



**First Half Yearly Monitoring Report
of
Sarva Shiksha Abhiyan and Mid Day Meal.
National Capital Territory (NCT) Delhi
For the period of
1st August 2008 to 31st January 2009.**

**Districts covered:
(1) Central Delhi, (2) North East and (3) New Delhi**

**Submitted to:
MHRD, GOI.**

**By
Prof. Suresh Sharma,
Senior Fellow
Centre for the Study of Developing Societies
(CSDS)
29, Rajpur Road, Delhi 110054**

1.1. General Information

Sl. No.	Subject	Details
1.	Name of the monitoring institution	CSDS
2.	Period of the report	1 ST AUGUST, 2008 to 31 ST JANUARY, 2009
3.	No. of Districts allocated	3 (Three)
4.	District names	(1) Central Delhi, (2) North East and (3) New Delhi
5.	Date of visit to the Districts / EGS / Schools (Information is to be given for district wise i.e District 1, District 2, District 3 etc)	1) Central Delhi – November-December 2008 2) Northeast Delhi - November-December 2008 3) New Delhi – January 2009
6.	Total number of elementary schools / EGS / AIE Centers in all the Districts allocated Information is to be given for district wise i.e District 1, District 2, District 3 etc)	1) Central Delhi - 292 2) North East - 367 3) New Delhi – 89
7.	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored Information is to be given for district wise i.e District 1, District 2, District 3 etc)	1) Central Delhi - 24 2) North East - 28 3) New Delhi – 14
8.	Whether 5% of the elementary schools / EGS / AIE Centers in total of all the Districts allocated covered: YES / NO	YES
9.	At least 1% of the school visited within one month of the start of the academic year in all the Districts: YES / NO (While most of the states start their	NO

	academic year in June/ July there are few states with academic year starting in January /April.	April
10.	Whether the MI has sent their report to the SPO at the draft level: YES / NO	YES
11.	After submission of the draft report to the SPO office whether the MI has received any comments from the SPO office: YES / NO	Yes
12.	Before sending the reports to the GOI whether the MI has shared the report with SPO: YES / NO	YES
13.	Whether your institution come under lead institutes if yes as a lead institutes whether the MI has collected the data in respect of the entire state and submitted consolidated 6 monthly report in respect of the state to the GOI and to the SPO: YES/ NO/ Not applicable.	NO

Monitoring Team:

Suresh Sharma. Project Director.

Priyadarshni Vijaisri Project Coordinator.

Tarkeshwar Singh. Senior Field Coordinator.

Babyrani Yumnam. Editing and Data Analysis.

Ajit Singh. Research Assistant.

CONTENTS

Acronyms

1. Introduction

- Methodology

- Activities monitored under SSA programme

2. Executive Summary.

2A. Sarva Shiksha Abhiyan

I. Central Delhi

II. Northeast Delhi

III. New Delhi

IV. Key Observations

V. Annexures

2B. Mid-day Meal Scheme

I. Central Delhi

II. Northeast Delhi

III. New Delhi

IV. Key Observations

V. Annexures

ACRONYMS

AIE	Alternative and Innovative Education
BRC	Block Resource Centre
BRCC	Block Resource Centre Coordinator
CRC	Cluster Resource Centre
CRCC	Block Resource Centre Coordinator
CWSN	Children with Special Need
CSDS	Centre for the Study of Developing Societies
DPEP	District Primary Education Programme
DRG	District Resource Group
DIET	District Institute of Education and Training
DISE	District Information System for Education
DPO	District Project Officer
DURC	District Urban Resource Coordinator
EMIS	Educational Management Information System
ECCE	Early Childhood Care and Education
EGC	Education Guarantee Centre
EGS	Education Guarantee Scheme
GOI	Government of India
ICDS	Integrated Child Development Services
IED	Integrated Education for Disabled
KGBV	Kasturba Gandhi Balika Vidyalaya
MDG	Millennium Development Goals
MHRD	Ministry of Human Resource Development
MI	Monitoring Institution/Monitoring Investigator
MDM	Mid-Day-Meal
MIS	Management Information System
MTA	Mothers Teachers Association
NCERT	National Council of Educational Research and Training
NCTE	National Council of Teacher Education
NPEGEL	National Programme for Girls at Elementary Level
NRBC	Non-Rural Block Centre
RBC	Rural Block Centre
PTA	Parents Teachers Association
SSA	Sarva Shiksha Abhiyan
SCERT	State council of Education Research and Training
SIEMAT	State Institute of Education Management and Training
SPD	State Project Director

SMC	School Management Committee
SIS	State Implementation Society
SEC	School Education Committee
SPO	State Project Office
SRC	State Resource Centre
SRG	State Resource Group
TLM	Teaching Learning Material
TLE	Teaching Learning Equipment
TOR	Terms of Reference
TSG	Technical Support Group
UEE	Universalisation of Elementary Education
URC	Urban Resource Centre
VEC	Village Education Committee
VKS	Vidyalya Kalyan Samiti

1. Introduction

Sarva Shiksha Abhiyan or “*Education for All (EFA)*” programme is a time-bound initiative of the Government of India to provide quality education to all children in the age group of 6-14 years by 2010. This programme was launched in the year 2001 by the Ministry of Human Resource Development’s Department of Elementary Education and Literacy (now known as Department of School Education & Literacy) in partnership with the various state governments. Universalization of Elementary Education (UEE) is the central focus of this ambitious national initiative.

It is a joint responsibility of the Centre and the states to realize this goal. The Central government has been extending generous support to the states to enable them to initiate such steps as would hasten the process of goal achievement and its ultimate realization in the stipulated time frame. With this in view, the Sarva Shiksha Abhiyan (SSA) was launched as a Centre-state partnership according to which both will share financial obligations of the programme in the proportion of 65:35.

SSA seeks to bridge the gaps between people belonging to different castes, classes and gender focusing on the betterment of marginalized communities. This is an attempt to involve the community in different aspects of planning and implementation of the programmes related to elementary education. SSA encourages understanding of the grassroots level reality with a participatory approach. Its overall goal is to universalize elementary education through community ownership of the school system thus laying particular emphasis on aspects of quality and quantity in education.

The successful implementation of any programme is an essential core step for its success, a close and careful monitoring spread over the entire course of its implementation assures its effective and efficient enforcement. In SSA, monitoring of programme implementation was assigned a special significance with three distinct levels of monitoring – (1) a community-based monitoring system, (2) monitoring by state implementation societies and (3) monitoring by institutes representing the National Mission for UEE. It is in this regard that GOI has sought collaboration with various reputed and well-established research and educational organizations of the country to act as Monitoring Institutions (MI) for SSA implementation. The **Centre for the Study Developing Societies (CSDS)**, a social science research institute of repute functioning under the aegis of the ICSSR (Indian Council of Social Science Research) was identified to act as one of the Monitoring Institutes for the National Capital Territory of Delhi.

This report summarizes the state of implementation and related activities of the SSA program undertaken by the Ministry of Human Resource Development, Government of India for the period 1st August 2008 to 31st January 2009. The Centre for the Study of Developing Societies, (CSDS) Rajpur Road, Delhi as per the MOU with MHRD for the period of 2008-2010, is entrusted with the task of monitoring various activities and programmes under the SSA with the objective of assessing the progress of implementation of approved plan, sample check progress and verify the process and procedure for implementation. The CSDS monitoring team focused on schools in the three districts: Central Delhi, North East Delhi and New Delhi. The report is based on fieldwork, secondary data collected from SPD officials, DURC, CRC comprising interviews Principals, Headmasters, teachers, students, Vidyalaya Kalyan Samitis members, parents and field observations.

A letter to the State Secretary of Education, Ms. Rina Ray (Chairperson UEEM) was sent requesting her help in facilitating collection of data on SSA and Mid-Day Meal from the twelve administrative districts. The Project Director, Project Coordinator and Senior Field Coordinator met the Delhi SSA officials i.e. State Project Director, ADC state and DURCs, at the UEE Mission Office, Lucknow Road, Delhi on 16th September 2008. The State Project Director, Dr. V.P. Singh, issued letters to officials to facilitate better flow of information from Directorate of Education, MCD, NDMC and Cantonment Board offices. We would like to acknowledge that after the interaction meeting with the SPO officials, we have received positive response and cooperation at various levels.

As per the new terms of reference the Monitoring institute (MI) is expected to cover 5% of elementary schools, AIE centers, Mobile schools, RBC, NRBC, ECCC, primary and upper primary schools in three districts. The schools visited comprise three categories: Delhi Government schools, Government-aided schools. Municipal Corporation Schools and NDMC. Delhi has the unique position of being a state (with out being a full- fledged state) as well as the capital territory of India. In 1956 it lost the status of State and become a union territory under the State Recognition Commission Act. In November 1993, however, it was again granted the status of a state. Elementary Education in Delhi is managed by different organisations and local bodies including Directorate of Education, MCD, NDMC, Cantonment board and privately managed educational societies.

Out of these bodies, MCD run primary schools whereas the Directorate of Education, NDMC and Delhi Cantonment Board run schools for primary, upper primary, secondary senior secondary levels. There are several schools aided by Directorate of Education and other three local bodies in Delhi. There is a two tier

administrative set up for managing educational services. At the state level, the Department of Education manages education up to the senior secondary level through the Directorate of Education (DE) in accordance with the provision of the Delhi School Education Act 1973. The Administrator (the Lt Governor) regulates education in all the schools in accordance with the Provisions of this Act. The DE is meant for providing education up to higher secondary level in Delhi and is empowered to prescribe and supervise the standard of education in all the schools located in NCT of Delhi. The Director of Education as per the Delhi School Education Act, 1973 is the highest officer in charge of the Directorate and is accountable to the Secretary of Education, Delhi.

There are 11 Districts to manage DOE schools and 12 MCD zones to manage Schools. The DOE districts and MCD zones are not co-terminus. The Revenue Districts in Delhi are 9. SSA Implementation is on the basis of revenue Districts. At the sub-state level, there are three municipal bodies (local bodies), namely-

1. Municipal Corporation of Delhi (MCD)
2. New Delhi Municipal council (NDMC)
3. Delhi Cantonment Board (DCB)

On the basis of the field visits and observation by our monitoring team we could say that the implementation of the SSA was reasonably good. However certain inadequacies have come into sharp focus during our survey. We would like to draw attention towards them so that they could be rectified and the success of the program is ensured.

METHODOLOGY

The methodology followed is in accordance with the requirements stipulated for monitoring to cover a minimum of 9% schools in districts of Central Delhi, North East Delhi and New Delhi. We covered 68 schools i.e. 24 schools in central Delhi, 28 schools in North East Delhi and 14 Schools in New Delhi. In terms of percentage, that amounts to approximate 9% of the total number of the schools. As in our earlier monitoring activity, our random survey method sought to ensure that there was adequate representation of boys, girls, co-educational schools and aided schools. We have also taken care to include schools administered under different authorities i.e. Directorate of Education, Delhi Municipal Corporation and New Delhi Municipal Council. Our MI coordinator met cross sections of school authorities from the various districts and zones. Our team also conducted surprise and on-the-spot visits to schools and MDM kitchens to monitor the ground reality, all data duly certified by HOS of the primary and upper primary schools, DURC, CRC, mobile school, RBC, ECCC and pre-primary schools. MI representatives collected information through scrutiny of records, interactions, interviews, focus group discussions (FGD), photographs, observations, and learning assessment etc. Available records at different levels include students' attendance registers, teachers' attendance registers, expenditure registers, VKS meetings' minutes-book, Mid-Day meal cards and registers maintained by teachers and visitor records of DURC, CRC and MDM in charge at school.

POPULATION AND SAMPLE: - Details of the numbers of primary and upper primary schools, in central Delhi, North East Delhi and New Delhi and the 9% sample of primary and upper primary school from the relevant numbers from districts have been given in the table below.

BREAK-UP OF SCHOOLS IN CENTRAL DELHI, NORTH EAST DELHI AND NEW DELHI

S.No	Name of Districts	Type of schools Primary and upper primary level	No .of schools	Sample size to be covered
1	Central Delhi	(1) Delhi Govt. schools	41	04
		(2) Delhi Municipal Corporation Schools	196	16
		(3) Aided schools	55	04
2.	North East Delhi	(1) Delhi Govt. schools	111	09
		(2) Delhi Municipal Corporation Schools	248	17
		(3) Aided schools	08	02
3	New Delhi	(1) Delhi Govt. schools	05	02
		(2) New Delhi Municipal council	63	09
		(3) Aided schools	21	03
	Total	-----	748	65

ACTIVITIES MONITORED UNDER THE SSA PROGRAMME:

- (a) Opening of new schools, both at the primary and Upper primary Level,
- (b) Civil works,
- (c) Textbooks,
- (d) School Grants,
- (e) School Maintenance Grants,
- (f) Teachers and Teachers Training,
- (g) Teaching Learning Material (TLM) Grants,
- (h) Alternative Innovative Education (AIE) Non residential bridge course (NRBC), residential bridge course (RBC), Mobile School.

- (i) Children With Special Needs (CWNS)
- (j) District Information System for Education (DISE)
- (k) Research and Evaluation
- (l) Functioning of the Vidyalaya Kalyan Samitis (VKS)
- (m) Kasturba Gandhi Balika Vidyalaya,
- (n) National Programme for Education of Girls at Elementary Level (NPEGEL)
- (o) Outreach of primary /upper primary educational facilities SC, ST, Minority and Girls
- (p) Any other items like early childhood care, computer aided learning (CAL), number of schooldays, school environment, seating arrangements in class rooms, organization of health camps, playgrounds for children, use of play-materials by students, enrolment, attendance and dropout rates of children, assessment of students' achievements and teacher-student rapport.
- (q) Mid-Day-Meal Scheme (MDM)

3. Executive Summary of all the district reports

A. Opening of Schools (both primary and upper primary:

District 1 :(Central Delhi)	No new primary, upper primary schools were sanctioned in 2008-09.
District 2:(North East Delhi)	One new Primary school open at Shastri Park for which sanction order was likely to be released end of January 2009.
District 3: (New Delhi)	No new primary, upper primary schools were sanctioned in 2008-09.

(b) Civil Works:

District 1: (Central Delhi)	There were 11 additional classrooms (ACR), 1 DURC building, and 47 toilets sanctioned including last year's including spillover budget. These will be completed by March 2009.
District 2:(North East Delhi)	One school building, 172 additional classrooms and 132 toilets were sanctioned including last year's spill over budget. 147 classrooms were completed but 25 additional classroom and 132 toilets are being constructed and are likely to be completed by March-April 2009. Identification of land for constructing one Primary school building has been completed and orders for fund sanction has been released in January 2009
District 3: (New Delhi)	12 Additional classrooms (ACR) were sanctioned last year's including spillover budget out of which 8 were completed and work on 4 are under progress. They are likely to be completed by April 2009.

(c) Textbooks:

District-1: (Central Delhi)	1. Free textbooks were distributed among all eligible children (SCs, STs and girls) in classes VI-VIII and Braille books distributed among blind students from April 2008 to September 2008. School Principals in the sampled schools reported that Urdu Books were not distributed till October 2008. The Directorate of Education reported that textbooks were distributed among enrolled students belonging to all categories from state and MCD fund.
District 2: (North East Delhi)	2. Free textbooks were distributed among all eligible children (SCs, STs and girls) in classes VI-VIII and Braille books distributed among blind students from April 2008 to September 2008. School Principals in the sampled schools reported that Urdu Books were not distributed till October 2008, while the Directorate of Education distributed textbooks among all categories of enrolled student from state and MCD fund.
District 3: (New Delhi)	3. Free textbooks were distributed among all eligible children (SCs, STs and girls) in classes VI-VIII and Braille books distributed among blind students from April 2008 to September 2008. While Directorate of Education distributed textbooks among all categories enrolled student from state and NDMC funds.

(d) School grants:

District-1: (Central Delhi)	1. The UEEM has released a grant of Rs.5000/ for primary and Rs.7000/- for upper primary schools for the district and zone in the second week of August 2008 for a total of 271 DOE, MCD and aided primary and upper primary schools. District and zone authorities started disbursement of grants in November 2008 to January 2009.
District 2: (North East Delhi)	2. The UEEM has released grants of Rs.5000/ for primary and Rs.7000/-for upper primary schools in the second week of August 2008 for a total of 366 DOE, MCD and aided primary and upper primary schools. District and zone authorities started disbursement of grants in November and December 2008.

District 3: (New Delhi)	3. The UEEM has released grants of Rs.5000/ for primary and Rs.7000/-for upper primary schools in the second week of August 2008 for a total of 366 DOE, NDMC and aided primary and upper primary schools. District and zone authorities started disbursement of grant in January 2009.
--------------------------------	--

(e) Teachers and Teachers Training:

District 1: (Central Delhi)	In service teachers' trainings were organized by SCERT and DIET for 2196 primary and 1813 upper primary school teachers under the Directorate of Education and MCD. Against the state's achieved percentage of 42% for primary teachers and 89.47% for upper primary by 31 st January 2009, there is no data available for the district's actual achieved target.
District 2: (North East Delhi)	In service teachers' trainings were organized by SCERT and DIET for 3408 primary and 2616 upper primary school teacher under the Directorate of Education and MCD. Against the state's achieved percentage of 42% for primary teachers and 89.47% for upper primary by 31 st January 2009, there is no data available for the district's actual achieved target.
District 3: (New Delhi)	In service teachers' trainings were organized by SCERT and DIET for 1080 primary and 885 upper primary school teachers under the Directorate of Education and NDMC. Against the state's achieved percentage of 42% for primary teachers and 89.47% for upper primary by 31 st January 2009, there is no data available for the district's actual achieved target.

(f) Teaching Learning Material (TLM) grants:

District 1: (Central Delhi)	There were 2196 and 1813 govt. and aided primary and upper primary school teachers who did not receive the TLM cash grant of Rs.500/- till January 2009.
District 2: (North East Delhi)	There were 3408 and 2616 govt. and aided primary and upper primary school teachers who did not receive the TLM cash grant of Rs.500/- till January 2009.
District 3: (New Delhi)	There were 1080 and 885 govt. and aided primary and upper

	primary school teachers who did not receive the TLM cash grant of Rs.500/- till January 2009.
--	---

(g) EGS & AIE:

District 1: (Central Delhi)	There were 479 urban deprived out of school children who were to be enrolled in AIE, NRBC and RBC schools. 150 children were enrolled in mobile schools.
District2:(NorthEast Delhi)	There were 4431 urban deprived out-of-school children who were to be enrolled in AIE, NRBC and RBC but enrolments could not happen even by the third quarter of the year.
District 3: (New Delhi)	There were 4431 urban deprived out-of-school children who were to be enrolled in AIE, NRBC and RBC but enrolments could not happen even by the third quarter of the year.

(h) Children with Special Needs (CWSN):

District 1: (Central Delhi)	There were 950 students identified and enrolled for medical assessment camp would be held in mid- February 2009.
District2:(NorthEast Delhi)	There were 715 students identified and enrolled for medical assessment camp would be held in mid-February 2009.
District 3: (New Delhi)	There were 950 students identified and enrolled for medical assessment camp would be held in mid- February 2009.

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

District 1: (Central Delhi)	This programme is not within the preview of UEEM, Delhi.
District2:(NorthEast Delhi)	This programme is not within the preview of UEEM, Delhi.
District 3: (New Delhi)	This programme is not within the preview of UEEM, Delhi.

(j) Kasturba Gandhi Balika Vidyalaya (KGBV):

District 1: (Central Delhi)	This programme is not within the preview of UEEM, Delhi.
District2:(NorthEast Delhi)	One KGBV was sanctioned for this year. However, this Vidyalaya could not be functional due to shortage of land and building. Renting of buildings for setting up KGBVs is in progress. It would be start functioning by March 2009.
District 3: (New Delhi)	This programme is not within the preview of UEEM, Delhi.

k) District Information System for Education (DISE):

<p>Distric 1: (Central Delhi)</p>	<p>There was no EMIS set up at the district level. However at the state level, full-fledged DISE/EMIS were set up with requisite computers and operators. A time schedule has been issued by education secretary for DISE data collection by the 10th of February 2009. All Principals of aided and unaided schools were required to submit online format to State DISE/EMIS office at Patrachar Building, Timarpur. For the Data capture format for the year 2007-08, 5% sample verification of DISE data was done by CRC. The DURC and CRC have efficiently collected data from DOE and MCD Schools</p>
<p>District2:(NorthEast Delhi)</p>	<p>There was no EMIS set up at the district level. However at the state level, full-fledged DISE/EMIS were set up with requisite computers and operators. A time schedule has been issued by education secretary for DISE data collection by the 10th of February 2009. All Principals of aided and unaided schools were required to submit online format to State DISE/EMIS office at Patrachar Building, Timarpur. For the Data capture format for the year 2007-08, 5% sample verification of DISE data was done by CRC. The DURC and CRC have efficiently collected data from DOE and MCD Schools</p>
<p>District 3: (New Delhi)</p>	<p>There were no EMIS set up at the district level however at the state level full fledged DISE/EMIS were set up with requisite computers and operators. A time schedule has been issue by education secretary for DISE data collection by the 10th of February 2009. All Principals of aided and unaided schools were required to submit online format to State DISE/EMIS office at Patrachar Building at Timarpur. For the Data capture format for 2007-08, 5% sample verification of DISE data was done by CRC. The DURC and CRC have efficiently collected data from DOE and MCD Schools.</p>

(l) Research and Evaluation:

District 1: (Central Delhi)	A household child census was carried out in the month of May 2008. Few action researches have been undertaken at district level. State level research Project is carried out by SCERT and DIET.
District 2: (North East Delhi)	A Household child census was carried out in the month of May 2008. Few action researches have been undertaken at district level. State level research Project is carried out by SCERT and DIET.
District 3: (New Delhi)	A Household child census was carried out in the month of May 2008. Few action researches have been undertaken at district level. State level research Project is carried out by SCERT and DIET.

(m) Functioning of the VKS/VEC:

District 1: (Central Delhi)	Vidyalaya Kalyan Samitis is a school welfare committee involving community participation in the management of a school. There were 235 schools in the district most of which have formed VKS. School HOS, teachers, women, RWAs, NGOs, senior citizens and public representative constitute members of the VKS. Community leader training target was 578. DURC, ADC and CRCC had been able to achieve about 45% (250) by January 2009.
District 2: (North East Delhi)	Vidyalaya Kalyan Samitis is a school welfare committee involving community participation in the management of a school. There were 351 schools in the district most of which have formed VKS. School HOS, teachers, women, RWAs, NGOs, senior citizens and public representative constitute members of the VKS. Community leader training target was 796. DURC, ADC and CRC had been able to train 628 thereby achieving 79% by January 2009.
District 3: (New Delhi)	Vidyalaya Kalyan Samitis is a school welfare committee involving community participation in the management of a school. There were 351 schools in the district most of which have formed VKS. School HOS, teachers, women, RWAs, NGOs, senior citizens and public representative

	constitute members of the VKS. Community leader training target was 796. DURC, ADC and CRC had been able to train 628 thereby achieving 79% by January 2009.
--	--

(n) Staffing at State and District Level:

District 1: (Central Delhi)	In the UEEM Delhi (State) office, staff grades of 1, 2 and 3 sanctioned positions have been inducted and programme coordinators and assistant programme coordinators have been appointed. DURC, ADC training (from DIET) IED coordinators have also been appointed at district level whereas the sanctioned size of staff still required the filling up of vacant posts.
District 2: (North East Delhi)	In the UEEM Delhi (State) office, staff grades of 1, 2 and 3 sanctioned positions have been inducted and specific programme coordinators assistant programme coordinators have been appointed. DURC, ADC training (from DIET) IED coordinators have also been appointed at district level whereas the sanctioned size of staff still required the filling up of vacant posts.
District 3: (New Delhi)	In the UEEM Delhi (State) office staff grades of 1, 2 and 3 sanctioned positions have been inducted and specific programme coordinators assistant programme coordinators have been appointed. DURC, ADC training (from DIET) IED coordinators have also been appointed at district level whereas the sanctioned size of staff still required the filling up of vacant posts.

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

District1: (Central Delhi)	<ul style="list-style-type: none"> • There is a target of 600 children to be covered. Mobile schools covered their target 150 at Shradanand Marg near Kamla market, Ajmeri gate and Gurunanak Eye hospital, but AIE has not yet achieved its target of 450 children. Progress achieved is satisfactory. The State plans to open 12 AIE centers, RBC, NRBC and madarsas by March 2009.
District2: (North East Delhi)	<p>There is a target of about 4431 children to be covered. However, achievement of progress is slow. The State has plans to open 111 AIE centres, NRBC and Madarsas by March 2009.</p>
District 3: (New Delhi)	<ul style="list-style-type: none"> • There is a target of about 111 children to be covered. Progress in this district is satisfactory. Mobile schools covered 111 students at ITO, Hanuman Mandir at Connaught Place and Saibaba Mandir at Lodhi colony.

(p) Any other issues relevant to SSA implementation:

1. Early child hood care education (ECCE):

Distric 1: (Central Delhi)	<p>UEEM has opened 10 centers in DOE and 2 centers in MCD schools starting from October 2008.</p>
District2: (NorthEast Delhi)	<p>UEEM has opened 9 ECCE centers in DOE and 20 centers in MCD schools starting from October 2008.</p>
District 3: (New Delhi)	<p>UEEM has opened 5 ECCE centers in NDMC and DOE schools starting from October 2008.</p>

2. Computer aided learning: (CAL)

District 1: (Central Delhi)	The SPO has reported that 41 schools have been provided 29" TV, one computer with monitor, mouse, Key board, TV stand and wooden computer box by January 2009.
District2: (NorthEast Delhi)	The SPO has reported that 111 schools have been provided 29" TV, one computer with monitor, mouse, Key board, TV stand and wooden computer box by January 2009.
District 3: (New Delhi)	SPO has reported that 10 schools have been provided 29" TV, one computer with monitor, mouse, keyboard, TV stand and wooden computer box by January 2009.

3.Repair and Maintenance Grant:

District 1: (Central Delhi)	The UEEM has released a grant of Rs.7500/ for primary and upper primary schools to district and zone in the 2 nd week of August 2008 for a total of 148 Directorate of Education and Municipal Corporation schools. District and zone authority started disbursement of grant in November 2008 to January 2009.
District2: (NorthEast Delhi)	The UEEM has released grant of Rs.7500/ for primary and upper primary schools to district and zone in the 2 nd week of August 2008 for a total of 347 Directorate of Education and Municipal Corporation schools. District and zone authority started disbursement of grant in November 2008 to January 2009.
District 3: (New Delhi)	The UEEM has released a grant of Rs.7500/ for primary and upper primary schools to districts and zones in the 2 nd week of August 2008 for a total of 103 of Directorate of Education and NDMC schools. District authority started disbursement of grant in January 2009.

Additional items checked during school visit By MI:

The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
<p>During field visits, some schools reported that the number of working days was 202 in a year while there were 212 working day in the academic year.</p>	
Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.
<ul style="list-style-type: none"> - The school environment was clean and good in primary schools and pay attention to improve classroom-teaching environment. - Certain school classrooms had a tin and asbestos roof that put the children in great discomfort. Even the teachers reported that they found it inconvenient to teach in such rooms especially during periods of extreme heat during summer in primary and upper primary schools. <p>The sanitary conditions were satisfactory. However, certain primary and upper primary School do not have separate girls' toilet.</p>	
Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
<ul style="list-style-type: none"> - Sampled schools had adequate desks and benches. However, the condition of black boards in all classrooms was satisfactory. 	
Whether health camp facility was made available to the children during the previous six months?	Information to be recorded on the basis of school records.
<ul style="list-style-type: none"> - Some Sampled schools have not organized health check-up camps in the last six months. Children do not have health cards. Some MCD primary schools have run anemia-free programmes. However, aided schools have not had health check-up camps. 	
Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.
<ul style="list-style-type: none"> - Most schools have no proper play ground and the primary schools do not have adequate play material for the children. - In schools where these materials are available, teachers do not allow the children to use them. 	

If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
No	
Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.
Informing parents of frequently absent children.	
What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
- Schools have assessing weekly unit tests and terminal tests twice a year. These tests have helped in improving achievement levels of students.	
Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
All sampled upper primary schools conducted unit tests and continuous comprehensive evaluation and grading system for assessing students.	
The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
In certain aided Schools, Sarvodya Girls' Vidyalaya, and co-ed schools the achievement level was quite satisfactory. However in certain sampled Govt. boys' schools, Sarvodya Bal Vidyalayas and MCD Vidyalayas there is still much scope for further improvement.	
The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
- Rapport between the teachers and their students was restricted to delivery of content by teachers and only a limited opportunity of question answer based interactions was provided to their students.	
Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.
In all sampled schools especially in slums, JJ colonies and minority areas, schools have over-age children. This was particularly so in case of the girls' schools than boys' schools.	
The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers/VEC schools records.
Though the dropout rates were reported in certain schools, the details of the same were not available. Figures were not maintained by schools.	
The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?	Information to be obtained on the basis of school records and discussion with teachers.

- The state has implemented a no-detention policy in primary to upper primary schools. Children have not been detained in same class.

Building as Learning Aid (BaLa)

1. Central and (2) North East Delhi Districts: DOE has taken an innovative step to improve the learning environment of the students through the introduction of the concept of BaLa. All school buildings have been suitably developed with architectural designs in such a way that building itself acts as a learning aid. MCD primary schools have not taken such initiatives.

3. New Delhi District: NDMC schools have not taken initiatives to introduce BaLa in the schools. DOE has taken an innovative step to improve the learning environment of the students through the introduction of the concept of BaLa. All school buildings have been suitably developed with architectural designs in such a way that building itself acts as a learning aid.

On line Admission in DOE Schools:

1. Central Delhi, 2.North East 3. New Delhi Districts:

This has been a new initiative added for an efficient MIS developed by Govt. of Delhi in order to give impetus to enrolment and admission process. Now any child desirous of seeking admission in the govt. school, or seeking transfers from one govt. school to another can avail of this facility. This has resulted in fast and high rate of enrolment in DOE schools.

Online Attendance Tracking in DOE Schools:

1. Central Delhi, 2.North East 3. New Delhi Districts:

DOE has adopted an innovative attendance tracking mechanism for students and teachers. Every student and teacher can enter their attendance records into the central online system and these can be viewed by anyone accessing the DOE website: www.edudel.nic.in

LADLI Scheme:

1. Central Delhi, 2.North East 3. New Delhi Districts:

This unique scheme was started by Govt. of Delhi from the academic year 2008-09 to reduce gender disparity. For girl children born after 1st January 2008, an

amount of Rs.10,000/- (Rs.11000/- if born in a hospital or a maternity home) is to be deposited by Department of women and child development in national bank or post office at the time of birth in the girl's name. Another Rs. 5000/- will be deposited when taking admission in a govt. or recognized school for classes I, VI, IX and XII. By the time she passes class X and XII at age of 18 years this amounts upto 1,00,000/-. However the girl child should be born in Delhi and her father should have been staying in Delhi for the last 3 years. Her father's annual income should be up to Rs.1,00,000/-. If the girl child is born before 1st January 2008, they can get benefit during the time of taking admission to classes I, VI, IX and XII and at the time of passing class X either from a govt. or recognized school. Parents can avail of this facility upto two girl children.

All school Principals and Head masters have been notified to admit eligible candidates. However, due to lack of awareness about the scheme most of the eligible candidates could not submit their forms on time.

B. Mid-Day Meal:

The mid day meal is an independent programme funded separately from SSA_funds. It aims to supplement the effort launched under SSA to universalise elementary education, particularly for improving enrolment and retention of children in schools. Under this programme, nutritional support is provided to the children of Directorate of Education, MCD, NDMC, DCB and aided primary schools. Since 2008-09, nutritional support is provided to the children of Directorate of Education, NDMC, DCB and aided up to upper primary schools; it aims to improve transition and retention rate in upper primary schools.

DOE has no operational Mid Day Meal schemes in upper primary schools. Delhi govt, NDMC and MCD has out sourced the Mid-day Meal scheme to NGOs, Trusts and Private contractors. These MCD contractors have semi-automated kitchens to cook Mid Day Meal.

1.Regularity in Serving Meal.

District 1(Central Delhi)	Interaction with students and teachers revealed that in the most cases, meals are served hot to students. All primary schools covered under midday meal scheme.
District 2: (North East Delhi)	Interaction with students and teachers revealed that in the most cases, meals are served hot to students. . All primary schools covered under midday meal scheme.
District 3: (New Delhi)	Interaction with students and teachers revealed that in the most cases, meals are served hot to students. All primary schools covered under midday meal scheme.

2.Trends

District 1(Central Delhi)	About 3% student attendance variation found day before visit and on the day of school visit day.
District 2: (North East Delhi)	About 1 % student attendance variation found day before visit and School visit day.
District 3: (New Delhi)	About 3% student attendance variation found day before visit and School visit day.

3. Regularity in delivering food grains to school level.

District 1(Central Delhi)	Mid-day meal suppliers received food grain on a monthly basis between 30 to 35 days' intervals. MDM suppliers do not maintain the required one month's buffer stock.
District 2: (North East Delhi)	Mid-day meal suppliers received food grain on a monthly basis between 30 to 35 days' intervals. MDM suppliers do not maintain the required one month's buffer stock.
District 3: (New Delhi)	Mid-day meal suppliers received food grain on a monthly basis between 30 to 35 days' intervals. MDM suppliers do not maintain the required one month's buffer stock.

4.Regularity in Delivering cooking cost to school/ MDM supplier.

District 1(Central Delhi)	MDM suppliers reported that they get cooking costs three to four months late while DOE school payments have already been released through Districts payments office
District 2: (North East Delhi)	MDM suppliers reported that they get cooking costs three to four months late while DOE school payments have already been released through Districts payments office
District 3: (New Delhi)	MDM suppliers reported that they get cooking costs three to four months late while DOE school payments have already been released through Districts payments office

5.Social Equity:

District 1(Central Delhi)	During field visit to sampled schools no discrimination was observed in serving of meals on the basis of caste, gender or disability.
District 2: (North East Delhi)	During field visit to sampled schools no discrimination was observed in serving of meals on the basis of caste, gender or disability.
District 3: (New Delhi)	During field visit to sampled schools no discrimination was observed in serving of meals on the basis of caste, gender or disability.

6.Variety of Menu:

District 1(Central Delhi)	It was observed during visits that few schools have displayed weekly menus with detailed address of suppliers on school notice boards.
District 2: (North East Delhi)	It was observed during visits that few schools have displayed weekly menus with detailed address of suppliers on school notice boards
District 3: (New Delhi)	It was observed during visits that few schools have displayed weekly menus with detailed address of suppliers on school notice boards

7. Quality and Quantity of Meal:

District 1(Central Delhi)	During field visits quality of meal was found to be average
District 2: (North East Delhi)	During field visits quality of meal was found to be average.
District 3: (New Delhi)	During field visits quality of meal was found to be average.

8. Supplementary:

District 1(Central Delhi)	Sampled MCD primary schools reported that children were given micro nutrition i.e. de-worming medicine, iron and vitamin. However, DOE schools students were not given micro nutrition.
District 2: (North East Delhi)	Sampled MCD primary schools reported that children were given micro nutrition i.e. de-worming medicine, iron and vitamin. However, DOE schools children were not given micro nutrition.
District 3: (New Delhi)	- However children of Directorate of Education schools, NDMC schools and aided schools were not given micro nutrition

9. Status of Cooks:

District 1(Central Delhi)	Mid Day Meals are cooked and served through NGOs, trusts and Private contractors. MDM supplier has appointed cooks and few have hired caterers to prepare meals.
District 2: (North East Delhi)	Mid Day Meals are cooked and served through NGOs, trusts and Private contractors. MDM supplier has appointed cooks and few have hired caterers to prepare meals.
District 3: (New Delhi)	Mid Day Meals are cooked and served through NGOs, trusts and Private contractors. MDM supplier has appointed cooks and few have hired caterers to prepare meals.

10. Infrastructure:

District 1(Central Delhi)	There are no kitchen sheds in any schools in Delhi because MDM provides to children through suppliers appointed by education departments
District 2: (North East Delhi)	There are no kitchen sheds in any schools in Delhi because MDM provides to children through suppliers appointed by education departments
District 3: (New Delhi)	There are no kitchen sheds in any schools in Delhi because MDM provides to children through suppliers appointed by education departments

11. Safety and Hygiene:

District 1(Central Delhi)	MI's review of MDM with regards to hygiene, cleanliness and discipline among students ranges from fair to good. Hygiene among students varied from school to school. For 78% schools it was good and encouraging, in 32 % it was fair.
District 2: (North East Delhi)	MI's review of MDM with regards to hygiene, cleanliness and discipline among students ranges from fair to good. Hygiene among students varied from school to school. For 70% schools it was good and encouraging, in 30 % it was fair.
District 3: (New Delhi)	MI's review of MDM with regards to hygiene, cleanliness and discipline among students ranges from fair to good. Hygiene among students varied from school to school. For 85% schools it was good and encouraging, in 15 % it was fair. The place

12. Community participation:

District 1(Central Delhi)	Participation of parents and VKS in monitoring and Supervision of MDM is not satisfactory
District 2: (North East Delhi)	Participation of parents and VKS in monitoring and Supervision of MDM is not satisfactory
District 3: (New Delhi)	Participation of parents and VKS in monitoring and supervision of MDM is not satisfactory

13. Inspection and supervision:

District 1(Central Delhi)	Inspection and supervision of MDM at school and MDM Supplier Kitchen registers revealed that visits by the state, district and zone officers were not satisfactory.
District 2: (North East Delhi)	Inspection and supervision of MDM at school and MDM Supplier Kitchen registers revealed that visits by the state, district and zone officers Visit were not satisfactory.
District 3: (New Delhi)	Inspection and supervision of MDM at school and MDM Supplier Kitchen registers revealed that the visits by the state, district and zone officers Visit were not satisfactory.

14. Impact:

District 1(Central Delhi)	This programme has made children healthy and increased retention of children in schools.
District 2: (North East Delhi)	This programme has made children healthy and increased retention of children in schools.
District 3: (New Delhi)	This programme has made children healthy and increased retention of children in schools.

Performance of SSA/UEEM in Delhi:

During the first half of the financial year 2008-09, Govt. of National Capital Territory, Delhi (GNCT) made progress in different interventions related with SSA, MDM and KGBV. Against the targets in the Annual Work Plan and Budget, (AWP&B) approved by Plan Approved Board (PAB) for this year, progress made on these interventions has been discussed in the sequence of these areas listed in the revised TOR.

2A. SARVA SHIKSHA ABHIYAN

I. Central Delhi District

3.1	Name of the District Monitored:	Central Delhi District
3.2	Total number of elementary schools / EGS / AIE Centers in the Districts	292
3.3	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	24
3.4	Date of visit to the Districts/EGS/schools	November-December 2008
3.5	Tasks – Following data collected as per TOR 2008-2010	

A. Opening of new schools primary and Upper primary in (2008-09)

(i)	What is the number of schools sanctioned in the current financial year in the state (including spill over) district wise and how many of them have been opened district wise?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.
-----	---	--

	<ul style="list-style-type: none"> - 4 new schools sanctioned in the current financial year (2008-09); 1 in North East 2 in south west and 1 in west Delhi Districts. - 4 new schools sanctioned in financial year (2007-08); 1 in East Delhi, 3 in North west Delhi - No new primary, upper primary schools were sanctioned in 2008-09. 	
(ii)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	Not Applicable (NA)	
(iii)	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher
	Not applicable (NA)	
(iv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	Not Applicable (NA)	
(v)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?	Information to be obtained from SPO.
	Not Applicable (NA)	
(vi)	Have Teachers been put in position in new schools in District visited?	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.
	Not Applicable (NA)	
(vii)	In the schools visited by MI whether one-time grants of Rs. 10,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.
	Not Applicable (NA)	
(viii)	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.

	Not Applicable (NA)
--	----------------------------

B. Civil works:

(i)	<p>What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?</p> <p>During the current financial year, the SPO has got approval to construct an additional 11 classrooms (ACR) including 1 spillover DURC (BRC). It has completed 11 ACRs and 1 DURC</p>	<p>Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.</p>
(ii)	<p>Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated.</p> <p>Physical verification and sample check of civil works was done at sites during field visit. Quality of civil works of ACR, DURC buildings and toilets are reasonably satisfactory</p>	<p>To be checked on the spot with assistance of VEC/SMC and School Teachers.</p>

(iii)	<p>Whether SMC/VEC has been trained by technical persons for execution of civil work? Construction work has been entrusted to the State Government construction agency M/s Delhi State Industrial Infrastructure Development Corporation (DSI IDC). During field visits to sampled primary and upper primary schools the MI found the need for VKS members' participation in civil works monitoring and to provide them with technical training to monitor civil works in their respective areas.</p>	<p>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</p>
(iv)	<p>The State Government construction agency, M/s Delhi State Industrial Infrastructure Development Corporation (DSI IDC) is in charge. But manuals were not issued since there was no community participation in civil works.</p>	<p>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</p>
(v)	<p>In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?</p>	<p>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</p>
	<p>Ramps have been constructed in additional classrooms.</p>	
(vi)	<p>Is VEC/SMC keeping a separate account of funds and materials for construction? SPO transfers fund to State Government construction agency M/s Delhi State Industrial Infrastructure Development Corporation (DSI IDC). There was no further community role in civil works construction</p>	<p>By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).</p>
(vii)	<p>Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?</p> <p>DSIDC civil engineer, civil works co-coordinator and SPO regularly supervised progress made at four levels viz, foundation, grid, beam, lintel and roof levels at construction site.</p>	<p>To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).</p>

(viii)	<p>The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?</p> <p>Supervision of construction is being done 3-4 times during construction period by DSIIDC's site engineer and state civil project coordinator</p>	<p>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</p>
(ix)	<p>If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum of funds utilised from Swajaldhara and TSC and SSA in the sites visited?</p> <p>NA</p>	<p>Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</p>
(x)	<p>Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?</p> <p>NA</p>	<p>To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</p>
(xi)	<p>Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?</p> <p>In the previous year's (2005-06) spillover budget SSA, construction of 47 toilets was approved to be completed by March 2009. All toilets are constructed in MCD primary school as additional toilets. However, due to low budget (Rs.20,000/-) quality of construction was affected. Sampled Primary school Headmasters expressed that these toilets rather gave them an unnecessary burden.</p>	<p>Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).</p>
(xii)	<p>What is MI's impression of quality construction in sites visited by MI?</p> <p>Quality of construction at visited sites was found to be good. DSIIDC need to implement SSA civil works norms. Certain school Principals is unaware of the purpose of civil works.</p>	<p>To be assessed on the spot. (sample as in (ii) above).</p>

(xiii)	<p>Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?</p> <ul style="list-style-type: none"> - The civil works coordinator was experienced and had retired from Department of Education as Deputy Director. All civil works are controlled by the SPO and no district level civil works coordinator had been appointed due to the small size of the state. - SPO has engaged the faculty of Engineering and Technology, Aligarh Muslim University, for carrying out third party evaluation. The evaluation report had not yet been submitted at the time of writing this report. 	Status to be obtained from SPO and to be verified from schools visited by MI.
--------	--	---

(c) Textbooks:

(i)	<p>Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?</p>	<p>Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.</p>
	<ul style="list-style-type: none"> - Upper primary, SCs, STs, Girl students – 14,000 - Primary school children received free Text book from state govt. and MCD funds and Upper primary (general category) Children receive Text book from state govt. funds. 	
(ii)	<p>When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?</p>	<p>Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.</p>
	<ul style="list-style-type: none"> - April-November, phase-wise. - No instruction/circulars received from the SPO office in this respect. 	

(iii)	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.
	<ul style="list-style-type: none"> - There was a delay because DBT was not able to supply text books on time. - Date of opening - 1st April 2008, Textbooks distributed phase-wise from April onwards 	
(iv)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.
	Free text books provided for all classes, all subject and all eligible children. Mobile school (NRBC) children provided free text book and Meena materials.	

However certain sampled schools' Principals reported that Science, Math's and Urdu books were not available with the Delhi Bureau of Textbooks. DBT supplied textbooks to sampled schools in phases till November 2008. Sampled aided schools received cash amount for textbooks at the end of the academic year. Braille books were provided to blind students.

(d) School grants:

(i)	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?	Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.
-----	--	--

	<p>- SPO has released school grants during the current financial year in the 2nd week of August 2008 for primary, upper primary and aided schools. This grant for an amount of Rs.4,00,000/- and Rs. 9,17,000/- was released to the District Deputy Director of Education (DDE) for 80 primary and 131upper primary schools under DOE. A grant of Rs. 90,90,000/- was released to the Director of Primary Education, MCD, for all 1818 primary schools under it.</p> <p>- Funds are not received within 2 months of schools' opening of school and guidelines have been issued to the schools.</p>	
(ii)	<p>Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?</p>	<p>Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.</p>
	<p>An amount of Rs.4,00,000/- and Rs. 9,17,000/- was released to the District Deputy Director of Education (DDE) for 80 primary and 131upper primary schools under DOE. The Coordinator (SSA) has released a grant of Rs.5000/- per school in accordance with grant utilization guidelines.</p>	
(iii)	<p>Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?</p>	<p>Information to be obtained from DPO of districts visited by MI.</p>
	<p>NO</p>	
(iv)	<p>The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?</p>	<p>To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.</p>
	<p>Schools have received school grants in January 2009. Yes</p>	
(v)	<p>Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.</p>	<p>To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.</p>
	<p>The Monitoring Team also found during field visits that the delay in the release of fund at district level often resulted in the non-utilization of the same.</p>	

E. Teacher and Teachers' Training:

	<p>Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?</p>	<p>Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.</p>
--	--	---

	No additional teacher appointed under SSA.	
	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	No	
	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	No	
	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.
	No	
	In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?	Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.

Number of teachers sanctioned, in position and present in sampled schools

District-Central	Sanctioned post		In position		Present on the day		Vacant posts	
	Govt.	Aided	Govt.	Aided	Govt.	Aided	Govt.	Aided
	Primary	141	10	125	8	122	8	16
Upper primary	72	22	65	21	60	21	10	01

Source field Data

During field visit the MI found that 16 Assistant teachers and 10 TGT maths and science teachers' posts are vacant in SKV Prasad Nagar, SKV Zeenat Mahal, Kamla market and MCD schools. State has given permission to recruit guest teachers. School Principals are however recruiting only govt. retired teachers as guest teachers. Science and Math's teacher are not easily available in the locality and teachers belonging to other areas do not feel convenient to join as guest teachers. Due to shortage of teaching staff in primary and upper primary schools, students' academic progress is badly affected.

How was the rapport between children and the teachers in the schools visited?	To be ascertained from the VEC and observed during the visit by MI.
--	--

- MI representatives observed that the rapport between the teachers and their students was restricted to delivery of content by teachers and only a limited opportunity of question answer based interactions was provided to their students.

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

SN.	Nature of training	Duration	Target of teachers	Teachers trained
1.	In-service training, (UPS teachers)	10 days	1813	Teachers imparted training for 12 days in May and June 2008.
2.	In-service training (Primary teachers)	10 days	2196	Training held for 5 days in December 2008 Actual no. and % not available

- No training calendar followed.
- Training done at district level. Content and module – Joyful Learning and Teaching including Life Skill education (YUVA). Prepared by SCERT.
- Trainers selected by SCERT.
- Trained by SCERT’s master trainers.
- Training programme was generally supervised and monitored by SCERT and DIET officials. Teachers’ training was not conducted at DURC and CRC level due to non-availability of adequate furniture.

As reported by participants during visits to the sampled schools, some resource persons were not up to the mark. They were unable to satisfactorily respond to queries of the participants.

The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?

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

Nature of training	Duration	Target of teachers	Teachers trained
Induction training (Newly recruited teachers)	30 days	291	Expected to be completed by March 2009.

There are target of 291 newly recruited teachers for induction training. However, Induction training were not done till 31st January 2009.

<p>The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited)? What is SPO's planning for it?</p> <p>- NO</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
<p>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</p> <p>- During visit to the sampled schools, teachers expressed the need for the content to be more practical rather than theoretical. Assistant and nursery teachers felt that their training should be more play-based.</p> <p>Assistant teachers(contractual) were not imparted in-service training. Aided-school teachers felt that the district level training coordinators were not invited to participate in in-service trainings i.e. UPS level school. Upper primary teachers reported that participants invited exceeded the venue's capacity and often participants had to stand during training lack of adequate space in the hall.</p>	<p>To be ascertained from the teachers on the spot in respect of schools visited by MI.</p>
<p>a. The academic support given by BRC/CRC to the teachers, the frequency of such support: Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</p> <p>The SPO has appointed DURC and CRC but they do not provide academic support at school level to the teachers. They have good exposure in academics but their roles are not extended to include academic support and follow up programmes in school.</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
<p>b.What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>

<p>- No visits made for academic support but are mostly involved in DISE or QMT, qualitative data collection and other information related to SSA. - Sampled Schools teachers are not aware role of DURC and CRC.</p>	
<p>c. What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
<p>No visits for this purpose is made.</p>	
<p>d. Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
<p>- DIET interacting with DURC/CRCs providing guidance in community leader training, capacity building, and action research and monitoring of DURC/CRCs.</p>	
<p>e. Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
<p>NO. AIE centers do not function in district.</p>	
<p>Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?</p>	<p>To be ascertained from SPO.</p>
<p>SPO has no independent quality coordinator. The SCERT and DIET have a system and format to review this programme. Quality coordinators coordinate with SCERT and DIET for this purpose.</p>	

F. Teaching Learning Material (TLM) Grants:

	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.
(i)	- 2196 upper primary school teachers and 1813 upper primary teachers. Funds not disbursed.	
	The date of release of TLM grant from DPO and the number of teachers covered? Whether any instructions have been issued in respect of utilization TLM grants by DPO/SPO?	Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.
(ii)	- NA. because funds not disbursed. - The SPO has decided to provide YUVA, SLP modules to all primary and upper primary teachers. During field visit, HOS reported that SLP YUVA books were not yet received by teachers.	
(iii)	The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?	information to be verified on the spot in respect of schools visited by MI.
	-NA	

G. Alternative Innovative Education (AIE), RBC and NRBC:

(g) EGS & AIE:

(i)	What is the number of EGS/AIE centres/NRBC/RBC/ school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.
-----	--	---

	<p>- State has proposed to cover 100 students under RBC, 150 students under mobile Schools and 360 under (AIE).</p> <p>Salam Balak Trust operated mobile buses for out-of-school children at four points i.e. GB road Near Kamla Market Police station, Guru Nanak Eye hospital, for two hours daily from Monday to Friday. The targeted number of children was 150 children.</p>	
(ii)	<p>The target number of children and number of children actually enrolled in the centres category wise, district-wise?</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.</p>
	<p>Target: 100 students under RBC, 150 students under mobile Schools and 360 under NRBC (AIE).</p> <p>150 students enrolled under NRBC (Mobile bus).</p> <p>However, enrolment of 100 children under RBC and 360 children under AIE centre was not achieved till 31st March 2009</p>	
(iii)	<p>The number of children enrolled and actually attending the centre?</p>	<p>To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.</p>
	<p>During field visits to ITO Point, we found that out of the enrolled 65 out-of-school children only 14 were present. It was found that 88% students were absent on the day of visit.</p>	
(iv)	<p>The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?</p>	<p>Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.</p>
	<p>- 2 EVs.</p> <p>- EVs trained by NGOs.</p> <p>- Training provided about Meena materials, includes books CDs and other learning materials provided by NCT Delhi/UEEM.</p> <p>- Reported appropriate. Training reported satisfactory.</p>	
(v)	<p>Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this?</p>	<p>Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.</p>

	- EV is not supported by DURC and CRC. They reported not knowing anything about DURC and CRC.	
(vi)	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.
	One has a B.A. degree and ETE, another was pursuing a B.A.They received academic support by Salam balak trust.	
(vii)	The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? whether there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received?	Information to be obtained from the EVs during field visits by MI.
	- Rs. 5000/- cash through NGOs by the 7 th of each month.	
(viii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
	Yes.	
(ix)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
	- There was no district level coordinator appointed due to small size of the state. State coordinators of AIE, RBC and NRBC have frequently visited the mobile schools	
(x)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
	- NO. The format is maintained by the concerned NGO. Frequency of information furnishing is monthly.	
(xi)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.

	<ul style="list-style-type: none"> - 150 children targeted to be mainstreamed in AIE centers. - Mainstreaming done last academic year in govt. schools. 	
(xii)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	EGS is not running in Delhi.	
(xiii)	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	NA	
(xiv)	Whether the actual upgradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.
	NA	
(xv)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
	NA	
(xvi)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	NA	
(xvii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	NA	
(xviii)	Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position?	Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during field visit by MI.
	NA	
(xix)	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.

	<ul style="list-style-type: none"> - 150 children targeted to be mainstreamed in AIE centers. - Mainstreaming done last academic year in govt. schools. 	
(xx)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
	LCD TV plasma, DVD, CD of Meena Materials, Daries and Textbooks and bags.	
(xxi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
	NO	
(xxii)	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.
	- During field visits to ITO Point, we found that out of the enrolled 65 out-of-school children only 14 were present. It was found that 88% students were absent on the day of visit.	
(xxiii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	- Satisfactory achievement level	
(xxiv)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	Satisfactory	
(xxv)	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.
	<ul style="list-style-type: none"> - Centers using textbooks provided by UEEM, Govt. of NCT. - Textbooks received by children. Delay in delivery. 	

H. Children with special needs: (CWSN)

(i)	The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.
	950 children identified and enrolled during the current financial year.	
(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.
	NO, Health and medical assessment camps not organized till January 2009. Hence identification of children not done.	
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	NA	
(iii)	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?	Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
	<p>- 50 Contractual IE teachers would be appointed and deployed in the districts. One IED coordinator (Special educator) is working in each District. The district IED coordinator has attended the orientation at the state level workshop.</p> <p>No list of NGOs available. No guidelines issued.</p>	
(iv) (a)	Whether the district has an IED coordinator? whether he has been oriented and whether he has attended any capacity building programme at the State level?	Information to be obtained from DPO of districts visited by MI.
	Yes.	
(iv) (b)	Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended?	Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.

	- The SPO has prescribed a monitoring format that is being used for furnishing information concerning IED to the SPO. IED coordinator has attended national workshops organized by MHRD, NCERT, SCERT and NGO.	
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
	As per information supplied by DDE (IED), data is being complied and will be provided shortly.	
(vi)	How many children have been provided home based support during the current financial year?	Information to be obtained from SPO/DPO and one or two sample checks be done by MI.
	No	
(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
	As per the data supplied by IED coordinator, 2824 parental counseling camps were organized during April 2008. A 2-day parental counseling camp during February and March 2009 was proposed for the parents of out-of-school CWSN children.	
(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.
	- 75 children were enrolled in the sampled schools.	

Braille Books: Braille books were provided for eligible children during this year.

I. National programme for Education of Girls at elementary level (NPEGEL): This programme does not exist in UEEM, Delhi.

J. Kasturba Gandhi Bikash Vidyalaya (KGBV): This programme does not run in District.

K. District Information System for Education: (DISE)

(i)	Whether EMIS set up in each district of the State/UT and whether requisite computers and computer operators have been put in position?	Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.
	EMIS has been set up in the state and the requisite numbers of computers have been installed with a computer operator and internet facility. However the district level EMIS are not operational	
(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI
	A time schedule has been drawn by the SPO for DISE data collection. As per DISE coordinator, completed data formats were expected to be completed by 10 February 2009. Generally Directorate of Education (DOE) schools submit them online on time but Municipal Corporation schools and Aided schools do not have internet facility and hence could not submit DISE format on time	
(iii)	Whether data capture format have been supplied to all schools latest by August?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	- DISE data capture format were expected to be handed over to all schools latest by August 2008 but NUEPA has made changes in DISE format and the SPO got the DISE data format uploaded on the website www.edudel.nic.in in January 2009. However MCD schools' HOS rarely check this web site for filling of DISE format.	
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	During visits to the sampled schools, the heads of school (HOS) reported that teachers require DISE data filling training. DURC and CRC have been trained in filling up these formats.	
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.

	<p>- SPO had reported that DURC/CRC has been given the task of verifying 5% of the data collected and for that they have been given orientations. During visits to the sampled schools we noticed that CRC has collected DISE data from MCD and aided schools for the year 2007-08. The DURC and CRC post are not recognized by HOS/Teachers. However CRC and DURC have made good effort to collect and fill DISE and QMT formats. DURC has reported that all CRCs verify the formats submitted to them and put their signatures on them before their submission to the higher level.</p> <p>SPO has not engaged independent agencies to verify 5% DISE data of 2007-08.</p>	
(vi)	<p>Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?</p> <p>- No data complied at district level.</p>	Information to be obtained from DPO and SPO.
(vii)	<p>Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?</p> <p>- The MIS in charge at the state level is well experienced, recently taken charge of MIS. But he has not attended National Level workshop organized by MIS unit of NUEPA at New Delhi for the purpose.</p>	Information to be obtained from SPO.

L. Research and Evaluation:

(i)	<p>The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.</p> <p>- 24 studies to be undertaken during the current financial year 2008-09. District-wise number of studies not specified. 4 studies out of 24 would be completed by March-April 2009.</p>	Information to be obtained from the SPO and to be updated from the DPO.
(ii)	<p>The number of studies sanctioned in the previous calendar year and the number of them completed.</p> <p>- There were 18 Studies /activities sanctioned under REMS in 2007-08. Household survey, action research and few other activities were completed in 2007-08.</p>	Information to be obtained from the SPO and to be updated from the DPO.

	Is there a Research/Evaluation in-charge at SPO level? What is the person's role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research?	Information to be obtained from SPO.
(iii)	<ul style="list-style-type: none"> - At SPO, only one officer is in charge of research and evaluation. - His role is to get research issues identified and studied from within the SSA setup. - Coordination of research issues had been done with the SCERT and DIET. - SPO has a state- level Executive Committee that evaluates proposals and its Executive Committee Chairperson sanctions the research and other activities' proposals. - The State has developed a specific independent format for commissioning research and other activities. There is no involvement of a third party agency or independent body. 	

(M) Functioning of the VEC/ Vidyalaya Kalyan Samitee (VKS):

	The total number of village/school level/ management committees constituted, district-wise?	Information to be obtained from the SPO and to be updated by the DPO.
(i)	As per Delhi as per state legislation, the nomenclature of Village Education Committee has been modified as one VKS for each school. There are 235 Schools that have constituted VKS. However, certain sampled aided schools were found to have constituted no VKS.	
	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
(ii)	- SPO has circulated guidelines for formation of these Samitis and their powers and functions are available in the schools. These guidelines clearly mention about women's representation in PTAs, RWAs & NGOs.	
	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
(iii)	Adequate representation has been given to women VKS in all the schools. However, VKS members informed that they rarely received such guidelines.	

(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.
	- During field visits to sampled schools, MI found that registers of VKS meetings called by School Principals/ HOS were not maintained as per guidelines. A perusal of minutes of VKS meetings suggested that sixty to seventy percent members often attend VKS meetings.	
(v)	Whether members of the VEC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	- VKS members are given training in their roles and responsibilities In the training. They are oriented with information about SSA, RTI, SLP and role of VKS members. The targeted number of VKS members was 578 for a two-day orientation programme this year. Out of 578, 43 % or 250 VKS members have been oriented till 31 st March, 2009. These trainings were organized by DURC, CRC at school level. During field visit MI observed that certain school Principals did not cooperate in organizing VKS meetings and did not even inform VKS members to participate in orientation meetings. The participation of PTA members particularly women was higher than male participants.	
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	Information to be obtained from VEC and verified on the basis of records by MI during field visits.
	All VKS members do not visit schools regularly. Some of them take active interest and visit schools during the school time and they cooperate to improve the enrolment of teachers and students.	
(vii)	Whether VEC is maintaining proper record of funds received by them.	Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.
	- VKS member has no role in maintenance of funds. All Civil works are done by DSIIDC. School grants and maintenance grants are received by the School Principal. One serious issue noted was the HOS's attempt to avoid showing expenditure reports and VKS minute books.	
(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?	Information to be obtained at SPO level. See formats and record of SPO

	At SPO, one programme officer is in-charge of the community mobilization and he is fully aware of his role and responsibility. A Monitoring format is used for the purpose.
--	---

(N) Staffing at State and District Level:

(i)	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?	Information to be obtained from SPO.
	<ul style="list-style-type: none"> - Total number of posts sanctioned - 143; In position: 128; - No full-time coordinators for Quality/Pedagogy/Training and Research Evaluation. <p>Programme Coordinators are oriented and knowledgeable about their tasks.</p>	
(ii)	The number of meetings of the General Body and EC held during the previous financial year?	Information to be obtained from SPO and verified from their records.
	- The general body and executive council meetings of the society (UEEM) are held as per norms.	
(iii)	The total number of staff sanctioned category wise in the district office and the number in position and action taken to fill up the vacancies?	Information to be obtained from SPO and verified at DPO level in districts visited by MI.
	<ul style="list-style-type: none"> - There was no sanctioned staff at the district level. However DURC and CRC have a full-fledged IED coordinator working at the district level. - One ADC is being positioned on a part-time basis from DIET. <p>District level shortage of staff is certainly not a good sign for performance. It is adversely affecting the efficiency of the staff in position.</p>	
(iv)	The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?	Information to be obtained from SPO/DPO and to be verified in respect of BRCs/CRCs visited by MI.

	- 2 DURC and 5 CRC posts are sanctioned. No vacancies.	
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.
	The SPO has laid down rules/regulations for filling up the SSA position at all levels and these are being adhered to while recruiting people for these posts	

(O) Outreach of primary/ upper primary Education facilities to SC, ST, Minority groups and to Girls as well as especially in focus districts.:

<p>SC/ST: activities pertaining to SCs and STs are under progress.</p> <p>Minority: SPO has identified 15 Madarsa to start AIE centers in this district for 600 out-of-school students.</p> <p>Girls: SPO has taken initiatives to provide Meena materials and additional classes for weak girl students.</p>
--

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

	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
(i)	During field visits, some schools reported that the number of working days was 202 in a year while there were 212 working day in the academic year.	
(ii)	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.

	<ul style="list-style-type: none"> - The school environment was clean and good in primary schools and pay attention to improve classroom-teaching environment. - Certain school classrooms had a tin and asbestos roof that put the children in great discomfort. Even the teachers reported that they found it inconvenient to teach in such rooms especially during periods of extreme heat during summer in primary and upper primary schools. - The sanitary conditions were satisfactory. However, certain primary and upper primary School do not have separate girls' toilet. The situation is relatively better in the DOE schools. But MCD schools need to pay attention to this issue. It was brought to our notice that toilets and urinals are not cleaned daily. <p>All sampled schools have tap water facility from Delhi Jal Board. Some primary schools arranged for water tankers in the school but in some schools drinking water facility was of concern.</p>	
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
	<ul style="list-style-type: none"> - Sampled schools had inadequate desks and benches. However, the condition of black boards in all classrooms was satisfactory. 	
(iv)	Whether health camp facility was made available to the children during the previous six months?	Information to be recorded on the basis of school records.
	<ul style="list-style-type: none"> - Some Sampled schools have not organized health check-up camps in the last six months. Children do not have health cards. Some MCD primary schools have run anemia-free programmes. However, aided schools have not had health check-up camps. 	
(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.
	<ul style="list-style-type: none"> - Most schools have no proper play ground and the primary schools do not have adequate play material for the children. <p>In schools where these materials are available, teachers do not allow the children to use them.</p>	
(vii)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
	<p>No</p>	
(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.

	Informing parents of frequently absent children.	
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	- Schools have assessing weekly unit tests and terminal tests twice a year. These tests have helped in improving achievement levels of students. There are a total of five tests for each subject during the session. Marks allotted in each subject are a total of 100 (20 questions carrying 5 marks each) in each subject during the session.	
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
	All sampled upper primary schools conducted unit tests and continuous comprehensive evaluation and grading system for assessing students. Some school Principals felt the need to identify low achieving children at primary and upper primary level through previous year's performance and give them remedial support. Identification of high-risk students at primary and upper primary level and appointing Psychological counselors at CRC level were also required.	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.
	- Satisfactory – 23% Average – 47%; Below average – 30%; - In certain aided Schools, Sarvodya Girls' Vidyalaya, and co-ed schools the achievement level was quite satisfactory. However in certain sampled Govt. boys' schools, Sarvodya Bal Vidyalayas and MCD Vidyalayas there is still much scope for further improvement.	
(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
	- Rapport between the teachers and their students was restricted to delivery of content by teachers and only a limited opportunity of question answer based interactions was provided to their students.	
(xiii)	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.
	In all sampled schools especially in slums, JJ colonies and minority areas, schools have over-age children. This was particularly so in case of the girls' schools than boys' schools. We can perhaps attribute this to parents' attitudes of parents towards girl's education	
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers/VEC schools records.

	Though the dropout rates were reported in certain schools, the details of the same were not available. Figures were not maintained by schools.	
	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?	Information to be obtained on the basis of school records and discussion with teachers.
(xv)	- The state has implemented a no-detention policy in primary to upper primary schools. Children have not been detained in same class. Students have been promoted on the basis of 75% attendance in the academic year.	

Table: No. of Children Enrolled and present in Schools

Class	Boys Enrollment	Boys present on day of visit	Percent of boys attendance	Girls enrollment	Girls present on Day of visit	percent of girls attendance	Total Enrollment
1 st to 5 th	2105	1515	71.97%	3606	2705	75.01%	5711
6 th to 8 th	691	483	69.89%	1510	1050	69.53%	2201
Total	2796	1998	71.46%	5116	3755	73.40%	7912

On the day of the MI's visit, **71.97%** of attendance of boys in primary school and **69.89%** in upper primary; **75.01%** of girls' attendance in primary and **69.53%** in upper primary schools were reported. It is an important indicator for assessing students' overall performance and also the achievement of UEE Mission of the state.

Q. Other information related to SSA Implementation:

1. Maintenance grant: The UEEM got a PAB approved amount of 11.10 lakhs for 148 primary and upper primary schools. This is to be used for release of grants @ Rs.7500/- for primary and upper primary schools for maintenance of school needs.

1.1. Fund release: SPO has released school grants for the current financial year in the 2nd week of August 2008 for primary, upper primary and aided schools. A grant of Rs.5,02,500/- was released to the District Deputy Director, Education (DDE) for 67 primary and upper primary school buildings under DOE. Another grant of Rs. 132,60,000/- was released to the MCD's Director of Primary Education for all 1768 primary school buildings. The State Coordinator, SSA, has released a grant of Rs.7500/-per school along with grant utilization guidelines.

1.2 District Fund release: During visits to the sampled schools we noticed that 10% of sampled MCD primary schools received grants but DOE and aided schools did not. Due to recurring delay in the release of funds at district and Zone level, schools were unable to make effective use of funds. We would like to suggest that funds be released at the commencement of the academic year along with distribution of textbooks.

2.Early child hood care education (ECCE)

UEEM has opened 10 centers in DOE and 2 centers in MCD schools starting from October 2008. EECE at SKV Prasad Nagar had soft toys, music player and other materials provided by EdCil are also available in centre. However since the centre started late, only 18 children are enrolled till school visit. Children received Mid Day meals. Education department has provided uniform, shoes and socks to the children.

However MCD-run pre-primary schools do not have soft toys, play-way materials, uniforms, jerseys, shoes and socks. These children belong to under-privileged sections of society. While MCD has provided free books, uniform, shoes, socks and jerseys to children from classes' I-V to all students, there is an urgent need to address children's problems.

3. Computer aided learning:

The CAL has the potential to be used as a tool for the students & the teachers to make the teaching-learning process more effective. The teachers can make good use of this

tool by using this as an effective aid for teaching. Under CAL programme UEEM has developed multimedia labs comprising of a 29” colour TV, Cordless keyboard, hard disk, mouse, TV stand, and Computer. During visits to sampled schools MI has observed that children are yet to receive such benefits for an interactive learning system.

The children should be provided access to systems with content on the difficult topics to fulfill the objectives of the intervention. Teachers’ training is an important & basic activity for this programme as the teachers play major role on effective delivery of the contents during the classroom transaction process & best use of the e-teaching learning materials. Certain sampled schools show the children films through CAL.

(r) List of enclosure to be attached along with the above report (Please see the TOR 2008-2010 in which we have requested all the MIs to include some of the circulars , copies of the guidelines etc is to be included in the MI’s report)

Please include all the Annexure 1 to annexure 1 to 8

<p>1. Annexure 1 – for the function area of Opening of Schools (both Primary and Upper Primary)</p> <p>Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant? Copy of the circular /orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.</p>
<p>Not available.</p>
<p>2. Annexure 2 – Text Books</p> <p>When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect? Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.</p>
<p>No.</p>
<p>3. Annexure 3 – School Grant</p> <p>(i) Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant? Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be</p>

enclosed with the Monitoring Report.
Enclosed copy of guideline.
(ii) Whether the DPO has released funds for school grants @ Rs. 5000/- for primary and 7000/- upper primary per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant? Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.
Enclosed copy of guideline
4. Annexure 4 – Teacher Training In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.
No.
5. Annexure 5 – Teaching Learning Material (TLM) grants The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO? Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.
Not released.
6. Annexure 6 – EGS and AIE (i) Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this? Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.
No.
(ii) Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO? Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
Not available.
7. Annexure 7 – Children with special needs (CWSN) (i) The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs? Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
Not available.
(ii) Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in

<p>this area? How many trainings and workshops has she/he attended? Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.</p>
<p>Format not available</p>
<p>8. Annexure 8 – National programme for education of girls at Elementary level (NPGEL)</p> <p>(i) Whether a district gender coordinator is in position? Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed? To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.</p>
<p>This programme not run in Delhi.</p>
<p>9. Annexure9-. List of Schools/EGS/AIE/SMC/VEC visited in each district is to be attached in each district report for both SSA and MDM tasks</p>
<p>Salam balak trust and butter flies NGO run Mobile school.</p>

II. NORTH-EAST DELHI

3.1	Name of the District Monitored:	Northeast Delhi District
3.2	Total number of elementary schools / EGS / AIE Centers in the Districts	367
3.3	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	28
3.4	Date of visit to the Districts/EGS/schools	November-December 2008
3.5	Tasks – Following data collected as per TOR 2008-2010	

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

	What is the number of schools sanctioned in the current financial year in the state (including spill over) district wise and how many of them have been opened district wise?	Information is to be obtained from the State Project office of SSA and to be updated by DPO in respect of the districts visited by MI.
(ix)	(x) 4 new schools sanctioned in the current financial year (2008-09); 2 schools in south west Delhi, I school west Delhi and in 1 school in North East Delhi districts. 4 new schools sanctioned in the current financial year (2007-08); 1 in East Delhi, 3 in Northwest Delhi.	
(xi)	Has the land for construction of the school been identified?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	Yes, at Shashtri Park.	
	Whether VEC/SMC etc. have received any funds for construction of the school	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher
(xii)	-No, role of VEC/VKS -Construction work has been entrusted to the State Government construction agency M/s Delhi State Industrial Infrastructure Development Corporation (DSIIDC). During visits to sampled primary and upper primary schools the MI found the need of VKS members' participation in civil works monitoring and to provide them with technical training to monitor civil works in their respective areas.	
(xiii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)?	Information to be obtained from DPO and sample check to be carried on the spot with the assistance of VEC/SMC and School Teacher.
	Sanction order was yet to be released by SPO to DSIIDC in January 2009. data not available at the time report was written.	
(xiv)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made?	Information to be obtained from SPO.
	NA since not functional yet.	
(xv)	Have Teachers been put in position in new schools in District visited?	Updated information to be obtained from DPO. Sample check to be carried out on the spot in respect of new schools visited by MI.
	NA.	

(xvi)	In the schools visited by MI whether one-time grants of Rs. 10,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools?	To be verified on the spot from the Bank passbook of VEC/SMC etc. and expenditure statement maintained by the school.
	NA.	
(xvii)	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant?	Copy of circular/orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.
	NA.	

(b) Civil Works:

	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?	Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.
(xiv)	<p>During the current financial year, the SPO has got approval to construct 25 classrooms (ACR) including one new school including last year's spillover DURC (BRC). It has completed 147 additional classrooms but work on 25 classrooms, 132 toilets and one new school is under progress.</p> <p>During field visits the sampled school Principal reported shortage of classrooms in primary and upper primary section. In the primary section, 80 students sit on mats in the class. This problem of shortage of classrooms in primary and upper primary schools needs to be addressed.</p> <p>DURC building not constructed in the district.</p>	
(xv)	Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated.	To be checked on the spot with assistance of VEC/SMC and School Teachers.

	Physical verification and sample check of civil works was done at sites during field visit. Quality of civil works of ACR, DURC buildings and toilets are reasonably satisfactory.	
(xvi)	Whether SMC/VEC has been trained by technical persons for execution of civil work?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	NA	
(xvii)	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	NA	
(xviii)	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	Ramps have been constructed in additional classrooms.	
(xix)	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).
	SPO transfers fund to State Government construction agency M/s Delhi State Industrial Infrastructure Development Corporation (DSIIDC). There was no further community role in civil works construction.	
(xx)	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).
	DSIIDC civil engineer, civil works co-coordinator and SPO regularly supervised progress made at four levels viz, foundation, grid, beam, and lintel roof levels at construction site.	
(xxi)	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	Supervision of construction is being done 3-4 times during construction period by DSIIDC's site engineer and state civil project coordinator.	
(xxii)	If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum of funds utilised from Swajaldhara and TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).

	In the previous year's (2005-06) spillover budget, construction of 132 toilets was approved to be completed by March 2009. All toilets are constructed in MCD primary school as additional toilets. However, due to low budget (Rs.20,000/-) quality of construction was affected. Sampled Primary school Headmasters expressed that these toilets rather gave them an unnecessary burden.	
(xxiii)	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	No.	
(xxiv)	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	No, Only SSA fund.	
(xxv)	What is MI's impression of quality construction in sites visited by MI?	To be assessed on the spot. (sample as in (ii) above).
	Quality of construction at visited sites varied from good to average. In some sampled schools the quality of construction materials used was not of good quality. DSIIDC need to implement SSA civil works norms. Certain school Principals faced difficulties without permission for civil works and are even unaware of the purpose of civil works.	
(xxvi)	Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details?	Status to be obtained from SPO and to be verified from schools visited by MI.
	<ul style="list-style-type: none"> - The civil works coordinator was experienced and had retired from Department of Education as Deputy Director. All civil works are controlled by the SPO; no district level civil works coordinator had been appointed due to the small size of the state. - SPO has engaged the faculty of Engineering and Technology, Aligarh Muslim University, for carrying out third party evaluation. The evaluation report had not yet been submitted at the time of writing this report. 	

(c) Textbooks:

(v)	Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds?	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.
	<ul style="list-style-type: none"> - 32,000 children - SC, STs and girls received textbooks from SSA funds and General category and primary school children received State Govt. and MCD funds 	
	When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?	Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.
(vi)	All focus group children - SCs, STs, and girl students - studying in classes VI-VIII in the Directorate of Education and aided upper primary Schools received free text books from SSA Fund. In addition, general categories and minority students also received free textbooks from state govt. fund. All 17,499 students enrolled in the DOE, MCD and aided primary schools received free textbooks from state and MCD funds.	
	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.
(vii)	<ul style="list-style-type: none"> - During field visits school Principals and Headmasters reported that the DBT must ensure adequate availability of textbooks, their timely disbursement and delivery in sufficient numbers books before the beginning of the academic session i.e. 1st April of every year. - Certain sampled schools' Principals reported that Science, Math's and Urdu books were not available with the Delhi Bureau of Textbooks. DBT supplied textbooks to sampled schools in phases till November 2008. Sampled aided schools received cash amount for textbooks at the end of the academic year. 	
(viii)	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.
	Yes.	

(d) School grants:

	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?	Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.
(vi)	<p>The UEEM has got a PAB approved of amount of Rs. 20.66. lakhs for 248 primary and 118 upper primary schools. The grants are to be released @ Rs. 5000/ for primary and Rs.7000/- for upper primary schools for purchase of small items as per the school's needs.</p> <p>-SPO has released school grants during the current financial year in the 2nd week of August 2008 for primary, upper primary and aided schools. This grant for an amount of Rs.180000/- and Rs. 7,70,000/- was released to the District Deputy Director of Education (DDE) for 36 primary and 110 upper primary schools under DOE. A grant of Rs. 9,090,000/- was released to the Director of Primary Education, MCD, for all 1818 primary schools under it.</p>	
	Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?	Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.
(vii)	MCD has released grants to all 12 zones on 16 th September 2008. The MCD zonal officer released grants to schools in November and December 2008. Similarly DDE office also released grants to schools in November and December 2008 along with grant utilization guidelines.	
	Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?	Information to be obtained from DPO of districts visited by MI.
(viii)	NO.	
	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
(ix)	During visits to the sampled schools we noticed that certain sampled schools received grants but aided schools did not receive grant till 31 st December 2008. Due to recurring delay in the release of funds at district and zone level, schools were unable to make effective use of funds.	
(x)	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.

(e) Teachers and Teachers Training:

(xiii)	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	NO.	
(xiv)	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	NA.	
(xv)	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	NA.	
(xvi)	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.
	NA.	
(xvii)	In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?	Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.
	The 2008-09 requirement of additional teachers at the primary school level was 4150 that were recruited by the MCD and DOE with funds from the state budget in July 2008. There is no need for recruitment of additional teachers under SSA in the district. The Selection Board for appointment of assistant teachers on contract basis is under process in the state as well as for SSA.	
(xviii)	How was the rapport between children and the teachers in the schools visited?	To be ascertained from the VEC and observed during the visit by MI.
	MI representatives observed that the rapport between the teachers and their students was restricted to delivery of content by teachers and the teachers provided a limited opportunity of question answer based interactions to their students.	

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

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

A target to provide in-service training to 2616 primary and 3408 upper primary teachers was approved for the current financial year at the cost of Rs.90.33 lakhs and induction training of 421 teachers at the cost of Rs.12.63 lakhs. Following are the details of primary teacher's in-service training target and achievements till January 2009.

SN.	Nature of training	Duration	Target of teachers	Teachers trained
1.	In-service training, (UPS teachers)	10 days	3408	12 days teachers imparted training in May and June 2008.
2.	In-service training (Primary teachers)	10 days	2616	5days imparted training in December 2008 Actual No of % figure not available
3.	Induction	30days	421	Will be completed till March 2009

(xix)

- No training calendar followed.
- Training done at district level. Content and module – Joyful Learning and Teaching including Life Skill education (YUVA). Prepared by SCERT.
- Trainers selected by SCERT.
- Trained by SCERT's master trainers.
- Training programme was generally supervised and monitored by SCERT and DIET officials. Teachers' training was not conducted at DURC and CRC level due to non-availability of adequate furniture.

-As reported by participants during visits to the sampled schools, some resource persons were not up to the mark. They were unable to satisfactorily respond to queries of the participants.

(xx)	The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
Induction training of 421 newly recruited teachers were not done till 31 st January 2009.		
(xxi)	The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.
There were no untrained teachers recruited in the state, so no refresher training was required.		
(xxii)	The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?	To be ascertained from the teachers on the spot in respect of schools visited by MI.
<p>- During visit to the sampled schools, teachers expressed the need for the content to be more practical rather than theoretical. Assistant and nursery teachers felt that their training should be more play-based.</p> <p>Assistant teachers (contractual) were not imparted in-service training. Aided-school teachers felt that the district level training coordinators were not invited to participate in in-service trainings i.e. UPS level school. Upper primary teachers reported that participants invited exceeded the venue's capacity and often participants had to stand during training lack of adequate space in the hall.</p>		

	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <p>b. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<p>The SPO has appointed DURC (BRC) and CRC but they do not provide academic support at school level to the teachers. They have good exposure in academics but their roles are not extended to include academic support and follow up programmes in school.</p>	
	<p>b.What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
(xxiii)	<p>No visits made for academic support but are mostly involved in DISE or QMT, qualitative data collection and other information related to SSA. Sampled Schools teachers are not aware of the Role of DURC and CRC.</p>	
	<p>c.What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<p>NA since no visits for this purpose is made.</p>	
	<p>d.Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<p>- DIET interacting with BRC/CRCs providing guidance in community leader training, capacity building, and action research , monitoring of DURC/CRCs.</p>	
	<p>e.Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>

	NO. AIE centers do not function in district.	
(xxiv)	Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?	To be ascertained from SPO.
	SPO has no independent quality coordinator	

(f) Teaching Learning Material (TLM) grants:

	The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?	Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.
(iv)	This year the TLM grant was approved for Rs. 30.11lakhs for 2616 primary and 3408 upper primary teachers in the district. However the SPO has decided to provide YUVA, SLP modules to all primary and upper primary teachers. During field visit, HOS reported that SLP YUVA books were not yet received by teachers.	
(v)	The date of release of TLM grant from DPO and the number of teachers covered? Whether any instructions have been issued in respect of utilization TLM grants by DPO/SPO?	Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.
	NA.	
(vi)	The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?	information to be verified on the spot in respect of schools visited by MI.

NA.

(g) EGS & AIE:

(xxvi)	What is the number of EGS/AIE centres/NRBC/RBC/ school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.
	The State seeks to cover 4431 students under AIE, RBC and identified 16 NGOs and Madarsa for out-of-school children. The mainstreaming of children will be start early as possible.	
(xxvii)	The target number of children and number of children actually enrolled in the centres category wise, district-wise?	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.
	NA	
(xxviii)	The number of children enrolled and actually attending the centre?	To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.
	NA	
(xxix)	The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?	Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.
	NA	
(xxx)	Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this?	Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.
	NA	
(xxxi)	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.
	NA	

(xxxii)	The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? whether there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received?	Information to be obtained from the EVs during field visits by MI.
NA		
(xxxiii)	Whether EV is regular in his attendance? - NA	To be ascertained from VEC during field visits by MI.
(xxxiv)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
NA		
(xxxv)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
NA		
(xxxvi)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
NA		
(xxxvii)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
NA		
(xxxviii)	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
NA		
(xxxix)	Whether the actual upgradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.

	NA	
(xl)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
	NA	
(xli)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	NA	
(xlii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	NA	
(xliii)	Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position?	Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during field visit by MI.
	NA	
(xliv)	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
	NA	
(xlv)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
	NA	
(xlvi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
	NA	
(xlvii)	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.
	NA	
(xlviii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.

	NA	
(xlix)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	NA	
(l)	<p>Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?</p> <p>- NA</p>	<p>To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.</p>

h. Alternative Innovative Education (AIE), RBC and NRBC

(ii)	<p>What is the number of EGS/AIE centres/NRBC/RBC/school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.</p>
	<p>- The State seeks to cover 4431 students under AIE, RBC and identified 16 NGOs and Madarsa for out-of-school children. The mainstreaming of children will be start early as possible</p>	
(iii)	<p>The target number of children and number of children actually enrolled in the centres category wise, district-wise?</p>	<p>Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.</p>
	<p>- The State seeks to cover 4431 students under AIE, RBC and identified 16 NGOs and Madarsa for out-of-school children. The mainstreaming of children will be start early as possible</p>	
(iii)	<p>The number of children enrolled and actually attending the centre?</p>	<p>To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.</p>
	<p>NA</p>	

(liv)	The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?	Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.
	NA	
(lv)	Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this?	Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.
	NA	
(lvi)	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.
	NA	
(lvii)	The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? whether there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received?	Information to be obtained from the EVs during field visits by MI.
	NA	
(lviii)	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
	NA	
(lix)	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
	There was no district level coordinator appointed due to small size of the state. State coordinators of AIE, RBC and NRBC have frequently visited in centers	
(lx)	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
	NA	
(lxi)	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.

	NA	
(Ixi)	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	NA	
(Ixii)	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	NA	
(Ixiv)	Whether the actual upgradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.
	NA	
(Ixv)	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
	NA	
(Ixvi)	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	NA	
(Ixvii)	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	NA	
(Ixviii)	Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position?	Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during field visit by MI.
	NA	
(Ixix)	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
	NA	
(Ixx)	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.

	NA	
(lxxi)	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
	NA	
(lxxii)	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.
	NA	
(lxxiii)	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	NA	
(lxxiv)	The rapport of the EV with the children?	Observations during Field visit, by MI.
	NA	
(lxxv)	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.
	NA	

i. Children with special needs (CWSN)

(i)	The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.
	<p>As per the information supplied by DDE (IED) this year, 950 children were identified and enrolled in districts.</p> <p>During field visits to the district and zonal schools it was observed that there is a need to strengthen coordination among other state agencies i.e. MCD and aided schools to improve identification of children and their enrolment. Some of the school HOS not pay attention to this issue and parents were not aware of this scheme due to lack of information. Medical assessment camps and aid and appliance camps should be completed in November and December every year rather than the months of February and March when examinations are conducted. Assessment camps should be held in different parts of the district at CRC Level.</p>	

(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.
	Assessment camps were organized in the 2 nd week of February 2009 at district level. The number of beneficiaries for aids and appliances will be provided after recommendation of experts in the assessment camps	
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	NO	
(iii)	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?	Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
	50 Contractual IE teachers would be appointed and deployed in the districts	
(iv) (a)	Whether the district has an IED coordinator? whether he has been oriented and whether he has attended any capacity building programme at the State level?	Information to be obtained from DPO of districts visited by MI.
	One IED coordinator (Special educator) is working in each District. The district IED coordinator has attended the orientation at the state level workshop.	
(iv) (b)	Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended?	Information to be obtained from DPO/District IED in charge/Coordinator. Copy of the format to be obtained and enclosed with a report of MI.
	The SPO has prescribed a monitoring format that is being used for furnishing information concerning IED to the SPO. IED coordinator has attended national workshops organized by MHRD, NCERT, SCERT and NGO	
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
	As per information supplied by DDE (IED), data is being complied and will be provided shortly.	
(vi)	How many children have been provided home based support during the current financial year?	Information to be obtained from SPO/DPO and one or two sample checks be done by MI.
	NO	

(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.
	As per the data supplied by IED coordinator, 2824 parental counseling camps were organized during April 2008. A 2-day parental counseling camp during February and March 2009 was proposed for the parents of out-of-school CWSN children.	
(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.
	NA	

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

This programme does not exist in UEEM, Delhi

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

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

K. Kasturba Gandhi Bikash Vidyalaya (KGBV)

(i)	Number of KGBV sanctioned district-wise and block-wise and the number of KGBV operational during the current financial year.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI. Sample check by MI in the field visit.
	The SPO is setting up one hostel cum school under the Kasturba Gandhi Balika Vidyalaya in Mustafabad area in Northeast Delhi. It is operating from a rented accommodation but applications for construction work have already been invited to complete the school building at the earliest.	
(ii)	The number of KGBV in the State in respect of which land have been identified, district-wise.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	NA	
(iii)	Whether the State has drawn up any detailed guidelines for running the KGBV schools.	To be obtained from the SPO and verified from DPO/KGBV visited by MI.
	NA	
(iv)	The number of KGBV in respect of which all formalities for construction have been completed.	Information to be obtained from SPO office and to be updated from DPO in respect of districts visited by MI.
	NA	
(v)	The number of posts sanctioned for the KGBV (teachers and other staff) in the district and the present position of filling up of these posts.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	NA	
(vi)	The number of students admitted in the KGBVs started in the district.	To be obtained from DPO and to be verified in respect of KGBV visited by MI.
	The targeted enrollment figure is around 50 girls.	
(vii)	The details of facilities available such as furniture, bedding, meals to be verified by MI in respect of KGBV visited.	To be obtained on the spot in respect of KGBV visited by MI.
	NA	

L. District Information System for Education (DISE)

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

	EMIS has been set up in the state and the requisite numbers of computers have been installed with a computer operator and internet facility. However the district level EMIS are not operational	
(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI
	A time schedule has been drawn by the SPO for DISE data collection. As per DISE coordinator, completed data formats were expected to be completed by 10 February 2009. Generally Directorate of Education (DOE) schools submit them online on time but Municipal Corporation schools and Aided schools do not have internet facility and hence could not submit DISE format on time.	
(iii)	Whether data capture format have been supplied to all schools latest by August?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	DISE data capture formats were expected to be handed over to all schools latest by August 2008 but NUEPA has made changes in DISE format and the SPO got the DISE data format uploaded on the website www.edudel.nic.in in January 2009. However MCD school HOS rarely check this web site for filling up the DISE forma	
(iv)	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
	During visits to the sampled schools, the heads of school (HOS) reported that teachers require DISE data filling training. DURC and CRC teachers have been trained in filling up these formats.	
(v)	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
	SPO had reported that DURC/CRC has been given the task of verifying 5% of the data collected and for that they have been given orientations. During visits to the sampled schools we noticed that CRC has collected DISE data from MCD, NDMC and aided schools for the year 2007-08. The DURC and CRC posts are not recognized by HOS/Teachers. However CRC and DURC have made good effort to collect and fill DISE and QMT formats. DURC has reported that all CRCs verify the formats submitted to them and put their signatures on them before their submission to the higher level.	
(vi)	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
	No data compiled at district level. All data sent to state level DISE office directly	

(vii)	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
	The MIS in charge at the state level is well experienced and had recently taken charge of MIS. But he has not attended National Level workshop organized by MIS unit of NUEPA at New Delhi for the purpose.	

M. Research and Evaluation

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	Information to be obtained from the SPO and to be updated from the DPO.
	<ul style="list-style-type: none"> - House hold survey, 2008 - An impact study of the innovative multimedia Programme in increasing enrollment and retention rates of children at the elementary level. - Initiative of improving quality of elementary education in Delhi school. - Teaching of Mathematics at upper primary level through Effective Hands-On Activities. - Effectiveness of Hands-On Activities in Science and enhancing the teaching skills of Elementary School Teachers. - Follow-up study of 20 days in-service teachers training program organized under SSA for primary teachers. - The remaining studies/activities are under progress. 	
(ii)	The number of studies sanctioned in the previous calendar year and the number of them completed.	Information to be obtained from the SPO and to be updated from the DPO.
	There were 18 Studies /activities sanctioned under REMS in 2007-08. Some of the studies were completed in 2008	

	Is there a Research/Evaluation in-charge at SPO level? What is the person's role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research?	Information to be obtained from SPO.
(iii)	At SPO level, only one officer is in charge of research and evaluation. His role is to get research issues identified and studied from within SSA setup. Coordination of research issues had been done with the SCERT and DIET. SPO has a state- level Executive Committee which evaluates proposals and its Executive Committee Chairperson sanctions the research and other activities' proposals. The State has developed a specific format for commissioning research and other activities. There is no involvement of a third party agency or independent body in research activities.	

N. Functioning of Vidyalaya Kalyan Samitis (VKS)/ Vidyalaya education committee (VEC)

(i)	The total number of village/school level/ management committees constituted, district-wise?	Information to be obtained from the SPO and to be updated by the DPO.
	There are 351 Schools that have constituted VKS. However, certain sampled aided schools were found to have constituted no VKS	
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	SPO has circulated guidelines for formation of these Samitis and defined their powers and functions in the schools. These guidelines clearly mention about the representation to be given to women representatives in PTAs, RWAs & NGOs.	
(iii)	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	Adequate representation has been given to women in VKS in all the schools. However VKS members rarely informed received such guidelines.	

(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.
	-Registers for VKS meetings called by School Principal/ HOS were not maintained as per guidelines. A perusal of minutes of VKS meetings suggested that sixty to seventy percent members often attend VKS meetings.	
(v)	Whether members of the VEC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	<p>- VKS members are given training in their roles and responsibilities. They are oriented with information about SSA, RTI, SLP and role of VKS members. The targeted number of VKS members was 796 for a two- day orientation programme this year. Out of 628, 79 % or 168 VKS members have been oriented till 31st march, 2009.</p> <p>-These trainings were organized by DURC, CRC at school level. During field visit MI observed that certain school Principals did not cooperate in organizing VKS meetings and did not even inform VKS members about such orientation meetings. The participation of PTA members particularly women was higher than male participants.</p>	
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	Information to be obtained from VEC and verified on the basis of records by MI during field visits.
	All VKS members do not visit schools regularly. Some of them take active interest and visit schools during the school hours.	
(vii)	Whether VEC is maintaining proper record of funds received by them.	Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.
	-VKS member has no role in maintenance of funds. All Civil works are done by DSIIDC. School grants and maintenance grants are received by the School Principal. One serious issue noted was the HOS's attempt to avoid showing expenditure reports and VKS minute books	
(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?	Information to be obtained at SPO level. See formats and record of SPO
	-At SPO level, one programme officer is in-charge of the community mobilization and he is fully aware of his role of his responsibility	

O. Staffing at State and District level:

(i)	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?	Information to be obtained from SPO.
<p>- Total number of posts sanctioned - 143; In position: 128;</p> <p>- No full-time coordinators for Quality/Pedagogy/Training and Research Evaluation.</p> <p>Programme Coordinators are oriented and knowledgeable about their tasks</p>		
(ii)	The number of meetings of the General Body and EC held during the previous financial year?	Information to be obtained from SPO and verified from their records.
<p>- The general body and executive council meetings of the society (UEEM) are held as per norms.</p>		
(iii)	The total number of staff sanctioned category wise in the district office and the number in position and action taken to fill up the vacancies?	Information to be obtained from SPO and verified at DPO level in districts visited by MI.
<p>- There was no sanctioned staff at the district level. However DURC and CRC have a full-fledged IED coordinator working at the district level.</p> <p>- One ADC is being positioned on a part-time basis.</p> <p>- District level shortage of staff is certainly not a good sign for performance. It is adversely affecting the efficiency of the staff in position.</p>		
(iv)	The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?	Information to be obtained from SPO/DPO and to be verified in respect of BRCs/CRCs visited by MI.
<p>- 2 DURC and 12 CRC posts are sanctioned.</p> <p>No vacancies.</p>		
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.
<p>The SPO has laid down rules/regulations for filling up the SSA position at all levels and these are being adhered to while recruiting people for these posts</p>		

P. Outreach of primary/ upper primary Education facilities to SC, ST, Minority groups & Girls:

<p>SC/ST: activities pertaining to SCs and STs are under progress.</p> <p>Minority: SPO has identified 20 madrasas to start AIE centres in this district for 800 out-of-school students.</p> <p>Girls: SPO has taken initiatives to provide Meena materials and addition classes for weak girl students.</p>

Q. Additional Items Checked by the Monitoring Team during Field Visit:

(i)	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
	-During field visits, some schools reported that the number of working days was 202 in a year while there were 212 working day in the academic year	
(ii)	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.
	<ul style="list-style-type: none"> - The school environment was clean and good in primary schools and pay attention to improve classroom-teaching environment. - certain school classrooms had a tin and asbestos roof that put the children in great discomfort. Even the teachers reported that they found it inconvenient to teach in such rooms especially during periods of extreme heat during summer in primary and upper primary schools. - The sanitary conditions were satisfactory. However, certain primary and upper primary School do not have separate girls’ toilet. The situation is relatively better in the DOE schools. But MCD schools need to pay attention to this issue. It was brought to our notice that toilets and urinals are not cleaned daily - All sampled schools have tap water facility from Delhi Jal Board. Some primary schools arranged for water tankers in the school but in some schools drinking water facility was of concern. 	
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.
	- Sampled schools had inadequate desks and benches. However, the condition of black boards in all classrooms was satisfactory.	
(iv)	Whether health camp facility was made available to the children during the previous six months?	Information to be recorded on the basis of school records.

	- Some schools have not organized health check-up camps in the last six months. Children do not have health cards. Some MCD primary schools have run anemia-free programmes. However, aided schools have had health check-up camps.	
(v)	Whether the school has adequate play material for the children? Is it used? - Most schools have no proper play ground and the primary schools do not have adequate play material for the children. In schools where these materials are available, teachers do not allow the children to use them.	Information to be recorded on the basis of observation.
(vii)	If there is low attendance the reasons for the same? NO	Information to be obtained from the teachers/VEC.
(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc? - Informing parents of frequently absent children	Information to be obtained from the teachers and VECs etc.
(ix)	What is the present process of assessing the achievement level of students? - Schools have weekly unit tests and terminal tests twice a year. These tests have helped in improving achievement levels of students. There are a total of five tests for each subject during the session. Marks allotted in each subject are a total of 100 (20 questions carrying 5 marks each) in each subject during the session.	Information to be recorded on the basis of school records.
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students? -All sampled upper primary schools conducted unit tests and continuous comprehensive evaluation and grading system for assessing students. Some school Principals felt the need to identify low achieving children at primary and upper primary level through previous year's performance and give them remedial support. Identification of high-risk students at primary and upper primary level and appointing Psychological counselors at CRC level were also required	Information to be recorded on the basis of school records.
(xi)	The achievement level of children. - Satisfactory – 20%, Average – 45%; Below average – 35%; - In certain aided Schools, Sarvodya Girls' Vidyalaya, co-ed schools the achievement level was quite satisfactory. However in certain sampled Govt. boys' schools, Sarvodya Bal Vidyalayas and MCD Vidyalayas there is still much scope for further improvement.	Assessment to be undertaken by the MI on the day of visit.
(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.

	Rapport between the teachers and their students was restricted to delivery of content by teachers and only a limited opportunity of question answer based interactions was provided to their students.	
(xiii)	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.
	In all sampled schools especially in slums, JJ colonies and minority areas, schools have over-age children. This was particularly so in case of the girls' schools than boys' schools. We can perhaps attribute this to parents' attitudes of parents towards girl's education.	
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers/VEC schools records.
	Though the dropout rates were reported in certain schools, the details of the same were not available. Figures were not maintained by schools.	
(xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?	Information to be obtained on the basis of school records and discussion with teachers.
	- The state has implemented a no-detention policy in primary to upper primary schools. Children have not been detained in same class. Students have been promoted on the basis of 75% attendance in the academic year.	

Percentage of Attendance of Schools: Table1. No. of Children Enrolled and present in Schools

Classes	Boys Enrollment	Boys present on Day of visit	Boys' attendance	Girls enrollment	Girls present on Day of visit	% of girls's attendance	Total Enrollment
1 st to 5 th	6400	4352	68%	9172	6466	70.5%	15572
6 th to 8 th	3122	2279	73%	6588	4941	75%	9710
Total	9522	8479	71.46%	15760	14138	73.40%	25282

On the day of the MI's visit day a **68%** of boys' attendance of boys in primary school and **73%** in upper primary Schools was reported; while **70.5%** of girls' attendance in primary and **75%** in upper primary levels were reported. This is an

important indicator for assessing students' overall performance and also the achievement of UEE Mission of the state.

(R) Any other issues relevant to SSA implementation.

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

1. Early Childhood Care Education (EECE) Centers:

The state has in operation, ECCE centers in this district. During field visits MI found that SKV Jafrabad, EECE Centre had soft toys, music player and other materials provided by EdCil. However since the centre started late, only 18 children are enrolled till school visit. The teachers, children and caretakers received Mid Day meals. Education department has provided uniform, shoes and socks to the children.

However MCD-run pre-primary schools do not have soft toys, play-way materials, uniforms, jerseys, shoes and socks. These children belong to under-privileged sections of society. While MCD has provided free books, uniform, shoes, socks and jerseys to children from classes' I-V to all students, there is an urgent need to address children's problems.

2. Computer aided learning:

The CAL has the potential to be used as a tool for the students & the teachers to make the teaching-learning process more effective. The teachers can make good use of this tool by using this as an effective aid for teaching. Under CAL programme UEEM has developed multimedia labs comprising of a 29" color TV, Cordless keyboard, hard disk, mouse, TV stand, and Computer. During field visits of sample schools MI has observed that children are yet to receive such benefits for an interactive learning system.

The children should be provided access to systems with content on the difficult topics to fulfill the objectives of the intervention.

Teacher training is an important & basic activity for this programme as the teachers play major role on effective delivery of the contents during the classroom transaction process & best use of the e-teaching learning materials. Certain sample schools children are not interactive through CAL.

3. Maintenance grant: The UEEM got a PAB approved amount of 26.03 lakhs for 347 primary and upper primary schools. This is to be used for release of grants @ Rs.7500/ for primary and upper primary schools for maintenance of school needs.

Fund release: SPO has released school grants for the current financial year in the 2nd week of August 2008 for primary, upper primary and aided schools. A grant of Rs.97,500/- was released to the District Deputy Director, Education (DDE) for 130 primary and upper primary school buildings under DOE. Another grant of Rs. 1,32,60,000/- was released to the MCD's Director of Primary Education for all 1768 primary school buildings. The State Coordinator, SSA, has released a grant of Rs.7500/-per school along with grant utilization guidelines.

- During visits to the sampled schools we noticed that schools rarely received grants. Due to recurring delay in the release of funds at district and Zone level schools were unable to make effective use of funds.
- The Monitoring Team also found during field visits that the delay in the release of fund often resulted in the non-utilization of the same.

3. Building as Learning Aid (BALA):

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 school buildings will be suitably developed with architectural designs in such a way that the building itself act as a learning aid. DOE schools have implemented BALA initiative in all schools to promote a learner –friendly school environment.

(r) List of enclosure to be attached along with the above report (Please see the TOR 2008-2010 in which we have requested all the MIs to include some of the circulars , copies of the guidelines etc is to be included in the MI's report)

Please include all the Annexure 1 to annexure 1 to 8

1. Annexure 1 – for the function area of Opening of Schools (both Primary and Upper Primary)

Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant? Copy of the circular /orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.

Not available.

<p>2. Annexure 2 – Text Books</p> <p>When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect? Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.</p>
<p>No.</p>
<p>3. Annexure 3 – School Grant</p> <p>(i) Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant? Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.</p>
<p>Enclosed copy of guideline.</p>
<p>(ii) Whether the DPO has released funds for school grants @ Rs. 5000/- for primary and 7000/- upper primary per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant? Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.</p>
<p>Enclosed copy of guideline.</p>
<p>4. Annexure 4 – Teacher Training</p> <p>In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.</p>
<p>No.</p>
<p>5. Annexure 5 – Teaching Learning Material (TLM) grants</p> <p>The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO? Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.</p>
<p>Not released.</p>
<p>6. Annexure 6 – EGS and AIE</p> <p>(i) Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this? Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.</p>
<p>No.</p>
<p>(ii) Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO? Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.</p>
<p>Not available.</p>
<p>7. Annexure 7 – Children with special needs (CWSN)</p>

<p>(i) The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs? Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.</p>
<p>Not available.</p>
<p>(ii) Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended? Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.</p>
<p>Format not available.</p>
<p>9. Annexure 8 – National programme for education of girls at Elementary level (NPGEL)</p> <p>(i) Whether a district gender coordinator is in position? Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed? To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.</p>
<p>This programme not run in Delhi.</p>
<p>9. Annexure9-. List of Schools/EGS/AIE/SMC/VEC visited in each district is to be attached in each district report for both SSA and MDM tasks</p>
<p>No, AIE center run till 31 st January 2009.</p>

III. NEW DELHI DISTRICT

3.1	Name of the District Monitored:	New Delhi District
3.2	Total number of elementary schools / EGS / AIE Centers in the Districts	89
3.3	Number of elementary schools (primary and upper primary) / EGS / AIE Centers covered / monitored	14
3.4	Date of visit to the Districts/EGS/schools	November-December 2008
3.5	Tasks – Following data collected as per TOR 2008-2010	

A. Opening of New school in (2008-09)

(i)	What is the number of schools sanctioned in the current financial year in the state (including spill over) district wise and how many of them have been opened district wise?
	<p>Information is to be given in this box only. Similarly for all the items.</p> <ul style="list-style-type: none"> - 4 new schools sanctioned in the current financial year (2008-09); 2 schools in south west Delhi, 1 school west Delhi and in 1 school in North East Delhi districts. - 4 new schools sanctioned in the financial year (2007-08); 1 in East Delhi, 3 in Northwest Delhi <p>- No new primary upper primary schools were sanctioned in 2008-09.</p>
(ii)	Has the land for construction of the school been identified?
	NA
(iii)	Whether VEC/SMC etc. have received any funds for construction of the school
	NA

(iv)	Has the construction started and what is the stage of construction (foundation, lintel and roofing etc.)? - NA
(v)	Number of Teachers sanctioned for the new schools (including spillover) to be opened in the current financial year? Has sanctions been issued for these or not? District-wise information of the number of posts sanctioned and appointments made? NA
Vi	Have Teachers been put in position in new schools in District visited? NA
vii	In the schools visited by MI whether one-time grants of Rs. 10,000/- for Teaching and Learning equipments at primary level and Rs. 50,000 per school at upper primary level have been received by VEC/SMC? If yes, what items have been purchased for schools? NA
viii	Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant? NA

B. Civil works

i	What are the targets (including spillover) for construction of school buildings, additional classrooms, drinking water, toilets, BRCs/CRCs and other items like rain water harvesting etc. for the current financial year and what is the progress till the previous quarter?	Information is to be obtained from SPO along with district-wise break-up. SPO to furnish item-wise progress: completed works, works in progress and works not started. To be updated at the DPO for districts being visited by MI.
	During the current financial year, the SPO has got approval to construct an additional 12 classrooms (ACR) including 1 spillover DURC (BRC). It has completed 8 ACRs and 4 additional classrooms under progress. However DURC building land remains to be identified. This issue needs to be addressed on an urgent basis. These districts mostly school run by NDMC and all civil works are done by NDMC itself.	
ii	Sample check by MI, of civil works in a district, so that each category of civil works is covered in the samples to verify actual status by visiting the construction site and variance if any, between reporting and actual may be indicated.	To be checked on the spot with assistance of VEC/SMC and School Teachers.
	-Physical verification and sample check of civil works was done at sites during field visit. Quality of civil works of ACR, DURC buildings and toilets are reasonably satisfactory	

iii	Whether SMC/VEC has been trained by technical persons for execution of civil work?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	-Construction work has been entrusted to the State Government construction agency M/s Delhi State Industrial Infrastructure Development Corporation (DSI IDC). During field visits to sampled primary and upper primary schools the MI found the need for VKS members' participation in civil works monitoring and to provide them with technical training to monitor civil works in their respective areas.	
iv	Whether community manual for civil works has been prepared and is available with VEC/SMC?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	The State Government construction agency, M/s Delhi State Industrial Infrastructure Development Corporation (DSI IDC) is in charge. But manuals were not issued since there was no community participation in civil works.	
v	In the school buildings being constructed (new schools as well as building less schools), whether a ramp is being constructed?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	-Ramps has been constructed in additional classroom.	
vi	Is VEC/SMC keeping a separate account of funds and materials for construction?	By physical verification by the MI in respect of construction sites visited (sample as in (ii) above).
	-SPO transfers fund to State Government construction agency M/s Delhi State Industrial Infrastructure Development Corporation (DSI IDC). Further there was no community role in civil works construction.	
vii	Who is designated for Technical Supervision for civil works? What level (Block/District/Sub-District)?	To be obtained from the SPO/DPO and then verified on the field with VEC/SMC and School Teachers (sample as in (ii) above).
	DSI IDC civil engineer, civil works co-coordinator and SPO regularly supervised progress made at four levels viz, foundation, grid, beam, lintel and roof levels at construction site.	
viii	The number of times the technical person visited the construction site and guided the construction process? Did he visit at the foundation stage, lintel and roof stage?	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
	Supervision of construction is being done 3-4 times during construction period by DSI IDC's site engineer and state civil project coordinator.	
ix	If there any convergence with Swajaldhara and Total Sanitation Campaign (TSC) taking place in respect of drinking water facilities provided in the schools visited by MI? The quantum of funds utilised from Swajaldhara and TSC and SSA in the sites visited?	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).

	NA	
x	Whether construction of drinking water facilities in schools is being carried out by a specialized Agency or VEC/SMC? No	To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
xi	Is there any convergence with Total Sanitation Campaign (TSC) taking place in respect of toilet facilities in the schools? The quantum of funds available from TSC and SSA in the sites visited? NA	Status to be obtained from SPO updated at DPO in districts visited by MI. To be verified on the spot with assistance of VEC/SMC and School Teachers (sample as in (ii) above).
xii	What is MI's impression of quality construction in sites visited by MI? Quality of construction at visited sites varied from good to average. DSIIDC need to implement SSA civil works norms. Certain school Principals faced difficulties without permission for civil works and are even unaware of the purpose of civil works.	To be assessed on the spot. (sample as in (ii) above).
xiii	Is there a civil works in charge at SPO level? Is it an engineering person or other? What format & frequency does he maintain for reviewing progress of districts? What steps has been taken by SPO to ensure quality in civil works? Is there a third party evaluation? If so, please give details? -The civil works coordinator was experienced and had retired from Department of Education as Deputy Director. All civil works are controlled by SPO and no district level civil works coordinator had been appointed due to small size of the state. -SPO has engaged the faculty of Engineering and Technology, Aligarh Muslim University, for carrying out third party evaluation. The evaluation report had not yet been submitted at the time of writing this report.	Status to be obtained from SPO and to be verified from schools visited by MI.

C.Text Books

i	Total number of children (district-wise) to whom free textbooks are distributed in the State with a particular reference to SC/ST/Girls? Which category of children are receiving free textbooks from SSA funds and State Government funds? -All 17,499 students enrolled in the DOE, NDMC and aided primary schools received free textbooks from state and NDMC funds.	Information to be obtained from SPO and to be updated from DPO in respect of Districts visited by MI.
---	---	---

ii	When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect?	Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.
	<p>- The DOE and NDMC schools distributed textbooks from April to August 2008.</p> <p>Schools received cash amount for textbooks at the end of the academic year.</p> <p>Braille books were provided to blind students.</p>	
iii	Is there any delay in distribution of the textbooks (textbooks are to be distributed within one month of opening of the schools)? If there was delay, the reasons for the delay. Indicate the date of distribution and date of opening of schools in the district visited.	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for delay be verified at DPO and SPO by MI.
	<p>School Principals and Headmasters reported that the DBT must ensure adequate availability of textbooks, their timely disbursement and delivery in sufficient numbers of books before the beginning of the academic session i.e. 1st April of every year</p>	
iv	Whether free textbooks have been distributed for all subjects and for all classes and to all eligible children?	To be verified in the schools/EGS/AIE centres visited by MI. Reasons for non supply of textbooks, if any, for all subjects and all classes be verified at DPO and SPO by MI.
	YES	

D. School grants

i	Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant?	Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.
	<p>The UEEM has got an approval of PAB amount of Rs. 8.19 lakhs for 77 primary and 62 upper primary schools. The grants are to be released are Rs. 5000/ for primary and Rs.7000/-for upper primary schools for purchase of small items as per the school's needs</p>	
ii	Whether the DPO has released funds for school grants @ Rs. 2000/- per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant?	Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.

	<p>-SPO has released school grants during the current financial year in the 2nd week of August 2008 for primary, upper primary and aided schools. This grant for an amount of Rs.4,00,000/- and Rs. 9,17,000/- was released to the District Deputy Director of Education (DDE) for 80 primary and 131 upper primary schools under DOE. A grant of Rs. 546000/- was released to the Director of NDMC, for all 96 schools . The District authority has released a grant of Rs.5000/- pre primary school Rs. 7000/- for per upper primary school in accordance with grant utilization guidelines.</p>	
	Has the DPO made centralized purchases for schools out of the school grant? If so, for what purpose and what is the amount utilized?	Information to be obtained from DPO of districts visited by MI.
iii	<p>-NDMC has started released grants to schools on third week of January 2009. Similarly DDE office (Central and New Delhi) started released grants to schools in January and February 2009 along with grant utilization guidelines.</p>	
	The actual date of receiving school grants by school/VEC and the utilization of the grants. Whether there was any delay in receipt of grants?	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
iv	<p>During visits to the sampled schools we noticed that rare of the sampled NDMC schools received grants but DOE and aided schools did not received grant till 31st January 2008. Due to recurring delay in the release of funds at district schools were unable to make effective use of funds. We would like to suggest that funds be released at the commencement of the academic year along with distribution of textbooks.</p>	
	Utilization details (percentage of utilization and items) for the last year's school grants received by the school/VEC.	To be verified on the spot from the passbook and expenditure statement maintained by school/VEC.
v	<p>The Monitoring Team also found during field visits that the delay in the release of fund often resulted in the non-utilization of the same.</p>	

E. Teacher and Teachers' Training:

	Number of additional Teachers sanctioned district-wise under SSA in primary and upper primary schools and the number of Teachers in position therein?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	<p>-There is no need for recruitment of additional teachers under SSA in the district. The Selection Board for appointment of assistant teachers on contract basis is under process in the state as well as for SSA.</p>	

	What is the mode of recruitment of the teachers and the level/authority (DPO/VEC etc), which recruits the teachers? What is the procedure followed in the recruitment of teachers?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	NA	
	Nature of appointment of teachers i.e. whether it is a regular appointment or contract basis?	Information is to be obtained from SPO and to be updated in DPO in respect of districts visited by MI.
	NA	
	If VEC/Panchayat etc. is empowered to make decentralized recruitment of teachers whether such recruitment procedure have been laid down? What is the level of satisfaction amongst local community of such recruitment?	To be ascertained from DPO and VEC.
	NA	
	In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee?	Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.
	NA	
	How was the rapport between children and the teachers in the schools visited?	To be ascertained from the VEC and observed during the visit by MI.
	During the progress of teaching in classrooms by the MI representatives observed that the rapport between the teachers and their students was restricted to delivery content by teachers and only limited opportunity of question answer based interactions was provided by the teachers to their students.	
	The target number of teachers district-wise to be given in service training and the actual number of teachers given such training in State/district visited? Is there a training calendar for teachers training? What was the venue; the content and module for training, who prepared it? Who were the trainers? Who trained them? What was the supervision/monitoring system to check quality of these trainings? Is there a regular system of getting feedback from teachers?	To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.

	<p>A target to provide in-service training to 885 primary and 1080 upper primary teachers was approved for the current financial year at cost of Rs.29.48 lakhs and induction training of 102 teachers at the cost of Rs.3.6 lakhs. Following are the details of primary teacher's in-service training target and achievements till January 2009.</p> <p>-In-service training programme was provided under the guidance of SCERT and DIET. Teachers' training was organized in different centers. All DOE school-teachers training were organized in the months of May and June 2008. Primary school teachers of NDMC were engaged in preparing voters' list and they could not be imparted training. However these teachers were given training in the winter vacation of 2008. The module of training was 'Joyful Learning and Teaching' that included life skill education (YUVA). Training modules, CDs (YUVA SLP) and necessary stationery items were distributed among participants. As reported by participants during visits to the sampled schools, some resource persons were not up to the mark. They were unable to satisfactorily respond to queries of the participants. During our field visit, teachers were found to rarely use the CD (YUVA SLP) for classroom teaching purposes.</p> <p>-Training programme was generally supervised and monitored by SCERT and DIET officials. Teachers' training was not conducted at DURC and CRC level due to non-availability of adequate furniture, and training calendar was not implemented. DURC's and CRC were working in temporary office in DIET RK Puram where no basic facilities to work properly. SPO should need to be address such problems.</p>	
	<p>The target number of newly recruited teachers district-wise, to be given orientation training of 30 days and the actual number of teachers given such training, and venue of the training, for how many days and who were the Master Trainers? What was the monitoring done for ensuring quality of the training?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>
	<p>-Induction training of 102 newly recruited teachers were not done till 31st January 2009.</p>	
	<p>The target number of teachers district-wise to be given refresher training of 60 days and the actual number of teachers given such training. What was the mode of training (institutional or distance); venue of training? Module and content of training and who prepared it? Who were the trainers? What supervision/monitoring was done for the training? How many untrained teachers are still left to be covered in State (district visited? What is SPO's planning for it?</p>	<p>To be ascertained from the SPO and updated from the DPO in respect of the districts visited by the MI and to be verified from the teachers in schools visited by MI.</p>

	<p>-There were no untrained teachers recruited in the state, so no refresher training was required</p>	
	<p>The satisfaction level of training? Whether there are any areas, which the teacher would like to get trained?</p>	<p>To be ascertained from the teachers on the spot in respect of schools visited by MI.</p>
	<p>During visit to the sampled schools, teachers expressed the need for the content to be more practical rather than theoretical. Assistant and nursery teachers felt that their training should be more play-based.</p> <p>Aided school teachers felt that the district level training coordinators were not invited to participate in in-service trainings i.e. UPS level school.</p>	
	<p>The academic support given by BRC/CRC to the teachers, the frequency of such support:</p> <p>c. Please specify the role of BRC/CRC's in teacher training (in service/induction training for new recruits/training of untrained teachers)? What tasks are they responsible for? To what extent have they discharged that role? Is there a calendar for trainings and follow up programmes, available at BRC/CRC level and to what extent is this being followed? What are the specific topics on which BRC/CRC level follow up has been done in what mode(workshop/meetings/school visit – with teachers) and degree of effectiveness (as perceived by teachers and BRCC/CRCC)?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<p>-The SPO has appointed DURC (BRC) and CRC but they do not provide academic support at school level to the teachers. They have good exposure in academics but their roles are not extended to include academic support and follow up programmes in school.</p>	
	<p>b.What is the expected number of school visits to be made by BRC/CRC in State and in the districts visited? Is it being followed?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
	<p>- No visits made for academic support but are mostly involved in DISE or QMT, qualitative data collection and other information related to SSA. Sampled Schools teachers are not aware role of DURC and CRC.</p>	

<p>c.What are the BRCC's and CRCC's doing during these visits? Check their reports? How much of it relates to pedagogic improvement issues and how much on "administrative" matters? Are they conducting model lessons in classrooms themselves, are they helping teachers to teach certain difficult topics better? Do they conduct random tests for children's learning? Any other aspect or innovative steps taken by BRCC's /CRCC's to improve teacher performance and children's learning?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
<p>- NA since no visits for this purpose is made.</p>	
<p>d.Is the DIET interacting, with BRC/CRCs and what is their role in capacity building; academic supervision and guidance; action research and monitoring of BRC/CRCs?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
<p>DIET interacting with BRC/CRCs providing guidance in community leader training, capacity building, and action research monitoring of BRC/CRCs.</p>	
<p>e.Are the BRC/CRCs extending their academic support to EGS/AIE centres/courses in their area? If so how and in what manner? If not, why?</p>	<p>To be ascertained from BRC/CRC (atleast 5 each) and the teachers on the spot in respect of schools/EGS centres visited by MI.</p>
<p>- NO. AIE centers do not function in Delhi.</p>	
<p>Does the SPO have a Quality Coordinator? What is their role? Do they have a system and format to review district wise programmes? What is the frequency? What is the arrangement for coordination with SCERT and DIETs?</p>	<p>To be ascertained from SPO.</p>
<p>SPO has no independent quality coordinator</p>	

F.TLM Grants:

<p>i</p>	<p>The total number of teachers eligible to receive TLM grants, district-wise and the details of grants released to the districts?</p>	<p>Information to be obtained from SPO and updated by DPO in respect of the districts to be visited by MI.</p>
	<p>This year the TLM grant was approved for Rs. 9.825 for 885 primary and 1080 upper primary teachers in the district. However the SPO has decided to provide YUVA, SLP modules to all primary and upper primary teachers. During field visit, HOS reported that SLP YUVA books were not yet received by teachers.</p>	
<p>ii</p>	<p>The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO?</p>	<p>Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.</p>
	<p>NA</p>	

iii	The date of receipt of TLM grant by the teacher and details of its utilization? Whether the TLM materials are displayed in the classrooms or kept separately? Nature of TLM's and whether children using them as well or not? Are there any good examples? If so the name of teachers and nature of use of his/her TLM be described in enclosures? Have the teachers received any training on TLM development and use? If so, when? Duration? Venue? Who were the trainers? Was there cross sharing and demonstration of good practices amongst teachers done?	information to be verified on the spot in respect of schools visited by MI.
	NA	

G. Alternative Innovative Education (AIE), RBC and NRBC.

I	What is the number of EGS/AIE centres/NRBC/RBC/school camps, category wise sanctions and started? The number of such centres which were continued from previous years may be shown separately. The information be provided district-wise? (The category wise information on each type of intervention for out of school children may be given as per the nomenclature followed by the State).	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by the MI.
	The SPO has engaged the NGO <i>Butterflies</i> for operating mobile buses for out-of-school children at four points i.e. Hanuman Mandir (Connaught Place) and Saibaba temple at Lodhi Road for two hours daily, from Monday to Friday	
II	The target number of children and number of children actually enrolled in the centres category wise, district-wise?	Information is to be obtained from SPO and updated from the DPO in respect of the district visited by MI.
	The state has a target of 50 students to be covered by mobile schools and 61 under NRBC (AIE).	
III	The number of children enrolled and actually attending the centre?	To be verified on the spot in respect of the centre visited by MI. The MI will visit all categories of such centres in a district on sample basis.
	NA	
IV	The number of EVs working in a district and the number of EVs trained. Kind of training given to them indicating the duration of training and by whom (DIET/BRC/CRC/NGO)? Brief description of the modules used? Are they appropriate? What is the EVs feedback on the training?	Information to be obtained from DPO and to be verified from the EVs of the centres visited by MI.
	NA	
V	Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this?	Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.
	NA	
VI	The educational qualification of the EVs, the training received by him and whether he is receiving any academic support if so of what nature?	Information to be obtained from the EVs during the field visits to EGS/AIE centres/courses by MI.
	NA	

VII	The amount of monthly honorarium received by the EV. Whether this is paid in cash or by Bank A/c? whether there is any delay in payment of monthly honorarium? From whom (VEC/BEO/School Teacher) it is received? The date on which the honorarium for the last month was received?	Information to be obtained from the EVs during field visits by MI.
	NA	
VIII	Whether EV is regular in his attendance?	To be ascertained from VEC during field visits by MI.
	NA	
IX	Whether there is any designated District Coordinator for EGS/AIE in the district visited by MI? Whether that Coordinator has been oriented? Has the person received any capacity building training conducted by SPO?	Information to be obtained from DPO and from the Coordinators of the districts visited by MI.
	NA	
X	Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO?	Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.
	NA	
XI	Number of EGS/AIE centres (including spillovers) targeted to be upgraded, district-wise during the current financial year? What is the achievement so far?	Information to be obtained from SPO and updated from DPO in respect of the districts visited by MI.
	NA	
XII	Whether SPO has issued necessary instructions to the DPOs with reference to upgradation of EGS centres to primary schools, and whether funds have been released for the same?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	NA	
XIII	The number of EGS centres actually upgraded in the district and the details of funds transferred to VEC and the details of instructions issued by DPO in this respect?	Information to be obtained from SPO office and updated from DPO office in respect of the districts visited by MI.
	NA	
XIV	Whether the actual upgradation of EGS centre has taken place?	To be verified on the spot with the assistance of VECs, during field visits of MI.
	NA	
XV	Has the land for construction of the upgraded primary school (from EGS) been identified?	Information to be obtained from DPO and to be verified on the spot with the assistance of VEC/SMC and school Teacher during field visit by MI.
	NA	
XVI	Whether VEC/SMC etc. have received any funds for construction of schools?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	NA	
XVII	Has the construction started and what is the stage of construction (foundation, lintel and roofing)?	To be verified on the spot with assistance of VEC/SMC and school Teachers during field visit by MI.
	NA	
XVIII	Number of Teachers sanctioned for the new upgraded (from EGS) primary school? Have Teachers been put in position in this new school? Are the Teachers in position?	Information to be obtained from SPO and verified at DPO. Also to be checked at school level from VEC etc., during field visit by MI.
	NA	

XIX	The number of children actually mainstreamed from EGS/AIE centres/courses? During the last academic year. Whether the mainstreaming has been done in private school/Govt. aided school/Govt. School? Difficulties, if any, experienced in mainstreaming of students?	Information to be obtained from SPO/DPO. To be verified from the EV/VEC and if the child is in the nearby school this could be verified from the child/parents during field visit of MI.
	NA	
XX	What is the infrastructure available in the EGS/AIE centres, such as durries, blackboard, books, TLMs etc?	To be ascertained and observed during the Field visit with the assistance of VEC/EV by MI.
	NA	
XXI	Whether Mid-day Meal is being supplied to the children in EGS/AIE centres?	To be ascertained during the Field visit with the assistance of VEC/EV by MI.
	NA	
XXII	The number of children enrolled and actually present in the EGS/AIE centre/courses, on the date of visit of MI? Gender-wise details be given?	To be ascertained and observed during the Field visit with the assistance of VEC/EV, by MI.
	NA	
XXIII	The achievement level of children studying in EGS/AIE facilities?	Assessment to be undertaken during Field visit by MI.
	NA	
XXIV	The rapport of the EV with the children?	Observations during Field visit, by MI.
	NA	
XXV	Whether EGS/AIE centres are using the school textbooks or/and any other materials? If latter, please specify the details of those learning materials? If textbooks, whether the children have received free textbooks in all subjects taught to them? Whether there was any delay in supply of books (books should be supplied within a week of starting of the centre) and reasons for delay?	To be ascertained from SPO/DPO and verified during the Field visit with the assistance of VEC/EV, by MI.
	NA	

H.Children with special needs (CWSN)

(i)	The number of CWSN children identified, district-wise, and the number of children enrolled during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI.
	<p>As per the information supplied by DDE (IED) this year, 950 children were identified and enrolled in districts.</p> <p>During field visits to the district and zonal schools it was observed that there was a need to strengthen coordination among other state agencies i.e. NDMC and improve identification of children and their enrolment. Some of the school HOS did not pay attention to this issue and parents were not aware of this scheme due to lack of information. Medical assessment camps and aid and appliance camps should be completed in November and December every year rather than in February and April when examinations are conducted. Assessment camp should be held in different parts of the district at CRC Level.</p>	

(ii) (a)	The number of children who have been provided with aids and appliances, district-wise, during the current financial year.	Information to be obtained from the SPO and to be updated by DPO in respect of the districts visited by MI and verified with sample checks during field visits.
	Assessment camps were organized in the 2 nd week of February 2009 at district level. The number of beneficiaries for aids and appliances will be provided after recommendation of experts in the assessment camps.	
(ii) (b)	Whether there are any difficulties in getting and utilizing the aids and appliances.	Information to be obtained from SPO/DPO.
	NA	
(iii)	The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs?	Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
	50 Contractual IE teachers would be appointed and deployed in the districts. One IED coordinator (Special educator) is working in each District. The district IED coordinator has attended the orientation at the state level workshop.	
(iv) (a)	Whether the district has an IED coordinator? whether he has been oriented and whether he has attended any capacity building programme at the State level?	Information to be obtained from DPO of districts visited by MI.
	IED coordinator has attended national workshops organized by MHRD, NCERT, SCERT and NGO	
(iv) (b)	Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended?	Information to be obtained from DPO/District IED in charge/Coordinator. Copy of the format to be obtained and enclosed with a report of MI.
	-The SPO has prescribed a monitoring format that is being used for furnishing information concerning IED to the SPO. IED coordinator has attended national workshops organized by MHRD, NCERT, SCERT and NGO.	
(v)	How many schools have been provided with ramps?	Information to be obtained from DPO and to be verified in the schools visited by MI with the assistance of VEC/Teachers.
	-As per information supplied by DDE (IED), data is being complied and will be provided shortly.	
(vi)	How many children have been provided home based support during the current financial year?	Information to be obtained from SPO/DPO and one or two sample checks be done by MI.
	NA	
(vii)	How many parents have been given counseling during the current financial year?	Information to be obtained from SPO/DPO and to be verified during field visit by MI, with help from VECs/school teachers.

	As per the data supplied by IED coordinator, 2824 parental counseling camps were organized during April 2008. A 2-day parental counseling camp during February and March 2009 was proposed for the parents of out-of-school CWSN children.	
(viii)	The number of CWSN children stated to be enrolled and actually present in the schools/EGS centres visited by MI?	Information to be verified on the spot with the assistance of VEC/Teachers.
	950 children were identified and enrolled in districts.	

**I. National programme for Education of Girls at elementary level (NPEGEL):
This programme does not exist in UEEM, Delhi.**

(i)	The number of clusters targeted district-wise, and the number of model cluster schools actually made functional during the current financial year?	Information to be obtained from SPO and to be updated from the DPO. Spot verifications be done in sample of EBB by MI.
	NA	
(ii)	The target number of additional classrooms, drinking water, toilet and electrification etc. sanctioned in model clusters, during the current financial year and the present status of construction etc?	Information to be obtained from SPO and to be updated from the DPO of the district visited by MI. The State should provide information item-wise progress such as completed, work in progress and works not started. Sample spot verification be done by MI with help of local VEC and women's groups.
	NA	
(iii)	Whether model clusters in the districts have been provided with gender sensitize teaching learning materials, vocational training, bridge courses, gender sensitization to teachers and additional efforts to mobilize community and women's groups in favour of girls education?	Information to be obtained from the SPO to be updated from DPO. The actual implementation to be verified in respect of MCS visited by MI in schools and local community.
	NA	
(iv)	Whether funds have been released for NPEGEL programme in time and district-wise quantum of funds and date of release of funds?	Information to be obtained from the SPO to be updated from DPO visited by MI.
	NA	
(v)	c. Whether a district gender coordinator is in position? d. Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed?	To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
	NA	
(vi)	The number of ECCE centers operational under Innovation Head funds (Rs. 15 lakhs for girls education) and/or NPEGEL, district-wise?	Information to be obtained from the SPO to be updated at DPO level. The actual implementation to be verified in field visits by MI.
	NA	
(vii)	Whether the State has prescribed any monitoring format for this activity and the frequency with which the information is furnished to SPO?	Information to be obtained from SPO/ DPO. Copy of the format to be obtained and enclosed with a report of MI. Sample check by MI in the field visit.

	NA
--	----

J. Kasturba Gandhi Bikash Vidyalaya (KGBV):
This programme does not exist in UEEM, Delhi.

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

K. District Information System for Education (DISE)

(i)	Whether EMIS set up in each district of the State/UT and whether requisite computers and computer operators have been put in position?	Information to be obtained from the SPO and to be updated from DPO of the district visited by MI.
	-EMIS has been set up in the state and the requisite numbers of computers have been installed with a computer operator and internet facility. However the district level EMIS are not operational	
(ii)	What is the time schedule drawn up by the State/UT for DISE/EMIS for the current year?	To be obtained from SPO and cross checked in districts whether they have received such instructions and are adhering to it. If not, give reasons for delay/deviation. To be checked from districts visited by MI
	A time schedule has been drawn by the SPO for DISE data collection. As per DISE coordinator, completed data formats were expected to be completed by 10 February 2009. Generally Directorate of Education (DOE) schools submit them online on time but Municipal Corporation schools and Aided schools do not have internet facility and hence could not submit DISE format on tim	

	Whether data capture format have been supplied to all schools latest by August?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
(iii)	-DISE data capture format were expected to be handed over to all schools latest by August 2008 but NUEPA has made changes in DISE format and the SPO got the DISE data format uploaded on the website www.edudel.nic.in in January 2009. However NDMC school HOS rarely check this web site for filling up of DISE formats.	
	Whether any training has been imparted to the teachers for filling up data in the data capture format? If so when, duration where was the training held?	Information to be obtained from DPO and to be verified from teachers of the schools visited by MI.
(iv)	-During visits to the sampled schools, the heads of school (HOS) reported that teachers require DISE data filling training. DURC and CRC have been trained in filling up these formats.	
	Whether CRC/BRC coordinators have been given task of verifying 5% of the data collected? Have they been oriented/trained for this? If so when? How are they discharging this responsibility? Has the SPO also engaged independent/third party to verify the data? If so, please give details, including findings. ?	Information to be obtained from SPO/DPO and cross checked during the Field visit by MI to BRCs/CRCs and schools.
(v)	<p>- SPO had reported that DURC/CRC has been given the task of verifying 5% of the data collected and for that they have been given orientations. During visits to the sampled schools we noticed that CRC has collected DISE data from NDMC and aided schools for the year 2007-08. The DURC and CRC posts are not recognized by HOS/Teachers. However CRC and DURC have made a good effort to collect and fill DISE and QMT formats. DURC has reported that all CRCs verify the formats submitted to them and put their signatures on them before their submission to the higher level.</p> <p>- SPO has not engaged independent agencies to verify 5% of DISE data, 2007-08.</p>	
	Whether the data collected and compiled by the DPO was passed on to the State well in time i.e. by November?	Information to be obtained from DPO and SPO.
(vi)	- No complete data collected. NDMC school headmasters did not submit DISE data on time	
	Is there an MIS in charge at State level? Is he fully conversant with needs of SSA in MIS? How many workshops/trainings has he attended in GOI/NIEPA?	Information to be obtained from SPO.
(vii)	-The MIS in charge at the state level is well experienced and had recently taken charge of MIS. But he has not attended National Level workshop organized by MIS unit of NUEPA at New Delhi for the purpose.	

L. Research and Evaluation:

(i)	The number of Research to be undertaken during the current financial year district-wise and the actual number of research sanctioned.	Information to be obtained from the SPO and to be updated from the DPO.
	- 24 studies to be completed by 31st March	
(ii)	The number of studies sanctioned in the previous calendar year and the number of them completed.	Information to be obtained from the SPO and to be updated from the DPO.
	- There were 18 Studies /activities sanctioned under REMS in 2007-08. Some of the studies were completed in 2008.	
(iii)	Is there a Research/Evaluation in-charge at SPO level? What is the person's role? What is the system of coordination on research issues both SCERT/SIEMAT/DIETs etc? What is the mechanism for sanction of research proposals and projects? Is there a State Level Committee for the purpose? Is there a prescribed contract format for commissioning of research?	Information to be obtained from SPO.
	At SPO level, only one officer is in charge of research and evaluation. His role is to get research issues identified and studied from within SSA setup. Coordination of research issues had been done with the SCERT and DIET. SPO has a state- level Executive Committee that evaluates proposals and its Executive Committee Chairperson sanctions the research and other activities' proposals. The State has developed a specific format for commissioning research and other activities. There is no involvement of a third party agency or independent body in research activities.	

M. Functioning of Vidyalaya Kalyan Samitis: (VKS)/ Vidyalaya education committee: (VEC)

(i)	The total number of village/school level/ management committees constituted, district-wise?	Information to be obtained from the SPO and to be updated by the DPO.
	- No VKS/VECs constituted in NDMC schools Only PTAs are constituted	
(ii)	A copy of the guidelines on delegation of powers to VEC/SMC and whether these guidelines is available with the VEC?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	NA	
(iii)	Guidelines given on adequate representation to women in VEC/SMC? The actual number of women associated in the VEC of the school visited by MI?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.

	NA	
(iv)	The frequency of meeting of VEC as per the guidelines and the actual dates of meeting of the committee during the six months preceding the visit of MI? The total number of members of VEC and how many are attending the meeting regularly? Whether women and SC/ST members of these Bodies participate regularly in the meeting?	Information to be obtained from VEC and verified on the basis of records, in villages/schools visited by MI.
	During field visits to sample schools, MI found that registers for VKS meetings called by School Principal/ HOS were not maintained as per guidelines. A perusal of minutes of VKS meetings suggested that sixty to seventy percent members often attend VKS meetings. VKS not constituted in NDMC schools, However, PTA constituted and their role are restricted at academic level.	
(v)	Whether members of the VEC have been oriented and the percentage of the members oriented? When these trainings were held? Who conducted the trainings? What is the VECs perception of the trainings?	Information to be collected from the SPO/DPO and to be verified from the VEC/SMC during the Field visit by MI.
	<p>- PTA members are given training about their roles and responsibilities. They are oriented with information about SSA, RTI, SLP and role of VKS members. The targeted number of PTA members was 578 for a two- day orientation programme this year. Out of 578, districts have oriented 43 % or 250 PTA members till 31st March, 2009.</p> <p>-These trainings were organized by DURC, CRC at school level. During field visit MI observed that certain school Principals did not cooperate in organizing PTA meetings and did not even inform PTA members about such orientation meetings. The participation of PTA members particularly women was higher than male participants.</p>	
(vi)	The contribution made by VEC in improving the environment of the school, enrolment and attendance of teachers and students?	Information to be obtained from VEC and verified on the basis of records by MI during field visits.
	- All PTA members do not visit schools regularly. Some of them take active interest and visit schools during the school hours.	
(vii)	Whether VEC is maintaining proper record of funds received by them.	Information to be obtained on scrutiny of records of VEC and to be cross-checked with DPO.
	-PTA members have no role in maintenance of funds. All Civil works are done by NDMC civil department and only School grants, maintenance grants are received by the School Principal. One serious issue noted was the HOS's attempt to avoid showing expenditure reports minute books.	

(viii)	Is there any programme officer in-charge for Community mobilization/participation at SPO level? Is the person aware of his/her role? What types of monitoring or capacity building is done?	Information to be obtained at SPO level. See formats and record of SPO
	<p>-What types of monitoring or capacity building is done?</p> <p>At SPO, one programme officer is in-charge of the community mobilization and he is fully aware of his role and responsibility.</p>	

N. Staffing at State and District level:

(i)	The total number of staff sanctioned category wise in the State office under SSA and the number in position and action taken to fill up the vacancies? Are there specific Programme Coordinators for Quality/Pedagogy/Training; Gender and Girls education; Civil Works; Inclusive Education; EGS/AIE interventions; Financial Management; Research Evaluation; MIS; Planning; and Community Mobilization/ participation? In smaller states how many functional areas have been given to each Programme Coordinator? Are all Programme Coordinators oriented and knowledgeable about their tasks?	Information to be obtained from SPO.
	<p>- Total number of posts sanctioned - 143; In position: 128;</p> <p>- No full-time coordinators for Quality/Pedagogy/Training and Research Evaluation.</p> <p>Programme Coordinators are oriented and knowledgeable about their tasks</p>	
(ii)	The number of meetings of the General Body and EC held during the previous financial year?	Information to be obtained from SPO and verified from their records.
	<p>- The general body and executive council meetings of the society (UEEM) are held as per norms.</p>	
(iii)	The total number of staff sanctioned category wise in the district office and the number in position and action taken to fill up the vacancies?	Information to be obtained from SPO and verified at DPO level in districts visited by MI.
	<p>- There was no sanctioned staff at the district level. However DURC and CRC have a full-fledged IED coordinator working at the district level.</p> <p>- One ADC is being positioned on a part-time basis.</p> <p>District level shortage of staff is certainly not a good sign for performance. It is adversely affecting the efficiency of the staff in position.</p>	
(iv)	The number of BRCs/CRCs sanctioned? Staffing position and action taken to fill vacancies?	Information to be obtained from SPO/DPO and to be verified in respect of BRCs/CRCs visited by MI.

	- 2 DURC and 5 CRC posts are sanctioned. - No vacancies.	
(v)	Does SPO have clearly laid down rules/regulations for filling up posts of SSA?	To be verified at SPO through checking of records.
	The SPO has laid down rules/regulations for filling up the SSA position at all levels and these are being adhered to while recruiting people for these posts	

O. Outreach of primary/ upper primary Education facilities to SC, ST, Minority groups & Girls:

<p>SC/ST: activities pertaining to SCs and STs are under progress.</p> <p>Girls: SPO has taken initiatives to provide Meena materials and additional classes for weak girl students</p>

P. Additional Items Checked by the Monitoring Team during Field Visit:

	The number of days the school functioned during the last academic year?	Information to be obtained from the School records.
(i)	During field visits, some schools reported that the number of working days was 202 in a year while there were 212 working day in the academic year.	
	Whether the school has clean environment, good buildings, playgrounds, good classrooms with proper flooring, roof and windows? Whether the classrooms have proper lighting?	Information to be recorded on the basis of observation.
(ii)	<p>- The school environment was clean and good in primary schools and pay attention to improve classroom-teaching environment.</p> <p>- certain school classrooms had a tin and asbestos roof that put the children in great discomfort. Even the teachers reported that they found it inconvenient to teach in such rooms especially during periods of extreme heat during summer in primary and upper primary schools. However NDMC schools building are relatively good.</p> <p>- The sanitary conditions were satisfactory. However, certain primary and upper primary School do not have separate girls' toilet. The situation is relatively better in the DOE and NDMC schools.</p> <p>All sampled schools have tap water facility from Delhi Jal Board. Some primary schools arranged for water tankers in the school but in some schools drinking water facility was of concern.</p>	
(iii)	Whether the classes have proper sitting arrangement for children, a black board, TLM materials?	Information to be recorded on the basis of observation.

	- Sampled schools had inadequate desks and benches. However, the condition of black boards in all classrooms was satisfactory.	
(iv)	Whether health camp facility was made available to the children during the previous six months?	Information to be recorded on the basis of school records.
	- Sampled schools have not organized health check-up camps in the last six months. Children do not have health cards. NDMC schools children's health checkup made by NDMC health department however it was made once in a year. However, aided schools have not made health check-up camps.	
(v)	Whether the school has adequate play material for the children? Is it used?	Information to be recorded on the basis of observation.
	- Most schools have no proper play ground and the primary schools do not have adequate play material for the children. - In schools where these materials are available, teachers do not allow the children to use them	
(vii)	If there is low attendance the reasons for the same?	Information to be obtained from the teachers/VEC.
	NO	
(viii)	Steps taken to promote attendance by the school and by the VEC/SMC/PTA etc?	Information to be obtained from the teachers and VECs etc.
	- Informing parents of frequently absent children.	
(ix)	What is the present process of assessing the achievement level of students?	Information to be recorded on the basis of school records.
	- Schools have weekly unit tests and terminal tests twice a year and one final/AnnualTest.. These tests have helped in improving achievement levels of students. There are a total of five tests for each subject during the session. Marks allotted in each subject are a total of 100 (20 questions carrying 5 marks each) in each subject during the session.	
(x)	Whether continuous and comprehensive evaluation and grading system has been introduced for students?	Information to be recorded on the basis of school records.
	- All sampled upper primary schools conducted unit tests and continuous comprehensive evaluation and grading system for assessing students. Some school Principals felt the need to identify low achieving children at primary and upper primary level through previous year's performance and give them remedial support. Identification of high-risk students at primary and upper primary level and appointing Psychological counselors at CRC level were also required. It was notice during field visit NDMC upper primary schools not conducted CCEP tests. They only conducted weekly unit test, terminal test and Annual examination.	
(xi)	The achievement level of children.	Assessment to be undertaken by the MI on the day of visit.

	<p>- Satisfactory – 35% Average – 40%; Below average – 25%;</p> <p>- In certain aided Schools, Sarvodya Girls’ Vidyalaya, co-ed schools and Navyug Schools the achievement level was quite satisfactory. However in certain sampled Govt. boys’ schools, Sarvodya Bal Vidyalayas there is still much scope for further improvement.</p>	
(xii)	The rapport of the children with the teachers?	Assessment on the basis of observation by MI.
	<p>- Rapport between the teachers and their students was restricted to delivery of content by teachers and only a limited opportunity of question answer based interactions was provided to their students.</p>	
(xiii)	Whether the school has under age or over age children if so, their number and percentage?	Information to be recorded on the basis of school records and observations.
	<p>- In all sampled schools especially in slums, JJ colonies and minority areas, schools have over-age children. This was particularly so in case of the girls’ schools than boys’ schools. We can perhaps attribute this to parents’ attitudes of parents towards girl’s education.</p>	
(xiv)	The number of children who have dropped out of the school during the previous six months. Whether they are continuing their studies in any private schools?	To be ascertained from teachers/VEC schools records.
	<p>- Though the dropout rates were reported in certain schools, the details of the same were not available. Figures were not maintained by schools.</p>	
(xv)	The number of children who have been retained in the same class from the previous academic year and their percentage grade wise?	Information to be obtained on the basis of school records and discussion with teachers.
	<p>The state has implemented a no-detention policy in primary to upper primary schools. Children have not been detained in same class. Students have been promoted on the basis of 75% attendance in the academic ye</p>	

Table: No. of Children Enrolled and present in Schools

Clas s	Boys Enrollme nt	Boys presen t on Day of visit	Percent of boys attenda nce	Girls enrollm ent	Girls presen t on Day of visit	Percent of girls attendan ce	Total Enrollme nt
1 st to 5th	1612	1193	74%	2090	1505	72%	3702
6 th to 8th	404	291	72%	806	605%	75.01%	1210
Total	2016	1732	71.46%	2896	2402	73.40%	4912

On the day of the MI's visit day 74% of attendance of boys in primary school and 72% in upper primary Schools and 72% of girls' attendance in primary and 75.01% in upper primary levels were reported. It is an important indicator for assessing students' overall performance and also the achievement of UEE Mission of the state.

Q.Any other issues relevant to SSA implementation

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

1. Maintenance grant: The UEEM got an approval for a PAB 7.725 lakhs for 103 primary and upper primary schools buildings. This is to be used for release of grants @ Rs.7500/ for primary and upper primary schools for maintenance of school needs.

- SPO has released school grants for the current financial year in the 2nd week of August 2008 for primary, upper primary and aided schools. A grant of Rs.5,02,500/- was released to the District Deputy Director, Education (DDE) for 10 New Delhi districts and 57 central district primary and upper primary school buildings. Another grant of Rs. 697500/- was released to the NDMC Director of Education for all 93 school buildings. The district authority has released a grant of Rs.7500/-per school along with grant utilization guidelines. During field visit of MI in sampled NDMC schools HOS reported that no need of maintenance grant because all building and other maintenance work done by NDMC civil department.

- During visits to the sampled schools we noticed that rare of sampled NDMC, DOE schools received grants. Due to recurring delay in the release of funds at district and schools were unable to make effective use of funds. We would like to suggest that funds be released at the commencement of the academic year along with distribution of textbooks.

- The Monitoring Team also found during field visits that the delay in the release of fund often resulted in the non-utilization of the same.

2.Early Childhood Care Education (ECCE) centers:

The state has in operation, two ECCE centers in this district. During field visits MI found that SKV Kitchener road's EECE Centre had soft toys, music player and other materials provided by EdCil are also available in centre. However there are only 12 Children enrolled as the centre started functioning late. The children received regular Mid Day meals. Education department has provided uniform, shoes and socks to the children. **NDMC run pre-primary schools have been given play way materials, uniforms, jerseys, shoes and socks.**

3. Computer aided learning:

The CAL has the potential to be used as a tool for the students & the teachers to make the teaching-learning process more effective. The teachers can make good use of this tool by using this as an effective aid for teaching. Under CAL programme UEEM has developed multimedia labs comprising of a 29" color TV, Cordless keyboard, hard disk, mouse, TV stand, and Computer. During field visits of sample schools MI has observed that children are yet to receive such benefits for an interactive learning system.

During visits to the NP Sr.Sec. School, Babu Dham and SKV schools in Jor Bagh, HOS reported that CAL set have not been installed in the classrooms by the supplier. They are even unaware of the purpose of CAL. It was supplied to the school in August 2008 but no one has responded to this concern.

Children should be provided access to systems with content on the difficult topics to fulfill the objectives of the intervention. Teacher training is an important & basic activity for this programme as the teachers play major role on effective delivery of the content during the classroom transaction process & best use of the e-teaching learning materials. Certain sample schools show the children films through CAL.

4. Building as Learning Aid (BALA):

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 school buildings will be suitably developed with architectural designs in such a way that the building itself act as a learning aid. DOE schools have implemented BALA initiative in all schools to promote a learner-friendly school environment.

(r) List of enclosure to be attached along with the above report (Please see the TOR 2008-2010 in which we have requested all the MIs to include some of the circulars , copies of the guidelines etc is to be included in the MI's report)

Please include all the Annexure 1 to annexure 1 to 8

1. Annexure 1 – for the function area of Opening of Schools (both Primary and Upper Primary)

Whether any guidelines have been issued either by SPO and or DPO for the items to be provided for the new school under this grant? Copy of the circular /orders to be obtained from SPO and DPO. A copy of the instructions be enclosed along with MI report.

Not available.
<p>2. Annexure 2 – Text Books</p> <p>When were the textbooks actually received and distributed in the district? Any instruction/circulars received from the SPO office in this respect? Information is to be obtained from DPO of district visited by MI. A copy of the circular/ instructions issued by SPO to DPO in this respect be enclosed along with the Monitoring Report.</p>
No.
<p>3. Annexure 3 – School Grant</p> <p>(i) Total number of schools district-wise in primary and upper primary to whom school grants are approved for the current financial year? Have these funds released to the districts, if so when (the school grants are to be received by the school within two months of opening)? Whether any guidelines have been issued to the schools on how to utilize this grant? Information to be obtained from SPO office and to be updated from the DPO in districts visited by MI. A copy of the guidelines is to be enclosed with the Monitoring Report.</p>
Enclosed copy of guideline.
<p>(ii) Whether the DPO has released funds for school grants @ Rs. 5000/- for primary and 7000/- upper primary per school to the school/VEC/SMC accounts, if so when? The number of schools to whom releases have been made? Has DPO circulated guidelines to the school level for utilization of the school grant? Information to be obtained from DPO in district visited by MI and to be verified in schools visited by MI. A copy of the guidelines is to be enclosed in the Monitoring Report.</p>
Enclosed copy of guideline.
<p>4. Annexure 4 – Teacher Training</p> <p>In respect of the schools visited by MI, the number of teachers sanctioned for the schools, the number of teachers in position, the number of teachers present in the school on the day of visit, the names of the teachers absent on the day of visit. Whether any teacher is a habitual absentee? Information to be obtained from the school and from the VEC. The list of the names of teachers absent and those who are habitually absent must be given in the report.</p>
No.
<p>5. Annexure 5 – Teaching Learning Material (TLM) grants</p> <p>The date of release of TLM grant from DPO and the number of teachers covered? Whether any Instructions have been issued in respect of utilization TLM grants by DPO/SPO? Information to be obtained from DPO and to be verified in schools visited by MI. A copy of the instructions be enclosed with the report.</p>
Not released.
<p>6. Annexure 6 – EGS and AIE</p> <p>(i) Whether the EVs are given academic support by the BRC/CRC regularly. The frequency of such academic support be ascertained. Whether any instruction have been issued by DPO on this? Information to be obtained from DPO/BRC/CRC and to be verified from the EVs of the centres visited by MI. Copy of the instructions to be enclosed with the report.</p>
No.
<p>(ii) Is there any monitoring format available with DPO on which SPO takes information regarding EGS/AIE centres operating in the district? The frequency with which the information is furnished to the SPO? Information to be obtained from DPO and District Coordinator for EGS/AIE by MI in districts visited. Copy of the format to be obtained and enclosed with the report of the MI.</p>

Not available.
7. Annexure 7 – Children with special needs (CWSN) (i) The number of resource teachers identified in the districts? The list of NGOs associated with CWSN in the district? The details of guidelines issued for the resource teachers/NGOs? Information to be obtained from SPO/DPO. List of NGOs and copies of guidelines to be attached with the report of MI. Sample checks be done during field visits by MI to ascertain the tasks being done by Resource Teachers/NGOs for CWSN.
Not available.
(ii) Whether the State has prescribed any monitoring format and the frequency with which the information is furnished to SPO? Is there an IE Coordinator of SPO? How knowledgeable is he or she in this area? How many trainings and workshops has she/he attended? Information to be obtained from DPO/District IED in charge/ Coordinator. Copy of the format to be obtained and enclosed with a report of MI.
Format not available.
10. Annexure 8 – National programme for education of girls at Elementary level (NPGEL) (i) Whether a district gender coordinator is in position? Whether a monitoring system to check progress in girls education interventions, has been developed in State SSA programme and with what periodicity is it reviewed? To be ascertained from DPO with District Gender Coordinator. A copy of monitoring format be enclosed in Report. Information to be taken from SPO.
This programme not run in Delhi.
9. Annexure 9-. List of Schools/EGS/AIE/SMC/VEC visited in each district is to be attached in each district report for both SSA and MDM tasks
Salam balak trust and butter flies NGO run Mobile school.

IV. Key Observations:

- The SSA and its supplementary scheme like KGBV were being implemented in the state during the first six months of the year 2008-09 in North East districts. The UEEM played a proactive role and resolved to achieve the target of universal elementary education by the end of SSA period. It seeks to reduce out-of-school children and drop-outs.
- However there is much is to be done in terms of bringing all the out-of-school children (including urban deprived, minority, SC, ST and girls) to schools and retaining them. The quality of in-service programmes and delivery of teaching training modules needs more attention. Teachers' attitudes towards implementing ideas and skills acquired during trainings also need to be used in classroom teaching.
- CWSN need to be given more attention in terms of strengthening it and diversifying its activities.
- It was observed that the Andh Mahavidyalaya (residential school) at Panchkuian Road is extremely congested with students ranging from 6 year olds to 50 year olds. There is a need for additional classrooms and dorms. It can be suggested that the school be relocated to a better area with more infrastructural provisions.
- Staffing at district level also need to be completed at least up for the sanctioned posts for better monitoring and supervision of all aspects of SSA implementation. Transfer of SSA funds and its availability to the end-users and schools is slow in districts and zones and need to be channelled through some alternative modes so that funds are available and utilised in time.
- At the state level, only one coordinator is in charge of community leaders' training, CAL as well as for AIE.
- Coordination among UEEM, DOE, MCD and NDMC at district, zone and school levels needs urgent attention for smooth implementation and achievement of SSA goals. More awareness of this programme is required amongst District and Zonal Officers of MCD, NDMC and DOE.

ANNEXURES

ANNEXURE 1: SOCIAL AND EDUCATIONAL PROFILE OF DELHI

Sl. No.	Items	Figures
1.	Population	13,850,507
2.	Population Density	9,340 person/km ²
3.	Sex Ratio	821/1000
4.	Literacy Rate	81.82%
5.	Male	87.37%
6.	Female	75.00%
7.	Hindu	82%
8.	Muslim	11.7%
9.	Sikhs	4%
10.	Jains	1.1%
11.	Christians	0.9%

Source: Census of India 2001

ANNEXURE-2: ADMINISTRATIVE DISTRICTS OF DELHI

Sl. No.	R Revenue Districts	Subdivisions under a District
1.	New Delhi	Parliament Street Chankaya Puri Connaught Place
2.	Central Delhi	Darya Gang Pahar Ganj Karol Bagh
3.	South Delhi	Defence Colony Hauz Khas Kalkaji
4.	South West Delhi	Delhi Cantt Najafgarh Vasant Vihar
5.	West Delhi	Punjabi Bagh Rajouri Garden Patel Nagar
6.	North West Delhi	Model Town Narela Saraswati Vihar
7.	North Delhi	Sabzi Mandi Kotwali Sadar Bazar
8.	East Delhi	Vivek Vihar Vasundhara Enclave Preet Vihar
9.	North East Delhi	Shahadara Seema Puri Seelampur

ANNEXURE 3: Profile of Schools in Delhi

Sl. No.	Types of Schools	Number of Schools
1.	Delhi Government School	952
2.	Government Aided School	225
3.	Municipal Corporation School	1795
4.	New Delhi Municipal Council School	62
5.	Delhi cantonment Board	06
6.	Kendriya Vidyalaya	42
7.	Navodya Vidyalaya	02

ANNEXURE 4: NO OF SCHOOL STATE-CATEGORY WISE

S.N.	Category of school	Govt.	Aided	Recognised(Private unaided)	Total
1.	Primary	2192	229	1902	4323
2.	Upper primary	952	221	1247	2420
	Total	3144	450	3149	6743

ANNEXURE 5: LIST OF SCHOOLS

District –Central Delhi

S.N	Name of schools	Address	Type of school
1.	MC primary school	I dgah Road old I	MCD
2.	MC primary school	Rajas Line Boys	MCD
3.	MC primary school	Ajmal khan Road	MCD
4.	MC primary school	Lal Quila	MCD
5.	MC primary school	Bulbuli Khan , Turkman gate	MCD
6.	MC primary coed school	Motia khan	MCD
7.	MC primary school	Sadar Bazar	MCD
8.	MC primary Model school	New Rajindar nagar	MCD
9.	MC primary Model school	New Dev Nagar	MCD
10.	MC primary school	Jama masjid	MCD
11.	MC primary school	Teli bara	MCD
12.	MC primary (co-ed) school	Lohori gate	MCD
13	MC Girls primary school	Pandav Nagar (Naraina)	MCD
14	MC Girls primary school	Basti Harphool	MCD
15	MC primary(co-ed) school	Kotla Ferozeshah	MCD
16	MC primary school	Basti Regar, Tank Road	MCD
17	G.BSSS Vidyalaya	Pataudi House, Darya ganj	DOE
18	S.K. Vidyalaya	Parsad nagar	DOE
19	S.K. Vidyalay No-1	Kamla market	DOE
20	Govt. Co-ed Middle school	Kotla Firozshah	DOE
21	Indra Prastha Hindu Girls Sr. Sec. school	Jama Majid	Aided
22	Sh. K.R Bansal Middle	Bazar sitaram	Aided

	school		
23	Jain Vidya mandir	Karol Bagh	Aided
24	Prabha vidya Mandir	Bazar sita ram	Aided

District Name- North East

S.N	Name of schools	Address	Type of school
1.	MC primary school	Sabharpur	MCD
2.	MC primacy school	Karawal nagar	MCD
3.	MC primary school	Chauhan Bangar (Urdu)	MCD
4.	MC primary school	Marginal Bandh Old	MCD
5.	MC primary school	Babar pur	MCD
6.	MC primary school	Ghonda	MCD
7.	MC primary school	Mansarver Park	MCD
8.	MC primary school	Harijan basti	MCD
9.	MC primary school	Nand nagari	MCD
10.	MC primary school	Dilshand gardan	MCD
11.	MC primary school	Seelam pur B -2	MCD
12.	MC primary school	Yamuna vihar c-6 II	MCD
13.	MC primary school	Old seelam puri	MCD
14.	MC primary school	Brahm puri old II	MCD
15.	MC primary school	Sonia vihar II	MCD
16.	MC primary school	Nand nagari - D4	MCD
17.	MC primary school	Ghonda North (Urdu)	MCD
18.	G.S.B. Vidyalaya	Khajoori Khas	DOE
19.	S.K. Vidyalaya	Nand nagari	DOE
20.	S.K. Vidyalaya	Gokal pur Village	DOE
21.	S.K. Vidyalaya	Seema Puri	DOE
22.	G.B. S.S. School	Karawal Nagar	DOE
23.	G.G.M. School	Jafrabad Ext shahdara	DOE
24.	S.K. Vidyalaya	Jinal Mahal Jafra bad	DOE
25.	G.B.S.S.school	Jantaflats Nand Nagari	DOE
26.	Nehru Adarsh Primary School	Old Seelam pur	Aided
27.	Vijay Jyoti Co ed Middle school	New Usman pur	Aided

District – New Delhi (NDMC)

S.N	Name of schools	Address	Type of school
1.	Navyag school	Laxmibal Nagar	NDMC
2.	N.P co-ed sec. school	Tilak marg	NDMC
3.	N.P Secondary school	Bapu Dham	NDMC
4.	N.P. Girls Middle school	Balmiki sadar, Pachkuia road	NDMC
5.	N.P. Nursery School	Pachkuia Road	NDMC
6.	N.P. Nursery School	Ali Ganj	NDMC
7.	N.P. Girls Middle School	Lodhi Road	NDMC
8.	N.P. primary school	R.K Arshram Marg	NDMC
9.	R.M.Arya Girls Primary school	Doctor lane Gole Market	Aided
10.	Smt.R.K.K. mandir Middle School	Tees January Line	Aided
11.	N.P. primary school	Ali ganj	NDMC
12.	Andh Maha Vidyalaya	Panchkuln, Road New Delhi	Aided
13.	Sarvodaya Vidyalaya	Jor Bag market	DOE
14.	Sarvodaya (Co-ed)Sr. sec school	Kitchener	DOE

(B) Mid-Day Meal Scheme:

I. Central district

(i)	Name of the Monitoring Institution	Centre for the study developing societies
(ii)	Period of the report	1-08-2008 to 31-01-2009
(iii)	Name of the District	Central Delhi
(iv)	Date of visit to the Districts/EGS/Schools	November and December

<u>1.REGULARITY IN SERVING MEAL:</u>		Students, Teachers & Parents
Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?		
Interaction with students and teachers revealed that in the most cases, meals are served hot to students. About 94.5% students, 95% teachers and 25% parents of children reported that the mid day meal is served hot and fresh to the children.		
<u>2.TRENDS:</u>	Extent of variation (As per school records vis-à-vis Actuals on the day of visit)	School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.
Attendance of children was 70.30 % on the day prior to the visit to the sampled schools and 66.30 %children got meals. On the day of visit, attendance was 73.89% and 68% children got meals. However 5% children do not like to take the meals supplied by MDM supplier.		
<u>3.REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries. –	
(i) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?		

<p>- Mid-day meal suppliers received food grain on a monthly basis between 30 to 35 days' intervals. During visits to supplier's kitchens, it was noticed that food grain stock registers were not maintained properly. They had no appropriate authority's signatures either. It is necessary to ensure transparency in maintaining food grain stock register.</p>	
<p>(i) Is buffer stock of one-month's requirement is maintained?</p> <p>- MDM suppliers do not maintain the required one-month's buffer stock</p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries</p>
<p>(ii) Is the food grains delivered at the school?</p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries</p>
<p>- NO. They are delivered to the food kitchen. These suppliers reported that food grains are lifted from FCI godowns and trucks are hired to deliver food grain to the kitchen godowns. Freight charges of the truck are paid by suppliers. The suppliers claim truck freight charges reimbursements though these are often delayed (one to two year). Freight charges claim of Rs. 7500/-per tonne.</p>	

4. REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:

	<p>(i) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking cost what is the extent of delay and reasons for it?</p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</p>
--	--	---

<p>-MDM suppliers reported that they get cooking costs three to four months late. While DOE school payments have already been released through Districts payments office. They have not yet received cooking costs from April 2008 to December 2008. MCD schools made payments through Zone office. MDM suppliers reported that they maintained regular supply of MDM at the school level by taking internal membership loans.</p> <p>-Revised cooking costs are @ Rs. 2.50/- per child per day has been effective from 1st November 2008. It was observed that certain DOE supplier godowns were located far from the kitchens. The renewal of MoU between DOE and MDM suppliers happens every 2-3 months.</p>	
<p>(ii) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?</p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</p>
<p>- Sourced form other sources like NGO funds and internal membership loans.</p>	
<p>(iii) Is cooking cost paid by Cash or through banking channel?</p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</p>
<p>MDM suppliers receive cooking cost by cheque.</p>	
<p><u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?</p>	<p>Observations</p>
<p>During field visit to sampled schools no discrimination was observed in serving of meals on the basis of caste, gender or disability.</p>	
<p><u>VARIETY OF MENU:</u> (i) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
<p>6. It was observed during visits that few schools have displayed weekly menus with detailed address of suppliers on school notice boards. The person in-charge of school midday meals maintains menu records in the MDM register. The suppliers serve three days of rice-based and three days of wheat-based meals to children. (See Annexure for details.)*</p>	
<p>(ii) Is there variety in the food served or is the same food served daily?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
<p>YES (See Annexure for details.)</p>	
<p>(iii) Dose the daily menu include rice / wheat preparation, dal and vegetables?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>

	- YES (See Annexure for details.)	
	<p><u>7. QUALITY & QUANTITY OF MEAL:</u> Feedback from children on</p> <p>a) Quality of meal:</p>	Observations of Investigation during MDM service
	They were not satisfied with the quality of food.	Meal quality was found to be average.
	<p>b) Quantity of meal:</p>	Observations of Investigation during MDM service
	Some of the children reported that the quantity of meal especially <i>puris</i> and <i>chhole</i> was not sufficient. Children reported two <i>puris</i> were not sufficient. Children do not like to eat Halwa, chana and Daliya.	
	<p>c) If children were not happy Please give reasons and suggestions to improve.}</p> <p>Quantity and quality need to be improved along with variance in the menu.</p>	Observations of Investigation during MDM service
8.	<p><u>SUPPLEMENTARY:</u></p> <p>(i) <u>Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?</u></p>	Teachers, Students, School Record
	<p>Sampled MCD primary schools reported that children were given micronutrition i.e. de-worming medicine, iron and vitamin-A doses. MCD has run anaemia free schemes in the schools. However Directorate of Education schools and aided schools children were not given micro nutrition.</p> <p>During school visit, MI observed that micro nutrition programme need to be strengthened in slums, JJ clusters, resettlement colonies and minority dominated areas.</p>	
	(ii) <u>Who administers these medicines and at what frequency?</u>	Teachers, Students, School Record

School teachers (MCD Schools ONLY)	
(iii) <u>Is there school Health Card maintained for each child?</u>	Teachers, Students, School Record
No school was found to have maintained health cards for children.	
<u>9. STATUS OF COOKS:</u>	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
(i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	
Mid Day Meals are cooked and served through NGOs, trusts and Private contractors. MDM supplier has appointed cooks and few have hired caterers to prepare meals.	
(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
YES.	
(iii) What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
-MDM suppliers' kitchens pay Rs. 5000/- per month for a cook and Rs, 2000/- for helpers. -Certain suppliers cook meal on contract basis.	
(iv).Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
MDM supplier has recruited helpers to serve meals in schools. During field visits MI noticed that some of the suppliers have not paid the helpers for the last 4 months. The helpers get Rs. 700/-per month or Re.1/- per child per month as remuneration. It is necessary to ensure that they are paid regularly.	
(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
Some of the suppliers gave opportunity to women belonging to under privileged sections to work as helpers, cleaners for cleaning utensils, grains, pulses etc, and they form self-help groups (SHG) amongst themselves.*	

<p><u>10. INFRASTRUCTURE:</u></p> <p>Is a pucca kitchen shed-cum-store:</p> <p>(a) Constructed and in use (b) Constructed but not in use under (c) Under construction (d) Sanctioned, but constructed not started (e) Not sanctioned</p> <p>Any other (specify). Information is to be given for point (a) , (b), (c) , (d) and (e).</p>	<p>School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.</p>
<p>There are no kitchen sheds in any schools in Delhi because MDM provides to children through suppliers appointed by education departments.</p> <p>All suppliers have made Kitchens and storage food grains. MDM suppliers engaged by MCD have installed semi automated steam kitchen plants to cook hygienic meals for children. Some suppliers engaged by DOE have no adequate infrastructure. They provide meals to about 5000 to 7000 children.</p> <p>These MCD suppliers have one kitchen capacity to cook and serve 75,000 thousand children per day. They deliver meals to schools by Maruti van, Tempo etc. Supplier has 12 to 15 vehicles to deliver meals to schools. They pay 1500/- per vehicle per day as freight charges. Some of the MDM suppliers have installed water purifier plants for cooking while some use Delhi Jal board water supply. 85% of the sampled schools have Delhi Jal Board water supply for drinking purposes. About 15%-sampled schools have installed Aquaguards and water coolers for drinking purposes.</p>	
<p>In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored.</p>	<p>Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation</p>
<p>MDM supplier's godown food grains and other ingredient being store.</p>	
<p>Whether potable water is available for cooking and drinking purpose?</p>	<p>-do-</p>
<p>Delhi Jal Board and certain schools and kitchen have installed water purification equipments.</p>	
<p>Whether utensils used for king food are adequate?</p>	<p>Teachers/Organizer of MDM Programme</p>
<p>YES.</p>	
<p>What is the kind of fuel used? (Gas based/firewood etc.)</p>	<p>Observation</p>
<p>MDM suppliers use LPG and steam for cooking meals.</p>	

11. SAFETY & HYGIENE:	Observation
i. General Impression of the environment, Safety and hygiene:	
MI's review of MDM with regards to hygiene, cleanliness and discipline among students ranges from fair to good. Hygiene among students varied from school to school. For 78% schools it was good and encouraging, in 32 % it was fair. The place where meals are being cooked and food was served was found to be clean in 67% of the schools and fair in 33% of suppliers' kitchens. In the matters of discipline among children, teachers observed that it ranged between fair and good in 76% of schools. Generally they would bring their own plates/bowls. Cooking of meal and storage of fuel is not a problem since cooking is done outside the school. All schools have installed fire fighting equipments.	
ii. Are children encouraged to wash hands before and after eating	observation
Teachers encouraged the children to wash their hands before and after meals. 85% children in the school used spoons, 15% children washed their hands before and after meals.	
i. Do the children partake meals in an orderly manner?	Observation
YES.	
iv. Conservation of water?	Observation
Yes.	
i. Is the cooking process and storage of fuel safe, not posing any fire hazard?	Observation
NO. Cooking of meal and storage of fuel is not a problem since cooking is done outside the school. All schools have installed fire fighting equipments.	

12. COMMUNITY PARTICIPATION:	Discussion with head teacher, teacher, VEC, Gram Panchayat members
Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation	
While 20% parents, PTAs and VKS members participated in supervision and monitoring of distribution on a daily basis, 80 % would rarely turn up for any supervision of distribution. During visits MI found that schools have not maintained MDM supervision and monitoring registers for comments of MDM community participants.	
13. INSPECTION & SUPERVISION	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members
Has the mid day meal programme been inspected by any state/district/block level officers/officials?	

	<p>-Inspection and supervision of MDM inspection registers at state district/zone and school levels revealed that the state and district officers have rarely inspected MDM. MDM. How ever, zonal officer visit MDM supplier kitchen once in a month.</p>		
	<table border="1"> <tr> <td data-bbox="225 450 1026 645"> <p>14. IMPACT</p> <p>Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefits due to serving cooked meal in schools.</p> </td> <td data-bbox="1026 450 1444 645"> <p>School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.</p> </td> </tr> </table>	<p>14. IMPACT</p> <p>Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefits due to serving cooked meal in schools.</p>	<p>School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.</p>
<p>14. IMPACT</p> <p>Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefits due to serving cooked meal in schools.</p>	<p>School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.</p>		
	<p>In Delhi MDM scheme has been implemented in all schools at primary level. This programme has made children healthy and increased retention of children in schools.</p>		



15. Other information related to MDM:

15.1 Hygienic inspection: Sriram Institute of Industrial Research has been entrusted the task of testing food samples by state MDM cell. This organisation collects cooked meal samples from the cooking places (kitchen) and schools. MDM suppliers pay Rs.3000/- per sample per month plus service tax to the Institute for inspection. Small suppliers feel an extra burden to pay professional charges and they do not provide sample to Sriram institute for test.

15.2 Serve meal in school: It was observed during visits that the helpers employed by suppliers did not wear head caps, aprons or hand gloves.

15.3 Food card: It was observed that food cards are not maintained on a daily basis. On the basis of these food cards, food grains are issued to the suppliers.

15.4 Attendance tracking: It was also observed that suppliers provide meals for an average attendance of 70% to 80% but actual attendance varies than the estimated figure. The remaining food is distributed among helpers, JJ clusters or fed to animals. It is necessary to develop mechanisms to minimize wastage of cooked meals. On some days, schools face shortage of meals.

15.5 Visitor register: It was observed that certain suppliers do not maintain visitor registers. Some of them maintain them but are often found incomplete.

16. Transfer of MDM fund: It was observed that funds and their availability to different stakeholders (MCD, NDMC) and suppliers are slow in the state. This needs to be addressed.

II. North-East Delhi

(i)	Name of the Monitoring Institution	Centre for the study developing societies
(ii)	Period of the report	1-08-2008 to 31-01-2009
(iii)	Name of the District	North East Delhi
(iv)	Date of visit to the Districts/EGS/Schools	November and December

	<p>1. <u>REGULARITY IN SERVING MEAL:</u> Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</p> <p>Interaction with students and teachers revealed that in the most cases, meals are served hot to students. About 94.5% students, 95% teachers and 25% parents of children reported that the mid day meal is served hot and fresh to the children.</p>	Students, Teachers & Parents
	<p>2. <u>TRENDS:</u> Extent of variation (As per school records vis-à-vis Actuals on the day of visit)</p>	School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.

The attendance of children was 69.41 % on the day before visit to the sampled schools and 63% children got meals. On the day of visit, attendance was 69.47% and 61% children got meals. However 5% children do not like the meals supplied by MDM supplier	
<p>3. <u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u></p> <p>(iii) Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
<p>Mid-day meal suppliers received food grain on a monthly basis between 30 to 35 days' intervals.</p> <p>-During visits to supplier's kitchens, it was noticed that food grain stock registers were not maintained properly. They had no appropriate authority's signatures either. It is necessary to ensure transparency in maintaining food grain stock register.</p>	
(iv) Is buffer stock of one-month's requirement is maintained?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
MDM suppliers do not maintain the required one-month's buffer stock.	
(v) Is the food grains delivered at the school?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries
- NO. They are delivered to the food kitchen. These suppliers reported that food grains are lifted from FCI godowns and trucks are hired to deliver food grain to the kitchen godowns. Freight charges of the truck are paid by suppliers. The suppliers claim truck freight charges reimbursements though these are often delayed (one to two year). Freight charges claim of Rs. 7500/-per tonne.	

4.	<p><u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u></p> <p>(iv) Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking cost what is the extent of delay and reasons for it?</p>	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
----	---	--

<p>-MDM suppliers reported that they get cooking costs three to four months late. while DOE school payments have already been released through Districts payments office. They have not yet received cooking costs from April 2008 to December 2008. MCD schools made payments through Zone office. MDM suppliers reported that they maintained regular supply of MDM at the school level by taking internal membership loans.</p> <p>-Revised cooking costs are @ Rs. 2.50/- per child per day has been effective from 1st November 2008. It was observed that certain DOE supplier godowns were located far from the kitchens. The renewal of MoU between DOE and MDM suppliers happens every 2-3 months.</p>	
<p>(v) In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?</p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</p>
<p>- Sourced form other sources like NGO funds and internal membership loans.</p>	
<p>(vi) Is cooking cost paid by Cash or through banking channel?</p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</p>
<p>MDM suppliers receive cooking cost by cheque.</p>	
<p>5. <u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?</p>	<p>Observations</p>
<p>During field visit to sampled schools no discrimination was observed in serving of meals on the basis of caste, gender or disability.</p>	
<p><u>VARIETY OF MENU:</u> (iv) Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
<p>6. It was observed during visits that few schools have displayed weekly menus with detailed address of suppliers on school notice boards. The person in-charge of school midday meals maintains menu records in the MDM register. The suppliers serve three days of rice-based and three days of wheat-based meals to children. (See Annexure for details.)*</p>	
<p>(v) Is there variety in the food served or is the same food served daily?</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
<p>YES (See Annexure for details.)</p>	

	(vi) Dose the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	- YES (See Annexure for details.)	
7.	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on d) Quality of meal:	Observations of Investigation during MDM service
	Meal quality was also found to be average. They were not satisfied with the quality of food.	
	e) Quantity of meal:	Observations of Investigation during MDM service
	Generally primary schools serve 200 gms of cooked meal among children not sufficient. Some of the children reported that the quantity of meal especially <i>puris</i> and <i>chhole</i> was not sufficient. Children reported two <i>puris</i> were not sufficient. Children do not like to eat Halwa, chana and Daliya.	
	c){If children were not happy Please give reasons and suggestions to improve.}	Observations of Investigation during MDM service
	Poor cooking material.	
8.	<u>SUPPLEMENTARY:</u> (iv) <u>Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?</u>	Teachers, Students, School Record

9.	<p>Sampled MCD primary schools reported that children were given micronutrition i.e. de-worming medicine, iron and vitamin-A doses. MCD has run anaemia free schemes in the schools. However Directorate of Education schools and aided schools children were not given micro nutrition.</p> <p>-During school visit, MI observed that micro nutrition programme need to be strengthened in slums, JJ clusters, resettlement colonies and minority dominated areas.</p>	
	(v) <u>Who administers these medicines and at what frequency?</u>	Teachers, Students, School Record
	School teachers (MCD Schools ONLY)	
	(vi) <u>Is there school Health Card maintained for each child?</u>	Teachers, Students, School Record
	No school was found to have maintained health cards for children.	
10.	<p><u>STATUS OF COOKS:</u></p> <p>(ii) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)</p>	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Mid Day Meals are cooked and served through NGOs, trusts and Private contractors. MDM supplier has appointed cooks and few have hired caterers to prepare meals.	
	(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
10.	YES.	
	(iii) What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<p>-MDM suppliers' kitchens pay Rs. 5000/- per month for a cook and Rs, 2000/- for helpers.</p> <p>-Certain suppliers cook meal on contract basis.</p>	
	(iv) Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.

	<p>MDM supplier has recruited helpers to serve meals in schools During field visits MI noticed that some of the suppliers have not paid the helpers for the last 4 months. The helpers get Rs. 700/-per month or Re.1/- per child per month as remuneration. It is necessary to ensure that they are paid regularly.</p>	
	<p>(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)</p>	<p>Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.</p>
<p>11.</p>	<p><u>INFRASTRUCTURE:</u></p> <p>Is a pucca kitchen shed-cum-store:</p> <p>(f) Constructed and in use (g) Constructed but not in use under (h) Under construction (i) Sanctioned, but constructed not started (j) Not sanctioned</p> <p>Any other (specify)</p>	<p>School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.</p>
	<p>Information is to be given for point (a) , (b), (c) , (d) and (e)</p> <p>There are no kitchen sheds in any schools in Delhi because MDM provides to children through suppliers appointed by education departments.</p> <p>All suppliers have made Kitchens and storage food grains. MDM suppliers engaged by MCD have installed semi automated steam kitchen plants to cook hygienic meals for children. Some suppliers engaged by DOE have no adequate infrastructure. They provide meals to about 5000 to 7000 children.</p> <p>These MCD suppliers have one kitchen capacity to cook and serve 75,000 thousand children per day. They deliver meals to schools by Maruti van, Tempo etc. Supplier has 12 to 15 vehicles to deliver meals to schools. They pay 1500/- per vehicle per day as freight charges. Some of the MDM suppliers have installed water purifier plants for cooking while some use Delhi Jal board water supply. 85% of the sampled schools have Delhi jal Board water supply for drinking purposes. About 15%-sampled schools have installed Aquaguards and water coolers for drinking purposes.</p>	
	<p>In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored.</p>	<p>Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation</p>
	<p>MDM supplier's godown food grains and other ingredient being store.</p>	

	Whether potable water is available for cooking and drinking purpose?	-do-
	Delhi Jal Board and certain schools and kitchen has install water purification equipments.	
	Whether utensils used for king food are adequate?	Teachers/Organizer of MDM Programme
	YES.	
	What is the kind of fuel used? (Gas based/firewood etc.)	Observation
	MDM suppliers use LPG and steam for cooking meals.	
	SAFETY & HYGIENE: iii. General Impression of the environment, Safety and hygiene:	Observation
	MI's review of MDM with regards to hygiene, cleanliness and discipline among students ranges from fair to good. Hygiene among students varied from school to school. For 78% schools it was good and encouraging, in 32 % it was fair. The place where meals are being cooked and food was served was found to be clean in 67% of the schools and fair in 33% of suppliers' kitchens. In the matters of discipline among children, teachers observed that it ranged between fair and good in 76% of schools. Generally they would bring their own plates/bowls. Cooking of meal and storage of fuel is not a problem since cooking is done outside the school. All schools have installed fire fighting equipments.	
12.	ii. Are children encouraged to wash hands before and after eating	Observation
	Teachers encouraged the children to wash their hands before and after meals. 85% children in the school used spoons, 15% children washed their hands before and after meals.	
	iii. Do the children partake meals in an orderly manner?	Observation
	YES.	
	iv. Conservation of water?	Observation
	Yes.	
	ii. Is the cooking process and storage of fuel safe, not posing any fire hazard?	Observation
	NO. Cooking of meal and storage of fuel is not a problem since cooking is done outside the school. All schools have installed fire fighting equipments.	

	COMMUNITY PARTICIPATION: Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation	Discussion with head teacher, teacher, VEC, Gram Panchayat members
13.	While 20% parents, PTAs and VKS members participated in supervision and monitoring of distribution on a daily basis, 80 % would rarely turn up for any supervision of distribution. During visits MI found that schools have not maintained MDM supervision and monitoring registers for comments of MDM community participants.	
	INSPECTION & SUPERVISION Has the mid day meal programme been inspected by any state/district/block level officers/officials?	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members
14.	-Inspection and supervision of MDM inspection registers at state district/zone and school levels revealed that the state, district officers have rarely inspected MDM. However, zonal officer visit MDM supplier kitchen once in a month.	
	IMPACT Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefits due to serving cooked meal in schools.	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.
15.	In Delhi MDM scheme has been implemented in all schools at primary level. This programme has made children healthy and increased retention of children in schools.#	

.....

16. Other information related to MDM:

16.1 Hygienic inspection: Sriram Institute of Industrial Research has been entrusted the task of testing food samples by state MDM cell. This organisation collects cooked meal samples from the cooking places (kitchen) and schools. MDM suppliers pay Rs.3000/- per sample per month plus service tax to the Institute for inspection. Small suppliers feel an extra burden to pay professional charges and they do not provide sample to Sriram institute for test.

16.2 Serve meal in school: It was observed during visits that the helpers employed by suppliers did not wear head caps, aprons or hand gloves.

16.3 Food card: It was observed that food cards are not maintained on a daily basis. On the basis of these food cards, food grains are issued to the suppliers.

16.4 Attendance tracking: It was also observed that suppliers provide meals for an average attendance of 70% to 80% but actual attendance varies than the estimated figure. The remaining food is distributed among helpers, JJ clusters or fed to animals. It is necessary to develop mechanisms to minimize wastage of cooked meals. On some days, schools face shortage of meals.

16.5 Visitor register: It was observed that certain suppliers do not maintain visitor registers. Some of them maintain them but are often found incomplete.

17. Transfer of MDM fund: It was observed that funds and their availability to different stakeholders (MCD, NDMC) and suppliers are slow in the state. This needs to be addressed.

III. New Delhi District

i)	Name of the Monitoring Institution	Centre for the Study Developing Societies
(ii)	Period of the report	1-08-2008 to 31-01-2009
(iii)	Name of the District	New Delhi
(iv)	Date of visit to the Districts/EGS/Schools	January 2009

1	<p><u>REGULARITY IN SERVING MEAL:</u> Whether the school is serving hot cooked meal daily? If there was interruption, what was the extent and reasons for the same?</p>	Students, Teachers & Parents
	<p>Interaction with students and teachers revealed that in the most cases, meals are served hot to students. About 94.5% students, 95% teachers and 25% parents of children reported that the mid day meal is served hot and fresh to the children. . It was found that meals were not served between April 2008 to July 2008 in DOE schools; it re-commenced from 6August 2008.</p>	
2	<p><u>TRENDS:</u> The attendance of children was 75 % on the day before visit to the sampled schools and 70% children got meals. On the day of visit, attendance was 78% and 68% children got meals. 5% children do not like to take the meals supplied by MDM supplier.</p>	School level registers, MDM Registers Head Teachers, Schools level MDM functionaries / Observation of the monitoring team.

<p><u>REGULARITY IN DELIVERING FOOD GRAINS TO SCHOOL LEVEL:</u></p> <p>Is school receiving food grain regularly? If there is delay in delivering food grains, what is the extent of delay and reasons for the same?</p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</p>
<p>Mid-day meal suppliers received food grain on a monthly basis between 30 to 35 days' intervals.</p> <p>-During visits to supplier's kitchens, it was noticed that food grain stock registers were not maintained properly. They had no appropriate authority's signatures either. It is necessary to ensure transparency in maintaining food grain stock register.</p>	
<p>3</p> <p>Is buffer stock of one-month's requirement is maintained?</p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries</p>
<p>MDM suppliers do not maintain the required one-month's buffer stock.</p> <p>*</p>	
<p>Is the food grains delivered at the school?</p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries</p>
<p>- NO. They are delivered to the food kitchen. These suppliers reported that food grains are lifted from FCI godowns and trucks are hired to deliver food grain to the kitchen godowns. Freight charges of the truck are paid by suppliers. The suppliers claim truck freight charges reimbursements though these are often delayed (one to two year). Freight charges claim of Rs. 7500/-per tonne.</p>	

<p><u>REGULARITY IN DELIVERING COOKING COST TO SCHOOL LEVEL:</u></p> <p>Is school receiving cooking cost in advance regularly? If there is delay in delivering cooking costm what is the extent of delay and reasons for it?</p>	<p>School level registers, MDM Registers, Head Teacher, School level MDM functionaries.</p>
<p>4</p> <p>-MDM suppliers reported that they get cooking costs three to four months late.while DOE school payments have already been released through Districts payments office. They have not yet received cooking costs from April 2008 to December 2008. NDMC School payment made by head office. They maintained regular supply of MDM at the school level by taking internal membership loans.</p> <p>-Revised cooking costs are @ Rs. 2.50/- per child per day has been effective from 1st November 2008. It was observed that certain DOE supplier godowns were located far from the kitchens. The renewal of MoU between DOE and MDM suppliers happens every 2-3 months.</p>	

	In case of delay, how schools manage to ensure that there is no disruption in the feeding programme?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	- Sourced form other sources like NGO funds and internal membership loans.	
	Is cooking cost paid by Cash or through banking channel?	School level registers, MDM Registers, Head Teacher, School level MDM functionaries.
	MDM suppliers receive cooking cost by cheque.	
5	<u>SOCIAL EQUITY:</u> Did you observe any gender or caste or community discrimination in cooking or serving or seating arrangements?	Observations
	During field visit to sampled schools no discrimination was observed in serving of meals on the basis of caste, gender or disability.	
6	<u>VARIETY OF MENU:</u> Has the school displayed its weekly menu, and is it able to adhere to the menu displayed?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	-It was observed during visits that few schools have displayed weekly menus with detailed address of suppliers on school notice boards. The person in-charge of school midday meals maintains menu records in the MDM register. The suppliers serve three days of rice-based and three days of wheat-based meals to children. NDMC suppliers (Manjeet Caterers) have not provided menus for meals in sample school. ON the day of MI visit Children are not satisfied with the meal supplied by Naqvi traders. (See Annexure for details.)*	
7	Is there variety in the food served or is the same food served daily?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	YES (See Annexure for details.)	
	Dose the daily menu include rice / wheat preparation, dal and vegetables?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	- YES (See Annexure for details.)	
8	<u>QUALITY & QUANTITY OF MEAL:</u> Feedback from children on Quality of meal:	Observations of Investigation during MDM service

	Meal quality was also found to be average. They were not satisfied with the quality of food.	
	Quantity of meal:	Observations of Investigation during MDM service
	Generally primary schools serve 200 gms of cooked meal among children not sufficient. Some of the children reported that the quantity of meal especially <i>puris</i> and <i>chhole</i> was not sufficient. Children reported two <i>puris</i> were not sufficient.	
	c){If children were not happy Please give reasons and suggestions to improve.}	Observations of Investigation during MDM service
	Children do not like to eat Halwa, chana and Daliya	
9	<u>SUPPLEMENTARY:</u> <u>Whether children are given micronutrients (Iron, folic acid, vitamin – A dosage) and de-worming medicine periodically?</u>	Teachers, Students, School Record
	NO.	
	<u>Who administers these medicines and at what frequency?</u>	Teachers, Students, School Record
	No.	
	<u>Is there school Health Card maintained for each child?</u>	Teachers, Students, School Record
	No.	
10	<u>STATUS OF COOKS:</u> (i) Who cooks and serves the meal? (Cook/helper appointed by the Department or Self Help Group, or NGO or Contractor)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Mid Day Meals are cooked and served through NGOs, trusts and Private contractors. MDM supplier has appointed cooks and few have hired caterers to prepare meals.	
	(ii) Is the number of cooks and helpers adequate to meet the requirement of the school?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	YES.	

	(iii) What is remuneration paid to cooks/helpers?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	<p>-MDM suppliers' kitchens pay Rs. 5000/- per month for a cook and Rs, 2000/- for helpers.</p> <p>-Certain suppliers cook meal on contract basis.</p>	
	(iv). Are the remuneration paid to cooks/helpers regularly?	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	MDM supplier has recruited helpers to serve meals in schools During field visits MI noticed that some of the suppliers have not paid the helpers for the last 4 months. The helpers get Rs. 700/-per month or Re.1/- per child per month as remuneration. It is necessary to ensure that they are paid regularly.	
	(v) Social Composition of cooks /helpers? (SC/ST/OBE/Minority)	Observations and discussion with children teachers, parents, VEC members, Gram Panchayat members and cooks.
	Some of the suppliers gave opportunity to women belonging to under privileged sections to work as helpers, cleaners for cleaning utensils, grains, pulses etc, and they form self-help groups (SHG) amongst themselves.*	
11	<p><u>INFRASTRUCTURE:</u></p> <p>Is a pucca kitchen shed-cum-store:</p> <p>(k) Constructed and in use</p> <p>(l) Constructed but not in use under</p> <p>(m) Under construction</p> <p>(n) Sanctioned, but constructed not started</p> <p>(o) Not sanctioned</p> <p>Any other (specify)</p>	School records, discussion with head teacher, teacher, VEC, Gram Panchayat members.

	<p>Information is to be given for point (a) , (b), (c) , (d) and (e))</p> <p>There are no kitchen sheds in any schools in Delhi because MDM provides to children through suppliers appointed by education departments.</p> <p>Certain supplier of the districts need to improve infra structure in kitchen. Some suppliers engaged by DOE have no adequate infrastructure. They provide meals to about 5000 to 7000 children.</p> <p>These MCD suppliers have one kitchen capacity to cook and serve 75,000 thousand children per day. They deliver meals to schools by Maruti van, Tempo etc. Supplier has 12 to 15 vehicles to deliver meals to schools. They pay 1500/- per vehicle per day as freight charges. Some of the MDM suppliers have installed water purifier plants for cooking while some use Delhi Jal board water supply. 85% of the sampled schools have Delhi jal Board water supply for drinking purposes. About 15%-sampled schools have installed Aquaguards and water coolers for drinking purposes.</p>	
	<p>In case the pucca kitchen shed is not available, where is the food being cooked and where are the foodgrains/other ingredients being stored.</p>	<p>Discussion with head teacher, teacher, VEC, Gram Panchayat members, Observation</p>
	<p>MDM supplier's godown food grains and other ingredient being store.</p>	
	<p>Whether potable water is available for cooking and drinking purpose?</p>	<p>-do-</p>
	<p>Delhi Jal Board and certain schools and kitchen has install water purification equipments.</p>	
	<p>Whether utensils used for king food are adequate?</p>	<p>Teachers/Organizer of MDM Programme</p>
	<p>YES.</p>	
	<p>What is the kind of fuel used? (Gas based/firewood etc.)</p>	<p>Observation</p>
	<p>MDM suppliers use LPG and steam for cooking meals.</p>	
	<p><u>SAFETY & HYGIENE:</u> iv. General Impression of the environment, Safety and hygiene:</p>	<p>Observation</p>
12	<p>MI's review of MDM with regards to hygiene, cleanliness and discipline among students ranges from fair to good. Hygiene among students varied from school to school. For 78% schools it was good and encouraging, in 32 % it was fair. The place where meals are being cooked and food was served was found to be clean in 67% of the schools and fair in 33% of suppliers' kitchens. In the matters of discipline among children, teachers observed that it ranged between fair and good in 76% of schools. Generally they would bring their own plates/bowls. Cooking of meal and storage of fuel is not a problem since cooking is done outside the school. All schools have installed fire fighting equipments.</p>	

	ii.Are children encouraged to wash hands before and after eating	observation
	Teachers encouraged the children to wash their hands before and after meals. 85% children in the school used spoons, 15% children washed their hands before and after meals.	
	iii.Do the children partake meals in an orderly manner?	observation
	YES.	
	iv.Conservation of water?	Observation
	Yes.	
	(ii) Is the cooking process and storage of fuel safe, not posing any fire hazard?	observation
	NO. Cooking of meal and storage of fuel is not a problem since cooking is done outside the school. All schools have installed fire fighting equipments.	

	COMMUNITY PARTICIPATION: Extent of participation by Parents/VECs/Panchayats/Urban bodies in daily supervision, monitoring, participation	Discussion with head teacher, teacher, VEC, Gram Panchayat members
13	While 20% parents, PTAs and VKS members participated in supervision and monitoring of distribution on a daily basis, 80 % would rarely turn up for any supervision of distribution. During visits MI found that schools have not maintained MDM supervision and monitoring registers for comments of MDM community participants.	
	INSPECTION & SUPERVISION Has the mid day meal programme been inspected by any state/district/block level officers/officials?	School records, discussion with head teacher, teachers, VEC, Gram Panchayat members
14	-Inspection and supervision of MDM inspection registers at state district/zone and school levels revealed that the state, district and zonal officers have rarely inspected MDM.	
	IMPACT Has the mid day meal improved the enrollment, attendance of children in school, general well being (nutritional status) of children? Is there any other incidental benefits due to serving cooked meal in schools.	School records, discussion with head teacher, teachers, students, VEC, Gram Panchayat members.
15	In Delhi MDM scheme has been implemented in all schools at primary level. This programme has made children healthy and increased retention of children in schools.	

16. Other information related to MDM:

16.1 Hygienic inspection: Sriram Institute of Industrial Research has been entrusted the task of testing food samples by state MDM cell. This organisation collects cooked meal samples from the cooking places (kitchen) and schools. MDM suppliers pay Rs.3000/- per sample per month plus service tax to the Institute for inspection. Small suppliers feel an extra burden to pay professional charges and they do not provide food samples to Sriram Institute for testing.

16.2 Serving of meals in school: It was observed during visits that the helpers employed by suppliers did not wear head caps, aprons or hand gloves.

16.3 Food card: It was observed that food cards are not maintained on a daily basis. On the basis of these food cards, food grains are issued to the suppliers.

16.4 Attendance tracking: It was also observed that suppliers provide meals for an average attendance of 70% to 80% but actual attendance varies than the estimated figure. The remaining food is distributed among helpers, JJ clusters or fed to animals. It is necessary to develop mechanisms to minimize wastage of cooked meals. On some days, schools face shortage of meals.

16.5 Visitor register: It was observed that certain suppliers do not maintain visitor registers. Some of them maintain them but are often found incomplete.

17. Transfer of MDM fund: It was observed that funds and their availability to different stakeholders (NDMC) and suppliers are slow in the state. This needs to be addressed.

18. Other information related to MDM:

Class	No of children	Remarks
Nursery	2385	Provided from NDMC funds @ Rs. 2.50/ per child
PS	16,758	As per MDM norms
UPS	5810	As per MDM norms
Secondary and Senior Secondary	3565	Provided from NDMC funds @ Rs. 4.50/ per child
Secondary	2008	Provided from NDMC funds @ Rs. 4.50/ per child

Note: Besides NDMC provided mid day meals (MDM) to 2385 children in Nursery (Rs. @ 2.50/ without food grains) and 5568 children in classes 9th to 12th (Rs. 4.50/ without food grains) from its own funds.

1V. Key Observations:

- MCD provided MDM to 9,67,594 children including those in pre-primary schools. The DOE provided meals to 1,40,740 children in primary schools.
- It was observed that funds and their availability to different stakeholders (MCD, NDMC) and suppliers is slow in the state and needs to be speeded up. This leads to delays in the implementation process.
- Sriram Institute of Industrial Research charges Rs 3000/ per sample from suppliers for conducting hygiene checks on food samples. We would like to suggest that this monitoring should be done by an independent monitoring body to ensure transparency.
- Teachers' participation in distribution of MDM is very low and often children are left to take their meals without any supervision. MDM cards should be prepared and filled in on a daily basis.
- Supplier kitchens should be situated in proximity to the schools. Some suppliers deliver meals to schools 10-12 kms. away, which delays the distribution of meals.
- The suppliers' were found to have no receipts or vouchers that kept track of the quantity of food supplied and the number of recipients (school and schoolchildren).
- Sampled schools have no weighing machines to random check the quantity of food supplied to them.

ANNEXURES

ANNEXURE 1: WEEKLY MID-DAY MEAL MENU

DAYS	MENU
Monday	Rice,Dal
Tuesday	Aalu puri
Wednesday	Rice, Rajma
Thursday	Aalu puri
Friday	Chole Rice
Saturday	Chana With Halwa

ANNEXURE 2: List of Mid Day Meal suppliers/NGOs in sampled schools

SN.	Name of suppliers/NGOs
1.	Dalit Manav Uthan Samitee
2.	Mahila Adhikar Manch
3.	Stri shakti
4.	IndiCare Trust
5.	Maitri Research & Development Foundation
6.	Naqvi Traders
7.	Bikaner foods
8.	Iskon
9.	Kuldeep Caterers

ANNEXURE 3: LIST OF SCHOOLS

District –Central Delhi

S.N	Name of schools	Address	Type of school
1.	MC primary school	I dgah Road old I	MCD
2.	MC primary school	Rajas Line Boys	MCD
3.	MC primary school	Ajmal khan Road	MCD
4.	MC primary school	Lal Quila	MCD
5.	MC primary school	Bulbuli Khan , Turkman gate	MCD
6.	MC primary coed school	Motia khan	MCD
7.	MC primary school	Sadar Bazar	MCD
8.	MC primary Model school	New Rajindar nagar	MCD
9.	MC primary Model school	New Dev Nagar	MCD
10.	MC primary school	Jama masjid	MCD
11.	MC primary school	Teli bara	MCD
12.	MC primary (co-ed) school	Lohori gate	MCD
13	MC Girls primary school	Pandav Nagar (Naraina)	MCD
14	MC Girls primary school	Basti Harphool	MCD
15	MC primary(co-ed) school	Kotla Ferozeshah	MCD
16	MC primary school	Basti Regar, Tank Road	MCD
17	G.BSSS Vidyalaya	Pataudi House, Darya ganj	DOE
18	S.K.Vidyalaya	Parsad nagar	DOE
19	S.K. Vidyalay No-1	Kamla market	DOE
20	Govt. Co-ed Middle school	Kotla Firozshah	DOE
21	Indra Prastha Hindu Girls Sr. Sec. school	Jama Majid	Aided
22	Sh. K.R Bansal Middle school	Bazar sitaram	Aided
23	Jain Vidya mandir	Karol Bagh	Aided
24	Prabha vidya Mandir	Bazar sita ram	Aided

District Name- North East

S.N	Name of schools	Address	Type of school
1.	MC primary school	Sabharpur	MCD
2.	MC primacy school	Karawal nagar	MCD
3.	MC primary school	Chauhan Bangar (Urdu)	MCD
4.	MC primary school	Marginal Bandh Old	MCD
5.	MC primary school	Babar pur	MCD
6.	MC primary school	Ghonda	MCD
7.	MC primary school	Mansarver Park	MCD
8.	MC primary school	Harijan basti	MCD
9.	MC primary school	Nand nagari	MCD
10.	MC primary school	Dilshand gardan	MCD
11.	MC primary school	Seelam pur B -2	MCD
12.	MC primary school	Yamuna vihar c-6 II	MCD
13.	MC primary school	Old seelam puri	MCD
14.	MC primary school	Brahm puri old II	MCD
15.	MC primary school	Sonia vihar II	MCD
16.	MC primary school	Nand nagari - D4	MCD
17.	MC primary school	Ghonda North (Urdu)	MCD
18.	G.S.B. Vidyalaya	Khajoori Khas	DOE
19.	S.K. Vidyalaya	Nand nagari	DOE
20.	S.K. Vidyalaya	Gokal pur Village	DOE
21.	S.K. Vidyalaya	Seema Puri	DOE
22.	G.B. S.S. School	Karawal Nagar	DOE
23.	G.G.M. School	Jafrabad Ext shahdara	DOE
24.	S.K. Vidyalaya	Jinal Mahal Jafra bad	DOE
25.	G.B.S.S.school	Jantaflats Nand Nagari	DOE
26.	Nehru Adarsh Primary School	Old Seelam pur	Aided
27.	Vijay Jyoti Co ed Middle school	New Usman pur	Aided

District – New Delhi (NDMC)

S.N	Name of schools	Address	Type of school
1.	Navyag school	Laxmibal Nagar	NDMC
2.	N.P co-ed sec. school	Tilak marg	NDMC
3.	N.P Secondary school	Bapu Dham	NDMC
4.	N.P. Girls Middle school	Balmiki sadar, Pachkuia road	NDMC
5.	N.P. Nursery School	Pachkuia Road	NDMC
6.	N.P. Nursery School	Ali Ganj	NDMC
7.	N.P. Girls Middle School	Lodhi Road	NDMC
8.	N.P. primary school	R.K Arshram Marg	NDMC
9.	R.M.Arya Girls Primary school	Doctor lane Gole Market	Aided
10.	Smt.R.K.K. mandir Middle School	Tees January Line	Aided
11.	N.P. primary school	Ali ganj	NDMC
12.	Andh maha Vidyalaya	Panchkuln, Road New Delhi	Aided
13.	Sarvodaya Vidyalaya	Jor Bag market	DOE
14.	Sarvodaya (Co-ed)Sr. sec school	Kitchener	DOE