequate infrastructure in the state so that IT sector can flourish. To use IT for ushering world-class e-tourism in the state.

The world has become a global IT village, thanks to the increasing use of information and communication technology. There is no part of life which has not been touched by the computers. It has, therefore, become necessary for our students to develop competence in the use of computers.

The Directorate of Education in 2000 started an ambitious programme of introducing Computer Courses in schools. Classes VI to XII are covered under this project. The project intends to bridge the divide between the children of rich and poor, to improve the prospects of children of Govt. schools in the job market after completion of studies and to keep pace with the children of Public schools.

It is a dynamic and innovative programme adapting the latest trends and developments in the field of computer education. The salient attribute of the Computer Education Project is

to inculcate an educational environment that fosters innovation, enterprise and enthusiasm for excellence among the young and budding talents. The focus is always on to improvise Teaching and Learning Methodology.

The department has prepared a detailed syllabus and time schedule for classes VI to XII on the basis of CBSE syllabus and NCERT curriculum. The state of art 'Computer Lab' allows proper practical exposure to all students and provides a platform for creative minds to explore and exploit the modern technology to help the children in their understanding of other subjects.

The work of CEP has been **outsourced to certain reputed computer education agencies** with definite terms and conditions. The programme is running in phase and the details are:

Table 42

Phases	Duration of contract	Number of labs	Number of schools covered
CEP-I	2000-2001 To 2003-2004	115	162
CEP-II	2001-2002 To 30/04/05	115 + 275	390
CEP – III	8.09.2004 To Oct. 2008	512	637
CEP – IV (To replace CEP-I)	22.05.05 (Company defaulted contract)	New proposal of implementation of the project by empowering Heads of Schools to arrange on their own.	
CEP – V (To replace CEP – II)	20.02.06 To 27.03.10	187	252

Source : Department of Computer Education, Directorate of Education

The results of Computer subjects at senior secondary level have always been above 80%. Besides this, the statistics show that students opting for computer subjects are doing remarkably well in other subjects as well.

Training the Teachers in Computers

The Directorate of Education wants all the teachers and the non-teaching staff to get computer savvy as only then the e-governance will become effective. Training of all willing teachers and non-teaching staff is being conducted in the summer vacations.

A voluntary Teachers Training Programme is being conducted by M/s Intel – India under their 'Intel – Teach to Future Programme'. The main objective of the programme is to enhance quality and efficiency of teaching – learning process by using technology. They have designed a special curriculum for this programme. The duration of the programme is 20 days (three hours daily). 2-4 teachers per school are trained as Master Trainers. These 'Master Trainers' then go and teach at least 10 teachers of their school. So far about 1225 Master Trainers have been trained and they have trained more than 13,000 teachers of their schools.

B. YUVA- The Comprehensive Curricular Package for All Round Development

YUVA programme has been introduced in the schools as a comprehensive programme addressing to the needs of the young people. Though a major component of it is 'Adolescent Education', it gives due emphasis on development of Life Skills, Stress Management through Yoga and Laughter Therapy, Self Defence etc.

Adolescent Education Programme of Delhi as part of YUVA got second Position in the Country among all the states.

Adolescence is the most turbulent period in a person's life. Problems of adolescence have always been discussed by the philosophers, educationists, and psychologists. Writers have written novels portraying the aspirations, infatuations, dreams, fantasies,

and agonies of adolescents but how many have ever thought of helping them out with their problems and channelise their dreams and creative ideas?

Finally, it was the HIV scare which awakened the people and NACO gave guidelines to all the states to start SAEP for students in classes 9 – 12. In its guidelines to state governments, it says:

The SAEP aims to support Young People's Right to:

- know about themselves, their adolescence and their sexuality

- basic facts on HIV and other sexually transmitted infections

- develop and reinforce life skills that enable them to protect themselves

- dispel myths and clarify misconceptions

- find ways where they can help fight the HIV epidemic and encourage positive attitudes towards people living with HIV.

Based on the guidelines of NACO, Delhi Government launched its SAEP programme under the project title YUVA on 18th November 2005. Its core team or the 'Technical Support Group' has been instrumental in designing the outlay of the programme and development of 'Handbook for Teachers' in two volumes.

YUVA programme is based on the guidelines of NACO and yet it has something special about it. It is a different programme.

How is YUVA different from SAEP being followed in other states?

- It has been launched with a missionary zeal

- The curriculum covers all important aspects of life for all round development of a child

- It tries to bring about attitudinal changes in teachers as well as students

- Addresses to the needs of children studying in classes VI to XII.

- Units on 'Scholastic and Career Plan' and 'Interpersonal Relationship and Effective Communication' have been included in the curriculum to help the students develop a successful career and also become a better adjusted person in society.

- The programme is being supplemented with 'Yoga' and 'Self Defence' and 'Laughter Therapy'for a healthy ,confident and stress free living.

- The presentation of content using a wide range of interesting activities and coloured illustrations in 'YUVA handbooks' is unique in itself.

- The YUVA song is highly motivating and touches the heart of everybody irrespective of their age.

The strategy for the implementation of the programme has been as under:

Laughter Therapy

i) **Advocacy and Sensitization workshops for officers of the Directorate of Education (DDEs/Eos/HOS) - April 2006, 203 persons trained.**

This was an essential step for the successful implementation of the programme as the officers have to own the programme, only then they are able to motivate the subordinates.

ii) **Training of Master Trainers – April/May 2006, 928 persons trained.**

Master Trainers were trained by SCERT with the help of experts from Hospital and Health Services, NGOs etc. Master

Trainers were mostly from SCERT, DIETs and Directorate of Education.

iii) **Material development – March 2006**

Though the Handbook for Teachers had already been developed, a **16 Hours Package** was developed by some members of TSG, faculty from DIET and SCERT, teachers from DoE, NSD, NGOs, and persons from Delhi University.

iv) **Training of Teachers – May & June 2006 (In 3 Cycles), 35318 teachers from DoE, MCD, NDMC trained.**

The teachers were trained by the Master Trainers using activity based participatory

approach. A number of role plays, PMI activities, case studies, group discussions were included along with critically viewing films like 'Rang De Basanti', 'Munna Bhai MBBS' and discussions on the life skills used in different situations by the characters in the films. The programmes were evaluated by using pre-test and posttest.

v) Actual launch of the programme in schools – July 2006

The programme is now been running successfully in 239 schools of the Directorate of Education for the last one year.

vi) Training of Community Leaders – March/April 2007, 12050 persons trained.

Community Leaders have been sensitized about the YUVA programme so that they may get an insight in to the curriculum and help in the success of the programme.

vii) Toll free helpline for the Adolescents has been launched since Feb. 2007. Its number is : 1800116888

Role play by the participants in a lively training session

Launches of YUVA Initiatives

Launch of YUVA SAEP by Hon'ble CM & MoE18th
November, 2005

Launch of CAL by Hon'ble CM & MoE 5th September, 2005

Launch of Culture Quest by Hon'ble CM & MoE 18th
January, 2006

Valedictory Function of Project 'Raksha' 3rd September, 2005
graced by the Hon'ble LG, CM and MoE

State Level Mental Maths Quiz 23rd February, 2006 graced
by Hon'ble CM and MoE

Teaching life skills

A tvo-volume exercise in adolescent education programme addresses many prickly issues and, interestingly, carres directions for teachers too
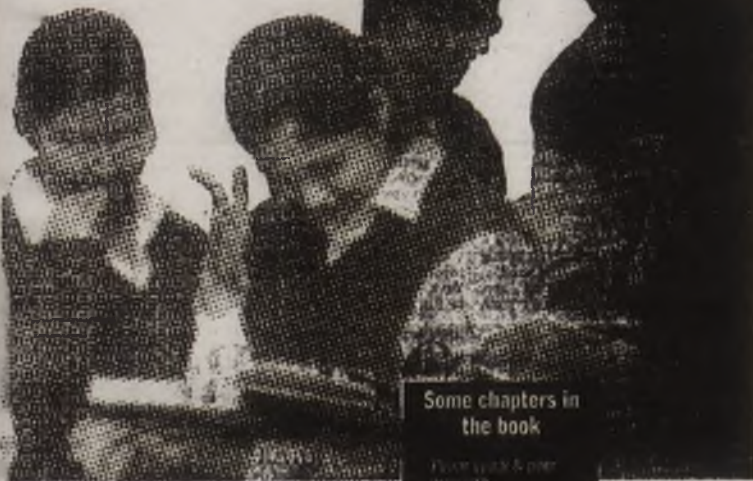
by Abantika Ghosh/TNN

New Delhi: Yuva, Delhi government's school adolescence education pogramne, is a path-breaking exercie in many ways.

An interesting insight into the comprehensiveness of the design is hw the department, while imparting self-awareness to students, wants tostart with the teacher. "It is only wen they know themselves and thir bodies well that they can deal wth such complex issues," says Rina Ry, principal secretary (education).
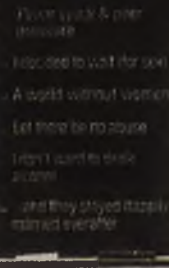
Each module has comprehensive diections for teachers, right from th number of periods necessary for th topic (35 minutes indicates one priod, 70 minutes two), the class for wich it is appropriate to how to go abut the exercise, complete to the squence of actions necessary to sod the right message.

The first volume is meant for classes VI-VIII while the second is for classes IX-XII. The department has deliberately decided against textbooks. "There was apprehension that there may be an issue with students in lower classes getting access to 'age-inappropriate' information. Teachers will make copies of relevant portions of the handbook and students will be required to make their own folders for which they will be supplied with leaflets printed by the department dealing with reproductive health and hygiene, as and when they are prepared for it," Ray explained.

· Here's a look at how various issues, some of them prickly, have been tackled.

Some chapters in the book

- Peer pressure & peer pressure
- Educated to work for sex
- A world without women
- Let there be no abuse
- I don't want to drink alcohol
- ...and they stayed happily married thereafter

Adolescent sexual and reproductive health: This is extensively in the form of case studies of situations children can identify with. There is an entire section on child and gender abuse, with a case study of how a nine-year-old girl is abused by her uncle and a 10-year-old boy is molested by an older cousin.

There is a list of expected responses and then a note for the teacher clearly delineating the boundaries of sexual abuse and affection. The physiological changes of puberty have been illustrated through diagrams, but most importantly, the tenor is such that students learn to get accustomed to themselves.

A section, "I don't want to drink alcohol", teaches students to say no assertively and not bow to peer pressure. Career planning too is included in the section on generic life skills.

To underscore the ills of underage marriage ("We took a cue from the 2001 census data that shows that 50% of marriages in the country happen below the age of 18," says Ray), there is a fully illustrated case study of two friends, Shanti and Bimla, and how their fates differ as one marries early and the other goes on to finish school and attend college.

Incorporated in the curriculum, with the usual adolescent lessons on ill-effects of junk food, are discussions on anaemia, HIV-AIDS and other sexually-transmitted diseases.

Developing self-esteem and general consciousness: Two periods in Class VIII are devoted to "What advertisements do not tell us" during which students make collages out of print advertisements and then learn to understand the mindgames that go into their making to emerge as more conscious consumers.

There is an attempt to re-define the concepts of "beautiful" and "handsome" and efforts to dispel the notion of fairness inevitably associated with beauty through role models children identify with.

The basic lessons: These range from lessons in reproductive health and hygiene to the omnipresent "evils" of television and movies. The latter module, designed for class VIII, seeks to tell students through group discussions how movies are just one among many other forms of entertainment and how dangerous it can be to start living in the make-believe world of celluloid.

Relationship lessons go way beyond the scope of a school child, dealing with values associated with marriage and also seeking to do away with gender stereotypes associated with the institution. The module on problem solving and decision-making is straight out of a management class, with students required to be given chits with problem situations in them and then each person being asked to present solutions to their respective problems.

"HOW CAN I BE ASSERTIVE"?

Methodology

Step-1

Greet the students. Introduce the session by asking the participants this question:

Imagine you are standing in a "Q" to board a bus. A person comes from somewhere and will stand in front of you in the 'Q' what will you do? How will you react?

Expected responses

If he looks like a person who will shout etc, I will just keep quiet.

I will not leave him to stand like that I will certainly ask him to get away and stand in the 'Q'

I will just ask him firmly to go back and stand.

Which act is passive? Which act is aggressive? And which act is assertive?

PASSIVE	AGGRESSIVE	ASSERTIVE
Disrespect to oneself	Disrespect others;	Respect oneself as well as others;
Undervalue personal needs, desire, feelings knowledge etc	Overvalue personal needs, feelings, rights etc;	Value appropriately personal needs, desires, feelings, etc;
Always placing others' interest first at the expense of oneself;	Exercising one's personal needs, rights, etc;	Consider one's own self as well as others interests;
Remaining inactive in situations where personal rights are ignored or needs and feelings are ignored	Demanding;	Be confident and polite;
Yielding always to pressure against one's wishes;	Be harsh, impolite and rude;	Talk as well as listen;
Suffer silently;	Blame others for negative happenings;	Express negative as well as positive feelings;
Blame oneself for negative things in life;	Only talk and not listen.	Be considerate as well as demanding;
Listening only to others;		Stand up for one's rights without dominating others

Objectives

By the end of the session, the students will be able to

- ✓ Critically think why they need to be assertive and how one could to be assertive.
- ✓ Communicate to one another about their feelings
- ✓ Distinguish between passive, aggressive and assertive behavior
- ✓ Enumerate the steps involved in changing one's behaviour to assertiveness.

Time

70 Minutes

Life Skills Being Used

Interpersonal-Relationships, Effective Communication, Critical Thinking, Creative Thinking, Problem Solving, Decision-Making.

Advance Preparations

Expected responses

Just being quiet and give way was passive.

To push and shout was aggressive.

To ask him to go back and stand in the "Q" was assertive.

Step-2

- ◆ Ask the students "to think of someone who once made him or her angry.
- ◆ Tell them to write the name of that person,
- ◆ And then write down one good thing that would happen
- ◆ And one bad thing that would happen if they told that person they were angry and why.
- ◆ Ask all of them to write in their notebook and share it with one partner.

Expected response

Name of the person-Father/teacher/friend

One good thing - he would have sympathized/would have said sorry even/would have forgiven

One bad thing- he would have scolded/would have punished/would have broken friendship

(This would reinforce decision making and problem solving skills: the students are weighing the consequences of their actions.)

Write this on the board and make all the participants to read aloud,

ASSERTIVENESS IS IMPORTANT

For:

Increasing your self-confidence

Increasing your self-respect

Reducing your need for others' approval

Gaining respect & admiration from others

Having courage to take a stand

Dealing with conflict openly & fairly

Getting your needs satisfied

Having healthier relationship with others

Resolve problems and conflicts positively

Whatever the mind can conceive and believe, it can achieve

Napoleon Hill

NOTE: BREAK OF SESSION

You have to stop in a short while as the time allocated may be nearing an end. Applaud the students & do a quick recap of what they did in this period. Inform them about the timing/ date of the next session & tell them that you will continue the activity.

◆ Ignore the above statement if you have time slot available to you in continuity.

You are about to start the remaining part of the session after a gap. It is best to do a quick recap of what was done earlier. State the topic and ask a volunteer to narrate what was done

YUVA SCHOOL ADOLESCENCE EDUCATION PROGRAMME

I CAN COPE WITH STRESS I

Methodology

Step 1:

Greet the class and ask them

(1) To narrate a few simple techniques that they know to deal with stress.

(2) How can stress be useful?

(3) How can stress be fatal?

> **Note for Teachers:**
> Note their responses & gently guide the discussion.

Possible responses

Examples of responses to question 1 are as follows:

- I go away from the scene.
- I go to sleep.
- I stop talking.
- I stop eating.

Examples of responses to question 2 & 3 are as follows:

- Stress can be useful when it drives us to get into competition or finish things on time or having deadlines to complete a task and so on. This is called "eu-stress".
- Stress can be fatal when it causes lots of sadness, unhappiness and depression. This is called "dys-stress".

Step 2:

What are some ways you can harness stress and make it work for you?

Possible Examples of responses:

- By being aware of its sources.
- By avoiding or eliminating some sources.
- By knowing different ways to deal with excess stress.
- By recognizing that stress can be beneficial.

> **Note for Teachers:**
> Explain the adolescents that removing stress completely may not be

Objectives

By the end of the session, the students will be able to:

✓ State some strategies for coping with stress.

Time

35 Minutes

Life Skills being used

Critical Thinking, Creative Thinking, Self-Awareness, Problem Solving, Interpersonal Relationship Coping with Emotions.

Advance Preparations

Adequate copies of the Handout.

Community Mobilization for YUVA

Under the initiative of community leaders training under SSA Delhi, 8435 Community Leaders have already been trained in I Phase, in the month of July to September 2006, against the target of 14668.

In the II phase out of the rest 6233 Community Leaders 3665 have been trained from 22nd January 2007 till Feb 07. Training has been organized by SCERT with the help of DIETs. Every community Leader has been trained for 2 days.

District wise number of Community Leaders and amount per norms of expenditure is as under:

Table 43
District wise No. of Community Leaders Trained

S.No.	Name of Distt.	Kshetra	Community Leaders	
		Total	Target for Year 2007	Achieved
1.	North	150	1346	1346
2.	North-West	386	3024	2782
3.	North-East	112	1184	738
4.	East	121	1252	847
5.	South	344	2396	1928
6.	South-West	261	1874	1396
7.	Central	71	922	603
8.	New Delhi	87	644	644
9.	West	280	2026	1816
	Total	**1812**	**14668**	**12100**

Source : Annual Report - SSA (2006-07)

Norms for training programme was the same as earlier (i.e. Ist Phase) with addition of detailed 'YUVA' component is as follows:

Training of Community Leaders included the following contents: (i) Understanding the Internalizing LSE (ii) Understanding Life Skills, (iii) Understanding Adolescence, (iv) Body Image & Nutrition, (v) Sexuality, (vi) HIV/AIDS and STIs (Sexually Transmitted Infections), (vii) Mental Health and Substance Abuse/ Drug Abuse, (viii) Growing up and Reproductive Health, (xi) Facilitation Skills – Tools and Techniques of Training.

Based on these focused areas the future training of CLT is designed as "YUVA Community health Programme for the Community".

Target group for II Phase of Community Leaders Training:

The programme will endeavor to provide

support necessary for the community mobilization in all the kshetra identified by DoE, MCD, NDMC, DCB, VKS of DoE schools and member of RWA have been targeted in II Phase. During II phase for CLT two feedback proformas were designed for effective assessment and response for YUVA concept. It also aimed to assess approximate number of out of school children, street children and physicaly challenged children. The feed back received has revealed that no member from PTA or VKS objected to the induction of YUVA content during CLT programme.

Achievements of YUVA

- YUVA has raised the confidence level of the students.

- It has been helpful in bringing teachers closer to the students.

- Teachers are adopting learner friendly, participatory methods in teaching their subjects more frequently.

- There has been a considerable change in the attitudes of teachers as well as students. They have developed a positive attitude towards life as a whole.

- Activities related to enhancing concentration power and focusing on goals have helped the students to raise the level of academic achievement.

- Teachers feel more empowered after the concepts, which remained unclear in their minds since their adolescence, became clear. They developed sensitivity towards the problems of adolescents and became more helpful and positive in their approach.

C. Environmental Awareness Through Environment Education

Environmental consciousness has gained prime importance in school curriculum owing to the fact that enormous population growth and mindless exploitation of natural resources is fast leading to environmental degradation. Seeing the gravity of the problem the Supreme Court of India has asked NCERT to develop curriculum and books on this subject. CBSE has made it mandatory for every school to teach environmental science to all the students from classes VI- XII.

So in every school one period per week per class is marked for EVS. In addition to this, every school has an ECO club which undertakes various activities related to environmental awareness. Exhibitions, Seminars & Cultural programs are organized to sensitize students. Van Mahotsavas are organized to make the students aware of the role of trees in balancing the nature.

D. Mental Maths

Directorate of Education has launched this project in 2004-05 in the form of a pilot project in one district only for the students of classes 4 and 5.

Mental maths means performing calculations without use of paper and pencil, developing skills of accuracy and speed and enhancing competency and confidence to handle questions in Board Examinations and

competitive examinations like NTSE, JSTE, JEE etc. The main objectives of this project are:

- To remove "Maths Phobia" from the minds of students

- To make the students of primary classes proficient in tables

- To enable them to do simple calculations without the use of paper and pen.

- To make them understand mathematical concepts through play-way method.

- To introduce healthy competitions among students of schools/Zones/regions in Mathematics.

In 2005-06 the Project was extended to all Districts under Directorate of Education. Question bank was reviewed. It was prepared in English as well as in Hindi. The Question bank was released by Hon'ble Chief Minister on September 5, 2005 at Talkatora Stadium.Quiz Competitions were held simultaneously up to regional level and final team was selected for State level.State level Mental Mathematics Quiz was held at SNSKV, A Block, Defence colony on February 23, 2006. The Secretary, Education, Mrs. Rina Ray in her address said that she was highly impressed by the sharpness of young students. She appreciated the efforts made by all concerned for its successful implementation in the Directorate of Education. She felt that this project should be extended to the higher classes also.

Director Education, Mr. Vijay Kumar,

believed that if these students from Govt. schools get continuous support and encouragement, they would definitely be able to sit for and succeed at various competitive Exams. **The Secretary, Education and Director, Education gave away the prizes to the winners**. Prizes consisted of trophies, certificates and cash incentives of Rs. 2100, Rs. 1100 and Rs. 500 to each student of the winning team, the 1st runners up and 2nd runners up respectively. Five best students selected at State level .

In 2006-07 the Mental Maths project was extended to classes 6 and 10 in all the schools under Directorate of Education. Question Banks were prepared for both the classes.A State level Mental Mathematics workshop was held on 31.08.2007 and was attended by 73 teachers from all the 11 districts. The main aim of the workshop was to acquaint the teachers with certain innovative methods to train their students in Mental Mathematics. District level Mental Maths workshops were conducted in all eleven Districts which were attended by all the TGTs (Maths) of Directorate of Education. The competitions were held for the classes 5, 6 and 10 in all the eleven districts and finals were held at Rani Durgawati SKV, Kidwai Nagar (class 5) and Veer Savarkar SKV, Kalkaji (classes 6 and 10). **In 2007-08 the Mental Maths project has been extended to classes 7 and 8 in all the schools under Directorate of Education**.Question Banks have been prepared for both the classes.The schedule of Mental Maths Quiz competition for the current session 2007-2008 is already available in Annual school calendar which has been uploaded in the website of the Department-www.edudel.nic.in.
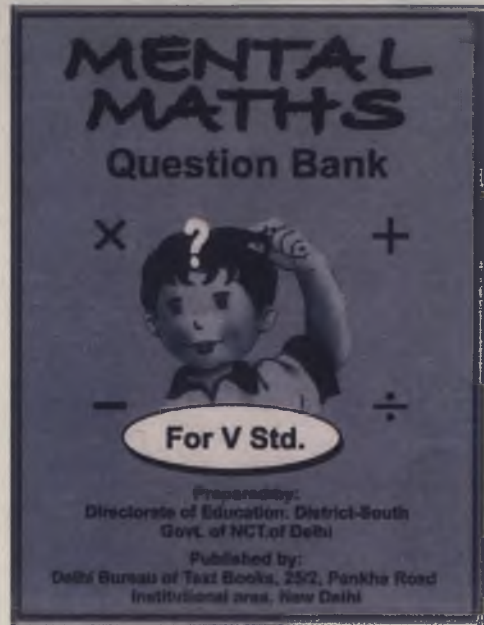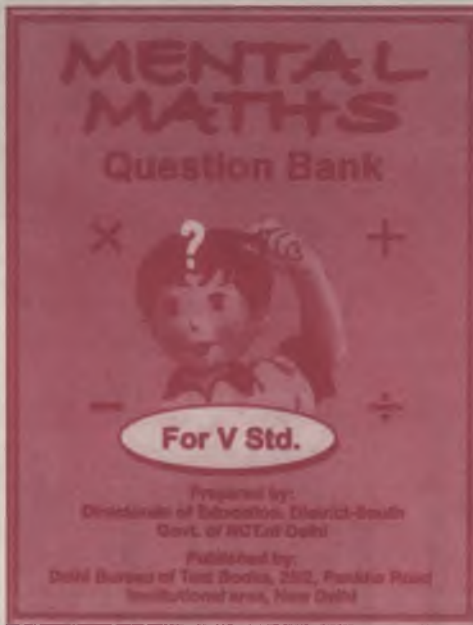
Glimpses of Mental Maths Competition (2004-05)
District Level at VSSKV, Kalkaji

Review and release of question banks

Five best students selected at State level were Preeti Gupta, Nishant Dev, Tariq, Sandeep Saharia and Deepak.

These students were awarded scholarships of Rs. 500 per month and the amount shall increase every year by Rs. 100 per class as the students' progress to higher classes.

The Highlights of the Project

At the District level:

Formation of Committee at District level comprising of

- Deputy Director of Education (concerned District)
- Education Officers (concerned Zones)
- Head of the schools (two from each Zone)

- Six Teachers (Two Assistant Teachers and four TGTs Maths teaching class VI and X)

The functions of the committee…

- Organizing orientation programme for Maths teachers
- Organizing Mental Maths Quiz competitions
- Monitoring of implementation of Mental Maths project

Implementation at the school level

In the class

- 30 to 40 minutes per day allotted for practice in Mental Maths

- Teachers to ensure that students

- learn tables from 1 – 20 (class 5 & 6)

- learn to solve Questions in 20 Seconds without the use of paper and pen

- Practice to be given from Question Banks

- Use of Flip charts/OHP for display of Questions

- Quiz competitions to be held among groups of students

In the class the teacher should ...

- provide simple tips for quick calculation

- explain relationship between operations e.g. addition and multiplication, subtraction and Division etc.

- Present the Questions in interesting manner related to daily life

- encourage calculations without use of book and written work

Holding Quiz

- Mental Maths Quiz competition should be held first at school level by using overhead projector/Flip Charts.

- Four best students from each school to be selected initially and subsequently four best students to be selected at each level i.e. Cluster, Zonal, District and Region.

- Zonal, District and Region level competitions shall be held under guidance and responsibility of the respective EOs, DDEs and RDs.

- Within Zone, competitions be held as schedule and one team of four students be selected from each class

Prizes and Awards

- Prizes and Awards to be given to the winners at School level, Zonal, District and State level.

- Prizes consist of Cash incentives, Appreciation Certificates, Books, Trophy and Medals

OFFICE OF THE DIRECTOR OF EDUCATION
Old Secretariat, New Delhi

No.DE 23(8)/Sch. Br./19864-9887   Dated:-21-09-2006

CIRCULAR

1. The Mental Maths Project was started as a Pilot Project for class V in Sarvodaya Schools of District South in the year 2004-2005 and was later extended to all other districts of Directorate of Education in 2005-06.

2. The Project has been extended to classes VI and X in all the Govt. schools of Delhi in the academic session 2006-07.

3. Mental Maths Question Banks for classes V, VI and X are ready and will soon be available to the schools.

4. Practice from these question banks shall be given to the students of Classes V, VI and X to prepare them for the Quiz Competitions, which are one of the activities under the Mental Maths Project meant to enhance and sharpen their calculations skills.

5. Format for scoreboard, judgement and details of students selected is being uploaded on the site of Directorate of Education.

6. Instructions for holding the quiz competitions at various levels are given below: -

a) Quiz Competitions shall be held as per schedule and design provided.

b) Four teams consisting of four best students each will participate at school, cluster and zonal levels of competition.

c) Students will be provided colored badges for easy identification.

d) A question shall be allowed 20 seconds to be answered and 2 points allotted for the correct answer. An unanswered question shall pass on to the next team to be answered in 10 seconds for one bonus point.

e) Flip chart/OHP can be used for conducting the quiz in the class and OHP shall be used at all other levels.

f) No paper and pen shall be allowed for calculations during the quiz.

g) Two judges/observers shall be appointed at each level for the purpose of selection of students.

h) One best team and four best students shall be selected at the end of each competition and the team comprising of the four selected students shall participate at the next level.

i) Competitions at zonal, district and regional levels shall be held in the presence of respective EOs/DDEs/RDs.

Sd/-
(VIJAY KUMAR)
DIRECTOR OF EDUCATION

No. DE 23(8)/Sch. Br./19864-9887

Dated:-21-09-2006

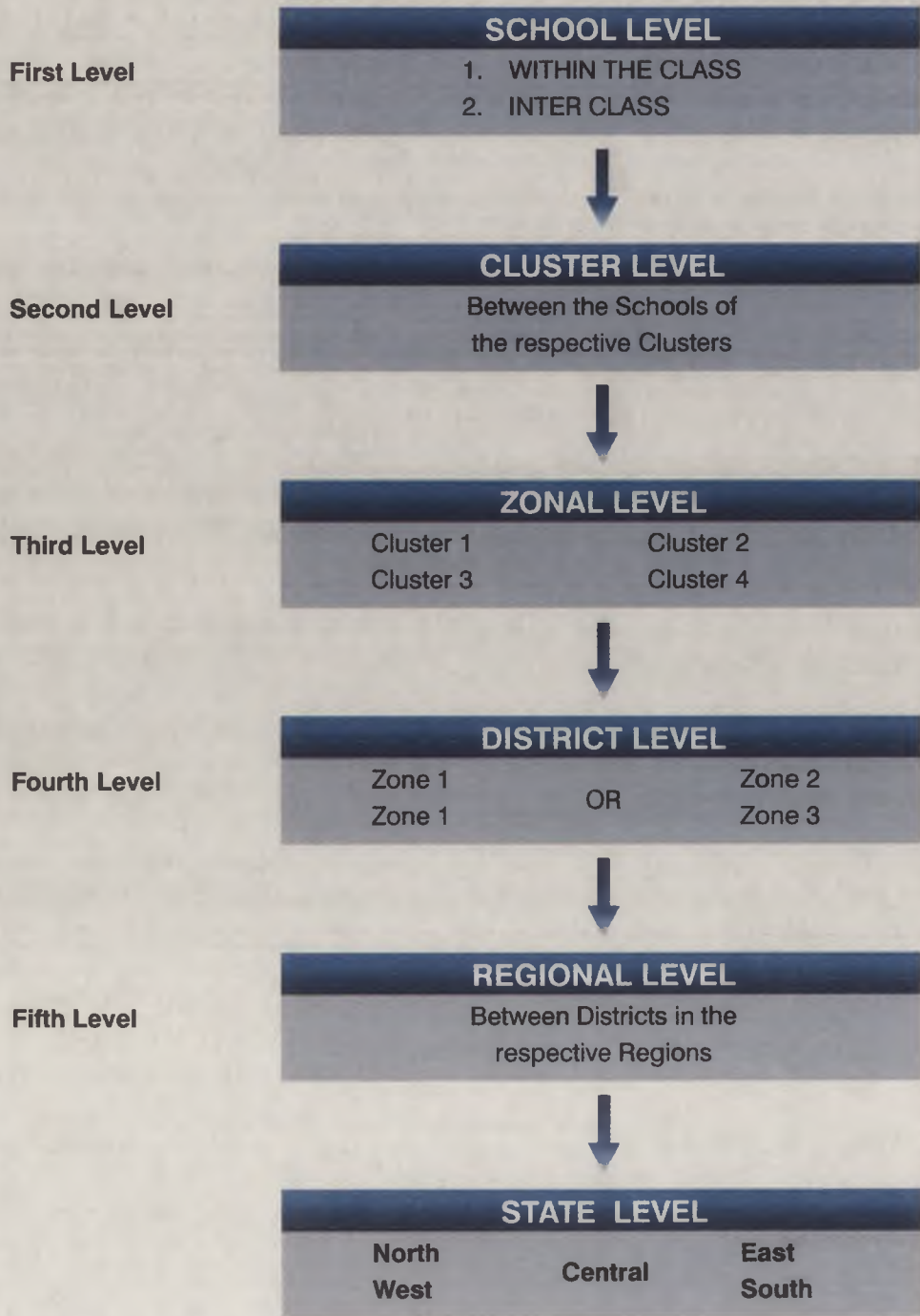Copy to the following for information and necessary action:-
1. Addl. DE(School), Directorate of Education.
2. RDEs, Directorate of Education.
3. Alll district DDEs.

4. Alll EOs. through DDE concerned.
5. P.S. to Secy. (Edn.).

Sd/-

(ANITA SATIA)

NODAL OFFICER

DESIGN OF MENTAL MATHS COMPETITIONS

First Level

SCHOOL LEVEL
1. WITHIN THE CLASS
2. INTER CLASS

Second Level

CLUSTER LEVEL
Between the Schools of the respective Clusters

Third Level

ZONAL LEVEL	
Cluster 1	Cluster 2
Cluster 3	Cluster 4

Fourth Level

DISTRICT LEVEL		
Zone 1		Zone 2
Zone 1	OR	Zone 3

Fifth Level

REGIONAL LEVEL
Between Districts in the respective Regions

STATE LEVEL		
North		East
West	Central	South

E. Sports and Cultural Activities

Directorate of Education gives due importance to sports and cultural activities. Government schools are number one in the country in **National School Games.**
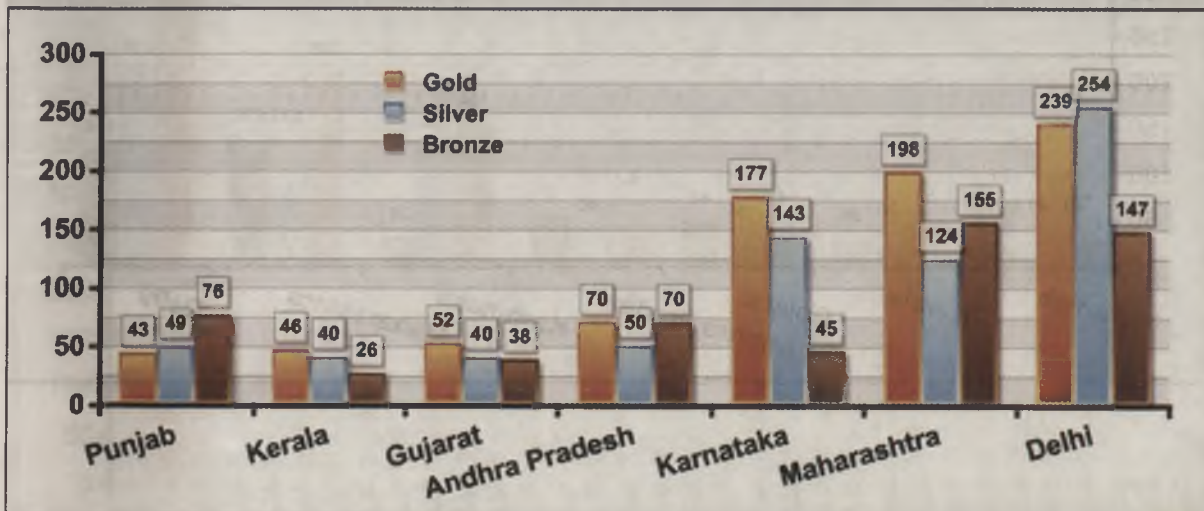
Table 44

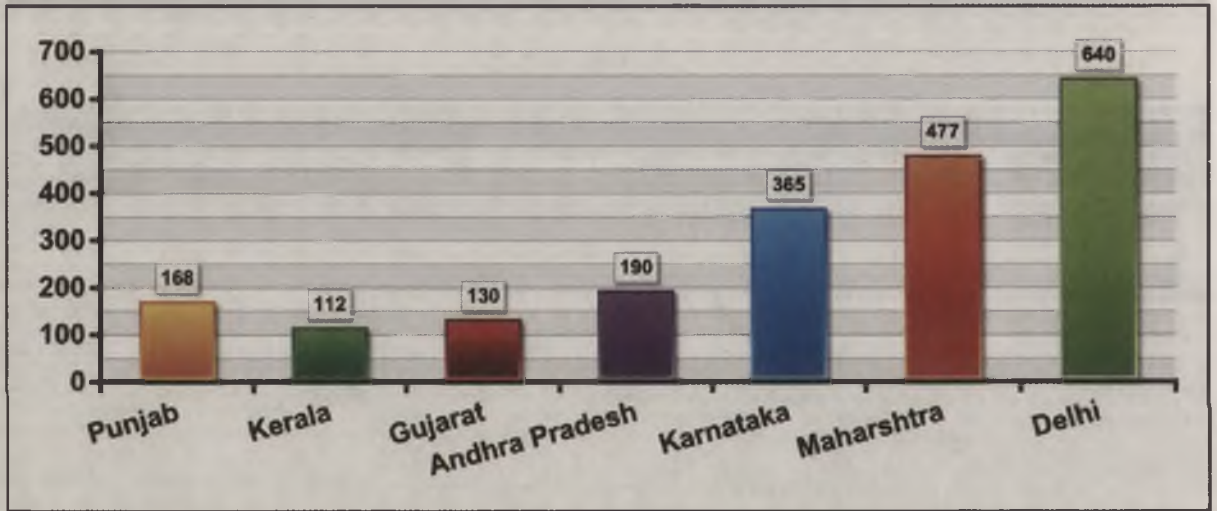| Name of the State	2005-06			2006-07		
	Gold	Silver	Bronze	Gold	Silver	Bronze
Punjab	43	49	76	40	41	71
Kerala	46	40	26	50	36	28
Gujarat	52	40	38	48	34	48
Andhra Pradesh	70	50	70	67	40	53
Karnataka	177	143	45	154	132	30
Maharashtra	198	124	155	209	135	135
Delhi	239	254	147	352	210	124

Source : Directorate of Education

**Delhi is at Number one position among all other States.
It has bagged maximum medals in 2005-06 as well as in 2006-07.**
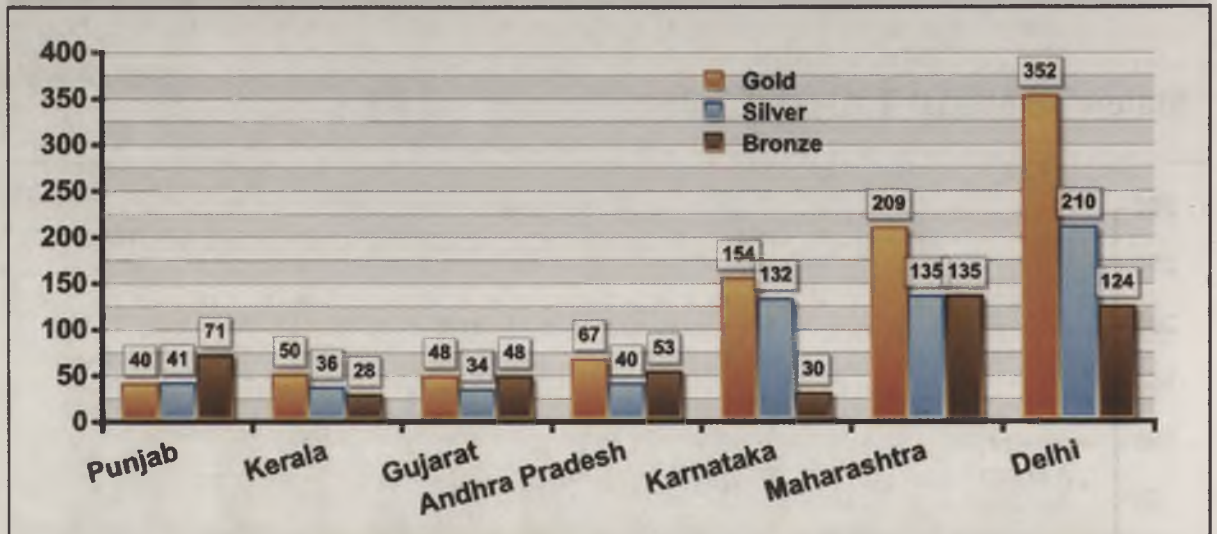
Statewise Medal Tally 2005-06

Statewise Medal Tally 2005-06
Total Medals Secured

Bar chart showing total medals: Punjab 168, Kerala 112, Gujarat 130, Andhra Pradesh 190, Karnataka 365, Maharshtra 477, Delhi 640.

Statewise Medal Tally 2006-07

Grouped bar chart (Gold, Silver, Bronze):
- Punjab: 40, 41, 71
- Kerala: 50, 36, 28
- Gujarat: 48, 34, 48
- Andhra Pradesh: 67, 40, 53
- Karnataka: 154, 132, 30
- Maharashtra: 209, 135, 135
- Delhi: 352, 210, 124

Statewise Medal Tally 2006-07
Total Medals Secured

(Punjab: 152, Kerala: 114, Gujarat: 130, Andhra Pradesh: 160, Karnataka: 316, Maharshtra: 479, Delhi: 686)
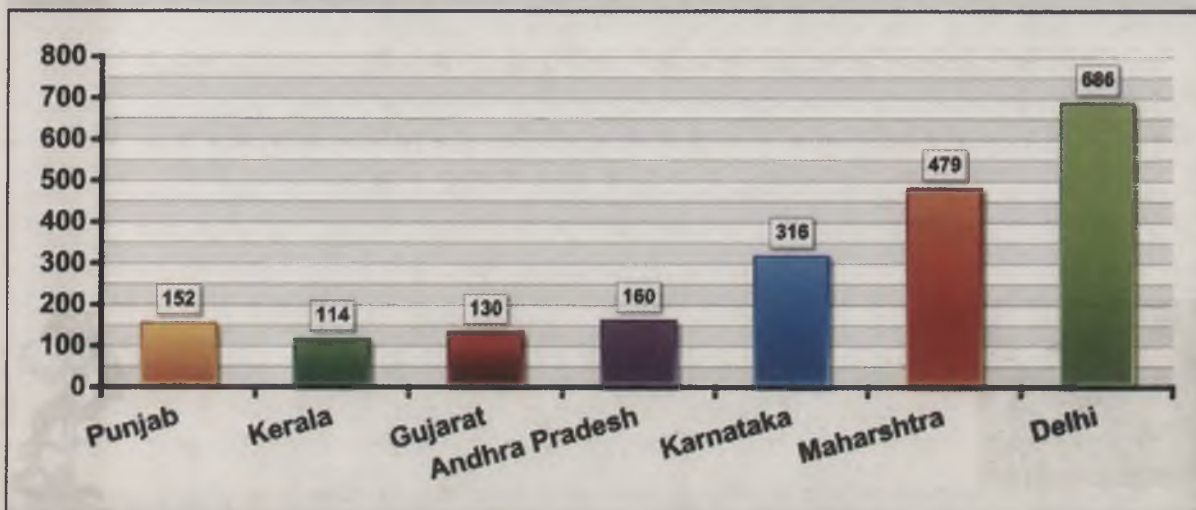
Achievements of Delhi Schools in National Schools Games

Table 45

Year	Gold	Silver	Bronze
2006-07	352	210	124
2005-06	239	254	147
2004-05	179	187	119
2003-04	93	64	51

Source : Directorate of Education

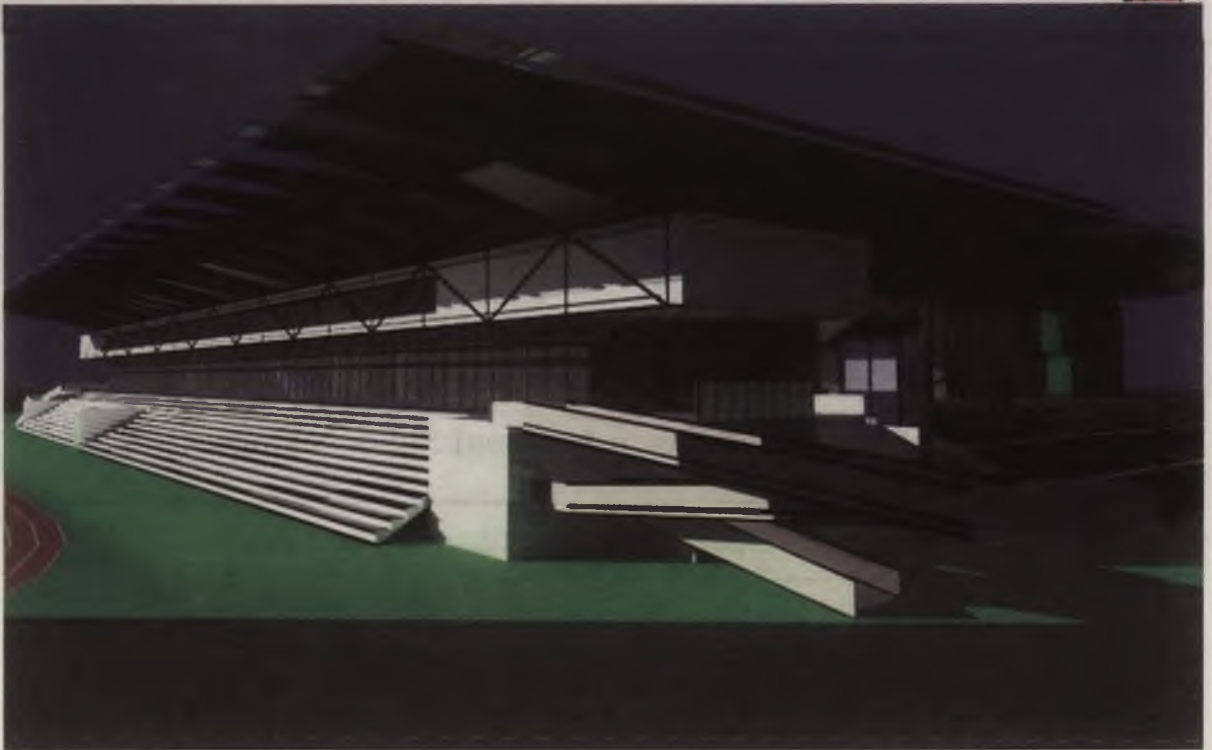## Achievements of Delhi Schools in National Schools Games
For the Last Four Years
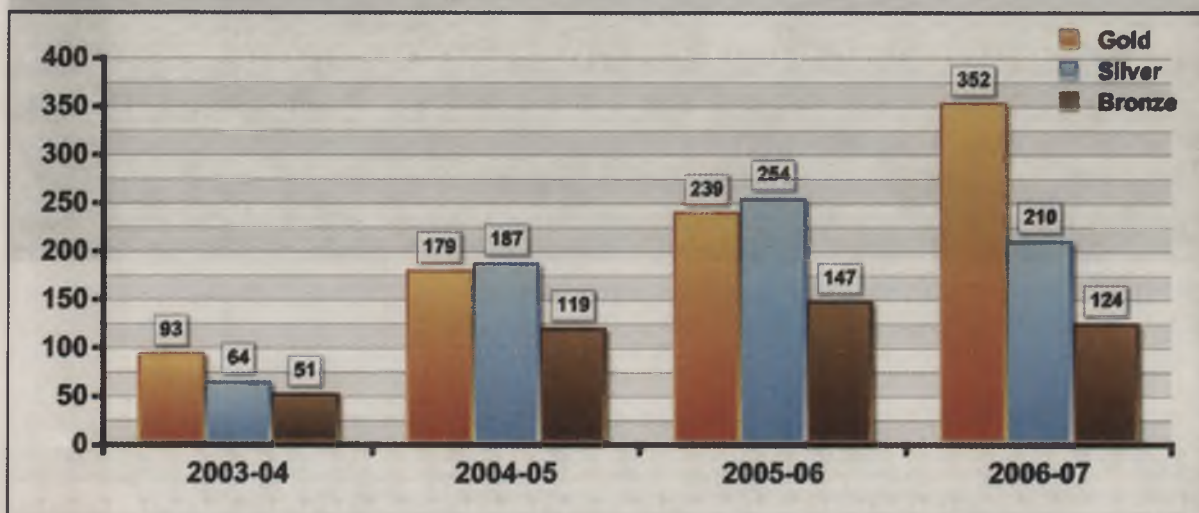
Delhi to have World Class stadia

Delhi Government is giving world class look to its stadium at Chhatrasal.

Thyagraj and Rajiv Gandhi Stadium at Bawana will be upgraded to
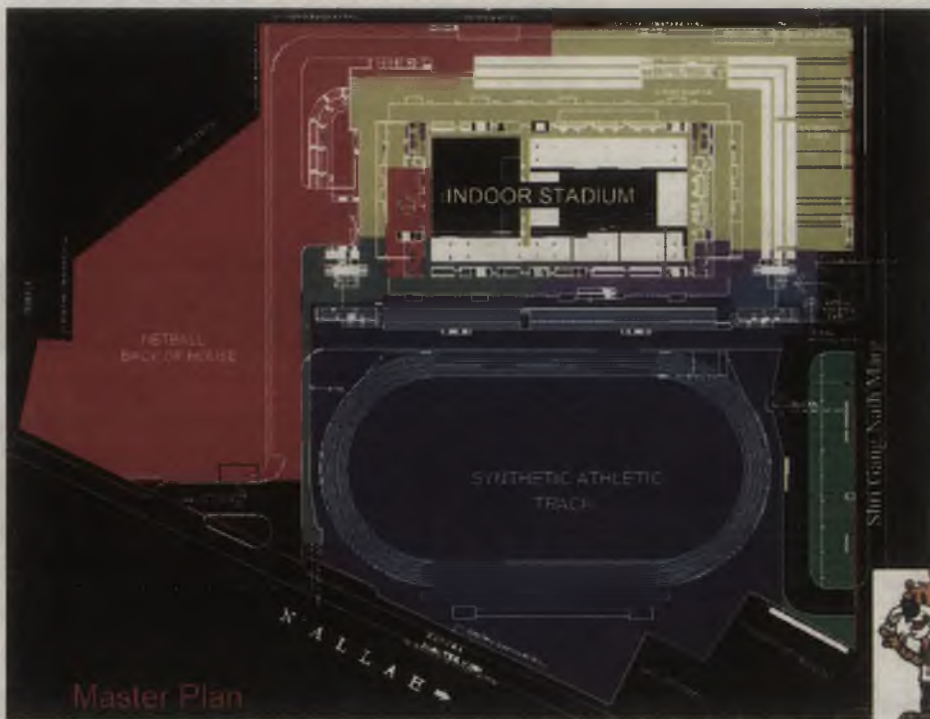International Standards in time for the Commonwealth Games 2010
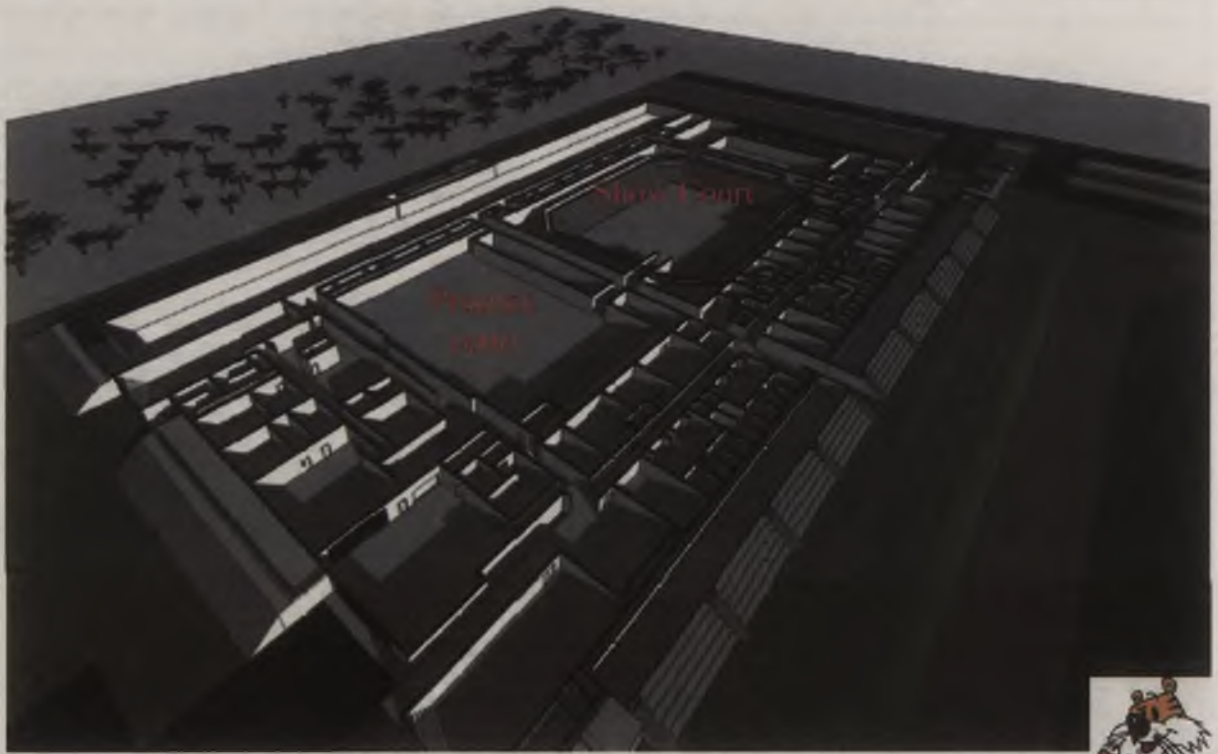

3-D Picture of Thyagraj Stadium

Location Plan of Thyagraj stadium

Master Plan of Thyagraj Stadium

3D Plan - Plaza Level

Athletic Track – Chhatrasal Stadium

Chhatrasal Stadium – Main Enterance

Other Achievements in Sports

- **Bharat Nagar Cricket Complex of Directorate of Education has been made floodlit.**
  This is the first and only school ground in the country made floodlit for day and night cricket
  matches.

- **Ambedkar Stadium has also been made floodlit for football matches.**

- For the first time, the Directorate of Education has provided funds for Special Olympics for
  mentally retarded students. A sum of Rs. 50 lakhs has been given.

Self-Defence (Project Suraksha)

In order to empower the girl student and lady teachers of the Govt. Schools, Project "Suraksha" has been initiated.

So far, majority of the girl students and 650 female teachers of Delhi Government Schools, have been trained in self-defence. This initiative has been started and is run in collaboration with Delhi Police.

Achievements in Extra-curricular activities

Cultural Extravaganza at Rajpath

- Four out of a total of five schools performing on Rajpath on 26th Jan, 2007 were Delhi Government Schools.

- Out of these four schools, Govt. Girls Sr. Secondary School No.1, Shakti Nagar got second prize overall and got the best choreography award.

- For the first time, the Band Contingent of a Government school participated in Republic Day Parade.

Band Contingent of a Government school

Government school performing on Rajpath

Swimming Pools

Fifteen schools of Directorate have swimming pools. Approval has been obtained to construct 18 New Swimming Pools in Government Schools including **4 Olympic Size Swimming Pools.**

The upward trend in sports achievements is due to the following initiatives implemented in all schools:

1. Each and every student of school has been asked to play at least one sports discipline and participate in at least one sports activity at school level.

2. Each and every school has been asked to undertake at least two sports activities and prepare teams for participation in zonal tournaments.

3. Each zone has been asked to compulsorily participate in zonal Yoga competitions.

4. Each school having Yoga Teacher has been asked to compulsorily participate in zonal Yoga competitions.

5. Each and every school has been asked to celebrate Annual Day/Annual Sports Day.

6. Each school has been asked to keep their sports ground well maintained and sports material well intact for their proper utilization.

7. Sports material is being made available in the schools as well as the students are being equally allowed to use the same optimally.

8. Swimming has been made compulsory for those schools where swimming pool is located.

9. Teams of each swimming pool have been asked to compulsorily participate in aqyatic events.

10. Proper use of multi-gym has been made compulsory for the students of those schools where multi-gyms have been located.

11. Physical Education Teachers and Supervisors have been asked to compulsorily participate in at least two sports activities in Departmental sports meet.

12. Inter Zonal cross country race is being organized every month for school students.

13. Participation of students has been increased to enable them to play for the country in Commonwealth Games – 2010.

14. Sports scholarships are being provided to the players.

15. Band Troup is formed in 15 Government schools.

F. Culture Quest

The Culture Quest Project links student communities in India and the United States, opens up new avenues for learning about two societies and builds closer links between the two countries using computer as a link to facilitate human communication.

Culture Quest was born in the city college of New York in 1988. However, it reached India only in 2002-03. Today all Rajkiya Pratibha Vikas Vidyalayas in Delhi are a part of Culture Quest. It is run in the USA with the help of National Endowment for Humanities, the City College of New York and the New York Education Department.

Sheila Gersh with the students of RPW,Surajmal Vihar

Culture Quest has not only taught our students and teachers all the facets of the fascinating world of computers and I.T, but has also taken them on unchartered territories of actual two way communication with their peers in other countries.

Teacher Educators from CCCUNY with teachers in India

Students and teachers can now actually see a person in another country, hear his / her voice with a unique accent, be able to ask questions and in turn explain their own traditions and customs. Future plans include expanding culture quest to other countries including Russia, China and Pakistan.

G. Hobby Camps

Hobby Camps are arranged in all the schools of Directorate of Education during summer vacation. The objectives of the Hobby Camps are:

- To nurture the talent and creativity of the students

- To de-stress the students

- To explore their unexplored faculties

- To give them hands on practice other than the regular curriculum

- To make learning joyful

- To develop a sense of belongingness

- To develop self confidence

- To develop team spirit and strengthen interpersonal relationships

- To help the students shape their vocation at a later stage

In the year 2006-07, every Head of the school had to organize one camp with a minimum of two activities in the school premises. These hobby camps were of 15 days duration. Every child got an opportunity to take part in the hobby of his/ her choice with the help of the experts in the field.

A variety of activities in the field of games, athletics, food preparation , music, work experience like thread and needle work, Batique painting, self defence, yoga, personality development, Banking, Paper mache, public speaking, debate, journalism were organized and children took great interest in participating in these camps.

Around 50000 students participated in 50 activities. Best three participants selected by a school level committee were awarded certificate of excellence on the last day of the camp.

From 2007-08, every school had to organize two camps with at least two activities each.

As per the circular sent to the schools by the Directorate of Education, following things had to be taken care of –

- There should be two camps with at least 30 students in each

- A minimum of two activities per camp shall be selected by the Principal from the list of activities given on the website

- The information about the students and resource persons should be submitted online in the given proforma.

- Teachers teaching classes X and XII should not be engaged as resource persons as they have to take coaching classes.

Resource persons may be engaged from NCERT, SCERT, CCRT, Sahitya Kala Academy, Delhi School of Drama etc.

- Material / equipment required for the Hobby Camps could be either purchased out of Pupil Welfare Fund or the participants may be asked to bring their own material. Participants must be allowed to carry home the finished product.

- Each student would be evaluated on a scale of 10 points by the resource person. The student will also evaluate himself / herself on a 10 point scale.

- Every student should be given a certificate of attending the camp on the last day and the best three should be given a letter of appreciation.

XV. Linking Education with Employment

Secondary and Higher Secondary Education are important terminal stages in the system of general education because it is at these points that the youth decide on whether to pursue higher education, opt for technical training or join the workforce. Educationists and experts have consistently recommended that education at these stages should be given a vocational bias to link it with the world of employment. In accordance with the recommendations of the Kothari Commission, the Vocational Education Programme was started by the Directorate of Education, Delhi, in the year1977-78 by introducing vocational stream at the +2 stage.

In pursuance of the provisions under the National Policy of Education, 1986, **various Vocational courses based on Engineering & Technology, Business and Commerce, Home-science, Health & Para-Medical, Agriculture, Computer and other miscellaneous courses are taught at the +2 stage in 197 Government and 7 Government Aided Senior Secondary Schools in the National Capital Territory Delhi.**

Aims & Objectives

1. To link Education with Productivity.

2. To reduce the mis-match between the demand and supply of manpower.

3. To meet the middle level man power needs of growing sectors of the economy both organized and unorganized.

4. To diversify sizeable segments of student population at the Senior Secondary Stage towards the world of work by imparting skill and technical knowledge in various occupational areas and preparing them for self/wage employment and provide an alternative for those pursuing higher education without particular interest and purpose.

Present Status

Consequent upon the adoption of 10+2 pattern of Education, Vocational Education Programme was started in the year1977-78 under Directorate of Education, Delhi, **initially in 15 Senior Secondary Schools with 9 Vocational Courses at the+2 stage** in vocational stream. The programme has undergone vast expansion since then and **presently 17 Vocational courses are being taught in 197 Government and 7 Government Aided Senior Secondary Schools** scattered over Delhi. **The enrolment** under vocational education programme **is nearly 10657** in Government/Aided Schools. Teaching of Vocational courses is being done by part-time Teachers.

The Directorate of Education, Government of Delhi had commissioned, Delhi School of

Social Work, Delhi University to conduct an evaluation study of the Vocational Education Programme in schools to explore new areas of the Vocational Occupation. The specific objectives of the study were:

(i) To find out nature, modus operandi, usefulness and effectiveness of Vocational Education Programme in Schools.

(ii) To find out profile of beneficiaries, their problems and view points of different stakeholders about the programme.

(iii) To make an overall assessment of Vocational Education Programme in terms of objectives, strength, weaknesses and impact.

(iv) To find out new emerging Vocational occupation areas and

(v) To recommend measures for effective implementation of the programme.

The study report has been submitted to the department and necessary action on the report is being taken.

The number of schools under Directorate of Education running various vocational courses is as under:

Table 46

S. No.	Name of the Course	No. of Schools
1.	Electrical Technology	03
2.	Automobile	02
3.	AC & Refrigeration Technology	03
4.	Electronics	05
5.	Stenography (English)	65
6.	Stenography (Hindi)	17
7.	Banking	13
8.	Food Service &Management	05
9.	Fashion Design & Clothing Construction	55
10.	Textile Designing	23
11.	Health Care & Beauty Culture	41
12.	Medical Lab. Technology	01
13.	Tourism & Travel Technique	01
14.	Horticulture	07
15.	Information Technology/Computer Application	23
16.	Library Information Science	02
	TOTAL	259

Source : Directorate of Education

The number of schools with pre-vocational courses is as under:

Table 47

S.No	Name of the Course	No. of Schools
1.	Cutting & Tailoring	05
2.	B. Office Practice	05
3.	Skin & Beauty Care	03
4.	Silk & Screen printing	01
	TOTAL	**14**

Source : Directorate of Education

Capacity Building of Vocational Teachers measures to revamp vocational education

Results in vocational stream and problems in the placement of these students after they finish school are major concerns. One of the reasons for these problems was the lack of regular training of teachers that was not organized for the last 10 years. At the instance of Directorate of Education, two **training programmes** for the teachers of **Fashion Designing and Clothing Construction** and one training programme for **Stenography and Office Procedure** were organized by **SCERT**. The key to success of vocational programmes was the involvement of organizations and agencies of excellence working in the respective fields. It was therefore decided to take help of **National Institute of Fashion Technology (NIFT) for fashion designing course and Institute of Secretarial Training and Management (ISTM) for Stenography and Office procedures course**. The main emphasis of the training was to orient the trainees about the demands of the growing industry and changing market and develop their skills to fulfill those demands.

1. Training in Fashion Designing and Clothing Construction: Two weeks training of 70 teachers in 2 batches was organized in NIFT where all the technical support was provided by NIFT faculty (including Dean NIFT) and technicians. The Dean Academics, NIFT designed the programme.The participants could get hands-on learning experience on state of art machines used in fashion industry. They could learn about different fibres, fabrics, fibre to fabric design, principals of design, Indian traditional designs, origin of clothing, Egyptian, Greek and Roman designs, techniques used in designing preparing and finishing garments in fashion industry and fashion forecasting. The participants could also get opportunity of consulting the rich library and resource center of NIFT. Besides giving them knowledge and skills in FD, participants were given practice in teaching various topics in the class. Although 2 weeks period was not enough to make them expert in designing garment for competitive modern market but during the programme they got the exposure to the industry of fashion designing. Nevertheless a follow-up programme has been discussed with the Dean NIFT that will help in identifying and solving the problems of teachers.

2. Another programme for teachers in Stenography was organized in SCERT with the resource support from ISTM. The programme could not be organized in ISTM as they did not have the vacant slot for the training but they designed the training and provided the resource persons. The training covered the hard

spots experience by the teachers; the latest office procedures; improvement of proficiency in English language (as this is the mainstay of stenography). Besides important topics like stress management, communication skills etc were also taken up. Whole training programme was conducted with participatory methodology. The best feedback received after the training was *'before coming for the training I thought what are they going to teach us in stenography, but after the training I thought there is still much more to learn'.*

Introduction of Vocational Courses in Schools in Partnership with Confederation of Indian Industry (CII)

All CBSE's courses on vocational education are for students of standards XI and XII only. However, it has been noticed that while it is desirable that students complete standard XII, passing the standard X Board exams is crucial for children to become responsible citizens, especially in view of data establishing the relationship between not completing or dropping out before standard X, and crime. Moreover, many students do not find much meaning in continuing their education into standard XI and XII. Such students who pass standard X, but who choose not to continue into standard XI and XII are no longer considered as "drop outs" but are treated as students who have chosen to pursue a different path.

Since the subjects taught till standard X do not really teach any skill, it was **felt by Hon'ble Chief Minister and the authorities of DoE that skill based training should be introduced for the students in earlier classes.** Since the CBSE does not do this, the Directorate of Education should step in to fill this gap. It is therefore proposed that in partnership with the CII, **Skill based courses should be introduced for students from standard VIII or IX,** and also part of standard X, if necessary. However, care shall be taken to **ensure that the focus still remains on academics** so that the students' chances at passing the standard X Board exams are not hampered in any way.

Syllabus and curriculum

The existing syllabus and curriculum for vocational courses being run by the National Open School, Department of Technical Education, Delhi and CBSE shall be collected by the Directorate of Education and shared with the CII. The **final syllabus and curriculum for the skill based (job oriented) courses shall be jointly evolved by the CII and the Directorate of Education,** based largely on this material.

Identification of schools

The Directorate of Education has already identified 60 schools based on information regarding most likely areas where the highest number of students will leave before or after completing standard X exams.

It is proposed that this initiative should be launched in these 60 schools at present. The names of the schools are:

LIST OF SCHOOLS WHERE NEW VOCATIONAL COURSES ARE PROPOSED TO BE INTRODUCED

Sl. No.	Name of School	School ID No.	Sl. No.	Name of School	School ID No.
1.	Najafgarh, No. 1 – GGSSS	1822044	12.	Azadpur Village – GGSS	1309129
2.	Najafgarh, No. 2 – GGSSS	1822047	13.	Azadpur Village – GBSS	1309130
3.	Najafgarh,– S (Co-ed) V	1822002	14.	Jahangirpuri, Block A – GBSSS	1310011
4.	Najafgarh, No. 2 – GBSSS	1822009	15.	Jahangirpuri, Block D – GBSSS	1310013
5.	Najafgarh, No. 3 – GGSSS	1822060	16.	Khera Kalan – SKV (Baba Nane Nath)	1310039
6.	Najafgarh, Stadium – G (Co-ed) SS	1822177	17.	Jahangirpuri, Block A – GGSSS	1310048
7.	Najafgarh, No. 3 – GGSSS	1822060	18.	Narela, Pocket 5 & 6 – GBSS	1310164
8.	Najafgarh, Dharampura – SV	1822060	19.	Narela – GBSSS (Mussadi Lal)	1310166
9.	Najafgarh, No. 1 – GBSSS	1822063	20.	Sarai Rohilla – GBSSS	1208004
10.	Azadpur Colony – GGSSS	1309127	21.	Padam Nagar – GBSSS	1208006
11.	Azadpur Colony – GBSS	1309128	22.	Jahangirpuri, Block-K – GGSSS	1310158

LIST OF SCHOOLS WHERE NEW VOCATIONAL
COURSES ARE PROPOSED TO BE INTRODUCED

Sl. No.	Name of School	School ID No.	Sl. No.	Name of School	School ID No.
23.	Partap Nagar–S(Co-ed) Sr. Sec. School	1208014	43.	Ghonda, No. 2 – BGSSS	1104007
24.	Lal Kuan, Zeenat Mahal, No. 2 2 – SKV	1208019	44.	Sultanpuri, Block–C, Sarvodaya Sr. Sec. Vidyalaya	1412001
25.	Tulsi Nagar – GGSSS	1208021	45.	Mangolpuri, Block K – SBV	1412002
26.	Kinari Bazar, Gali Barf Wali – GGSSS	1208023	46.	Sultanpuri – BGSSS	1412005
27.	Lal Kaun, No. 1 – GGSS	1208024	47.	Sultanpuri, Block BC – GBSSS	1412006
28.	Pul Bangash – SKV	1208025	48.	Pooth Kalan – SBV	1412007
29.	Quresh Nagar (Urdu Medium) – GGSS	1208027	49.	Sultanpuri, Block H – GBSSS	1412008
30.	Idgah Road – GGMS	1208029	50.	Mangolpuri, Block U – GBSSS	1412009
31.	Inder Lok – SKV	1208090	51.	Mangolpuri, Block R – GBSSS	1412011
32.	Bara Hindu Rao – (Co-ed) Sec. School	1208091	52.	Mangolpuri, Plot-II–GBSSS (Kamdhenu)	1412013
33.	Shastri Nagar – SKV	1208095	53.	Mangolpuri, Block O – GBS	1412014
34.	Khichripur – GGSSS	1002037	54.	Sultanpur Majra – G (Co-ed) MS	1412016
35.	Trilokpuri – Block – 27 – GGSS	1002175	55.	Mangolpuri, Block Y–GBSS	1412018
36.	Trilokpuri – Block – 27 – SBV	1002177	56.	Sultanpuri, Block P–G (Co-ed) SS	1412019
37.	Laxmi Nagar – SBV	1003001	57.	Mangolpuri, Block – C, S (Co-ed) Sr. Sec. Vidyalaya	1412022
38.	Rani Garden – SBV	1003002	58.	Mangolpuri, Block S – SKV	1412024
39.	Jheel Khurenja, No. 1 – SBV	1003003	59.	Mangolpuri, Block D-SKV (Kamdhenu)	1412025
40.	Gokalpur Village – GBSSS	1104004	60.	Sultanpuri, Block C-SKV	1412026
41.	Gokalpur – GBSSS	1104005			
42.	Ghonda, No 1 – BGSSS	1104006			

Source : Directorate of Education

Methodology

The CII will interact with students in these schools to obtain an idea of their background, the skills they are familiar with, their expectations and their aptitude. The CII will also assess the availability of trainers in the vicinity of these 60 schools. Based on these, a broad list of vocations shall be jointly identified by the Directorate of Education and CII.

Directorate of Education has released an amount of Rs. 2 lakhs to CII for this purpose.

The CII shall identify the trainers, experts and others who shall provide the skill based training to the students. It has been suggested that instead of using the formal system such as existing ITI's NGOs or others, this **entire initiative should instead be carried out by persons already running trades.** Trainers could be identified from all spheres including Plumbers and Masons. The task of identifying these trainers shall be done by CII but the list will be finalized in consultation with the Directorate of Education.

The training shall be held outside school hours and shall be optional. It can start in standard IX or even in standard VIII if required. It is likely that training shall be held 2 or 3 times a week.

The Government of Delhi and the CII shall jointly certify the training.

All certificates under this training shall be given to the students only after they appear for the standard X exams. This will ensure that they do not drop out beforehand.

The Government of Delhi shall provide the funding for this project. All requirements of funds, estimates of payments to trainers etc. shall be jointly approved by the Government of Delhi and the CII.

All training shall be provided on site, that is where the trainers work or is providing training to other students. If absolutely essential, space can be made available in the school but the CII do not favour this. All attempts will therefore be made to provide the training at the site.

XVI. Use of Innovative Evaluation Techniques

A. Examination Reforms

1) Continuous and Comprehensive Evaluation Programme (CCEP)

The Directorate of Education is committed to provide quality education to its children. One of the important aspects of imparting quality education is evaluation. Students should normally be assessed on a regular basis rather than on one time examination, which prompts them towards rote learning. A number of measures have been taken by Directorate of Education to evolve a system where a child is evaluated on a regular basis. One of the major steps taken in this direction is the introduction of **Continuous and Comprehensive Evaluation Programme** (CCEP). The methodology adopted for implementation of this programme is as follows:-

- A series of examinations were planned so that inter temporal comparison can be made and improvement or deficiency can be gauzed over reasonably good period of time. At the same time, the intervals between the examinations should be reasonable enough to allow corrective measures to take effect. Accordingly a schedule of four quarterly exams in a year was thought to be appropriate. This was reduced to three in the year 2006-07. From 2007onwards, only two CCEP exams per year is being planned.

- In order to avoid excessive burden on the children, it was decided that the exams should be taken on a single day and only one common paper with multiple choice answers from all subjects should be administered for each class.

- The paper should be of one hour duration.

- A set of common question bank of objective type questions would facilitate random selection of questions.

- OMR answer sheets were considered appropriate so that the entire mark sheet may be prepared in a short span of time.

For implementation of the above programme, an academic group was constituted to prepare the question bank of all possible questions of multiple choice type. This was done for every class and every subject. The questions were categorized into knowledge, understanding, application based and were further subcategorized into five levels according to their difficulty level. Question papers were prepared with randomly selected questions from the question bank such that an optimal mix of questions of various categories and subcategories is incorporated in that paper. The data of marks obtained by each child is subsequently transferred to a database and a thorough analysis is carried out.

Presently all schools have been ranked on the basis of achievement level of the children in CCEP exam. The rankings of a particular school in his zone, district and the whole Directorate is made available on the website of the Education Department **www.edudel.nic.in** and is open to public scrutiny.

The first CCEP exam was conducted in July, 2004 and was being held quarterly. Since 2007, it has been decided that CCEP exam will be administered only twice a year. Appreciation letters are issued to the Principals in whose school the performance has improved. However, the Principals of the schools faring worse than the previous exam are urged to take remedial measures to ensure that the results improve in the next CCEP exam.

Since the comparative results are available in the public domain, the reputation of a school, it's Principal and the associated staff is at stake. This has resulted in healthy competition between schools to perform better. An improved seriousness on the part of teaching staff towards the teaching and learning process is discernible. This seriousness now lasts throughout the year in contrast to the earlier practice of entire effort being concentrated towards the end of academic year at the time of annual examinations only.

In order to ensure smooth implementation of CCEP examination Directorate of Education has uniformly divided the syllabus over the period of one year. The syllabus is divided into weekly units and is displayed on the web. All schools have to cover that syllabus in the specified time.

A sample of the syllabus displayed on the web is given below:

Class Wise Distribution of Syllabus

The page displays syllabus of all the classes of Government Schools of the DoE. The syllabus has been divided according to the weeks and is available separately for each class from VI to XII.

This is a unique attempt to ensure the same level of teaching learning process throughout the department in all the schools irrespective of their location and the availability of staff.

It also helps in objective inspections on the basis of the syllabus covered in a particular class within a particular time frame. This attempt also reduces the workload on the teachers while devising and forecasting their lesson plans for the forth coming week in advance as it is already available online. It also ensures uniformity in teaching process at all places at all times.

Week wise Syllabus		Week wise Syllabus (Revised)
Class - VI New		Class - VI
Class - VII New		Class - VII
Class - VIII New		Class - VIII
Class - IX New		Class - IX
Class - X New		Class - X

2) Unit Test Programme

Besides CCEP, the Directorate of Education has introduced many more new schemes in the evaluation process. It has introduced the Unit Test (UT) programme, in 2006-07, where the students of every class from VI to XII are given unit test of 10 marks in every subject. **Every Monday, the students are administered one unit test for one particular subject.** If any Monday is a holiday, then the test is given on the next day. In 2006-07, 5 unit tests for each subject were administered to the students of every class in the whole year. But this number has been reduced to 4 unit tests for each subject in a year since 2007-08 due to inconvenience in checking these papers.

Besides these 4 unit tests and 2 CCEP exams, the students have to appear for 2 terminal exams and one annual exam which are subjective, during one particular year. 10% marks from each of the terminal exams, 10% marks from the two CCEP exams (taken together) and 10% marks from the 4 unit tests (taken together) i.e., in all 40% marks are added as internal assessment in the performance of the annual exam for every student of Class VI – VIII. The annual examination is of 60 marks for every subject, where a student must get at least 25% marks i.e. 15 out of 60 to go to the next class.

The weightage and percentage of marks of unit tests, CCEP examinations for Class V to Class VIII is as follows:

(A) Monday Unit Tests

1.	Total no. of tests in each subject during the session	=	04
2.	Marks allotted for each test	=	10
3.	Total marks of tests in each subject during session	=	40
4.	Weightage in the annual examination	=	10 %

(B) CCEP Examinations

1.	Total number of tests in each subject during the session	=	02
2.	Marks of each examination for Class V Marks of each examinations for Class VI-VIII	=	60
3.	Total marks of CCEP exam in each subject (for Class V, (2 x 50)) (for Class VI-VIII 2 x 60)	= =	100 120
4.	Weightage assigned for each subject	=	10 %

The examination pattern for Classes IX and XI is based on CBSE pattern where Maths and Social Science exams are held for 80 marks each and 20 marks is given as internal assessment. For science, the theory paper is of 60 marks, 20 marks for internal assessment and 20 marks for testing of practical skills. Rest, English, Hindi and Sanskrit exams are held for 100 marks each.

Another innovative measure taken by the Examination Department of the Directorate of Education is the introduction of Computerized Mark Sheets. In the year 2006-07, students of Classes IX and XI were given marks online. The mark sheets can also be down loaded online by the students.

Mark Sheet Entry Form

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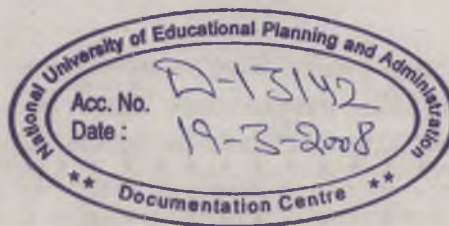
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