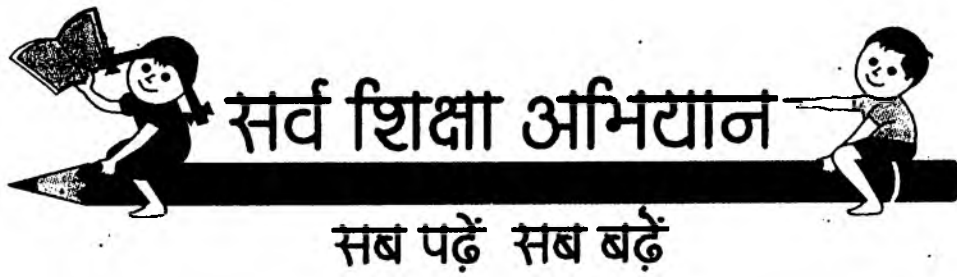


APPRAISAL REPORT

OF

ANNUAL WORKPLAN AND BUDGET
2010-11



Delhi

In respect of:
New-Delhi, Central, West, North-West, East,
North, North-East, South & South-west.

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Appendices:

Fact Sheet, Results Frame Work, Tables on physical progress, Data Tables and Costing.

APPRAISAL REPORT
DELHI - 2010-11

1. An Executive Summary of key items should be provided in the given format:-

(I) Progress Overview for 2009-10

(Rs. in lakh)

S. No.	Activity	Sanctioned Budget (2009-10)		Achievements (till 31-03-2010)		% age Achievements	
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
1	New Schools						
1.1	Upgradation of EGS to PS	0		0			
1.2	New PS	0		0			
1.3	Upgraded/New UPS	0		0			
2	Teachers						
2.1	Primary School	0	0.000	0	0.000		
2.2	Upper Primary School	0	0.000	0	0.000		
2.3	Additional Teachers	0	0.000	0	0.000		
2.4	Recurring Teachers	36	34.200	34	4.340	94.44	12.69
	Total	36	34.200	34	4.340	94.44	12.69
3	Teacher Grant	52939	264.695	52939	258.270	100.00	97.57
4	Grants for BRC	9	43.560	9	23.613	100.00	54.21
5	Grants for CRC	136	459.136	136	108.190	100.00	23.56
6	Teachers' Training						
6.1	In-service Teachers' Training (10 days)	52939	529.390	52939	344.012	100.00	64.98
6.2	In-service Teachers' Training (5 days) (P)	0	0.000	0	0.000		
6.3	In-service Teachers' Training (10 days) (UP)	52939	264.695	52939	171.991	100.00	64.98
6.4	Induction training for Newly Recruit Trained Teachers	1000	15.000	0	0.000	0.00	0.00
6.5	Training for Untrained Teachers	0	0.000	0	0.000		
6.6	Training of resource persons, master trainers < BRC, CRC coordinators	323	1.615	323	0.333	100.00	20.62
	Total	54262	810.700	53262	516.336	98.16	63.69
7	Intervention for Out of School Children (No. of Children covered)	20469	200.289	20359	60.530	99.46	30.22
8	Remedial Teaching	69000	138.000	0	0.000	0.00	0.00
9	Free Text Books	373400	933.500	373400	931.488	100.00	99.78
10	IED	8015	40.075	8015	39.659	100.00	98.96
11	Civil Works						
11.1	DURC	0	25.200	0	18.000		71.43

S. No.	Activity	Sanctioned Budget (2009-10)		Achievements (till 31-03-2010)		% age Achievements	
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
11.2	Primary School (new)	0	80.000	0	45.000		56.25
11.3	Additional Class Room	161	1151.200	161	654.600	100.00	56.86
	Total Civil Works	161	1256.400	161	717.600	100.00	57.12
12	TLE	0	0.000	0	0.000		
13	Maintenance Grant	3088	231.600	3088	229.080	100.00	98.91
14	School Grant	3475	197.190	3475	191.712	100.00	97.22
15	REMS	3475	45.175	3475	23.313	100.00	51.61
16	Management & LEP						
16.1	Management	0	97.250	0	60.290		61.99
16.2	LEP	0	106.100	0	90.185		85.00
16.3	Community Mobilization	0	0.000	0	0.000		
	Total	0	203.350	0	150.475		74.00
17	Innovations						
17.1	ECCE	9	135.000	9	79.650	100.00	59.00
17.2	Girls Education	9	135.000	9	98.010	100.00	72.60
17.3	SC / ST	9	27.000	8	0.076	88.89	0.28
17.4	Computer Education	9	450.000	9	151.200	100.00	33.60
17.5	Urban Deprived Children	3	30.000	3	2.700	100.00	9.00
17.5	Minorities Interventions	0	0.000	0	0.000		
	Total	9	777.000	9	331.636	100.00	42.68
18	Community Trainings	10425	6.26	10425	6.25	100.00	99.87
19	SIEMAT	0	25.00	0	0.00		0.00
20	State Component	0	117.69	0	83.83		71.23
	SSA (TOTAL)	598899	5783.815	528787	3676.319		63.56
21	NPEGEL	0	0.000	0	0.000		
22	KGBV	0	48.730	0	0.000		0.00
	GRAND TOTAL	598899	5832.545	528787	3676.319		63.03

(II)A. Financial Information

(Rs. in lakh)

S.No.	Year	Approved Outlay	Opening Balance	Amount Released		Amount received from other sources	Total Amount Available	Expenditure	% of Expdr. against Approved Outlay	% of Expdr. against Available funds	State Share due as per GOI release	Shortfal l/excess in state Share
				GOI	State							
1	2	3	4	5	6	7	8	9	10	11	12	13
1	2002-03	1,492.00	-	161.27	14.99	Nil	176.26	31.68	2.12%	17.97%	53.76	-38.77
2	2003-04	5,225.65	95.38	1959.62	183.87	Nil	2143.46	540.60	10.35%	25.22%	653.21	-508.10
3	2004-05	4,224.68	534.91	0.00	176.87	Nil	176.87	856.00	20.26%	483.97%	0.00	-331.23
4	2005-06	6,688.57	549.36	1100.00	653.91	Nil	1753.91	1890.19	28.26%	107.77%	366.67	-43.99
5	2006-07	8,456.46	238.51	4230.24	1199.28	Nil	5429.52	4953.30	58.57%	91.23%	1410.08	-254.79
6	2007-08	5,234.32	117.21	1671.55	1100.00	Nil	2771.55	1883.34	35.98%	67.95%	900.07	-54.86
7	2008-09	6,124.75	1417.25	1529.01	1000.00	530.84	4492.94	3905.77	63.77%	86.93%	823.31	121.83
8	2009-10	5,832.54	603.98	3088.62	1500.00	158.83	5335.59	3676.32	63.03%	68.90%	2059.08	-437.25
Total		43,278.97	603.98	13,740.31	5,828.92	689.67	22,280.10	17,737.20	-	-	6,266.17	-437.25

(III) Teams to provide information on:

1. Status of State share/ funding pattern, backlog and provision in current year.
 - a. Cumulative backlog of State share amounting to **Rs. 437.25 lakh** is outstanding during the current year.
 - b. Funding pattern for 2010-11 = 55:45
 - c. Provision of State Share for the current year = The State has informed that Rs. 1500 lakh has been made during the current year for State Share.
2. Information on maintaining the level of expenditure in education as on 1999-2000.

(Rs. in lakh)

Year	Investment in Elementary Education
1999-2000	11507.23
2000-2001	N.A.
2001-2002	N.A.
2002-2003	N.A.
2003-2004	N.A.
2004-2005	27939.97
2005-2006	27315.95
2006-2007	14891.83
2007-2008	17101.00
2008-2009	17889.75
2009-2010	N.A.

(IV) Proposals & Recommendations for 2010-11:**(Rs. in lakh)**

Sl. No.	Activity	Proposal for 2010-11			Approved 2010-11			Remarks		
		Spill Over	Fresh		Total Proposal	Spill Over	Fresh		Total Approved	
		Fin.	Phy.	Fin.	Fin.	Fin.	Phy.		Fin.	Fin.
1	New Schools Opening									
.1	Upgradation of EGS to PS		0				0			
.2	New PS		2				2			
.3	Upgraded/New UPS		0				0			
2	New Teachers Salary									
.1	Primary Teachers (Para)	0.000	4	4.860	4.860	0.000	4	4.860	4.860	9 months
.2	New Additional Teachers - PS (Para)	0.000	982	1198.040	1198.040	0.000	0	0.000	0.000	PTR as per RTE norms is yet to be approved by EFC.
.3	Teachers Salary (Recurring)	0.000	36	58.320	58.320	0.000	36	58.320	58.320	
	Sub Total (2.12 to 2.22)	0.000	1022	1261.220	1261.220	0.000	40	63.180	63.180	

S.No.	Activity	Proposal for 2010-11				Approved 2010-11				Remarks
		Spill Over	Fresh		Total Proposal	Spill Over	Fresh		Total Approved	
		Fin.	Phy.	Fin.	Fin.	Fin.	Phy.	Fin.	Fin.	
3	Teachers Grant									
3.1	Primary Teachers	0.000	24995	124.975	124.975	0.000	24995	124.975	124.975	
3.2	Upper Primary Teachers	0.000	27295	136.475	136.475	0.000	27295	136.475	136.475	
	Sub Total	0.000	52290	261.450	261.450		52290	261.450	261.450	
4	Block Resource Centre (BRC)/UBRC									
4.1	Salary of Resource Persons	0.000	18	40.500	40.500	0.000	18	40.500	40.500	
4.2	Furniture Grant	0.000	0	0.000	0.000	0.000	0	0.000	0.000	
4.3	Contingency Grant	0.000	9	4.500	4.500	0.000	9	4.500	4.500	
4.4	Meeting, TA	0.000	9	2.700	2.700	0.000	9	2.700	2.700	
4.5	TLM Grant	0.000	9	0.900	0.900	0.000	9	0.900	0.900	
	Sub Total	0.000	9	48.600	48.600		9	48.600	48.600	
5	Cluster Resource Centres									
5.1	Salary of Resource Persons (12 months)	0.000	136	244.800	244.800	0.000	136	244.800	244.800	
	Salary of Resource Persons (10 months)	0.000	136	204.000	204.000	0.000	136	204.000	204.000	
5.2	Furniture Grant	0.000	0	0.000	0.000	0.000	0	0.000	0.000	
5.3	Contingency Grant	0.000	136	13.600	13.600	0.000	136	13.600	13.600	
5.4	Meeting, TA	0.000	136	16.320	16.320	0.000	136	16.320	16.320	
5.5	TLM Grant	0.000	136	4.080	4.080	0.000	136	4.080	4.080	
	Sub Total	0.000	136	482.800	482.800		136	482.800	482.800	
6	Teachers Training									
6.1	In-service Teachers' Training (10 days)	0.000	24995	249.950	249.950	0.000	24995	249.950	249.950	
	In-service Teachers' Training (5 days) (P)	0.000	24995	62.488	62.488	0.000	24995	62.488	62.488	
	In-service Teachers' Training (10 days) (UP)	0.000	27295	272.950	272.950	0.000	27295	272.950	272.950	
6.2	Induction training for Newly Recruit Trained Teachers	0.000	5821	87.315	87.315	0.000	5821	87.315	87.315	
6.3	Training of resource persons, master trainers < BRC, CRC coordinators	0.000	365	3.650	3.650	0.000	365	3.650	3.650	
	Sub Total	0.000	58476	676.353	676.353		58476	676.353	676.353	
7	Interventions for OOSC									
7.1	AIE Centre (P) (for 8 months)	0.000	12041	240.820	240.820	0.000	12041	240.820	240.820	
7.2	AIE Centre (UP) (for 8 months)	0.000	3922	78.440	78.440	0.000	3922	78.440	78.440	
7.3	RBC (400 for 12 months & 400 for 10 months)	0.000	800	80.000	80.000	0.000	800	80.000	80.000	
7.4	Khul Ja Sim Sim (P)	0.000	2072	0.000	0.000	0.000	0	0.000	0.000	
7.5	Khul Ja Sim Sim (U.P)	0.000	518	0.000	0.000	0.000	0	0.000	0.000	
7.6	Mobile Schools (P) (for 10 & 12 months)	0.000	3760	57.904	57.904	0.000	0	0.000	0.000	Not allowed
7.7	Mobile Schools (U. P) (for 10 months)	0.000	940	23.316	23.316	0.000	0	0.000	0.000	
7.8	Madarsa/ Maktab	0.000	2400	72.000	72.000	0.000	2400	72.000	72.000	
7.9	Dakhila Abhiyan	0.000	5610	0.000	0.000	0.000	0	0.000	0.000	

S.No.	Activity	Proposal for 2010-11				Approved 2010-11				Remarks
		Spill Over	Fresh		Total Proposal	Spill Over	Fresh		Total Approved	
		Fin.	Phy.	Fin.	Fin.	Fin.	Phy.	Fin.	Fin.	
	Sub Total	0.000	32063	552.480	552.480		19163	471.260	471.260	
8	Free Text Book									
8.1	Free Text Book (UP)	0.000	37510 0	937.750	937.750	0.000	375100	937.750	937.750	
	Sub Total	0.000	37510 0	937.750	937.750		375100	937.750	937.750	
9	Interventions for CWSN (IED)									
9.1	Inclusive Education	0.000	13568	407.040	407.040	0.000	13568	407.040	407.040	
	Sub Total	0.000	13568	407.040	407.040		13568	407.040	407.040	
10	Civil Works									
10.1	DURC	7.200	0	0.000	7.200	7.200	0	0.000	7.200	
10.2	Primary School (new)	35.000	2	156.000	191.000	35.000	2	156.000	191.000	
10.3	Additional Class Room	496.600	270	1620.000	2116.600	496.600	223	1338.000	1834.600	As per maximum ceiling.
10.4	Separate Girls Toilet	0.000	100	220.000	220.000	0.000	100	220.000	220.000	1525
10.5	Library (P)	0.000	2328	69.840	69.840	0.000	1525	45.750	45.750	As per ceiling
10.6	Library (UP)	0.000	1174	117.400	117.400	0.000	801	80.100	80.100	
	Sub Total of Civil Works	538.800	3874	2183.240	2722.040	538.800	2651	1839.850	2378.650	
11	Teaching Learning Equipment									
11.1	TLE - New Primary	0.000	2	0.400	0.400	0.000	2	0.400	0.400	
	Sub Total	0.000	2	0.400	0.400		2	0.400	0.400	
12	Maintenance Grant									
12.1	Maintenance Grant for PS & UPS	0.000	3125	234.375	234.375	0.000	3125	234.375	234.375	
	Sub Total	0.000	3125	234.375	234.375		3125	234.375	234.375	
13	School Grant									
13.1	Primary School	0.000	2328	116.400	116.400	0.000	2328	116.400	116.400	
13.2	Upper Primary School	0.000	1174	82.180	82.180	0.000	1174	82.180	82.180	
	Sub Total	0.000	3502	198.580	198.580		3502	198.580	198.580	
14	Research & Evaluation									
14.1	Research & Evaluation	0.000	3502	45.526	45.526	0.000	3502	45.526	45.526	
	Sub Total	0.000	3502	45.526	45.526		3502	45.526	45.526	
15	Management & Quality									
15.1	Management & MIS	0.000	0	162.690	162.690	0.000	0	162.690	162.690	As per ceiling.
15.2	Learning Enhancement Prog. (LEP)	0.000	0	121.400	121.400	0.000	0	121.400	121.400	
15.3	Community Mobilization	0.000	0	21.990	21.990	0.000	0	21.990	21.990	
	Sub Total	0.000		306.080	306.080			306.080	306.080	
16	Innovative Activity									
16.1	ECCE	0.000	9	135.000	135.000	0.000	9	135.000	135.000	
16.2	Girls Education	0.000	9	135.000	135.000	0.000	9	135.000	135.000	
16.3	SC / ST	0.000	9	45.000	45.000	0.000	9	45.000	45.000	
16.4	Computer Education	0.000	9	450.000	450.000	0.000	9	450.000	450.000	
16.5	Urban Deprived Children	0.000	6	90.000	90.000	0.000	6	90.000	90.000	
16.6	Minorities Interventions	0.000	3	45.000	45.000	0.000	3	45.000	45.000	
	Sub Total	0.000	9	900.000	900.000		9	900.000	900.000	
17	Community Training									

S.No.	Activity	Proposal for 2010-11				Approved 2010-11				Remarks
		Spill Over	Fresh		Total Proposal	Spill Over	Fresh		Total Approved	
		Fin.	Phy.	Fin.	Fin.	Fin.	Phy.	Fin.	Fin.	
17.1	3 days non residential training of VKS/PTAs/SMC/SDMC	0.000	18750	28.125	28.125	0.000	18750	28.125	28.125	
	Sub Total	0.000	18750	28.125	28.125	0.000	18750	28.125	28.125	
	Total of SSA (Districts)	538.800	565428	8524.019	9062.819	538.800	550323	6901.369	7440.169	
18	STATE COMPONENT									
18.1	Management	0.000	0	142.500	142.500	0.000	0	123.560	123.560	As per ceiling
18.2	SIEMAT	25.000	0	0.000	25.000	25.000	0	0.000	25.000	
	Sub Total	25.000	0	142.500	167.500	25.000	0	123.560	148.560	
	STATE SSA TOTAL	563.800	565428	8666.519	9230.319	563.800	550323	7024.929	7588.729	
19	KGBV	0.000	0	0.000	0.000	0.000	0	0.000	0.000	The UT is not in a position to operationalise one KGBV sanctioned and hence the spill over outlay is cancelled.
	GRAND TOTAL (SSA+NPEGEL+KGBV)	563.800	565428	8666.519	9230.319	563.800	550323	7024.929	7588.729	

(V) Number of small districts getting Rs. 40 lakh should be indicated – 2 districts of New Delhi (Rs. 21.72 lakh) and Central (Rs. 25.51 lakh). Consequently the overall management cost UT is 6.116%.

(VI) Provision for 2010-11:

(Rs. in lakh)

Total Outlay	Shortfall of State Share till 2009-10	Required Provision in State Budget	Actual Provision	Shortfall in provision
7588.729	437.25	3414.93	1500	2352.18

(VII) Total Recommended Budget for 2010-11:

(Rs. in lakh)

S. No.	Head	Total Proposals			Total Recommended Outlay		
		Spill Over	Fresh	Total	Spill Over	Fresh	Total
1	SSA	563.800	8666.519	9230.319	563.800	7024.929	7588.729
	Total	563.800	8666.519	9230.319	563.800	7024.929	7588.729

(VIII) Information on Quality Interventions:

(Rs in lakh)		
S. No.	Category	Financial Recommendation for 2010-11
1	Teacher's Salary	63.18
2	Teacher Grant	261.45
3	BRC	48.60
4	CRC	482.80
5	Teachers' Training	676.35
6	Remedial Teaching	0.00
7	Free Textbooks	937.75
8	School Grant	198.58
9	REMS	45.53
10	Innovative Activities	900.00
11	TLE for new schools	0.40
12	Learning Enhancement Programme	121.40
13	Community Mobilization	28.13
	Total:	3764.16
	% of total outlay	53.58

(2) Issues

Financial Management

- (a) There are 36 vacant posts of Finance and Accounts Staff at DPO level. The State should ensure filling up of these vacant posts immediately.
- (b) The internal audit is to be strengthened by engaging more in-house staff or CA firms to ensure the internal audit on concurrent basis.
- (c) Backlog of State Share of Rs. 437.25 lakh is outstanding during the current year which needs to be released on priority.
- (d) State comments on IPAI review report is pending.
- (e) Annual Reports from 2005-06 to 2008-09 are pending which should be expedited.
- (f) Training of staff on financial management and procurement has not been conducted which should be conducted on priority.
- (g) An advance of Rs. 1170.99 lakh is outstanding for adjustment which should be adjusted promptly.

Planning Process

- Dual charges among the district coordinator and State officials affects planning and implementation which must be expunged.
- Capacity building of the district and State officials on planning process, plan formulation and implementation need to be strengthened.
- Monitoring and Supervision should be enhanced so as to ascertain more need based requirements.

- Convergence and coordination among different department, district and sub-district level need to be enhanced.

Education Indicators

- The data is very inconsistent and unreliable specially GER, NER, Drop out etc.
- State has not started data entry in SSA national web portal.

Access

- Though state ensures that all its Kshetras are served with the facility of primary and upper primary schools, however it is reflected in the table pertaining to the reasons for children being out of school that more than 750 children are out of the schooling system due to lack of access. State officials were not in a position to explain the same.
- State has carried out the GIS mapping exercise during 2003-04 on the basis of this it was ensured that all the kshetras are served with the schools primary and upper primary after that no such exercise was undertaken, in last few years too many changes have been happened in Delhi regarding reshuffling of the habitations and some new habitations are emerged out, therefore it becomes mandatory for the state to conduct this exercise again in during 2010-11.
- Delhi is having a very unique structure of its divisions, as per the GIS mapping State was divided into 1812 kshetras but it is not clear that how many habitations come under each kshetra, which would be important to know in light of RTE-2009 to define the concept of neighborhood school. It may be noted that Delhi has no policy for opening of schools.

Out of School Children

- The figure for out of school children provided by the state is not acceptable to keep in view the various sources of data like SRI-IMRB and surveys done by other agencies about the out of school children.
- State has not crafted the proposed activities to cover out of school children *in light of RTE*. For eg the activities like *Mobile school* and *Khul Ja Sim-Sim* is again proposed by the state which has no relevance as they do not provide the conducive environment for a child to learn.
- Performance regarding coverage of OOSC is unsatisfactory; State has incurred only 17% of sanctioned funds.
- State is a hub for migration as CWG going to be happened in October 2010, for the purpose of construction/development a huge number of population (labor class) has come to Delhi from various states, there is no information available with the state about the number of such migrated people or families and the children in the age group of 6-14 years.
- State has no co-ordinator to implement the strategies under special training at the SPO and lower levels.

Civil Works

- **PAB approved 161 classrooms in AWP&B 2009-10. The NCT Delhi has not been able to complete single classroom ending 31st March, 2010. In addition there is back log of components such as 3 BRCs, 1 Primary School Building and 16 ACRs sanctioned in 2008-09 and before. The NCT Delhi may commit when they are going to complete the back log before 2008-09 and target of 2009-10. The NCT Delhi committed before the PAB to complete all backlog.**
- **The state has calculated ACRs on the basis of reports and also from the inputs received from the field officers like District/Zonal Education officers including DURCC/CRCC.**
- **The NCT Delhi has not recruited any experienced engineer so far and coordination is being done by an educationist who can only monitor the numbers. The NCT Delhi may commit to appoint experienced engineer on deputation or on contract in the best interest of executing quality civil works.**

Quality Related Issues:

1. Learning Processes and Learning Outcomes
 - It is good to note that the state is planning to develop a quality visioning document. This includes a detailed three year teacher planning document, LEP plans, capacity building plan for administrators and other personnel such as CRCP's , DURCC's and VKS.
2. Comprehensive Quality Vision and Framework
 - Convergence is a major challenge in the state and it is highly recommended that various stakeholders like DoE, SSA, MCD, NDMC and DCB are involved in framing and implementing the vision document. Unless concrete steps are initiated for ensuring cooperation across all stakeholders and measures to allow greater coherence is addressed, the plans will not become successful.
 - The three year LEP Plans must include a robust monitoring and evaluation mechanism for evaluating impact of the proposed interventions and tracking on a regular basis in-built into the plan.
 - The NCERT Round II Data of mean achievement has highlighted low achievement levels of children in Science and Social Sciences in Grade VIII as well as low levels of achievement highlighted by the state vis a vis CWSN. This needs to be given due attention.
3. Minimum Enabling Conditions
 - It is heartening to note that there is no single teacher school in the state and the on-line system has helped in increasing student and teacher attendance to a large measure.
 - The PTR ratio in certain Districts like South, East and North West is higher than prescribed norms e.g. 104 schools have PTR over 70. The overriding concern is the teacher vacancy (5124 at present) and the delay in recruitment process adopted by DSSSB. This needs to be addressed urgently and a recruitment plan submitted for ensuring the RTE norms will be fulfilled during this plan period.

4. Vision-based Curriculum and Teaching Learning Materials
 - Since the state has adopted NCERT books without adaptation, this needs to be focused as a priority and steps taken to reduce burden on children. This year adaptation plans need to be developed and special focus on migrant children, multi-lingual education, special adaptations for CWSN e.g. books in Braille etc must be included.
5. Learning Assessment Systems
 - The state is already following the no- detention policy in keeping with RTE. CCE needs to be looked upon innovatively, with less emphasis on unit and weekly tests. It is important that the state develops an innovative means to CCE e.g. devise indicators based on NCERT Sourcebook on Learning Assessment and think of activities for means of assessment. Resource persons from NCERT should be involved in training a core group of master trainers to take this forward. State must ensure that tracking mechanism to capture changes in classroom processes is captured through research findings. This has been a weak area in the last plan as well.
6. Teacher Effectiveness
 - The state has been able to successfully reach its physical targets for its in-service trainings. The content of the trainings needs to be reviewed in light of the RTE demands. The ADEPTS benchmarks need to be translated into specific and appropriate topics according to grade specific interventions. To ensure participatory approaches, it is vital to limit training participants to approximately 50 people. Clear monitoring indicators should be developed for each training programme and feedback on training received and collated on-line. Revision of the pre-service teacher education is a critical piece that needs to be aligned to the NCF 2005 as well as RTE. A detailed plan for developing the same with an activity plan and resource support must be developed. It is important that the State develops a perspective plan with attrition rate incorporated.
7. Academic Support & Monitoring Systems
 - It is critical that the number of CRC's be increased in Delhi, since many CRC's are catering to over 60 schools, which does not make it feasible. These should be increased to cater to 3,500 schools @ 20 per cluster, which equals 175 clusters.
 - SRG's and DRG's need to be activated immediately and an active mentoring and monitoring role allocated to them. Research studies of 2008-09 and 2009-10 need to be shared and completed.
 - Research studies related to migration mapping and street and working children should be implemented in the state to address the needs of marginalized children. State must identify a resource committee on research studies to support them in conducting studies. A timeline must be prepared for each study and followed up by this committee
8. Community & Civil Society Partnerships
 - Empanelment of NGO's is a good initiative. However, a list of areas and specific activities where these NGO's will be involved must be provided. A detailed plan for capacity building of marginalized communities needs focus in the plan.

Equity (SC/ST)

- State has a gap of 6.07 ppt in the enrollment of SC children as compare to their share in population.
- Though there is no population of ST children in state, still enrollment of ST children has been reflected in the plan.
- Details of proposed activities with the financial break up for each activity are not furnished by the state.
- State's performance during 2009-10 is nil.

IED

- **The State should appoint technical officers for IE with expertise in teaching CWSN at the State and district level by August 2010 through the Project Management fund, otherwise the IE implementation in the State will suffer.**
- **The state should also constitute a SRG for IE and hold regular meetings for planning and implementation of the IE programme.**
- The State practically has no strategy for HBE or no plan for the coverage of OOS CWSN.
- The State has established no convergence with the National level agencies like National Trust, Mo SJ&E and reputed NGOS in Delhi that work in the area of disability.
- The State has identified 13568 CWSN which is .72% of the total child population. As per Census, 2001 CWSN constitute 2.3% of the total child population whereas the state has identified only .72%. In absolute numbers, there is a gap of 31146 CWSN. Only 1 district out of 9 in the state has identified more than 1.00% CWSN. This surely needs further strengthening.
- **The state should include IE as a part of the in- service teacher training programme**
- The State has to conduct a special survey on CWSN and this should begin in May 2010 as committed by the State.
- **The resource rooms should be used as Early Learning Centres for all kinds of CWSN, including the hearing impaired children.**
- The state also needs to improve the resource support to CWSN by appointing more resource teachers and volunteers and increasing their visits to the homes of CWSN. Capacities of parents also need to be built so that they could be used as volunteers for imparting some form of resource support to CWSN.
- Inclusive sports should be conducted in consultation with good NGOs like Amarjyoti for peer sensitization.

Project Management

- The staffing pattern at the SPO and DPO levels has been a major issue in the State of Delhi since the inception of SSA although State managed to operationalize with few number of officers having dual charges at SPO as well as at the DPO level.
- This has been an established fact that State has not been able to place the adequate staff as required to run the programme. Lack of separate coordinators for each and every

component affects the planning and implementation process at the district and sub-district level.

- After a long gap State of Delhi in this year planning to recruit number of staff at every level including Pedagogy at the State level which may be appreciated.
- Absent of BRC structure in the State may affect the programme implementation at the CRC level as well as this may also disturb academic support structure below the CRC level.

Special Focus Districts (SFDs) and Minority Education

Issues & strategies

District	Issues	Strategies	Comments
North East Delhi	Enrolment of minority children	NGO have been empanelled to work for the minority children.	More strategies may be planned over and above the mentioned strategies.
Central Delhi	Enrolment of minority children	NGO have been empanelled to work for the minority children.	More strategies may be planned over and above the mentioned strategies.

Progress 2009-2010: Special Focus Districts (SFDS)

(3) Comments on States commitments and implementation:

Commitments	Action Taken	Comments
<p>Commitments for 2009-10</p> <p>(i) The State will take on the comments made by the PAB on the progress and action taken on the commitments Results Framework of 2008-09 given in Para 5.1 & 5.2 above which remained unfulfilled and be reported as per the timelines agreed.</p>	<p>Actions have been taken on the various commitments given in para 5.1 and 5.2 of the PAB Minutes of the meeting held on 25/02/2009. The details of these actions are given in Chapter 4 – Progress Made in the year 2009-10, of the AWP & B for 2010-11.</p>	<p>Action has been taken.</p>
<p>(ii) The State will share progress in putting in place performance indicators for teachers and trainers by 31st July 2009 and use them for tracking and enhancing their performance.</p>	<p>Performance indicators for teachers and trainers have been developed and reported through Quarterly Quality Formats. Efforts are being made to use these indicators for tracking and enhancing the performance of teachers and trainers.</p>	<p>Some efforts seem to be initiated.</p>
<p>(iii) Improving teacher accountability through performance indicators (eg. ADEPTS) and VEC/SDM supervision by devolving</p>	<p>Efforts have been made to improve teacher accountability through their orientation about the well designed course on</p>	<p>Commitment needs to be re-looked.</p>

Commitments	Action Taken	Comments
of specific powers to them.	various pedagogical skills as part of In-service Training on School Life Skill Programme. VKS/PTA members have been sensitized about their role in supervision and monitoring of the activities at schools.	
<p>Regarding teacher accountability systems and mechanisms, the State would:-</p> <p>a. Provide information on whether by-laws/rules of VECs/PTAs have been amended to include specific clauses to monitor assessment of parental satisfaction with children's learning levels, frequency of parent teacher meets, sharing of children's report card, class work and homework.</p>	Detailed Guidelines for the members of the VKS have been published and also placed on the departmental web-site, to ensure and solicit their support in monitoring of quality initiatives in school. The VKS/PTA members (3 members per school) of all the school have been oriented for their participation in the monitoring of activities. The meetings of the PTA/VKS members are held regularly to share children's report card, class-work and homework etc. in all the schools. guidelines are issued	Efforts seem to be taken.
<p>b. Provide details of the systems for recording teacher attendance with inputs from the community and the Block/district education officials.</p>	Teachers' attendance in Government Schools is monitored on-line through a well designed MIS module, on daily basis. The data collected through quality monitoring tools is also used to get inputs from the community and District/Zonal Education Officials.	Action in this regard has been taken.
<p>c. Provide details of the system for regular monitoring of students attendance.</p>	Students' attendance is also monitored on-line on daily basis. In addition the Quality Monitoring Tools (SLF – I) is also used for the purpose.	Provided efforts/mechanism may be considered.
<p>(V). State will bring in objective and transparent systems for teacher deployment and rationalization so that no school has PTR of more than 40:1.</p>	Teachers rationalization is done very objectively, transparently and scientifically by using an effective MIS module for teachers postings and transfers. Every care is taken to maintain the optimum PTR and ensuring teacher availability while	Actions need to be reviewed/relooked.

Commitments	Action Taken	Comments
	considering the transfer/posting of teachers. Teacher Availability Index (TAI) is also taken into account while taking the decision.	
(VI). Institutionalization of centrality of the PRI's in school supervision through relevant changes in Acts and Government Orders so as to clearly define role of PRI's in elementary education/SSA at village/block/district level.	The Department is working towards the guidelines for the involvement of PRI's in the supervision of Elementary Education and SSA at various levels.	Effort seems to be executed.
Wherever elementary cycle is not 5+3 years, State government to take policy decision to synchronize elementary cycle as per NPE (1992), which means five years of primary (I-V) and three years of upper primary (VI-VIII).	Delhi state, already has adopted the elementary cycle of 8 years including the 5 years Primary (classes I to V) and 3 years Upper Primary (classes VI to VIII) levels.	System is in placed.
States will move towards unified or singly systems of educational statistics at the elementary level i.e. for DISE & SES. DISE data 2009-10 will be submitted latest by 30 th of January 2010 after independent check for data validation.	Efforts have been made to have a unified system of collection of data for educational statistics including the DISE and SES. A comprehensive on-line data capture format is being used for the last two years to collect various types of data inputs for the entire spectrum of school education in Delhi. The DISE data for the year 2009-10 has been collected on-line as well as manually. 5% Sample checking of the DISE data is underway.	Efforts need to be relooked to ensure 100% out come.
(ix) Ending parallel post of District Coordinator for SSA implementation at District level in States where such arrangements are still in place.	There is no parallel post of District Coordinator in SSA Delhi and District Deputy Directors are working as DPOs.	Action seems to be taken.
(x) Constitution of and holding of regular meetings of District Level Monitoring Committee, for SSA & MDM as specified in the SSA Framework for implementation in Para No. 4.13.	District level monitoring committees have been constituted with the involvement of District Level Educational Supervisors, DIET faculty, Coordinators of DURCs and members of DRG.	Commitment has been taken.

Commitments	Action Taken	Comments
	The meetings of district monitoring teams are being held regularly.	
(xi) The backlog of teacher vacancies (13 under SSA and 13 under State budget) should be filled in by July 2009.	All the 26 vacancies of teachers under SSA were filled up in July/August 2009.	Some efforts have taken although vacancies still exist.
The release of funds to SSA, Delhi will be further guided by the following conditions.		
(i) The State Government should give a written commitment of meeting its share of the SSA of the budget approved according to 65:35 Center – State sharing pattern.	Letter has already been submitted to MHRD, and Coordinator of Appraisal Team.	Commitment is fulfilled.
(ii) First installment of the State share should also be released to the State Society within one month of the releases of Central share to the State Society.	There is no pendency with regard to state share as on date.	Action is in placed.
(iii) At least 50% of the teachers recruited should be female.	There are more than 50% female teachers' already in places and this condition will be kept in mind for all future recruitments.	As committed more than 50% teachers are female.
(iv) Teachers appointed against posts created through SSA funds should be made accountable to the VEC for at least the salary payment. The later would monitor the attendance before releasing the salary.	Not applicable in Delhi.	N.A.
(v) VECs or equivalent bodies should be constituted and accounts opened to incur expenditure under teacher's grants, civil works, maintenance grants, school grants and other such expenditures, which have to be incurred only through these bodies as per SSA norms.	Vidyalaya Kalyan Samities/ PTAs have been constituted in all Government Schools and the SSA Grants are being utilized through these bodies.	System is in placed as informed.
(vi) The State Government will maintain their level of investment in elementary education as in 1999-2000 and give the details of this to GOI before the release of second installment. The contribution as State share for SSA will be over and above this investment.	It is not only being maintained but also substantially increased over the years. The contribution of SSA share is over and above the investment on Elementary Education in the State.	Action seems to be taken.

Commitments	Action Taken	Comments
(vii) The second installment would only be released after the previous installment of State share has been transferred to the State Implementation Society and substantial progress has been made in expenditure as far as money already released is concerned.	Noted for compliance.	Noted.
(vii) All appointments under the head of managements cost should either be on deputation or on contract basis, with all persons being recruited having functional computer literacy.	Efforts are being made to comply with this condition.	As such there is no real outcome.
The meeting ended with a Vote of Thanks to the Chair.		

4. Introduction & Planning process

Appraisal of Delhi was scheduled on 19th February, 2010 followed by PAB on 22nd February, 2010 which was rescheduled on 26th April, 2010 due to various discrepancies and inappropriate plans, subsequently the State was asked to come with the revised State component plan and also to makeup other necessary incongruity into the plans. The appraisal then started on 26th April, 2010 and PAB on 3rd May, 2010. In continuation of the process, revised state component plan was submitted on 28th April, 2010. Accordingly, the appraisal team started the process as on date and able to complete on 30th April, 2010 supported by the State appraisal team in respective component.

Delhi has unique status of being a State (without full-fledged character though) as well as the capital territory of India. Multiple agencies are responsible for providing elementary education 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 secondary level through the Directorate of Education (DE) in accordance with the provision of the Delhi School Education Act 1973. According to the Act, the Administrator (the Lt. Governor) may regulate education in all the schools in accordance with the provisions of this Act. The DE is meant for providing education up to higher secondary in Delhi and is empowered to prescribe and supervise standards of education in all the schools located in NCT of Delhi. 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 Education, Delhi.

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).

In addition to this, there are 55 Kendriya Vidyalayas, 2 Navodya Vidyalayas and several recognized public schools for primary as well as upper primary education. The multiplicity of education providers requires better coordination. A High level Coordination Committee (HLCC) constituted last year, is coordinating the Elementary Education in NCT Delhi. The Appraisal team for Delhi for the AWP&B 2010-11 consist the following members:

- Mr. Gopalan– TSG
- Mr. Altab Khan – (Coordinator)
- Mr. S.C.Girotra - TSG
- Ms. Seema Rajput - TSG
- Mr. O.P Nautiyal – TSG
- Mr. O.P. Arora – TSG
- Dr. Anupriya Chaddha- TSG
- Ms. Kiran Dogra - TSG
- Mr. Jyoti Prakash Mohanty – TSG
- Mr. Jitendra Panda– TSG
- Mr. T. K. Singh –(MI)
- Dr. Renu Singh - (ERP)
- Mr. Ravi Kant – TSG
- Mr. Girja Shankar– TSG
- Mr. Audumber M. Chavan-TSG

A Team consisting of SPD – SSA – Delhi, ASPD, and other Officers extended their support to the Appraisal Team for 8 days and helped in finalizing the Appraisal Report. The Appraisal Team appreciates the invaluable cooperation of the State Team in the appraisal process.

Planning Process

The department has a very effective on-line DISE data collection system in place for the last three years. The DISE data is collected online through a format for comprehensive school information schedule developed by SSA Delhi. In the first year a series of orientation workshops on DISE data was organized for the heads of schools or their representatives of all types of schools including Government, MCD, NDMC, Delhi Cantonment Board, the Aided and recognized private schools of these bodies, to help them in filling up the correct data against each column/item in the revised DISE capture format.

Household Child Census

To ascertain the number of out of school children the data collected through Household Child Census which was completed in the year 2008 has been referred. In addition, the dropout rate has also been taken into account.

Household Child Census 2009-10

In order to ascertain the number of out of school children a Household Child Census exercise was completed in some selected Municipal wards of Delhi in March 2010. For this exercise, 91 wards out of 272 were selected on the basis of previous Household Child Census where 200 or more children were found out of school in the survey which was completed in May 2008.

The Decentralized Planning Process

For the last Five years a decentralized approach towards the Planning Process is being adopted for developing District Elementary Education Plans for all the 9 revenue districts. The State Plan has been compiled based on the data collected and reflected in the District Plans. The District Plans were coordinated by the DURCCs with the involvement of CRCCs and officials from various Departments and DIET Faculty of the respective districts. The teams have used data available with the departments, DISE and also collected from the community leaders.

- Phases of Workshops for Developing the Districts and State Elementary Education Plan. Several consultative workshops were organized at the state level as well as district level in respective districts.
- The district plans were appraised by the Technical Support Group comprising of the Chief Consultant IED and Senior Consultant Urban Planning and 4 internal Resource Persons in the first and third week of January 2010.

Workshops at the State Level

Sr. No	Date	Venue	Objectives of Conference Meeting/Workshop
1	21/10/09	UEEM H Q	State Level Workshop
2	27/10/09	UEEM HQ	On Community Mobilization Programme reg. Training of VKS and PTA members on different interventions of SSA and other relevant information.
3	5/11/09	UEEM H Q	State Level Workshop
4	14/11/09	UEEM H Q	State Level Workshop
5	23/11/09	UEEM HQ	State Level Workshop.
6	3/12/09	UEEM H Q	State Level Workshop
7	19/12/09	UEEM H Q	State Level Workshop-Discussion on Draft AWP &B for the districts.
8	23/11/09 to 30/12/09	Districts	District Level Workshops for Development of Plans
9	31.12.09 to 03/01/10	UEEM H Q	State Level Workshop-Correction and further refinements in the Districts Plans.
10	05.01.10 to 07.01.10	UEEM HQ	First Phase of the appraisal of district plans was done by Resource Group comprising of Chief /Sr. Consultants from TSG Ed-CIL and State Resource Persons.
11	08.01.10	UEEM HQ	Approval of the Draft Annual Plan and Budget Proposals for the year 2010-11, by Executive Committee of the UEE Mission.
12	03.01.10	UEEM H Q	State Level Workshop-Correction and further refinements in the Districts Plans.
13	21.01.10 to 23.01.10	UEEM HQ	Second Phase of Appraisal of district plans by the Resource Group.
14	27.01.10 to 30.01.10	UEEM HQ	Development of the State Plan
15	01.02.10 to 05.02.10	UEEM HQ	Development and refinement of the State Plan
16	08.02.10	UEEM HQ	Approval of the Proposed Plan and Budget by the Governing Body of UEE Mission.
17	01-04 April, 2010	UEEM HQ	Finalization of the Chapter on Progress by incorporating all activities done in March 2010 including Household Child Census.

Observation:

1. Dual charges among the district coordinator and State officials affects planning and implementation which must be expunged.
2. Capacity building of the district and State officials on planning process, plan formulation and implementation need to be strengthened.
3. Monitoring and Supervision should be enhanced so as to ascertain more need based requirements.
4. Convergence and coordination among different department, district and sub-district level need to be enhanced.

5. Education Indicators:

This section focuses on the significant indicators of elementary education. These include GER, NER, Gross Completion Ratio, Dropout, retention and transition rates, Gender Gap in Enrolment etc. The data presented in the tables below is based on the DISE & AWP&B 2010-11 provided by State team. The State-wise EDI has also been calculated at the National level separately for Primary and Upper primary level.

Enrolment at Primary level:

Year	Enrolment : Primary level			% Change in Enrolment		
	Boys	Girls	All	Boys	Girls	All
2009-10	940174	908966	1849140	0%	1%	1%
2008-09	939734	898558	1838292	-7%	4%	-2%
2007-08	1009880	860240	1870120	-1%	0%	-1%
2006-07	1021221	862617	1883838	47%	5%	24%
2005-06	693891	825032	1518923			

Source: DISE, UEEM 2009

Enrolment at the primary level shows fluctuating trend during the last 5 years. Overall enrolment is increased by 22 percent from 2005-06 to 2009-10.

District wise Enrolment at Primary level

District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
East	101748	86674	188422	108888	103370	212258	108997	103473	212470
North East	181806	154872	336678	154180	148133	302313	154334	148282	302615
North	73948	62993	136941	44374	42125	86499	44418	42167	86585
North West	223571	190450	414021	203844	196469	400313	203548	196165	399713
West	119694	101962	221656	135812	131928	267740	135947	132060	268007
South West	87733	74735	162468	113562	109109	222671	113676	109218	222894
South	189892	161760	351652	125532	125547	251079	125658	125673	251330
New Delhi	5632	4798	10430	22397	21954	44351	22420	21976	44395
Central	25857	21998	47855	31145	29923	61068	31176	29953	61129
Total	1009880	860240	1870120	939734	898558	1838292	940174	908966	1849140

Source: DISE, UEEM 2009

Enrolment at Upper Primary level:

Year	Enrolment : Primary level			% Change in Enrolment		
	Boys	Girls	All	Boys	Girls	All
2009-10	501179	472645	973824	3%	3%	3%
2008-09	484231	456662	940893	-6%	5%	-1%
2007-08	512900	436967	949867	-9%	-13%	-11%
2006-07	565536	501510	1067046	12%	-15%	-3%
2005-06	506234	588469	1094703			

Source : DISE, UEEM 2009

Enrolment at the upper primary level is increased by 3 percent from the previous year. Overall enrolment is reduced by 11 percent during 2005-06 to 2009-10.

District wise Enrolment at Upper Primary level

District	2007-08			2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
East	51690	44032	95722	57050	52033	109083	59047	53854	112901
North East	92361	78678	171039	75502	71104	146606	78145	73593	151737
North	37567	32002	69569	22801	20795	43596	23599	21523	45122
North West	113579	96752	210331	101101	96075	197176	104640	99438	204077
West	60807	51799	112606	79405	74886	154291	82184	77507	159691
South West	44570	37967	82537	52034	49003	101037	53855	50718	104573
South	96369	82144	178513	71961	69862	141823	74479	72307	146786
New Delhi	2861	2437	5298	9426	8596	18022	9755	8897	18653
Central	13095	11155	24250	14951	14308	29259	15475	14808	30283
Total	512900	436967	949867	484231	456662	940893	501179	472645	973824

Source: DISE, UEEM 2009

Enrolment Ratio:

Gross Enrolment Ratio at primary level:

Year	Enrolment : Primary level		
	Boys	Girls	All
2009-10	103.80	103.24	103.57
2008-09	102.00	101.96	101.98
2007-08	105.50	105.96	105.69
2006-07	111.33	109.86	110.72
2005-06	108.84	109.15	111.33

Source : DISE, UEEM 2009

At the state level GER at primary level shows very fluctuating trend during 2005-06 to 2009-10. The GER at the primary level is increased by 2 pp from the previous year. District New Delhi shows highest increase in the GER i.e. 10 pp from the previous year. There is no difference found between the boys and girls GER.

District wise Gross Enrolment Ratio: Primary level

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
East	103.05	105.16	103.91	102.55	102.48	102.52	105.84	106.41	106.07
North East	102.57	101.76	102.24	101.38	101.46	101.41	105.81	105.70	105.76
North	107.50	105.13	106.46	101.56	101.79	101.65	104.68	108.29	106.14
North West	103.87	104.08	103.96	101.64	101.58	101.61	103.40	103.33	103.37
West	104.72	104.41	104.59	102.31	102.17	102.25	102.96	99.75	101.63
South West	105.85	108.10	106.79	103.03	102.71	102.90	103.71	102.92	103.39
South	115.64	114.51	115.17	101.13	101.08	101.11	100.39	100.29	100.35
New Delhi	105.97	109.79	107.91	100.02	102.68	101.35	111.79	110.76	111.27
Central	103.24	103.22	103.23	103.25	103.27	103.26	103.13	99.10	101.66
State	105.50	105.96	105.69	102.00	101.96	101.98	103.80	103.24	103.57

Source : DISE, UEEM 2009

Gross Enrolment Ratio: Upper Primary level

Year	Gross Enrolment Ratio : Upper Primary level		
	Boys	Girls	All
2009-10	120.76	119.31	120.09
2008-09	116.00	116.43	116.20
2007-08	119.88	118.45	119.72
2006-07	124.17	125.05	124.58
2005-06	130.54	124.31	127.54

Source : DISE, UEEM 2009

At the state level GER at upper primary level is shows decreasing trend during 2005-06 to 2008-09 and aging in the year 2009-10 GER is increased by 3 p.p. from the previous year. District North East shows highest increase in the GER i.e. 5 pp from the previous year. There is no major difference found between the boys and girls GER.

District wise Gross Enrolment Ratio: Upper Primary level

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
East	120.77	118.02	119.50	115.84	116.81	116.29	121.63	120.15	120.95
North East	122.63	117.55	120.19	115.93	113.74	114.86	124.55	117.37	121.05
North	123.37	120.10	121.71	115.79	114.69	115.25	116.61	112.04	114.38
North West	120.33	119.80	120.09	113.38	114.67	113.96	118.18	117.44	117.85
West	118.57	118.56	118.57	117.94	117.88	117.91	121.82	118.84	120.45
South West	124.07	117.71	121.21	118.95	119.38	119.14	121.98	122.27	122.11
South	113.65	116.60	115.02	115.64	117.23	116.37	120.77	121.80	121.25
New Delhi	118.30	118.10	118.20	116.86	118.90	117.83	116.49	120.88	118.57
Central	118.04	123.10	120.28	115.93	118.38	117.06	118.87	125.94	122.12
State	119.88	118.45	119.22	116.00	116.43	116.20	120.76	119.31	120.09

Source : DISE, UEEM 2009

Net Enrolment Ratio: Primary level

Year	Gross Enrolment Ratio : Upper Primary level		
	Boys	Girls	All
2009-10	97.73	97.96	97.83
2008-09	98.48	98.41	98.45
2007-08	95.76	95.76	95.76
2006-07	93.40	94.26	93.80
2005-06	96.01	96.09	96.05

Source : DISE, UEEM 2009

Net Enrolment ratio at the primary level is 97.83 which are slightly decreased from the previous year.

District wise Net Enrolment Ratio: Primary level

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
East	97.69	95.69	96.75	98.36	98.34	98.35	96.85	96.89	96.87
North East	97.20	97.99	97.58	98.74	98.72	98.73	96.85	97.32	97.07
North	93.13	93.56	93.34	98.04	98.62	98.33	97.41	97.73	97.57
North West	96.78	96.81	96.79	98.41	98.27	98.35	97.71	97.71	97.71
West	96.33	96.48	96.40	98.20	98.36	98.28	97.86	99.20	98.48
South West	94.03	93.42	93.74	98.16	97.85	98.02	97.78	97.71	97.75
South	93.33	94.80	94.04	99.15	98.93	99.04	99.37	99.08	99.23
New Delhi	96.41	95.09	95.76	99.09	98.19	98.64	95.60	95.73	95.66
Central	97.73	98.10	97.90	98.09	97.91	98.01	98.04	98.30	98.17
State	95.76	95.76	95.76	98.48	98.41	98.45	97.73	97.96	97.83

Source : DISE, UEEM 2009

3.2 Net Enrolment Ratio: Upper Primary level

Year	Gross Enrolment Ratio : Upper Primary level		
	Boys	Girls	All
2009-10	82.81	83.82	83.27
2008-09	86.20	85.89	86.06
2007-08	83.41	84.42	83.88
2006-07	80.53	79.97	80.24
2005-06	76.60	80.45	78.41

Source : DISE, UEEM 2009

District wise Net Enrolment Ratio: Upper Primary level

District	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
East	82.80	84.73	83.68	86.33	85.61	86.00	82.22	83.23	82.68
North East	81.54	85.07	83.20	86.26	87.92	87.06	80.29	85.20	82.61
North	81.06	83.27	82.16	86.36	87.19	86.76	85.76	89.25	87.43
North West	83.11	83.47	83.27	88.20	87.21	87.75	84.62	85.15	84.85
West	84.34	84.35	84.34	84.79	84.83	84.81	82.09	84.15	83.02
South West	80.60	84.95	82.50	84.07	83.77	83.94	81.98	81.79	81.89
South	87.99	85.77	86.94	86.48	85.30	85.93	82.80	82.10	82.48
New Delhi	84.53	84.68	84.60	85.57	84.11	84.87	85.84	82.73	84.34
Central	84.71	81.24	83.14	86.26	84.47	85.43	84.12	79.41	81.89
State	83.41	84.42	83.88	86.20	85.89	86.06	82.81	83.82	83.27

Source: DISE, UEEM 2009

Net Enrolment ratio at the upper primary level is 83.2. NER at the upper primary level is decreased by 3 pp from the previous year. Low NER at upper primary level indicates a good number of children is out of the formal education system. As the state is reported GER at upper primary level is 120.09 and NER is 83.27 which indicate a good number of under age overage children in the education system.

5.1 Dropout Rate: Primary level

District	2006-07			2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
East	4.36	4.60	4.47	4.40	5.07	4.72	3.23	3.68	3.44	3.11	3.56	3.32
North East	2.92	4.13	3.49	2.96	4.49	3.69	2.19	3.53	2.82	2.10	3.41	2.72
North	6.50	6.98	6.74	5.52	6.25	5.88	4.80	7.10	5.94	4.68	6.89	5.77
North West	6.12	6.02	6.08	5.26	5.29	5.27	4.98	5.43	5.19	4.85	5.29	5.05
West	3.56	3.70	3.62	3.92	4.30	4.09	4.08	4.03	4.06	3.99	3.99	3.99
South West	4.18	4.93	4.54	4.08	4.92	4.48	2.57	3.50	2.99	2.51	3.43	2.92
South	3.19	3.48	3.33	3.53	4.09	3.80	4.44	4.12	4.29	4.36	4.04	4.21
New Delhi	5.05	4.67	4.87	4.73	3.81	4.28	2.35	1.29	1.82	2.22	1.23	1.73
Central	4.55	5.57	5.04	5.50	6.01	5.74	5.32	5.05	5.19	5.22	4.97	5.10
State	4.29	4.75	4.51	4.25	4.87	4.54	3.81	4.33	4.05	3.70	4.23	3.95

Source : DISE, UEEM 2009

At the state level drop out rate at primary level is 3.95 which is slightly reduced from the previous year. Drop out rate of Girls is exceeds Boys drop out. Highest drop out rate is in North Delhi districts.

5.2 Dropout Rate: Upper Primary level

District	2006-07			2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
East	7.42	10.91	9.07	9.39	13.55	11.30	4.29	3.03	3.71	4.00	2.89	3.49
North East	9.78	6.59	8.22	5.98	7.24	6.57	1.91	2.18	2.04	1.74	2.07	1.89
North	16.27	12.90	14.56	11.72	10.62	11.17	1.81	1.67	1.74	1.76	1.68	1.72
North West	10.08	11.94	10.94	10.94	9.75	10.40	2.87	2.75	2.82	2.70	2.64	2.67
West	12.09	12.37	12.22	11.28	9.74	10.56	3.09	2.66	2.89	2.93	2.59	2.77
South West	15.66	15.65	15.65	11.53	16.32	13.62	2.78	2.54	2.67	2.66	2.43	2.56
South	12.37	14.00	13.14	11.90	13.65	12.72	3.50	3.47	3.49	3.29	3.28	3.28
New Delhi	8.73	6.73	7.83	14.02	6.45	10.48	2.03	1.55	1.80	2.00	1.50	1.75
Central	12.81	13.92	13.32	12.53	9.21	11.03	2.29	2.55	2.41	2.19	2.35	2.26
State	11.52	11.93	11.71	10.49	11.07	10.76	2.93	2.68	2.81	2.75	2.57	2.67

Source : DISE, UEM 2009

At the state level drop out rate at upper primary level is 2.67 which is slightly reduced from the previous year. Drop out rate of Boys exceeds Girls drop out. Highest drop out rate is in East Delhi districts.

Transition Rate (Primary Grade to Upper

Dist	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
EAST	97.89	98.96	98.37	98.29	99.00	98.62	98.39	99.09	98.72
NE	97.49	99.08	98.20	98.57	99.71	99.09	98.67	99.80	99.19
NORTH	95.28	98.35	96.74	98.01	98.35	98.18	98.11	98.45	98.27
NW	97.14	96.94	97.05	98.68	99.13	98.88	98.78	99.22	98.98
WEST	97.96	99.11	98.50	98.63	99.04	98.81	98.73	99.14	98.91
SW	97.25	98.09	97.63	97.63	99.40	98.41	97.73	99.50	98.51
SOUTH	95.96	98.15	97.01	98.56	99.18	98.84	98.66	99.28	98.94
ND	96.24	96.68	96.44	98.67	99.12	98.89	98.77	99.22	98.99
CEN	94.86	97.20	95.97	97.40	98.04	97.69	97.50	98.13	97.79
TOTAL	96.98	98.22	97.55	98.35	99.12	98.70	98.45	99.22	98.80

Source : DISE, UEM 2009

The transition rate is one of the important indicators in elementary education. The indicator shows the percentage of children going moving to the upper primary level. It is observed that a large number of students dropout from the system during this transition. The state has used the number of students passed grade IV and enrolment in grade V for calculating the indicator. There is marginal difference between the girls and boys transition rate.

Retention Rate

Primary level

Block/ Municipal Area	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
East	94.50	92.50	93.50	94.50	95.85	95.17	96.06	97.50	96.78
North East	94.25	92.25	93.25	94.50	95.50	95.00	95.00	97.00	96.00
North	95.00	93.00	94.00	95.00	96.00	95.50	94.50	97.50	96.00
North West	95.00	92.60	93.80	94.00	95.00	94.50	96.00	97.50	96.75
West	95.50	93.60	94.55	95.00	95.85	95.42	96.00	97.50	96.75
South West	95.78	92.60	94.19	96.02	95.85	95.93	97.00	97.61	97.31
South	97.00	93.50	95.25	96.00	96.42	96.21	96.06	98.31	97.18
New Delhi	97.00	94.00	95.50	97.00	97.50	97.25	97.00	99.00	98.00
Central	95.50	92.60	94.05	95.52	96.00	95.76	96.56	97.31	96.93
State	95.40	93.60	94.25	95.28	96.00	95.64	96.02	97.69	96.86

Source : DISE, UEEM 2009

State has reported Retention Rate at primary level is 96.86. Girl's retention rate exceeds boys.

Elementary level

Block/ Municipal Area	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
East	93.90	91.66	92.78	94.02	95.36	94.69	95.34	96.88	96.11
North East	93.59	91.35	92.47	93.90	94.89	94.39	94.27	96.26	95.27
North	94.52	92.04	93.28	94.27	95.27	94.77	93.90	96.88	95.39
North West	94.27	92.03	93.15	93.28	94.52	93.90	95.02	96.88	95.95
West	95.01	92.78	93.90	94.27	95.36	94.81	95.51	96.88	96.20
South West	95.29	92.03	93.66	95.29	95.36	95.33	96.26	97.12	96.69
South	96.51	92.90	94.70	95.51	95.79	95.65	95.34	97.64	96.49
New Delhi	96.51	93.28	94.89	96.26	96.88	96.57	96.26	98.50	97.38
Central	94.89	92.03	93.46	94.92	95.27	95.09	95.71	96.89	96.30
State	94.82	92.78	93.61	94.63	95.41	95.02	95.29	97.10	96.20

Source : DISE, UEEM 2009

State has reported Retention Rate at Elementary level is 96.20. Girl's retention rate exceeds boy's retention rate.

State Level EDI

Level	Year	Access	Infrastructure	Teachers	Outcome	Overall	Rank
Primary	2007-08	0.515	0.909	0.937	0.570	0.767	2
	2008-09	0.515	0.741	0.895	0.596	0.701	6
Upper Primary	2007-08	0.784	0.871	0.935	0.525	0.793	5
	2008-09	0.760	0.683	0.908	0.685	0.762	7

Source: Flash statistics 2008-09

As per the flash statistics 2008-09, the EDI value computed by the NUEPA for the year 2008-09, Delhi shows a decrease in the EDI value and rank of each component i.e. Access, infrastructure, teacher and outcome at the both the level primary and upper primary. The EDI values of the Teacher and Infrastructure Component is very low at both the level

The State has not developed the EDI at District/Block level. The appraisal team recommends that the state should develop the EDI at lower levels at their end so that, the weaker areas can be identified and remedial action may be taken.

Issues:

- The data is very inconsistent and unreliable specially GER, NER, Drop out etc.
- State has not started data entry in SSA national web portal.

6. Component-Wise Appraisal:

(I) Access

- **State policy on opening of new schools**

Though *state has no policy for opening of primary and upper primary schools*, however it was informed to the appraisal team that state adheres to the policy that all the habitations within 1 km to be covered by a primary school and whenever there is a shift in the population from one area to another area state immediately plans to start a new school/schools to cover all the children in the age of 6-14 years.

- **Availability of Schooling facilities:**

Table: Information on Schools

Category	Govt.	Aided	Private			Total
			Aided	Unaided	Unrecognized	
Primary	2164	164	1939	-	-	4267
Up. Primary	961	213	1243	-	-	2417

2164 schools are MCD schools including Sarvodaya Vidhyalayas of DoE, NDMC schools with primary sections and DCB, similar case is with the aided schools. Whereas all 2417 upper primary schools are having primary sections also. Though it is not reflecting in the tables provided by the state that there is no unrecognized school, but it was informed that state is having more than 2000 such schools. Total Number of schools in the state is about 5150 and around 2100 schools are double shift schools.

Table: Habitation and Access (Primary)

District	Total no. of Habitations	Habitations covered by		Habitations with primary school within 1 km	Unserviced Habitations without Primary Schools	Habitations Eligible for PS as per State norms	Habitations not Eligible for PS as per State norms	Recommendations
		Primary School (Govt. & Aided)	EGS					
East	121	121	0	121	0	0		
North East	112	112	0	112	0	0		
North	150	150	0	150	0	0		
North West	386	386	0	386	0	2		Recommended
West	280	280	0	280	0	0		
South West	261	261	0	261	0	0		
South	344	344	0	344	0	0		
New Delhi	87	87	0	87	0	0		
Central	71	71	0	71	0	0		
Total	1812	1812	0	1812	0	2		Recommended

It has been reported by the state level official that though all the habitations are in total 9 districts are served with the primary schools, however 2 sectors (Sec-22 & Sec27) in North West district are eligible for opening of new primary school as they are of the bigger size.

Table: Habitation and Access (Upper Primary)

District	Total no. of Habitations	No. of Habitations having UPS facility in 3 Kms Area	No. of Eligible school less habitations for UPS as per the distance & population norms	Primary and Upper Primary Ratio	No. of UPS eligible as per 2:1 ratio	Gap in Upper primary School	No. of Habitations to be covered as per recommendation this year
Total	1812	1812	Nil	2:1	1164	Nil	Nil

All the existing habitations/kshetras are having the facility of Upper primary school with in a radius of 3 km, hence state does not make any proposal for the same.

A. Primary

Status of opening of new primary schools sanctioned till 2009-10 under SSA.

Year	No. of PS Sanctioned
2006-07	2
2007-08	4
2008-09	4
2009-10	0
Total	10

It was informed by the State representative that out of the total 10 sanctioned new PS by the Project Approval Board to the state, all have been made functional, only construction of one school (Kapashera (District- SW) is still under process and will be over by July, 2010. This is running in the neighborhood area. Teachers have been recruited and appointed in all the sanctioned schools.

Strategies of the State for providing access to all eligible habitations:

State is having total 1812 Kshetras and all are served with the primary schools, however 2 areas in the North West district are eligible for opening new schools based on the demand of the area.

Proposal for up-gradation of EGS center to regular PS:

Table: Status of EGS

District	Total number of EGS functioning	No. of EGS completing 2 years or more in 2009-10
NA		

Table: Upgradation of EGS

In the habitations eligible for PS	No. of EGS functioning		No. proposed for upgradation	No. of EGS to be continued	Reasons for not proposing for the balance	No. of EGS to be closed
	In the habitations not eligible for PS	Total				
NA						

B. Upper Primary

Status on opening of new upper primary schools sanctioned till 2009-10 under SSA

State has never proposed for upper primary schools.

State is having comfortable PS:UPS ratio i.e. 2:1.

As per the GIS mapping conducted by the state and series of consultations with the stakeholders in the year 2003, there is no habitation left with the facility of UPS. Therefore, state does not make any proposal for the same.

Issues:

- Though state ensures that all its Kshetras are served with the facility of primary and upper primary schools, however it is reflected in the table pertaining to the reasons for children being out of school that more than 750 children are out of the schooling system due to lack of access. State officials were not in a position to explain the same.
- State has carried out the GIS mapping exercise during 2003-04 on the basis of this it was ensured that all the kshetras are served with the schools primary and upper primary after that no such exercise was undertaken, in last few years too many changes have been happened in Delhi regarding reshuffling of the habitations and some new habitations are emerged out, therefore it becomes mandatory for the state to conduct this exercise again in during 2010-11.
- Delhi is having a very unique structure of its divisions, as per the GIS mapping State was divided into 1812 kshetras but it is not clear that how many habitations come under each kshetra, which would be important to know in light of RTE-2009 to define the concept of neighborhood school. It may be noted that Delhi has no policy for opening of schools.

Suggestions:

- It is suggested by the appraisal team that now state must take up an exercise for quality of access like physical space available per child, CWSN friendly infrastructure, availability of classrooms for every teacher availability of play ground, availability of classrooms in school, PTR, furniture and other basic amenities viz drinking water, toilet facilities, electricity etc in the schools.
- State needs to create a smaller unit for planning with clearly defined and demarcated geographical boundaries which can be taken as equivalent to habitations.

Recommendations:

Appraisal team recommends the proposal for opening of 2 new PS in the North West district to keep in view the bigger size of the area and the concept of “*neighborhood school*” stated under RTE-2009.

c. Interventions for Out of School Children

Table: Performance during 2009-10

Strategies	Approved target for 2009-10		Coverage till date		Mainstreaming		
	Physical target	Fin (Rs. In lakhs)	Physical	Fin.	Fresh	Contd.	Total
RBC	300	30.00	184	18.4	106	0	106
Madrassa/Maqtbs	0	0	7368	0	0	0	0
AIE Centers (PS)	7136	109.54	1452	2.68	0	1578	1578
AIE Centers (UP)	800	23.68	0	0	0	0	0
Mobile School	450	13.50	300	4.93	165	0	165
Summer Camp	11783	23.57	4220	8.44	4220	0	4220
Khul Ja Sim Sim	0	0	2684	0	3760	0	3760
Direct Admission	0	0	9883	0	9883		9883
Total	20469	200.29	26091	34.45	18134	1578	19712

- During the year 2009-10, state reported total 38,922 children as out of school. It was proposed by the state to cover only 20,469 children under various AIE interventions and approximately six to seven thousand children were to be mainstreamed, simultaneously it was also reported that state would not be able to cover 11,643 children in the age group of 11-14 years.
- Around 10,000 children were directly admitted in the formal school during enrollment drive.
- Against the physical target approved by PAB of 20469 children under different AIE interventions, only (30.07%) 6156 children were covered. 9883 Children in the age group of 6-8 years were directly enrolled in schools and 2,684 out of school children (proposed target was 3000) were also covered under Khul ja sim sim and the budget was proposed under CAL component. State reports that 7368 children were covered under Madarsa/Makhtab.
- Hence it is concluded that out of the 38922 OOSC, state has covered 26,091 children (67%)
- State has incurred only 17.2% of funds against the amount sanctioned by PAB.

Table: Status of Out of School Children

Age in years	2009-10			2010-11					
				Uncovered children from last year			New Identified OOSC as per survey		
	B	G	Total	B	G	Total	B	G	Total
6-10	13421	11287	24708	2903	2599	5502	12459	11969	24428
11-14	7561	6653	14214	1127	1202	2329	3894	3741	7635
TOTAL	20982	17940	38922	4030	3801	7831	16353	15710	32063

Scenario of Out of school children over the years:

2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	IMRB 2009	2010-11
415558	187000	190833	85402	30001	23528	38922	85937	32063

It gets clear from the above cited table that in the year 2003-04, total 4 lakh15 thousand children were found out of school which has now come down to only 32 thousand. The trend in number of figure has been fluctuating because of migration. An independent study conducted by SRI-IMRB in the year 2009, reflects that there are around 86 thousand children were found in the state as out of school in the age group of 6-13 years. **It is to note that the drop out rate in the state at the primary level is 3.95 and at the upper primary level it is 2.67, based on only drop out rate, the figure comes around 1 lakh. This clarifies that the Drop out rate has not been taken into account while arriving at the figure for out of school children. In addition**

to this a good number of never enrolled, migratory children, street children and other deprived children are also exist in the state.

Analysis for OOSC

- Only 5,500 children are out of school due to migration.
- Majority of children (45%) are out of school as they are with special need.
- 49% girls are among total out of school children.
- District North East and North West are having highest number of out of school children in the state.

Identification of out of school children:

State had conducted a Household child census during 2008. After that on the basis of updation exercise, figures for out of school children were identified. For the Year 2010-11, state conducted a fresh HHS only for a day in the month of March in its selected (91) wards like JJ clusters and all unauthorized colonies and in slum wings.

Method/mechanism adopted to identify out of school children

➤ People/agencies associated

MCD teachers were involved in data collection and supervisors were engaged for monitoring. Collected data was submitted at the CRC level and than at the DURC for validation. After validation exercise, data was submitted to the SPO.

➤ Process involved in analysis of OOSC, if information regarding children enrolled any category of private school is not available then mechanism adopted for arriving at the number of out of school children

It was informed by the state official that on an average more than 2000 schools are unrecognized in the state and no information could be obtained from these schools regarding how many children are enrolled therein and how many of them have dropped out.

Table: Progress & Mainstreaming

District	Children enrolled in AI/bridge courses during 2009-10			Children mainstreamed till 2009-10			Children proposed to be enrolled in AI/bridge courses in 2010-11			Children proposed to be mainstreamed in 2010-11		
	Fresh	Contd.	Total	Fresh	Contd.	Total	Fresh	Contd.	Total	Fresh	Contd.	Total
Total	16208	Nil	16208	8251	1578	9829	23863	4633	28496	18024	3752	21776

It was informed by the state officials that out of 16208 children enrolled in AIE centres only 60.64% (9829) children have been mainstreamed till the end of 4th quarter. Though it has been ensured that remaining children will be mainstreamed in this academic session.

Steps taken to ensure continuance of mainstreamed children in schools:

After mainstreaming of child s/he will be given a unique ID number which helps in tracking of the mainstreamed children in school about further continuance.

Steps taken to measure rates of retention, repetition, attendance and learning achievement level in schools:

Online module is used for attendance, retention, repetition and learning achievement level. Supervisory staff in various departments also contributes in reducing rate of retention, rates of repetition and to increase the learning achievement level of children.

Table: Strategy proposed

Strategies	Age group target ed	New Target during 2010-11	Continued Target from last year	Total Target	No. of centres	Proposed unit cost per child	Total proposed financial cost (In lakhs)
AIe centre (Pry) (for 8 month)	6-10	12041	0	12041	216	0.020	240.82
AIe Centre (U.Pry) (for 8 month)	11-14	3922	0	3922	102	0.020	78.44
Residential Bridge Course (RBC)							
a. 800 children for 12 months	6-14	800		800	04	0.10	80.00
Khul Ja Sim Sim (pry.)	6-10	2072	0	2072	76	--	--
Khul Ja Sim Sim (upp.pry.)	11-14	518	0	518	76	--	--
Madrassa/ Makhtabs	6-14	2400	0	2400	87	0.03	72.00
Chalta Firta School (Pry.)							
a. 400 children for 12 months		400		400		0.01535	
b. 3360 children for 10 months	6-10	3360	0	3360	80	0.01279	
Chalta Firta School (Upp. Pry.) (for 10 Months)	11-14	940	0	940	12	0.0247	Not recommended
Direct Admission	6-14	5610	0	5610	0	0	0.00
Total		32063	Nil	32063			471.26

Monitoring mechanism for proposed activities:

In addition to the web based monitoring, monitoring will be done through physical visits by CRCCs, DURCCs and supervisory staff of DoE, MCD, NGO, Parents and community.

Education of Muslim children:

As per the information furnished by state level official that there are 48 registered Madarsa/Makhtabs exist in the state, of them grants have been provided to only 18 Madarsa/Makhtabs with the enrollment of 6527 children and 772 EVs were appointed therein. Apart from the Recognized Madarsas, around 21 unrecognized Madarsa/Makhtabs with the enrollment of 841 students and 85 EVs.

State does not have WAQF board therefore these 48 Madarsas are registered under society act.

Observations:

- Though State has developed an online child tracking system, but it does not provide the information for out of school children.
- All children in Delhi are urban deprived; state has not planned critically to cover them in light of RTE.
- All the activities will be run through NGOs.
- EVs will be appointed by NGOs and training will be imparted by them only.
- It was informed by the state official that there are 860 JJ clusters exist in the state.

Issues:

- **The figure for out of school children provided by the state is not acceptable to keep in view the various sources of data like SRI-IMRB and surveys done by other agencies about the out of school children.**
- **State has not crafted the proposed activities to cover out of school children *in light of RTE*. For eg the activities like *Mobile school* and *Khul Ja Sim-Sim* is again proposed by the state which has no relevance as they do not provide the conducive environment for a child to learn.**
- **Performance regarding coverage of OOSC is unsatisfactory; State has incurred only 17% of sanctioned funds.**
- One of the major issues for the unsatisfactory progress in regard to coverage of out of school children is the non delegation of the powers and responsibilities to the SPD, district and sub district level.
- **State is a hub for migration as CWG going to be happened in October 2010, for the purpose of construction/development a huge number of population (labor class) has come to Delhi from various states, there is no information available with the state about the number of such migrated people or families and the children in the age group of 6-14 years.**
- State has no institutionalized mechanism for sharing of inter district and inter state number of migrant children which shows its ignorance towards the education of migrant children..
- State does not have any information regarding the number of slums and unauthorized colonies to have the actual idea about the information on children residing therein and their access to schooling facilities.
- Plan of action regarding Monthly implementation of activities under special training has not been prepared.
- No bridging material is available with the state.
- State has no liaising with the NGOs who have done credible work to cover out of school children and children belonging to disadvantaged sections of society.
- **State has no co-ordinator to implement the strategies under special training at the SPO and lower levels.**
- State officials have not paid any attention to the important discussions during different workshops held in 2009-10.

Suggestions:

- It is suggested by the appraisal team that a committee should be constituted at the ward level with the representation from various sections of residents including the homeless ones to keep the record of newly identified out of school children.
- There is a strong need to coordinate with child line or state can have its own helpline for getting information on out of school children.
- Special Survey squads to be constituted for the coverage of children in the areas like red light, Railway/Metro station, sub-ways, Bus stands, unauthorized slums or colonies etc. with the responsibility of visiting these areas fortnightly with out any publicised programme.
- Need to tie up with the Social Welfare and Police department to get the information about the Children Homes, Observation/Special homes, orphanages etc who do not have access to education.
- There is an urgent need to put in place an effective mechanism to facilitate inter district and inter state sharing of information on migrant children.
- State must have a very strong mechanism for the monitoring of implementation of activities to cover out of school children as all will be taken up by the NGOs.

State is advised to keep the record of the mainstreamed children after special training in respect of various educational indicators till the completion of their elementary education.

(II) School Infrastructure: Civil Works

Overview of the performance of last year and the bottlenecks, if any

The total budget for 2009-10 including fresh and spillover is Rs.1256.40 lakhs (fresh work Rs.966.00 lakhs + spilled over Rs.290.40 lakhs). Against this NCT Delhi has incurred expenditure of Rs.717.60 lakhs till March, 2010, **leaving a spillover Rs.538.80 lakhs**. The percentage expenditure works out to 57%. During the current financial year NCT Delhi has completed 3 BRCs, 3 Primary Schools and 159 Classrooms.

Now coming to cumulative progress against Rs.5953.71 lakhs NCT Delhi has incurred expenditure of Rs.5407.71 lakhs which works out to 91%. Similarly, against 2096 components NCT Delhi has been able to complete 1930 components which is 92%. The completion rate is good. The NCT Delhi has done well during the current financial year particularly of the components approved before 2009-10.

The NCT Delhi has been constructing school building, ACR with Semi-Permanent Structure (SPS) specification where not only the technology was pre independent era but the cost was higher. After lot of discussion and resource support, the NCT Delhi has now decided to construct permanent school infrastructure from 2010 onwards. It is a good and positive move by the NCT Delhi towards quality school infrastructure. The state is also adopting some of the good practices as given below. The NCT Delhi implementing civil works through DSIIDC.

Good practices:

- i. Use of child friendly elements like ramps and railing, green chalk board, Dot board, colorful doors, children wall, grills with the different shapes etc.

Now for AWP&B 2010-11 State should start planning right from now in order to not only complete all spillover which are in progress but large number of works to be approved in AWP&B 2010-11.

Table: 3 Details of Physical and Financial spill over for 2009-10 (as on 01/04/2010)

Sl. No.	Activity	Physical		Total	Financial (Rs. in lakh)
		Work in Progress	Work not Started		
1	BRC/DURC	3	-	3	7.20
2	Primary School (all type)	1	-	1	35.00
3	ACR (all type)	161+16	-	177	496.60
Total		181		181	538.80

Source: State report

In AWP&B 2009-10 only 161 classrooms were approved but the spillover works are 3 BRCs, 1 Primary School, 177 ACRs. This clearly shows that State is carrying backlog from AWP&B before 2009-10. The backlog earlier than 2009-10 is a matter of concern. The State may commit when the spillover works are likely to be complete.

- Requirement/ Gaps in the infrastructure

The state has calculated on the basis of reports and also from the inputs received from the field officers like District/Zonal Education officers including DURCC/CRCC.

It is further submitted that nearly 60% of the Govt. and MCD run schools are functioning in two shifts therefore the requirement is carefully calculated as per actual need.

It is proposed to complete the deficiencies giving preference for District /School having higher SCR. District wise information is available in respect of gap.

In the District East, North East and part of the District North West in about 200 schools the Directorate of Education has launched a Roopantar scheme under which school buildings are renovated, haphazard growth is removed, making it environmentally friendly also providing Additional Classrooms, Toilets, Plantation etc. The work was also already started, the whole project would be completed in 2 to 3 years.

Since good number of schools (about 60%) are functioning in two shift, the data collected from field officers are more authentic and as per that the requirement is 702 ACRs, the district wise break up is as under on the basis of SCRs:-

Table: 4

SCR	East	NE	North	NW	West	SW	South	ND	Cen.	Total
>75	0	6	1	3	2	0	2	0	0	14
75-50	17	61	19	65	46	34	65	0	9	316
50-40	44	45	30	78	43	42	63	1	26	372
Total	61	112	50	146	91	76	130	1	35	702

Source: State report

Note: After deducting 161 classrooms approved in 2009-10, the balance gap now works out to 702-161 = 541. The net gap for UT as on 01.04.2010 will be 541 classrooms.

The State is indicating classrooms based on SCR >40 and up to 75. The State has indicated that the classrooms have been worked out from the Data collected by their field officers and claim that the data is more authentic. As per MHRD guidelines, the classrooms details are to be worked out based on DISE. However taking State data as above the total classrooms required by NCT Delhi are 702 for all the 9 districts. The NCT Delhi working of the gaps has probably forgotten to deduct the 161 classrooms approved in 2009-10. **After deducting the target of 2009-10, the gaps will now be (702-161) = 541 classrooms. If we peruse the appraisal report of 2009-10, the classrooms gaps appear to be inline with the gaps worked out for AWP&B 2010-11.**

Table: 5 PS & PS building approved by PAB since inception including re-appropriation

	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PS sanctioned						2	4	4	-	10
PS school building sanctioned						2	4	4	-	10

Source: State report

PAB approved 10 Primary school against which 10 primary school buildings have been sanctioned by the PAB. There is no gap as on date for construction of primary school buildings. The access as decided by alternate school unit for AWP&B 2010-11 shall be taken in the civil works components. **The Primary School building proposed for 2010-11 shall consist of 12 rooms with provisions for toilet separately for boys and girls, drinking water, fire fighting devices.**

Table: 6 UPS & UPS building approved by PAB since inception including re-appropriation

	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
UPS sanctioned										NA
UPS school building sanctioned										

Source: State report

No upper primary school has been approved so far by PAB. The NCT Delhi team informed that all infrastructures for Upper Primary School are being constructed through NCT Delhi fund and no funds are being demanded from SSA.

Table: 7 Assessments of Gaps and Proposal

Total requirement	Status as on 1-04-2010	Proposed in 2010-11	Recommendation by appraisal team	Balance*
Primary School (all type)	8	2	2	6
ACR (all type)	541	270	270	271
Toilet	101	-	0	101
Girl's toilets	161	100	100	61

Source: State report

Note: The state team informed that balance school infrastructure i.e. 6 primary schools buildings, 271 classrooms, 101 toilets and 61 Girls' toilets shall be completed by the NCT Delhi from their own fund.

State is proposing 2 primary school (each consisting of 12 classrooms), 270 classrooms and 100 girl's toilets. The appraisal team is recommending total proposal of the NCT Delhi although the progress of AWP&B 2009-10 was not encouraging, however the overall progress of the NCT

Delhi is more than satisfactory. The appraisal team recommends the following component for AWP&B 2010-11

Table: 8

1.	Primary School building consisting of 12 rooms with provision for toilets for boys and girls separately, drinking water, fire fighting devices, BALA elements, child friendly elements, ramps with railing, green chalk board, dot board, colorful doors, grill with different shapes and double door to each classroom	=	2
2.	ACR with ramps and railing, BALA elements, child friendly elements, electrical fittings, green board, pinup boards etc.	=	270 subject to 33% ceiling
3.	Girls' Toilets with fully covered toilet with IWC, 3-4 urinals, wash basin, running water arrangement, disposal arrangement, electrical installations, ramps and railings, incinerator and with Kota stone and tiles up to 5 ft. height.	=	100

The distribution of gap and proposal district wise is given as under.

Table: 9 Proposal for construction of ACR in 2010-11 districts wise

Sl. No.	District	ACRs	Primary School
1	East	20	-
2	North East	15	-
3	North	20	-
4	North West	80	2
5	West	40	-
6	South West	60	-
7	South	30	-
8	New Delhi	0	-
9	Central	5	-
Total		270	2

Source: State report

Table: 10 Proposal of girl's toilets for 2010-11 district wise

District	Boys	Girls	Total	Construction proposed		
				Boys	Girls	Total
East	12	16	28	0	15	15
North East	13	23	36	0	15	15
North	09	15	24	0	10	10
North West	16	30	46	0	20	20
West	15	22	37	0	10	10
South West	12	20	32	0	15	15
South	19	29	48	0	10	10
New Delhi	0	0	0	0	0	0
Central	05	06	11	0	05	05
Total	101	161	262	0	100	100

Source: State report

Disaster Management: All civil works project of SSA since 2005-06 have been executed through DSIIDC (Delhi State Industrial Development Corporation) which is a Delhi Government undertaking organization. The Coordination is done by State level Coordinators. The Chief Engineer of DSIIDC certifies that they follow CPWD norms and engaged a technical Consultant for this purpose and Architect for design as per NBC norms and necessary provision is made for Earth Quake Resistance (Zone-IV) and Fire Safety measures and also of testing of materials in the laboratory. In addition Third Party Evaluation is made mandatory.

Table: 11 Unit cost:

Sl.No.	Activity	Unit cost Rs. in lakhs	
		Approved for 2009-10	Proposed for * 2010-11
1	ACR with ramps and railing, BALA elements, child friendly elements, electrical fittings, green board, pinup boards etc.	Rs.6.00 per classroom	Rs.6.00 per classroom
2	School building consisting of 12 rooms with provision for toilets for boys and girls separately, drinking water, fire fighting devices, BALA elements, child friendly elements, ramps with railing, green chalk board, dot board, colorful doors, grill with different shapes and double door to each classroom	Nil	Rs.6.50 per classroom
	Girls' Toilets with fully covered toilet with 1WC, 3-4 urinals, wash basin, running water arrangement, disposal arrangement, electrical installations, ramps and railings, incinerator and with Kota stone and tiles up to 5 ft. height.	Nil	Rs.2.20 per unit

Source: State report

The NCT Delhi informed that unit cost has been revised as per present cost index intimated by CPWD. The unit cost for all mentioned components have been worked out on State/district/region schedule of rates, duly notified by NCT Delhi Govt. as under. The copy of the notification is attached.

As per MHRD guidelines unit cost in the AWP&B is required to be provided based on States schedule of rates duly notified by the Govt. Incase NCT Delhi, the unit cost of ACR as already approved in 2009-10 is Rs.6.00 lakhs, which the appraisal team has recommends for AWP&B 2010-11. The unit cost of 12 ACRs, for each primary school @ of Rs.6.50 lakhs per classroom has been notified by the state government. The extra unit cost per room for primary school also include with provision for toilets for boys and girls separately, drinking water, fire fighting devices, BALA elements, child friendly elements, ramps with railing, green chalk board, dot board, colorful doors, grill with different shapes and double door to each classroom Similarly the unit cost for girl's toilets @ Rs.2.20 lakhs has been notified by the NCT Delhi. The notified cost has been recommended for AWP&B 2010-11.

Convergence: All the schools are provided with Drinking Water facilities. Provision of Drinking water is made as part of the of the school building and necessary financial assistance is received from Education Department of Government of Delhi, local bodies like MCD, NDMC etc.

Whenever a new construction is taken up, the fund for the provision of toilet, drinking water, compound wall and development of school campus is provided by Govt. of NCT Delhi.

B. Major Repairs – no proposal

Table: 12 Proposal for Major Repairs - Nil

Name of the District	Proposal	
	Physical	Financial
District 1		
Total		

Source: State report

NCT Delhi has not proposed any Major repair for AWP&B 2010-11.

Furniture

Table: 13 Proposals for Furniture - Nil

Name of the District	Proposal		
	Physical		Financial
	No. of Upper Primary Schools	No. of Students	
District 1			
Total			

Source: State report

NCT Delhi has not proposed any Furniture for AWP&B 2010-11.

Table: 14 Action taken on commitment made in PAB meeting for AWP&B 2009-10

Sl. No.	Commitment made	Action taken	Remarks
1	The State has a spill-over Rs.290.40 lakhs under civil works. The PAB desired that the spill-over civil works under SSA be completed by June, 2009 and the one Kasturba Gandhi Balika Vidyalaya that has been sanctioned should be started in the rented accommodation by April, 2009. The PAB therefore, directed that the spillover amount be utilized in this year and all works pertaining to it be completed on priority as no spillover in 2010-11 will be possible.	No reply given by the NCT Delhi	The NCT Delhi has fulfilled financial targets but not fully, the physical targets (partial fulfillment of commitment)

Source: State report

Table: 15 Status of Third Party Evaluation

Sl. No.	Year since it was initiated 1 st	Status Now	No. of agencies employed	No. of district covered
1	2007-08	Completed	1	9
2	2008-09	Completed	1	9
3	2009-10	Completed – final report awaited	1	9

Source: State report

The 3rd party evaluation is being done by faculty of Engineering Aligarh Muslim University, Aligarh and the reports in r/o of the completed work are available with the State. The reports are sent at 3 stages (1) Plinth level (2) Roof level (3) final stage.

The third party evaluation agency is required to be engaged by the NCT Delhi and not by the DSIIDC who is implementing agency. The engagement of third party evaluation agency by implementing agency will not serve the required aim of fulfilling quality assurance.

NCT Delhi for the fresh work, it is proposed to appoint 3rd party evaluator direct by SSA for which technical and financial bid were evaluated during March/April 2010 and the work is likely to be awarded in the first week of May 2010. The NCT Delhi is now taking the right steps in right direction by the engaging third party evaluation directly.

Table: 16 Status of supervision structure

Sl No.	State level				District level				Block level			
	Sanction post		Available position		Sanction post		Available position		Sanction post		Available position	
	Designation	No.	Designation	No.	Designation	No.	Designation	No.	Designation	No.	Designation	No.
1	AE	1	-	-	-	-	-	-	-	-	-	-
2	JE	1	JE	-			-	-				

Source: State report

The State since inception is not having any technical personals but has engaged DSIIDC as implementing agency for civil works. The NCT Delhi instead of engaging technical personals have engaged retired educationists who can only monitor the numbers of civil works and can not provide any technical input/SSA engineering philosophy to the implementing agency (DSIIDC). **The State should not delay further and engage some senior engineers either on deputation or a retired senior engineer by offering handsome remuneration. This step will improve further quality in civil works.**

Status of environmental assessment (EA):-

Out of 10 school buildings constructed under initiative of SSA, 4 school buildings are completed on Environment Assessment. A team of SSA Engineers, State Civil Works Coordinators and the Principal of the concerned school is involved in completion of this work. The format circulated in the civil works review meeting held in Gandhi Nagar is based as a base for the evaluation study.

The major areas interalia includes location of school, campus (outdoor environment), building design, Classroom environment, Toilet block, Drinking water and general information.

Table: 17

Sl. No.	No. of District in the state	No. of school in the states	No. of district covered under EA	No. of schools covered under EA	Remarks
1	9	10	1	4	Only SSA constructed building are taken up.

Source: State report

The assessment being made by NCT Delhi for only 10 schools constructed through SSA funds is not correct. All Govt. elementary schools in the country are SSA schools and environmental assessment is required to be undertaken by implementing engineers them selves. The appraisal team advised the State to take up environmental assessment (being requirement of funding agency) for all elementary schools falling in NCT Delhi.

The MHRD vide D.O. No3-6/2008-EE.16 dated November 17, 2008 advised all the States/UTs to draw up plans for environmental assessment to be covered in 2009 and in 2010.

Status of measured school campus plan (MSCP):

School Mapping: Nearly 200 schools of District-East, North East and North West-A are covered in a detailed way. The work was done by the Directorate of Education involving IL&FS as consultant. A soft copy is available with us for taking necessary action in this matter.

The MSCP essentially consist of site area, built up area, Ground coverage, Play ground coverage, Garden and park area others Rain Water Harvesting, Drinking water outlets etc. also mentioning the type of structure and portion to be demolished for new construction etc.

Table: 18

Sl.No.	No. of District in the state	No. of school in the states	No. of district covered under MSCP	No. of schools covered under MSCP	Remarks
1	9	-	3	200	3 Districts (East, North East & North West-A

Source: State report

The measured school campus plan is required for all the schools in the NCT Delhi. Necessary measured school campus plan duly laminated should be available in the office room of the head master of elementary schools. NCT Delhi is still to do lot of work in complying with preparation of MSCP and need full be done at the earliest possible.

Table: 19 Status of Asset Register (AR)

Sl.No.	No. of District in the state	No. of school in the states	No. of district covered under MSCP	No. of schools covered under MSCP	Remarks
1	9	10	9	All	All the schools where SSA activities are undertaken are maintaining Asset Register.

Source: State report

The NCT Delhi is required to submit asset register of all the school infrastructure created through SSA funds to MHRD. The NCT Delhi made due the need full.

Table: 20 Status of Drinking Water Supply and Sanitation Facilities

1. All schools are provided with drinking water facilities through Delhi Jal Board.

Sl.No.	District	No. of schools	Covered through						Balance to be covered through					
			Convergence (DDWS/JNURM/Others)			SSA			Convergence (DDWS/JNURM/Others)			SSA		
			Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water
1														
2														
3														
Total														

Sl.No.	District	No. of schools	Proposed for 2010-2011						Action plan for balance schools					
			Convergence (DDWS/JNURM/Others)			SSA			Convergence (DDWS/JNURM/Others)			Through SSA		
			Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water
1	East						15							
2	North East						15							
3	North						10							
4	North West						20							
5	West						10							
6	South						10							
7	South West						15							
8	Central						5							
12														
Total							100							

Source: State report

The NCT Delhi has not planned/given any strategy for completing gaps of facilities required in school infrastructure through convergence. As per flash statistic 2008-09 NCT, UT has 2768 schools. The schools not having drinking water facilities, common toilets and girl's toilets are as under.

Schools not having drinking water facilities = All schools have drinking water facilities.

Schools not having common toilets facilities = 47.18%.

The details do not appear to be correct as in 2007-08 NCT, UT had school not having common toilet facilities 9.55% and 2006-07 it had no school without common toilet facilities. The State need to clarify the status of schools not having common toilets facilities.

Schools not having girl's toilets facilities

= 12.13% X 2768 = 335

The NCT Delhi has proposed 100 Girls toilets in AWP&B 2010-11. As the NCT Delhi is having sufficient funds, the balance girl's toilets are to be implemented through convergence by NCT Delhi from their own funds

Achievement:

- Use of child friendly elements like ramps and railing, green chalk board, Dot board, colorful doors, children wall, grills with the different shapes etc.
- Double doors in rooms for safety purposes.
- Earth Quake Resistances
- Now started permanent school infrastructure.

Issues :

- PAB approved 161 classrooms in AWP&B 2009-10. The NCT Delhi has not been able to complete single classroom ending 31st March, 2010. In addition there is back log of components such as 3 BRCs, 1 Primary School Building and 16 ACRs sanctioned in 2008-09 and before. The NCT Delhi may commit when they are going to complete the back log before 2008-09 and target of 2009-10. The NCT Delhi committed before the PAB to complete all backlog.
- The state has calculated ACRs on the basis of reports and also from the inputs received from the field officers like District/Zonal Education officers including DURCC/CRCC.

NCT Delhi team informed that since good number of schools (about 60%) are functioning in two shift, the data collected from field officers are more authentic and as per that, the requirement is 541 ACRs. The accepted method of working out of gap in classroom is through DISE. The NCT Delhi may workout the requirement of class room based on DISE in future and correlate the field data.

- The NCT Delhi has not recruited any experienced engineer so far and coordination is being done by an educationist who can only monitor the numbers. The NCT Delhi may commit to appoint experienced engineer on deputation or on contract in the best interest of executing quality civil works.

(III) Quality Related Issues, Including, Teachers and REMS

1. Comprehensive Quality Framework

1.1 State's Vision of Quality:

State has a firm belief in the assumption about children that each child is unique capable to learn through a joyful and meaningful process of curriculum transaction (participatory approach involving children in the learning process. State will ensure to transfer this vision of quality in to the actual classrooms situation. Two vision sharing workshops have been organized involving all stake holders. Formal vision document will ensure that there will be active participation by the learners in the classroom processes.

Planning and Development for Quality Action Plan:

Year One: During year 1 following activities will be organized.

- i. Visioning Workshop
- ii. Curriculum Planning
- iii. Teachers training

Visioning Workshops: State level and district level visioning workshops will be organized for educational supervisors and administrators. Consultative workshops will be organized at State and District level to ensure convergence between e.g. planning and pedagogy units of SSA as well as DIETs and SCERT. Further strategies for various inputs for quality education will be discussed and finalized for the State.

Curriculum Planning: The desired learning outcomes for each level and each subject will be defined, decided and clearly stated. Curriculum planning to focus on the constructivist approach in organizing classroom processes will be done in a big way, followed by subject specific strategies, plans and development of material to equip the classrooms, teachers and schools to promote interesting, child friendly and activity based learning. An emphasis will be given to adopt grading at all levels of elementary education and to have a continuous and comprehensive evaluation programme for all types of schools in Delhi. The learning achievement surveys will also be carried out and the data collected through QMTs will be utilized for implementing need based interventions in schools.

Teachers training: The 3 year plan for the teachers training will be developed and its implementation strategies would be chalked out to ensure that all teachers are given opportunity to enhance their capabilities and to sharpen their pedagogical skills in the perspective of the RTE and NCF.

Delivery Process:

- i. Having shared the vision of the state with all stake holders and NGOs working in the will be developed and would be got approved by the competent authority.
- ii. Having adopted the NCERT curriculum, state would take steps for its adaptation by developing state and subject specific contextual material.
- iii. Three years plan for teacher training would be developed keeping in focus the RTE provisions, its delivery process and state commitments for year-1.
- iv. Keeping in view the RTE provisions state would ensure its assessment process would be inconsonance with the provisions of RTE Act Section-29 (2).

- v. During the teacher training feedback would be received from the teachers and accordingly provisions will be made in the second year.
- vi. For detailed 3 years teachers training see table page no- 28.
- vii. Finds of pilot project initiated in year one (Hey Math Project) would be assessed and up scaling will be done if found useful in the classroom transaction for improving learning/understanding mathematical concepts.
- viii. State vision would be shared with parents, NGOs other community members

Year Two: Implementation of the curriculum transaction strategies

In year 2 the curriculum transaction strategies as per the plan in year 1 will continue. On the feedback received from teachers in year one necessary changes would be made in curriculum transaction strategies. Training and workshops of the development of competencies of teachers will also continue. In addition, the impact of the quality intervention indicated in the year 1 will be evaluated and the feedback gathered will be utilized for the refinement of the curriculum and pedagogical plans for the year 2 and 3.

The learning achievement surveys will also be carried out as in year one and a comparative account of the outcomes will be shared with all stakeholders, including schools and Educational Supervisors and Administrators.

Delivery Process:

- Adaptation of NCERT curriculum would be done during year two after developing, finalizing of the supplementary subject specific, contextual material developed in year one.
- The newly developed teaching learning material would be shared with teachers during training programme.
- Steps would be taken to organize workshops for teacher trainers and discussions would be held on a curriculum of teachers training, so that effective teacher training could be conducted.

Year 3: Scaling up of the best practices

To ensure the universal quality elementary education to all children, the best practice of curriculum transaction will be up-scaled and implemented in all the Government and Local body run schools.

All out efforts will be made to ensure the education of equitable quality to all marginalized groups of children such as children with special needs, SC/ ST, minority group, migrants, street children etc.

State is in the process of developing an approach paper which will ensure that classroom processes will reflect the active participation of learners, language learning by conversation and role play, mathematics learning by using hands on activities, Science learning through demonstration and using immediate environment of learners, Social Science learning to be consonance with all constitutional provisions and social beliefs, Art will be used for developing creativity, imagination of the learners.

Delivery Process:

- Having received the feedback from year one and year two, scaling up of best practices would be done to achieve the desired learning outcomes ensuring the coverage of all RTE components under section-29 (2).

Time line for vision documents: The vision documents would be ready by August 2010.

Comprehensive Learning Enhancement Program in 2010-11:

- The LEP should encompass the overall integrated program of the state for pedagogical renewal and learning enhancement in different subjects. The activities for LEP should be integrated with funds from other heads such as Teacher Training, grants, BRC/CRC, remedial, REMS, etc. Funds under 'LEP' head may be specifically assigned for development of subject-specific learning kits, resource materials for teachers or students, or other materials/ activities that are not covered by any of the other quality-related heads.
- **Primary:** State should design plan for Early Reading & Mathematics development programmes to scale, Activity Based Learning in classrooms to scale, quality improvement in science learning in all schools
- **Upper Primary:** State should design Quality Improvement Programme, Mathematics QIP, Social Science. QIP, Language QIP.
- State has planned to encompass all activities under various interventions for which fund will be drawn from respective interventions.
- **Three years plan for action:**

Year-1: State has planned following activities for year one.

- i. Development of three Rs (Reading, writing and Arithmetic)
- ii. Activity based learning on pilot basis.
- iii. Quality improvement in Science in all schools at Upper primary level.
- iv. Quality improvement in Science and Maths at Upper Primary level.

Year-2:

- Development of subject specific learning material for teachers and students which would be used in undertaking all activities under Learning Enhancement Programme (LEP)
- An impact study would be conducted to assess the impact of activities organized and material developed.

Year-3: Having gone through the exercise of organizing activities initiated in the classroom and on the basis of the findings of impact study, best practices would be up scaled in all schools to improve the quality of learning.

Observations:

- The 3 year plan for LEP is a very good initiative and required a process plan to develop the same with timelines and resources needed.
- Progress against LEP Activities in 2009-10 must be highlighted and included in this section including financial and outcome achievements.
- Major contributions and issues faced in implementation of LEP activities should also be given

Salient features of the Learning Enhancement Programme in 2010-11

Level/ Subject	Major Current Issues	Expected outcomes of LEP	Proposed Strategies/ Activities	Responsibility	Timeline
Hindi & English (Primary)	Development of Reading and writing skills upto the proficiency level.	Children would be able to read English and Hindi books with correct pronunciation and appropriate speed	Subject committees would constituted including experts from SCERT and NCERT to organize developmental workshops for the teachers	DURCCs, CRCCs and teachers	Sept. 2010 to Dec. 2010
Mathematics and Science	Development of State specific and in consonance with NCF 2005, textual material	Children would be able to understand mathematical and scientific basic concepts	Subject committees of working teachers and experts from SSA have been constituted. Subject and contents specific textual material would be developed in the form of worksheets, in such a manner not to add on learning load but to supplement it.	DURCCs, CRCCs and teachers	Sept. 2010 to Dec. 2010

Source: AWP & B 2010-11Delhi

- **What baseline is being used for the LEP, what is the target for learning enhancement through the LEP, and how will this learning enhancement be tracked?**

Base line would be taken first terminal exam as the performance in the first terminal text held in the school. Target will be to improve their learning level at least by 5%. Tracking will be through the second terminal text held by the school.

The state would try to implement the following activities at part of the learning enhancement programme at primary level

The following table gives the progress of the LEP during 2009-10.

District wise Expenditure percentage for LEP – 2009-10

Sl. No.	District	Approved Budget	Expenditure	% Expenditure of approved
1	East	9.20	8.90	96.7%
2	North East	10.70	9.80	91.6%
3	North	6.20	5.91	95.3%
4	North West	25.50	17.61	69%

Sl. No.	District	Approved Budget	Expenditure	% Expenditure of approved
5	West	14.80	14.51	98%
6	South West	14.90	14.52	97.40%
7	South	15.70	13.84	88%
8	Central	5.40	3.17	58.7%
9	New Delhi	3.70	2.45	66%
Total		106.1	90.71	85.49

Source: AWP & B 2010-11 Delhi

Proposal for the LEP for the year 2010-11

The state has given the proposal for the LEP for the year 2010-11 as per the activities reflected in the following tables.

i. LEP at Primary level 2010-11

(I) Activities for Primary Level

Activity	Phy. target	Unit Cost	Outlay proposed
Reading promotion programme with Special emphasis will be given on improving pronunciation skills in Hindi and English.	500	0.01 Per school	5.00
Promoting activity based classroom processes at Primary level in all the schools. Schools will be supported to have a bookshelf or activity cum reading resource material corner in each of the classroom to have variety of teaching learning material available to all teachers.	2164 schools	.02 Per school	43.28
Development of worksheets for various topics and concepts and distribution one set of these worksheets to all schools for further replication and usage in all primary classes	2164 schools	.001	2.164
Total			50.444

Upper Primary Level.

Activity	Phy. target	Unit Cost (in lacs)	Outlay proposed
Development of set of hands on activities on Science and Maths and their dissemination in the form of booklets and also through Departmental website.	961 schools	0.01 Per school	9.61
Exhibitions will be organized at school/cluster/district level for demonstrating the material developed for language and Social Science involving working teachers and HOS.	136 Clusters	0.10	13.6

Organization of District level and State level exhibitions on best TLM and awarding the best pedagogical efforts by the teachers	9 District +1State	0.10 + 0.50	1.40
Documentation and sharing of good practices related to science and mathematics education at District level	9 Districts	0.032	0.29
LEP in languages through organization of various activities such as writing of short stories, Poems features, Short-Reports, Essay Competitions and debates etc.	136 clusters	0.01	1.36
Procurement of Resource Material for teaching learning of Social Science and promoting activity based teaching learning	961 schools	0.0465 Per School	44.69
Total		0.799	70.95
grand total for PS + UPS			121.49

Source: AWP & B 2010-11Delhi

(ii) District-wise Information about Learning Enhancement programme

District wise Budget Proposal for LEP – 2010-11

Sl. No.	District	Total proposed Budget	Proposed Budget	% of approved
1	East	765.05	13.32	1.741
2	North East	890.97	12.32	1.383
3	North	548.51	7.70	1.404
4	North West	2074.89	25.70	1.239
5	West	969.04	14.07	1.452
6	South West	1173.6	16.47	1.403
7	South	1122.1	21.69	1.933
8	Central	390.30	7.05	1.8
9	New Delhi	210.48	3.08	1.46
Total		8144.94	121.4	

Source: AWP & B 2010-11Delhi

Recommendations:

The appraisal team recommends the State proposal for LEP amounting 121.4 lakh, which is well within the 2% of the Management cost. PAB may like to approve.

- ii. Double doors in rooms for safety purposes.
- iii. Earth Quake Resistances
- iv. Now started designing permanent school infrastructure.

Table: 1 Cumulative Progress till 2009-10 as on 31.03.2010

Sl. No.	Activity	Targets	Completed	In progress	Financial	Expenditure
1	BRC/DURC	9	6	3	54.00	46.80
2	CRC					
3	Primary School (all type)	10	9	1	440.00	405.00
4	Upper Primary School (all type)					
5	ACR (all type)	1399	1222	177	5327.51	4766.38
6	Toilet	610	610		122.00	122.00
7	Girl's toilets					
8	Drinking Water facility	68	68		10.20	10.20
Total		2096	1915	181	5953.71	5350.38

Source: State team report

The cumulative financial allocation up to 2009-10 was Rs.6088.40 lakhs. In the PAB 2009-10, the State has shown saving of Rs.144.89 lakhs which has been approved by PAB, leaving net allocation of Rs.5953.71 lakhs. The NCT Delhi has incurred Rs.5350.38 lakhs leaving a net spillover of Rs.603.33 lakhs. The %age expenditure incurred ending 31.3.10 is 90%. The cumulative civil works components approved by PAB so far are 2096 against which 1915 have been completed which works out to 91%. The physical and financial components are compatible with each other. However 3 BRCs, 1 PS and 177 ACRs are in progress. The NCT Delhi is showing good physical cumulative completion rate which is above the National average.

Table: 2 Physical and financial progress during 2009-10 for AWP&B 2009-10 fresh works only as on 31 March 2010

Sl. No.	Activity	Target for 2009-10	Completed	In progress	Approved Outlay for 2009-10, including spill over	Expenditure till 31 st March 2010
1	BRC/DURC	6	3	3	25.20 (Spillover)	18.00
2	Primary School (all type)	4	3	1	80.00 (Spillover)	45.00
3	Upper Primary School (all type)					
4	ACR (all type)	161+175	159	177	966.00 (fresh work) + 185.20(spillover)	654.60
Total		346	165	181	1256.40	717.60

Source: State team report

The state has now taken all spillover physical components as well fresh components and accordingly the achievements have been given in the progress report for AWP&B 2009-10. During the year, state has completed 165 components including 3 BRCs, 3 Primary Schools and 159 Additional Classrooms leaving 177 classrooms in progress. Out of these 161 classrooms are fresh target of 2009-10. The state has not completed any fresh component for 2009-10. In addition State has a backlog of 3 BRCs and 1 Primary school which are in progress and were approved by the PAB before 2008-09.

a. Brief overview of other major quality initiatives ongoing in the state in 2009-10, and planned for 2010-11:

- i. For mathematics teaching hands on activities have been developed and are being used
- ii. In every school maths labs have been established and are functional.
- iii. A programme developing communication skill in English was organized with the help British Council to develop the communication skills of the teachers.
- iv. In a phased manner MCD has taken a decision to provide interactive teaching learning material in 200 schools
- v. State would ensure for the coverage of Street and working children, keeping in view the high influx of population in the Capital due the organization of Common Wealth Games in 2010. Efforts will be made to setup mobile learning centers near the workers sites and also promoting NGOs to take initiative for starting AIE centers near the sites.

Plan for 2010-11:-

- i. Exhibitions, fairs will be organized to demonstrate the best teaching learning material and best practices of the teachers will be shared to motivate others to learn and develop such teaching learning material (refer to REMS table page no.39&40).
- ii. Piloting of activity based learning referred in LEP activities on page no. 9&10.
- iii. Development of supplementary textual material in Science and Mathematics (refer to page no-9&10 LEP activities).

b. Follow-up from 4 Regional Workshops:

- **What steps have been and will be taken as a follow-up to the 4 Regional Workshops on 'Education of Equitable Quality' held by MHRD in Jun-Aug 2009?**
- Appointment of Special Education Teachers to provide education of equitable quality to CWSN.
- Special Resource Teacher would be asked to prepare IEP for every child so as to track the learning performance and required steps be taken for correction.
- Providing Meena material to all schools, maintaining gender equality and also these books would be used in promoting reading enhancement programme (refer to LEP activities on page no 9&10).
- **What steps have been, and will be, taken in order to build a shared vision and deeper pedagogical understanding across agencies and across levels within the State?**

Consultations: Consultative workshops will be organized at State and District level to ensure convergence between e.g. planning and pedagogy units of SSA as well as DIETs and SCERT. Further strategies for various inputs for quality education will be discussed and finalized for the State.

- **What steps have been taken to strengthen convergence between different educational/ academic bodies within the State? What are the challenges and proposed strategies to strengthen this in 2010-11?**

Meeting cum workshops will be organized involving all stakeholders to discuss and finalize the activities/programmes to be organized in schools at District and State level to apprise them about the expectations from RTE Section-29.

Recommendations:

- **Since convergence is a major challenge in the state it is recommended that frequent joint meetings should be conducted with all stakeholders from the cluster level to the District level. Conflicting interests between stakeholders must be resolved as a priority, so that children do not fall through the cracks. This has to include not only the Departments of Education, SCERT etc but also convergence between them and DCPCR, Department of Social Welfare, Urban Affairs etc.**
- **3 Year plan for the LEP's must include a robust monitoring and evaluation mechanism for evaluating the impact of these must also be integrated in the plan.**

c. Shifts in Classroom Processes in the State: State has planned to bring a shift in the classroom processes by developing interactive and contextual learning material which will facilitate the child centered approach and enough opportunity will be provided to the child to acquire sustainable learning by using supplementary teaching learning material (use of Cal Labs, Teacher made Teaching Learning Aids).

- **What monitoring mechanisms exist/ are planned for measuring changes in classroom processes in the State (eg. Time on Task studies, classroom observation tools, ADEPTS, etc)?**

Time on task study has been taken by one of the CRCCs, finding will be ready by April 2010. Classrooms observation tools are being used as per quality monitoring formats of NCERT.

- **What is the current status of changes in classroom processes towards more active learning in the State?**

Classroom processes are child centered and activity based, using joyful and meaningful teaching learning material Example: teaching the concept of average in mathematics we may use the average score of a Cricket team in first ten overs, bowling average of the bowler etc.

- **What are the obstacles/issues found to bringing changes in classroom processes?**

At primary stage, main obstacles is lack of child centered methodology for developing language comprehension and computational skills. Having brought a shift in the classroom process, it is hoped that to some extent these obstacles would be removed.

- **What strategies are proposed to address the above issues in the next 3 years, as well as to ensure changes in classroom processes as laid out in the RTE Act?**

Efforts will be made to update the word building competency of the learners by using flash cards pertaining to the environmental objects (see page no-9-10 LEP activities)

- i) Learning through activities, discovery and exploration in a child-friendly and child-centred manner

- ii) Making the child free of fear, trauma, and anxiety and helping the child to express views freely.
- iii) When the classroom environment is joyful and the methodology is participatory involving children then there is a minimum scope of fear trauma and anxiety.
- iv) All-round development of child, Development of physical and mental abilities to the fullest extent
- v) Activities are being organized for the development of physical and mental abilities to the fullest extent: Project Raksha for girls at upper primary level, self defence programme for girls at primary level, Yoga activities and organizing co-curricular activities.

2. Vision-based Curriculum and Teaching Learning Materials

a. Status and processes for curriculum renewal

Status of Curriculum renewal in light of NCF 05:

Quality Improvement Plan for Delhi:

In regional workshop on quality in education held at Shimla from 1-3, July 2009, following quality improvement plan was decided by the Delhi and Chandigarh team.

GOAL: To ensure that all children are provided quality education in a conducive learning environment (with clear state policy) by the empowered and skilled teachers with the optimum use of locally available resources.

1. For Ensuring or Deeper Pedagogical Understanding:

- Need based teacher training and school life skill programme (8 days)
- Adopting School based Teacher development strategies including workshops, seminars and sharing of experiences with peer (10)
- Collaboration/interface between govt. and private schools; -by exchanging teachers and to make it an ongoing process
- Orientation of teachers to prepare variety of TLM with the involvement of children
- Organize activity based teaching –learning
- Heterogenous changing groups
- Sitting plan should be changed according to activity
- Peer group learning, changing position of the teacher.
- Teacher trainers will be involved for facilitating the transaction of this understanding up-to the teachers.
- Duration of training as per need and feedback of the previous training (2).

2. To ensure UNITY OF THOUGHTS:

- Forming a State Resource Group on quality, involving the professionals and experts from field.
- Sharing of vision through sharing workshops of all stakeholders at each level.
- Adopting a convergent approach and developing a perspective 5 year plan for quality education.
- Partnership initiative programme in which all the NGOs, Members of the civil society, retired educationists to be member of state monitoring team.
- SCERT/SIE, State Department of Education, DIET, BRC/CRC/URCs,

3. OUTCOME (AT THE LEVEL OF CHILDREN):

- Increased engagement in learning task
- Reading corners – provide supplementary reading material
- Increasing Learning enhancement opportunities with the use of Multimedia Classrooms, ICT enabled classrooms.
- On-line attendance of students
- Children mark their attendance
- Children feel free to ask questions
- Children know about the Competencies
- Personal cleanliness and consciousness about school environment cleanliness
- Awareness about Child rights

4. CORE COMPONENTS:

- Timely procurement and supply of Text Books
- Development of Kits for subjects and specific topics
- Supplementary Reading Material such as Books on Meena Stories
- Calendar of activities for the year
- Training and orientation of teachers to adopt activity based approach to facilitate learning
- Making school Buildings as Learning Aid
- Continuous and comprehensive evaluation
- Diagnostic assessment and remedial measures
- Teacher recruitment and deployment of trained teachers

5. ENABLING COMPONENTS:

- Advance order for Procurement and Distribution of Text books
- Organization of workshops for development of kits
- Selection and procurement of quality supplementary reading material
- Advance preparation and circulation of calendar of activities for the session
- Organizing subject specific KITs development workshops based
- Incorporating learning activities/ visuals in the building
- To evaluate all aspects of personality (Cognitive and Non-cognitive aspects)
- Focusing on and making efforts to improve learning levels of each child.
- Advance plan for requirement and recruitment of teachers

- **Whether new State curriculum document prepared, and whether available with Trainers/ Teachers** (please provide a copy to the Appraisal Team):

Yes

- **Status of Syllabus/ Textbook renewal in light of NCF 05** (please provide copies to the Appraisal Team):

State has adopted NCERT books

Steps to ensure conformity of curriculum with Section 29(2) of RTE Act:

- Conformity with Constitutional values
- All-round development of child; development of physical and mental abilities
- Building up of child's knowledge, potentiality and talent
- Learning through activities, discovery and exploration in a child-friendly and child-centred manner
- Making the child free of fear, trauma, and anxiety and helping the child to express views freely

Books have been developed in conformity with Constitutional values.

State has a commitment to ensure that all the above points which are in conformity with section -29 (2) of RTE.

- **Detailed processes undertaken/ to be undertaken for Curriculum Renewal in light of NCF and RTE** (including who is involved, nature of resource input received, nature of discussions, processes, timeline, etc):

Already curriculum has been developed as per NCF 2005 and provisions of RTE Act Section-29 (2).

- **Medium of instruction at primary and upper primary levels:**

Hindi and English

- **Special strategies for providing Multi-lingual Education in children's mother-tongue?**

N/A in the state

Observations:

Since the state has adopted NCERT books without adaptation, this needs to be focused as a priority and steps taken to reduce burden on children. Special focus on multi-lingual education, special adaptations for CWSN e.g. books in Braille etc must be included in the adaptation plan.

b. Textbooks: Renewal, quality, and timely delivery

Information about Textbooks

Class	Textbooks developed by	Year of Publication	Year of renewal	No. of Books	Cost of total set of textbooks*	Plans for renewal
Class I	NCERT	2009	2009	3	90	Not yet decided
Class II	NCERT	2009	2009	3	90	
Class III	NCERT	2009	2009	5	132	
Class IV	NCERT	2009	2009	5	133	
Class V	NCERT	2009	2009	5	138	
Class VI	NCERT	2009	2009	12	295	
Class VII	NCERT	2009	2009	12	305	
Class VIII	NCERT	2009	2009	13	341	

Source: AWP & B 2010-11,

* includes workbooks.

Languages in which textbooks are published: **Hindi, English & Urdu**

• What is the process by which textbook development is undertaken?

NCERT has developed the text books. However state would ensure that any relevant material available in already developed books may be utilized as when and where its helps in attaining our outcomes objectives .

• What steps have been/ will be taken to ensure integration of TLMs and textbooks, to ensure they do not become a burden on the child?

Guidelines have been issued to teachers to procure/to develop such TLM which supplements the textual material and not as add on to it.

Observation:

Important to address the issue of ensuring that materials developed are child friendly and in tune with NCF. The process by which textbook adaptation will be undertaken is essential here. Resource Groups for adapting books needs to be identified immediately and clear timelines must also be shared for the same.

Timeliness of Distribution of Free Textbooks

Stage	Academic session begins from	Date of distribution		Proposed date for distribution in 2010-11	Monitoring mechanisms	Issues related to timely distribution	Strategie to address issues
		in 2009-10					
PS	01-04-2009	01-04-2009	to 30/04/2009	01-04-2010 to 30/04/2010	By Head of Schools DOE,MCD,NDMC ,DCB	NIL	N/A
UPS	01-04-2009	01-04-2009	to 30/04/2009	01-04-2010to 30/04/2010	By Head of Schools DOE,MCD,NDMC ,DCB	NIL	N/A

Source : DOE,MCD,NDMC,DCB & UEEM Year 2009

Target, Achievement & Proposal of Free Text Book

	Target for 2009-10		Achievement during 2009-10		Proposal for 2010-11	
	Physical	Financial	Physical	Financial	Physical	Financial
PS (Total)	NIL	NIL	NIL	NIL	NIL	NIL
Girls	NIL	NIL	NIL	NIL	NIL	NIL
SC/ST	NIL	NIL	NIL	NIL	NIL	NIL
Minorities	NIL	NIL	NIL	NIL	NIL	NIL
UPS (Total)	373400	933.50	373400	933.50	375100	937.75
Girls	339120	847.80	339120	847.80	345915	864.79
SC/ST	34280	85.70	34280	85.70	29185	72.96
Minorities						
Total	373400	933.50	373400	933.50	375100	937.75

Source: UEEM, DISE Year: 2009

Availability & use of materials other than textbooks

	No. of schools		% of total schools		Details about nature of materials	Extent to which materials are actively used	Source/ Monitoring mechanism
	Pry.	U Pry.	Pry.	U Pry.			
Schools using TLMs other than textbooks	2303	1172	66.2	33.8	Teachers' Hand books, work books for students and self developed teaching learning materials	About 94% Teachers are using this material in class rooms	Data collected through quality monitoring formats by CRCCs
Availability of Library in each school	Reading corner is there in schools	1172	100	100	Text Books, story books Dictionary and magazines		
Availability of play material, games and sports equipment	2303	1172	100	100			

Source UEEM 2009

- **What is the nature of TLMs developed so far? What is the process by which these materials are developed?**

Need based and subject specific TLM has been developed by the teachers. Teachers have got developed this material involving students in the classroom.

- **Has any review been taken of the material developed till now, and if so what is the feedback?**

During in service training this point was discussed and it was found that majority of teachers have made charts. It was suggested that in addition to the chart working models/activity based material should be developed.

- **What steps have been taken to ensure that such material is actually used and handled by children during the learning process?**

Yes, study has been undertaken and findings will be available by April 2010(refer to REMS activities page no. 39&40).

Observations:

- **If teachers are largely making charts under TLM, it is important to review the reason for this. We must encourage innovations in TLM preparation and teacher trainings to impart integration of TLM with the text book.**
- **States can identify resource persons in the state to conduct these trainings-**
- **State must ensure that tracking mechanism to capture changes in classroom processes is captured through research findings. This has been a weak area in the last plan as well.**

c. Innovative use of Education Technologies for learning

Type of activities promoted through CAL and other educational technologies and their effectiveness in terms of children's learning enhancement:

Issues, strategies, and activities (inputs and processes) related to effective use of CAL in 2010-11:

1. Proposal for 2010-11:

a. Physical-

- No. of schools/centres to be covered during 2010-11: 1500
- No. of beneficiaries to be covered under CAL : 6,00000

b. Detailed Activity Wise break up for 2010-11:

Sl. No.	Activities	Proposal	
		Phy	Fin
1.	Infrastructure <ul style="list-style-type: none"> • IT Infrastructure (PC, Printers, IT peripherals) • Non IT Infrastructure (Ceiling, Flooring, Electrification, Earthing etc.) 	1500 schools @Rs.10,000/-	150.00
2.	Teacher Training under CAL 2 days training @Rs.100/- per day	3000 teachers	6.00
3.	Content/ Software Development		50.00
4.	Any Other Activity setting up of multimedia labs in all DIETs and SCERT	10	50.00
5.	Recurring Activities <ul style="list-style-type: none"> • Maintenance of Infrastructure • Refresher Training to Teachers • Support for Additional Infrastructure • Programme Expansion 	All schools	134.00
	Total		390.00

3. Teacher Effectiveness

a. Teacher Performance tracking

- **Details about existing mechanisms for measuring teacher performance (Status of rolling out of ADEPTS, how the performance is tracked).**

Teachers performance is tracked by regular monitoring and supervision by HoS and Educational Supervisors.

- **Feedback (from ADEPTS) about current performance levels of teachers in 2009-10.**

It has been observed, during discussions and organization of teachers training and subsequently meetings of DURCCs/CRCCs with teachers, that teachers are keen to adopt innovative practices in the classrooms. ~~Example~~ In one of the school after discussion it was found that teaching of Social Science was being done by organizing Youth Parliament in the school.

- **Desired teacher performance benchmarks to be achieved in 2010-11**

(Ensure focus on RTE implications, such as: bringing attitudinal and behavioural changes in teachers; activity-based learning processes; making the child free of fear, trauma, and anxiety; helping the child to express views freely; elimination of corporal punishment; use of continuous and comprehensive assessment; etc)

- **How will this be tracked in 2010-11?** - As per the requirement of RTE section-29, curriculum of teacher training will be updated and accordingly they will be a shift in classroom process by way of activity based learning process, making the children free of fear, trauma and anxiety, helping the child to express views freely elimination of corporal punishment and use of continuous comprehensive assessment. This content will also be shared and discussed with Educational Administrators so that this may be translated into actual classroom.
- **What measures have been implemented/ planned for enhancing teacher accountability?**
State has already planned for enhancing teacher accountability through online attendance and regular supervision by Educational supervisors in-service training.

Observations:

- It is heartening to note that the State is continuing to focus on teacher accountability.
- The state should share the teacher performance indicators that have been adopted and robust feedback mechanisms must be evolved to give reliable data regarding current performance levels. Mere subjective observations cannot be seen as a reliable means of tracking this.
- Feedback from children can be used as an important measure of change in teacher performance, since they are the direct beneficiaries
- Pre and post training tests can also be planned with a sample population to study the impact of planned teacher training. The impact of teacher training must be reflected in classroom processes.

b. In-service Teacher Training:

- **What were the focus areas of Training Modules (for Trainers and Teachers) developed/ used in 2009-10? What were the processes involved in developing these modules?**

Training modules for trainers and teachers were developed involving Subject experts, Educational Administrators and experts from NCERT & SCERT(mention focus areas, processes involved in developing these modules) .

The focus areas for developing training modules for trainers and teachers.

- Course design for trainers includes how to transact the YUVA SLP content through activity based and participatory approach.
- Planning and organization of in-service training for teachers and how too develop the detailed, time table to execute the pre-determine content
- During the training of trainers the simulation method will be followed which ultimately would be expected.

Course Design for teachers:

- Ten days training was divided in to 20 session, 2 sessions of 2.5 hrs.each
- All the ten YUVA SLP-skills were covered in these Twenty sessions
- Methodology was group discussions, demonstration, role play and followed by the report of the group.

- iv. Every day there was a feedback session (Buzz session).
- v. Every day one teacher was assigned the duty of preparing the report of all activities for the day and to present the same next day morning before the group.

The following table provides information about the progress of teacher training during 2009-10.

In-service Trainings conducted during 2009-10

Focus Areas	Target Group (Type of Teacher)	Duration/ In which month conducted	Physical Target	Achievement	% Achievement
Development of skills using YUVA SLP model, Subject specific content, evaluation techniques, classrooms processes, inputs for the learners and the teacher	a) Primary teachers	During summer vacations 10 days and 10 days at cluster level	24540	24573	100
	b) Upper primary teachers		28399	28727	101
	c) training of DURCCs/CRCCs/CRGs/DRGs		323	250	77
	d) Induction training		1000	Training is planned for March, 2010	
			53262		

Source: AWP & B 2010-11, Delhi

Training Processes: What are the specific methods used during the teacher training programmes?

Participatory approach, role play method, discussion in groups followed by group work presentation

Impact: What mechanism is used to ensure that training has impact on classroom practice, and what was the feedback received in 2009-10?

Data is being collected. Report will be ready by July 2010

Challenges/issues related to teacher training in 2009-10, and strategies for addressing these issues?

Non availability of newly recruited teachers during vacations and deployment of teachers on other assignment such as election and census duty. State would request the recruiting agency to expedite the process of recruitment so that teacher are available on time.

Based on the desired changes that the State wishes to bring in teachers in the next few years (as per performance benchmarks identified in light of RTE), what will be the **long-term perspective plan** for bringing about these changes in teachers?

2. For Ensuring or Deeper Pedagogical Understanding:

- Need based teacher training and school life skill programme (8 days)
- Adopting School based Teacher development strategies including workshops, seminars and sharing of experiences with peer (10)
- Collaboration/interface between govt. and private schools; -by exchanging teachers and to make it an ongoing process
- Orientation of teachers to prepare variety of TLM with the involvement of children
- Organize activity based teaching –learning
- Heterogenous changing groups
- Sitting plan should be changed according to activity
- Peer group learning, changing position of the teacher.
- Teacher trainers will be involved for facilitating the transaction of this understanding up-to the teachers.
- Duration of training as per need and feedback of the previous training (2).

Long-term plan for Teacher Training in 2010-2013

Changes desired in teachers (ADEPTS benchmarks)	Topics of Training to be offered	Training Processes/ methodology	Timeframe (over next 3 years)	Follow-up mechanism to ensure impact on classrooms
To shift the focus of training from General teaching to understand the Social Cultural and Economic context of the learners	Need based teacher training and school life skill programme (8 days)	By story telling, drawing examples from the Society, Depicting different social and cultural aspects	As given in the Plan (Chapter-6)	State has constituted a monitoring team to assess the impact of training
To encourage Cooperative and collaborative learning	Collaboration/interface between govt. and private schools; -by exchanging teachers and to make it an ongoing process	It is expected that teacher trainer will demonstrate a model of cooperative and Collaborative learning	-do-	-do-
To replace the lecture method by participatory approach	Adopting School based Teacher development strategies including workshops, seminars and sharing of experiences with peer (10)	Training will be based on participatory approach involving trainer and teachers	-do-	-do-

Source: AWP & B 2010-11 Delhi

Please provide further details below about:

- **What will be the processes/methods to be followed during the training programs?**

Participatory approach and using innovative teaching learning material by the trainer

- **What mechanisms will be used to ensure impact on classroom practices?**

The responsibility of monitoring the teachers training has been assigned to SCERT/DIETs faculty.

• **How will this impact be tracked, and shared with MHRD?**

A follow up study has been undertaken to assess the impact of teachers training and the findings will be ready by April, 2010 and the same will be shared with MHRD

Observations:

- It is good to note that the State has put in a lot of effort in teacher training. The content of the training module developed for this year must be based on a thorough needs assessment and a training schedule developed for the year. The intimation for the training needs to be planned and conveyed to teachers in good time, so that no contradictions such as election duties arise.
- The ADEPTS benchmarks need to be translated into specific and appropriate topics according to grade specific interventions. The current topics are too generic and in the case of collaborative learning incorrect, since this element refers to peer support not cooperation between schools
- To ensure participatory approaches, it is vital to limit training participants to approximately 50 people
- Clear monitoring indicators should be developed for each training programme and feedback on training received and collated on-line

c. **Induction Training**

Progress of Induction Teacher Training (during 2009-10)

Stage	Target for Induction Training in 09-10	Teachers recruited (up to end March 2009)	Teachers trained (up to end March 2009)	Percentage of Achievement	Duration of training (detailed break up)
Primary	700	-	-	-	
Upper Primary	300	Teachers were not available	It is planned to organize this training in March, 2010	-	

Source: AWP & B 2010-11,

Details about induction training in 2009-10 (content, processes, follow up, and emerging issues):

- Issues pertaining to smooth functioning of the school
- Duties and responsibility of the individual and the mechanism of sharing the responsibilities to achieved the desired goals.
- Up-gradation of Subject specific knowledge of the newly inducted teachers.
- Special emphasize to be given how to cater the CWSN and other students who are weak in studies.

Proposal for induction training to be undertaken in 2010-11 (content, processes, follow up, and strategies to address emerging issues):

- i) Issues pertaining to smooth functioning of the school
- ii) Duties and responsibility of the individual and the mechanism of sharing the responsibilities to achieved the desired goals.
- iii) Up-gradation of Subject specific knowledge of the newly inducted teachers.
- iv) Special emphasize to be given how to cater the CWSN and other students who are weak in studies.
- v) To make them aware of the provision of RTE Section-29 (2) and responsibilities of teachers.
- vi) To develop the capacity for involving community in development of school.

d. Untrained teachers-

Not applicable

Progress of Training of Untrained Teachers (during 2009-10)

Stage	No. of Untrained teachers as of Mar 2009	Target for 60 days training in 2009-10	Teachers trained during 2009-10	Percentage of achievement	Present number of untrained teachers (Mar 2010)
Primary	NA	NA	NA	NA	NA
Upper Pry	NA	NA	NA	NA	NA

Source: AWP & B 2010-11, Delhi

- Mechanism for training of untrained teachers (nature of course, partners/ providers, duration, content, methodology, follow-up):
- Emerging Issues and Strategies regarding covering back log of untrained teachers in the state:
- Long-term perspective for covering all untrained teachers in the State, through appropriate D.Ed. (2-year) equivalent course:

Overall progress and targets for teacher training

Type of training	Target for training in 2009-10		Achievement		% of achievement		Target for 2010-11	
	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
In-service	52339	794.01	53300	794.01	100	100	52290	585.39
PS							24995	
UPS							27295	
Induction	1000	15.00	-	-	-	-	5821	87.31
Untrained	-	-	-	-	-	-	-	-
Trg. of BRCs, CRCs (10 days)	323	1.615	250	1.25	77	77	365	3.65

Source: AWP & B 2010-11, Delhi

Observations:

- It is commendable that 100% targets for in-service of primary and upper primary teachers have been met.
- It is unfortunate that just as in 2008-09, induction trainings could not be conducted due to late recruitments in February 2009, this year also the same problem has emerged. As mentioned before the current recruitment process needs urgent attention and reform. The recruitments must be timely and need urgent addressal.
- Recommendations:
- The appraisal team recommends the training budget of 595.67

e. Pre-service teacher education systems

Govt. Teacher Education Institutions

Sl. No.	Institution type	Number		Over all In-take capacity	Course offered
		Sanctioned	Functional		
1.	DIET	26	26	1850	
2.	SIE	Nil	Nil	Nil	Nil
3.	DRC	16	16	NA	NA
4.	BTC	Nil	Nil	Nil	Nil
5.	Pre Primary Teacher Training Centre	30	27	2000	Pre-primary
6.	Other	Nil	Nil	Nil	Nil

Source: AWP & B 2010-11 Delhi

- **Teacher attrition rate** in the State % per district in a year (% of teachers that leave the system every year, due to retirement, etc):
- **Does the current capacity of Teacher Education Institutes in the State exceed the annual requirement of teachers (based on the annual attrition rate)?**

Not Available

- **Pre-service saturation plan** in the next 5 years (including nature of tie-up with IGNOU or other bodies):

Pre service teacher training are already sufficient in number.

- **Status/ Plans for revision of pre-service teacher education curriculum**, to ensure that the curriculum is in sync with requirements of RTE/ NCF 05:

Revision of pre-service teacher education curriculum will be done in 2010-11

4. Academic Support & Monitoring Systems

a. Pedagogy Teams and Resource Groups:

Information about Resource Groups at different levels

Sl. No.	Resource Groups (RGs)	Whether constituted (how many)	Number of members per RG	Number of meetings held this year	3 Key activities undertaken by the Resource Groups in 2009-10
1.	State Resource Group (SRG)	1	8-18	4	<ul style="list-style-type: none"> Finalization of Course design Model of In-service Training Development of Module for training To provide resource support to all training program including community mobilization To monitor and provide feedback or SSA interventions in the area.
2.	District Resource Groups (DRGs)	9	10	3	
3.	Block Resource Groups (BRGs)	NA	NA	-	
4.	Cluster Resource Groups (CRGs)	136	10	3	

Source: AWP & B 2010-11, Delhi

• Criteria for selection of Resource Persons at different levels

At State level names of experts and professionals are collected through circulation from Delhi University, IGNOU, NUEPA, NCERT and Educational Administrators from the Departments including persons on inclusive education. Proposed list is submitted to the Chairperson for approval.

At district level experts and professionals are drawn from district education offices of DoE, MCD, NDMC & DCB by circulating a letter for various members to be included in the DRG

• Steps taken/planned for exposure, pedagogical visioning and capacity building of Resource Persons

State has planned for exposure in pedagogical visioning and capacity building of Resource Persons. Five days workshop will be organized at State Level involving experts from Ed.CIL, MHRD, NCERT & NUEPA.

• Please provide the list of members of the State Resource Group

List of members:

Sl. No.	Name & Designation	Department	Area/Intervention
1	Prof. K.K. Vashishtha	DEE-NCERT	Research & teacher training
2	Prof. Geetha Nambisan	Zakir Hussain Center for Research in Social Studies - JNU	Research & Evaluation

Sl. No.	Name & Designation	Department	Area/Intervention
3	Prof. A.B. L. Srivastava	TSG-Ed.CIL	Research & Evaluation
4	Prof. Anita Rampal	Head, CIE, Delhi University	Research & teacher training
5	Prof. Ahrar Hussain	IASE, Zamia Milia Islamia	Research & Teacher training
6	Mrs. Rashmi Krishnan	Director –SCERT	Research & Teachers Training
7	Dr. Pratibha Sharma	Joint Director –SCERT	Research & Teachers Training
8	Prof. Chandra Bhushan	Retd. From NCERT	Multimedia and CAL
9	Prof. Harmesh Lal	Retd. From NCERT	Multimedia and CAL
10	Dr. Sangeeta Bhatia	Principal, New State Academy	Multimedia and CAL
	Ms. Sunita Kaushik	Addl. DE, Dte. Of Education	Multimedia and CAL
11	Prof. Rajaram	CIET – NCERT	Multimedia and CAL
12	Ms. Suman Rekha	ADE-School Directorate of Education	Multimedia and CAL
13	Prof. M. N. Siddqui	Retd. Director Primary Education, Principal - DIET	Teacher Education
14	Prof. Nazma Siddqui	Retd. Professor from CIE, Delhi University	Teacher Education
15	Dr. Yogesh Kumar	Reader, DEE-NCERT	Teacher Education
16	Dr. M.H. Quashmi	Department of Education-Zamia Milia Islamia	Education for Minority
17	Mr. Altab Khan	Sr. Consultant, CTSG-Ed.CIL	Education for Minority
18	Mr. Asadullah	Sr. Consultant, CTSG-Ed.CIL	Education for Minority
19	Mr. Adil Rasheed	Sr. Consultant, CTSG-Ed.CIL	Education for Minority
20	Prof. Neerja Shukla	NCERT	Inclusive Education
21	Dr. Sudesh Mukhopadhyay	NCERT	Inclusive Education
22	Dr. J. P. Singh	RCI	Inclusive Education
23	Dr. Renu Singh	Save the Children	Inclusive Education
24	Ms. Radhika Alka Ji	ASTHA Organization	Inclusive Education
25	Mr. Ashok Aggarwal	Advocate-Delhi High Court	Child Rights
26	Dr. Poonam Aggarwal	Department of Health Delhi	Child Rights
27	Dr. Vivek Ramchandani	Educational Consultant	Child Rights

Source: AWP & B 2010-11 Delhi

In addition to the above there are several other Resource Persons and Concerned Offers of Department involved in the consultations and meetings.

• How Resource Groups will be involved in Quality Improvement in 2010-11 (roles and activities)

- The resource groups provide necessary advisory support to the Department for initiating and monitoring the various activities pertaining to different interventions.
- Resource group will be involved in planning and developing curriculum for teacher training.
- Online HOT spots on various subjects will be collected online and will be discussed with the members of Resource Group.
- Members of resource group will also be involved in monitoring mechanism.

Recommendations:

- Please include some minutes of the last SRG/ DRG's and the recommendations made. This should ideally be reflected in the plan.
- The resource groups must be activated immediately, since they should feed into the visioning process

b. BRC /CRCs – capacity building, selection criteria, nature of support & mentoring, performance tracking

Information about Block Resource Centers

Total no. of blocks	BRCs sanctioned	BRCs functional	BRPs sanctioned	BRPs recruited	BRC mtgs. held in 2009-10	CRC/ School visits in 2009-10	% Effectiveness of BRCs
9	18	16	--	--	Monthly meeting	10 visits per schools	

Source: AWP & B 2010-11, Delhi

• Nature of Training offered to BRP/CRPs in 2009-10:

Five days training of CRPs was organized covering the following topics

- How to prepare the ward wise plan?
- Methods/mechanism for data collection, compilation
- Preparing lesson plan on specific topics/subjects

• Details about activities of BRPs and CRPs in 2009-10 (nature and frequency of academic support to schools, contributions to learning enhancement, etc)

Academic Improvement in schools of the District

- To plan for and provide need based academic resource support for quality improvement in the Govt./MCD/NDMC/DCB and aided schools.
- To work in coordination of DIETs and plan for need based training of in-service teachers and CRCs.
- To organize short term district level workshops for academic development of teachers and CRCs in the district including material development workshop.
- To collect and compile Data through various Quality Monitoring Tools and submit the District level report to UEE Mission and copy to Principal DIET.

- v) To form District resource groups and to orient them to mobilise community for soliciting its support in achieving the goals of UEE.
- vi) To administer achievement tests or research tools/questionnaire in the schools through CRCs and to prepare the district level reports.

Planning and Implementation of SSA interventions

- i) To collect and compile data required for the Development of Annual Work Plan and Budget (AWP&B) for SSA interventions (Annual District Elementary Education Plan) for the District.
- ii) To coordinate, in collaboration of the planning unit of the DIET the workshops for developing the AWP&B for the Revenue District.
- iii) To carry out all work as would be assigned by the State Project Office (UEEM) from time to time.
- iv) To monitor the implementation and progress of all the SSA interventions in the district.

Supervision and Monitoring of CRCs in District

- i) To plan and organise weekly/fortnightly/monthly meetings of CRCs.
- ii) To monitor the performance of each CRC and report to the organize need based
- iii) To disseminate to CRCs, all information and directions received from the UEE Mission (State Project Office of SSA).
- iv) To keep track of the functioning of CRCs and report to UEE Mission on weekly basis about any development in the district.
- v)

General

- i) Since DURCs are to function under administrative control of DIETs, hence the coordinators will be required to inform the Principal about their movement.
- ii) The attendance in r/o each District Coordinators is to be verified by the DIET principals on monthly basis.
- iii) The Coordinators are supposed to plan their calendar of activities on weekly/monthly basis and to maintain a daily diary of the work done.
- iv) The coordinators are supposed to work in a mission mode and to try to develop a good team of CRCs so that an enabling environment of quality education is created in the district.

IMPORTANT: No leave should be availed without prior permission of the UEEM-HQ The daily attendance is to be submitted to DIET Principal on whose verification the salary for a month will be paid. Any absence without information /permission of the SPD/ Addl. SPD may lead to termination of the contract.

VPS/UEEM/DELHI/08

DUTIES AND RESPONSIBILITIES OF CLUSTER RESOURCE COORDINATORS:

Academic Improvement in schools of the Cluster

- i) To plan for and provide need based academic resource support for quality improvement in the Govt./MCD/NDMC/DCB and aided schools.
- ii) To work in coordination of DURCs and plan for need based training of in-service teachers.
- iii) To organize short term Cluster level workshops for academic development of teachers, including material development workshop.

- iv) To collect and compile Data through various Quality Monitoring Tools from the schools in the cluster and submit the Cluster level report to the DURC.
- v) To form resource groups at Cluster level and mobilise community for soliciting their support in achieving the goals of UEE.
- vi) To administer achievement tests or research tools/questionnaire in the schools and to prepare the cluster level reports.

Planning and Implementation of SSA interventions

- i) To collect and compile data required for the Development of Annual Work Plan and Budget (AWP&B) for SSA interventions (Annual District Elementary Education Plan) at cluster level.
- ii) To coordinate, in collaboration DURC, the workshops for developing the AWP&B for the Cluster.
- iii) To carry out all task, assigned by the DURC and State Project Office (UEEM) from time to time.
- iv) To monitor the implementation and progress of all the SSA interventions in all the schools in the Cluster.
- v) To participate in and monitor the admission drive in the schools.

General

- i) Since CRCs are to function under administrative control of the head of the School of CRC location, hence the coordinators will be required to inform the Principal about their movement.
- ii) The attendance in r/o each Cluster Coordinator is to be verified by the Principal of the Concerned school/schools visited on monthly basis.
- iii) The Coordinators are supposed to plan their calendar of activities on weekly/monthly basis and to maintain a daily diary of the work done.
- iv) The coordinators are supposed to work in a mission mode and to develop the teachers so that an enabling environment of quality education is created in the district.

IMPORTANT: No leave should be availed without prior permission of the District Coordinator. The daily attendance is to be submitted to District Coordinator on whose verification the salary for a month will be paid. Any absence without information /permission of the District Coordinator may lead to termination of the contract.

• Major issues identified in effectiveness of DURC, and strategies for strengthening them in 2010-11:

i. Recruitment of DURCCs: At present all DURCCs are retired persons. Frequently they are leaving their assignment and creating vacancies.

Strategy: Advertisement has been given for recruiting experienced persons as DURCCs and CRCCs.

• Vision of effective BRC/CRCs – plan for making them resource-rich centres, nature of envisioned roles and activities.

DURCCs and CRCCs are the key persons for improving quality of learning at elementary level. State has planned to engage qualified and experienced persons (not retired) as CRCCs who are having Post Graduate Degree in Education.

- Performance Indicators for BRC/CRC trainers, tracking mechanisms and feedback received:
Monitoring of performance indicators for DURCCs/CRCCs is being done by DDEs DIET-Principals and UEE Mission component in-charges.

- **Criteria for selection of Resource Persons**

Through direct advertisement in News Papers and circulation to Educational Institutes i.e. CIE, Jamia Millia Islamia etc.

- **Measures to reduce academic load on CRCCs and ensure focus on academic activities**

State has planed to recruit sufficient nos. of CRCCs to reduce the work load.

- **Plan for capacity-building of BRP/CRPs (including planned exposure visits, training content areas and processes, timeline, etc)**

Plan for Training of BRP/CRPs in 2010-2011

Target Group	Topics of Training to be offered	Training Processes/ methodology	Timeframe (which month)	Follow-up mechanism to ensure impact
DURCC	Content related to RTE 29(2) and its implementation	Face to Face and Power Point Presentation	August 2010	Through Educational Supervisors at District/Zonal Level.
BRPs	Subject Specific Science, Maths, Hindi, English and Social Science, incorporating the teaching learning material into the textual material.	Face to Face and Power Point Presentation	September 2010	Through Educational Supervisors at District/Zonal Level. DURCC
CRCC	Content related to RTE 29(2) and its implementation Subject Specific Science, Maths, Hindi, English and Social Science, incorporating the teaching learning material into the textual material.	Face to Face and Power Point Presentation	August 2010	Through Educational Supervisors at District/Zonal Level.
CRPs	Subject Specific Science, Maths, Hindi, English and Social Science, incorporating the teaching learning material into the textual material.	Face to Face and Power Point Presentation	September 2010	Through Educational Supervisors at District/Zonal Level. DURCC

Source: AWP & B 2010-11, Delhi

Activity Calendar of CRC in 2010-11

Activity	Month	Venue
For the First Quarter: Collecting data through SLF I and SLF III	April and July 2010	At Cluste Resource Center
Face to Face training related to RTE content and subject specific through Power Point Presentation	August 2010	DURC
Visit to schools for class observations. Data collection for DISE through DCF and preparing report on progress for 2010-11 till November 2010.	September to November 2010	At various schools under the CRC.
For the Second Quarter: Collecting data through SLF I and SLF III Data Collection for Annual Work Plan 2011-12 and preparing ward wise plans. Collecting data from the schools for Action Research topics.	December 2010 and January 2011 December 2010 to February 2011	At Cluster Resource Center From various schools.

Source: AWP & B 2010-11, Delhi

Overall physical progress and targets for BRC/CRC grants

Items	Target for 2009-10		Achievement		% of achievement		Target for 2010-11	
	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
DURCs	9	43.56	9	20.78	100	47.70	9	46
CRCs	136	500.48	136	108.88	100	21.75	136	510.27

Source: AWP & B 2010-11, Delhi

Comments:

- It is critical to note that at present there are 9 DURCs and 136 CRCs in the state to cater to about 3500 schools. This makes average ratio of 25 schools to each CRC. The state has not been able to operationalise all the CRCs so far as the financial achievement reflects to be only 21%.
- As per the existing sanction of the resource persons, the state has the approval for 290 resource persons @ 2 per DURC and 2 per CRC. As per the current position the state has been able to have only 90 resource persons in position out of the sanctioned strength of CRCs.
- Keeping in view the complex multiple authority system in Delhi, the clusters are not co terminous with different administrative structures. DOE has 28 education Zones and the MCD has 12 zones, NDMC has 1 and the DCB has 1. These all are mixed with each other. The 28 zones of DOE encompass the whole State. With this scenario, if the academic support system is to be rejuvenated, ideally Delhi can have 28 DURCs and can be granted 560 resource persons.
- It is to suggest that the convergence among all the administrative Structures must join hands to operationalise all the sanctioned strength of the resource centers and deploy the full strength resource persons and in the second phase plan for 28 DURCs and come up with a supplementary proposal of further sanctions.
- Ideally the selection of the resource persons has to be a very careful exercise in Delhi, keeping in view the highly qualified staff of teachers in the schools. Only the best

teachers need to be selected and deployed from among the working teachers and the resultant vacancies may be filled out of SSA.

- From among the available resource persons the rationalized deployment of RPs may be done by the state in the CRCs with high density schools.
- Training in governance issues also should be planned for CRC's and DURC's, focusing on ways to increase cooperation between SSA, DoE, MCD, NDMC and DCB.
- Collection of data from unrecognized schools must be given importance in the wake of RTE.

Recommendation:

The appraisal team recommends continuing the sanction of 9 DURCs and 136 CRCs, along with 290 resource persons. PAB may direct the state to operationalise the full sanctioned strength and seek a commitment to comply by June end 2010.

c. Information about DIETs

- **Nature of academic support extended by DIETs in 2009-10:**

DIET faculty extended help and academic support in organizing in-service teachers training, organizing Community Leaders Training and helped in AWP&B 2010-11.

- **Emerging Issues, & Strategies for strengthening DIETs in 2010-11:**

- Recruitment of faculty, training of newly inducted faculty and to solve the problem of coordination with other district functionaries.
- Performance benchmarks for DIET personnel:

d. Quality monitoring mechanisms – analysis and use of data

- **Nature of mechanisms for Quality monitoring in the State at different levels:**

Collecting, compiling, analyzing and interpreting data collected through quality monitoring formats.

- **Mechanisms for analysis of QMT data and for feeding back to improve the system at different levels :**

Analysis of data is done at district level with the help of DIET faculty and DURCCs

- **Findings of Quality Monitoring Tools (issues identified and strategies for addressing these)**

Analysis of data is done at district level and state level. Findings are shared with district authorities and Head of Schools

- **Strategies planned to improve analysis and use of QMT data at different levels:**

Analysis of data will be discussed with the teachers in the teachers training programmes and also in the monthly meetings and steps will be taken for improvement after receiving the feedback.

5. Changes in Learning Processes and Learning Outcomes

a. **Analysis of Learning achievement results:** Learner's achievement data will be collected from the schools through SLF-III (a quality monitoring format devised by NCERT), data will be compiled at cluster level in the form of CLF-III and subsequently compiled in DLF-III at the District level. Analysis of this data will be done at district level and the information will be shared with Head of Schools, to know the factors contributing the low achievement. After discussion with HoS, efforts will be made to find the reasons for low achievement.

• **Details and Findings from State's own learning achievement surveys (subject wise, class wise, district wise learning achievement):**

• **Feedback from DISE:**

The following table reflects on the learning achievement at the primary as well as at the upper primary levels.

Learning achievement as per DISE

DISE refer. Year	Class IV				Class VII			
	Passed		Passed with >60%		Passed		Passed with >60%	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
DISE 2004 - 05	93		46		68		33	
DISE 2005 - 06	96		54		76		35	
DISE 2006 - 07	96.72	97.51	54.89	63.29	77.69	77.92	34.45	33.07
DISE 2007 - 08	96.98	98.22	54.79	62.20	78.95	78.29	32.67	32.57
DISE 2008 - 09			50.20	50.51			42.55	43.56

Source: AWP & B 2010-11, Delhi

Observations:

- While DISE results have shown an increasing trend in students' scores at the Class IV level, students' achievement at Class VII level is still quite low.
- In fact the number of students scoring above 60% marks has decreased from 2006-07 to 2008-09.
- There was a decline in the % of children achieving >60% to about 32% but there has been improvement in 2008-09, which is encouraging to note.

• Findings of NCERT study on learning achievement (Round I and Round II)

The NCERT study shows the following picture about the State: (For Class V, Round I was done in 2001-02 and Round II was done in 2005-06. For class III, Round I was done in 2003-04 and Round II was done in 2007-08.)

	Language		Maths		EVS	
	Round I	Round II	Round I	Round II	Round I	Round II
Class III	68.19	Not available	68.12	Not available		
National Average	63.12	Not available	58.25	Not available		
Class V	63.15	67.32	48.2	45.33	49.9	49.51
National Average	58.57	54.9	46	40.98	50.3	46.49
Class VIII						
National Average						

Source: NCERT's Round I and Round II

	Language		Maths		EVS		Social Science	
	BAS	MAS	BAS	MAS	BAS	MAS	BAS	MAS
Class III	68.19	53	68.12	47	--	--	--	--
National Average	63.12	67	58.25	60	--	--	--	--
Class V	63.15	67.32	48.20	45.33	49.96	49.51	--	--
National Average	58.57	60.31	46.51	48.46	50.30	52.19	--	--
Class VII	--	--	--	--	--	--	--	--
National Average	54.24	51.95	30.50	38.76	37.78	39.87	34.04	40.89
Class VIII	59.48	--	41.84	--	41.68	--	45.61	--
National Average	53.86	56.13	39.17	41.50	41.30	41.75	46.19	46.94

Source: NCERT's BAS and MAS

Observations:

- It is a matter of serious concern that the State has shown a significant decrease in Class III learning levels from 1st Round to 2nd Round, in both language and maths.
- At Class V level the situation is a bit better, but achievement in maths and EVS is still below the National Average.
- These must be strengthened in the coming year through integrated Quality Improvement Programs for these subjects.

This data needs to definitely alert the state to look for causal factors of poor performance of children in Grade VIII and addressed in LEP's and Teacher training.

- **Analysis of intervening factors affecting Learning Achievement of students needs to be conducted in a comprehensive manner e.g. in light of the Commonwealth Games it will be essential to address needs of migratory children enrolled in schools by addressing factors such as different mother tongue, PTR ratio etc**
- **Feedback from Quality Monitoring Tools:**

Percentage of students scoring less than 50% (i.e. in D and E categories)

	Language			Maths			English		
	Qtr I	Qtr II	Qtr III	Qtr I	Qtr II	Qtr III	Qtr I	Qtr II	Qtr III
Class I	40	34	In-progress	36	32	In-progress	-	-	In-progress
Class II	38	34	In-progress	34	31	In-progress	-	-	In-progress
Class III	44	36	In-progress	40	32	In-progress	39	37	In-progress
Class IV	44	37	In-progress	45	35	In-progress	40	39	In-progress
Class V	31	32	In-progress	30	31	In-progress	34	36	In-progress
Class VI	53	42	In-progress	59	51	In-progress	43	41	In-progress
Class VII	43	40	In-progress	53	51	In-progress	47	44	In-progress
Class VIII	51	32	In-progress	44	45	In-progress	48	48	In-progress

Percentage of students scoring less than 50% (i.e. in D and E categories)

	EVS/ Science			Social Science		
	Qtr I	Qtr II	Qtr III	Qtr I	Qtr II	Qtr III
Class I	38	-	-	-	-	-
Class II	36	-	-	-	-	-
Class III	39	37	-	38	36	-
Class IV	40	36	-	36	34	-
Class V	34	28	-	31	30	-
Class VI	46	42	-	46	46	-
Class VII	49	45	-	48	46	-
Class VIII	41	39	-	40	45	-

Analytical Report of the Data collected through QUALITY MONITORING FORMATS
Comparison of Percentage of Students getting D and E Grade (less than 50% marks) in Hindi &

Mathematics

Class	Subject	Total		SC		ST		CWSN	
		Dec 2008	April 2009	Dec 2008	April 2009	Dec 2008	April 2009	Dec 2008	April 2009
I	Hindi	40	34	42	34	27	33	57	53
	Maths	36	32	39	32	35	27	31	50
II	Hindi	38	34	41	38	39	32	27	34
	Maths	34	31	36	34	30	31	29	36
III	Hindi	44	36	47	38	34	34	35	35
	Maths	40	32	42	37	29	39	39	36
IV	Hindi	44	37	47	41	46	36	37	37

Class	Subject	Total		SC		ST		CWSN	
		Dec 2008	April 2009	Dec 2008	April 2009	Dec 2008	April 2009	Dec 2008	April 2009
	Maths	45	35	44	39	35	34	31	36
V	Hindi	31	32	37	33	35	30	32	30
	Maths	30	31	36	36	34	33	44	31
VI	Hindi	53	42	58	43	40	40	53	46
	Maths	59	51	61	47	52	47	41	50
VII	Hindi	43	40	46	43	41	40	37	40
	Maths	53	51	53	53	49	46	36	47
VIII	Hindi	51	32	45	39	49	35	28	34
	Maths	44	45	49	48	52	42	46	41

- The comparative analysis of the data reveals that in the span of 4 months, in most of the classes the performance of the students of almost every category has improved in both Hindi and Maths.

Note: Efforts will be made to find the causes for low performance of CWSN and to ensure that the performance of CWSN children will be improved.

- What steps has the State taken to identify specific learning difficulties in different subjects where children score low and need more academic support (class wise, subject-wise)? Please provide details below.

Performance of learners were discussed with HoS and supplementary material was developed for the weak students and the same is being used during remedial teaching.

- Analysis of intervening factors affecting Learning Achievement of students: For example, in schools/ clusters showing low learning achievement in particular subjects/ grades, it should be analysed what are the likely factors contributing to this low achievement – whether they are teacher-related factors (eg. low attendance, insufficient subject knowledge, etc), TLM-related factors (eg. shortage of appropriate TLMs relating to that subject), pedagogy-related factors (i.e. the teaching methodology was not appropriate to help children understand), factors related to children's background, inappropriate assessment methods, low community participation, etc.

After conducting such analysis, the Quality Plan for each Cluster/ Block/ District/ State should be designed to strengthen each of these intervening variables in an integrated manner, to lead to learning enhancement in a comprehensive manner.

c. Shifts in Classroom Processes in the State: State has planned to bring a shift in the classroom processes by developing interactive and contextual learning material which will facilitate the child centered approach and enough opportunity will be provided to the child to acquire sustainable learning by using supplementary teaching learning material (use of Cal Labs, Teacher made Teaching Learning Aids).

- **What monitoring mechanisms exist/ are planned for measuring changes in classroom processes in the State (eg. Time on Task studies, classroom observation tools, ADEPTS, etc)?**

Time on task study has been taken by one of the CRCCs, finding will be ready by April 2010. Classrooms observation tools are being used as per quality monitoring formats of NCERT.

- **What is the current status of changes in classroom processes towards more active learning in the State?**

Classroom processes are child centered and activity based, using joyful and meaningful teaching learning material Example: teaching the concept of average in mathematics we may use the average score of a Cricket team in first ten overs, bowling average of the bowler etc.

- **What are the obstacles/issues found to bringing changes in classroom processes?**

At primary stage, main obstacles is lack of child centered methodology for developing language comprehension and computational skills. Having brought a shift in the classroom process, it is hoped that to some extent these obstacles would be removed.

- **What strategies are proposed to address the above issues in the next 3 years, as well as to ensure changes in classroom processes as laid out in the RTE Act?**

- Efforts will be made to update the word building competency of the learners by using flash cards pertaining to the environmental objects (see page no-9-10 LEP activities)
- Learning through activities, discovery and exploration in a child-friendly and child-centred manner
- Making the child free of fear, trauma, and anxiety and helping the child to express views freely.
- When the classroom environment is joyful and the methodology is participatory involving children then there is a minimum scope of fear trauma and anxiety.
- All-round development of child, Development of physical and mental abilities to the fullest extent
- Activities are being organized for the development of physical and mental abilities to the fullest extent: Project Raksha for girls at upper primary level, self defence programme for girls at primary level, Yoga activities and organizing co-curricular activities.

Observations:

- **The state has made efforts to plan for a quality visioning document. It would be useful to include and review the following :**

- i) involving academics, civil society and pedagogy experts in the visioning workshops
- ii) curriculum revision is a much required activity, and adapting the NCERT curriculum to the local context is a desirable activity. The process for adapting the curriculum and ensuring feedback mechanism for the same must also be highlighted
- iii) constructivism and defined learning outcomes have been referred to – this needs clarification and processes such as portfolio assessments should be encouraged
- A three year plan for teacher training is appreciated. The Plan (2010-13) needs to be further bifurcated into Primary and Upper Primary Teacher Training. The aspect of collaborative learning (Pg 29) should not refer to interface between private and government schools, but rather emphasize peer support within classrooms. Robust evidence of the impact of the training should be collected to ensure yearly review, feeding back into planning process.
- Shifts in classroom processes (Pg 5 c) can only be envisaged through a paradigm shift in the the education framework including capacity building of teacher educators, HoS, CRC and DURC personnel and teachers.
- Strong monitoring mechanisms including feedback from children and SMC's should be collated. Action research projects should be conducted by teachers themselves and should be facilitated by CRC personnel.
- Current Status of Changes in Classroom Processes :It is heartening to note that teachers are using relevant contextual examples for teaching. This needs to be strengthened through collaborative and cooperative learning being adopted in the classrooms.
- The focus on extra curricular activites is welcome and the impact of yoga and self defense imparted to girls should be studied and evaluated
- Analysis of Learning achievement results: Since the state is concerned about the levels of achievement of CWSN children, it would be useful to develop Individualised Education Plans(IEP's) and monitor their progress with the help of the special educators appointed by the state.
- Learning Achievement as per DISE to be filled
- NCERT Round II Data of mean achievement levels not shown in the table needs to be filled as follows :

6. Learning Assessment Systems

Learning assessment system

Stage	No. of tests in a year	Whether marking or grading system	No-detention up to which class	Board exam. at which class	Is there any report card?	Frequency of sharing with parents
Primary	3	Marks	V	-	Yes	Monthly
U. Pry.	8	Marks	VII	-	Yes	Monthly

Source: AWP & B 2010-11, Delhi

- What steps have been taken/ will be taken for moving towards comprehensive and continuous assessment of each child's ability to understand and apply knowledge?

State has planned to review the existing CCEP in the light of provisions of RTE Act Section-29 (2) and as per guidelines of CBSE.

Details of approach to **Learning Assessment system** in the State. **Specifically, the State must indicate whether Continuous and Comprehensive Evaluation (CCE) is being followed in schools in the State.**

Note: State may think to review the existing assessment procedure

In order to ensure the universal achievement and quality education at elementary level the Directorate of Education has initiated certain measures such as Monday unit tests and Continuous and Comprehensive Evaluation Programme (CCEP). These measures, in addition to the term tests have definitely helped in the improvement of achievement levels of learners from class V to VIII and at higher levels. The weightage and conversion of marks of unit tests and CCEP exams for class V to VIII is as follows:

S.N.	Tests/Evaluation	Theory	Practical	Total	Theory only
1.	I term	10	-	10	10
2.	II term/Half yearly	10	-	10	10
3.	Annual School Exam	50	10	60	60
4.	CCEP exams	10	-	10	10
5.	Monday unit tests	10	-	10	10

As mentioned in the above Notification 10% weightage has been assigned to CCEP exams and Monday Unit Tests each. The details for conversion of marks for 3 CCEP exams and 5 Monday Tests (in each subject) are as follows: -

(A) MONDAY UNIT TESTS

1. Total No of tests in each subject during the session = 05
2. Marks allotted for each test = 20
3. Total marks of tests in each subject during the session = $5 \times 20 = 100$
4. Weightage as per notification = 10%
5. Conversion of marks for each subject = $1/10 \times$

(Total marks obtained during the session in each subject in 5 Monday unit tests)

(B) CCEP EXAMS

1. No of exams during the session (combined of 5 subjects for class V and VI subjects for classes VI to VIII). = 03
2. Marks of each examination for Class V = 50
For classes VI to VIII = 60
3. Marks allotted for each subject = 10
4. Total marks of CCEP exams in each subject $3 \times 10 = 30$
5. Weightage assigned for each subject as per notification = 10%
6. Conversion of marks for each subject = $1/3 \times$ (Total marks obtained in all three CCEP Exams for each subject)

• **What steps have been taken for rolling out of NCERT Sourcebooks?**

Rolling out of NCERT source books will be included in the content of teacher training for year 2010-11.

• **What kind of methods and tools do teachers use for continuous and comprehensive assessment in the classroom?**

Subject wise weekly unit text (oral, written and practical) are given for continuous evaluation and two quarterly and one annual comprehensive test is given for assessment of the children.

• **Status of developing learning indicators as per the ones developed by NCERT for Classes III, V and VIII.**

Learning indicators have been adopted as per NCERT.

• **Have any steps been taken/ planned for revising the existing pattern of unit tests/ examinations to allow for more formative types of assessment, and to eliminate board examinations at elementary level (as per RTE)?**

All unit tests are formative in nature and no examination board is held.(more details. Please explain how?)

Approach for remedial teaching:

Remedial teaching is given through worksheets developed on specific concept.

The following table shows progress of remedial teaching in 2009-10.

Progress of remedial teaching

Fund allocated in 2009-10	Physical Target (Children)	Physical achievement till Feb, 2010	Financial achievement till Feb, 2010	% of achievement	
				Physical	Financial
933.5	373400	This activity will be completed by Feb./March	--		

Source: AWP & B 2010-11, Delhi

Plan for Remedial Teaching in 2010-11:

No plan for 2010-11 as per decision of JRM, January 2010

Observations:

- It is important that no detention is being followed till Grade VIII in keeping with RTE Act.
- CCE needs to be looked upon as a formative assessment which need not be dependent on unit tests which unfortunately seem to form the basis of the current evaluation. It is important that the state develops an innovative means to CCE e.g. devise indicators based on NCERT Sourcebook on Learning Assessment and think of activities for means of assessment. Resource persons from NCERT should be involved in training a core group of master trainers to take this forward

- Progress of remedial teaching against physical and financial targets must be provided for 2009-10.
- Since no remedial teaching is planned for this year, the teacher must find ways to provide first generation learners the extra support they require within the class itself.

7 Minimum Enabling Conditions

a. Teacher Recruitment and Deployment systems

Information on Teachers (as on Dec end 2009)

	Sanctioned Post			Working			Vacancies		
	By State	Under SSA	Total	By State	Under SSA	Total	By State	Under SSA	Total
PS	28549	36	24585	24895	25	24920	3654	11	3665
UPS	21524	-	21524	17213	-	17213	1461	-	1461

Source: AWP & B 2010-11, Delhi

Reasons for vacancies and steps to ensure all vacancies are filled by July 2010:

Every year some teachers are promoted from Primary section to upper primary section and some of them retired during the year. The approximate attrition rate in the State is about 1.5%.g

Enrolment has grown, teacher recruitment is done by DSSSB and the process is very slow. For a stop gap arrangement, teachers are engaged on contract basis.

Mechanism to ensure that teacher vacancies in a school do not exceed 10% of sanctioned strength. The above vacancies is within 10%. However efforts will be made for the recruitment of remaining teachers through DSSSB.

Recruitment of teachers under SSA

	Sanctioned in PAB till 09-10		Recruited by March 10		Salary Scale		Selected by	Salary provided by
	Regular	Para	Regular	Para	Regular	Para	State/ Distt./ Community	SMC/ Treasury/ SSA society/ etc.
Primary	-	36	-	36	-	.095 pm	By SSA	By SSA
Up. Primary	-	-	-	-	-	-	-	-

Information on PTR

	Number of schools in respect of PTR							State PTR
	>40	>50	>60	>70	>80	>90	>100	
Primary	560	190	76	52	52			45
U. Primary	47	19	4	0	0			38
Overall	607	209	80	52	52			
Which districts have higher PTR	East, North West & South							

Source: AWP & B 2010-11, Delhi

District-wise Availability of Teachers as per RTE Requirement

	RTE requirement	Which Districts are currently not meeting RTE requirement (mention PTR)	Number and % of schools not meeting RTE requirement		Steps to be taken to meet RTE requirement	Monitoring mechanism to ensure this
			No. of schools	%age of total schools		
1.	Primary level PTR 2 teachers for upto 60 children 3 for upto 90 4 for upto 120 5 for upto 200 PTR under 1:40 for above 200 children	All District	930	42	Departments will make plans to meet RTE requirement	Monitoring will be done at District /Zonal level by Educational Administrators ,HOS ,teachers Assosiation ,VKS Members,NGOs
2.	PTR at upper primary level 01:35	East ,NE,NW,West,SW and South	207	21	Departments will make plans to meet RTE requirement	Monitoring will be done at District /Zonal level by Educational Administrators ,HOS ,teachers Assosiation ,VKS Members,NGOs
3.	Subject-specific teachers At least 1 teacher for Sci & Maths, Social Sci., and Languages	NIL	NIL	NIL	NIL	NIL
	Head-Teacher and Part-time instructors For above 100 children, at least 1 full-time Head Teacher and part time instructors for Art, PHE, Work Education	NIL	NIL	NIL	NIL	NIL

Source: AWP & B 2010-11Delhi

- **Number of single teacher schools? (based on EMIS)** - Nil
- **Strategies of the districts/ state for achieving the goal of no school with single teacher in 2010-11?** - NA

• **State Policies and Procedures for Recruitment of Teachers?**

Requirement of additional teachers is assessed on the basis of enrolment/post fixation norms and resultant vacancies are calculated and accordingly the demand is sent to Delhi Subordinate Service Selection Board (DSSSB). However, short term vacancies are filled up by guest lecturers/contract basis teachers.

- **State policy and processes for deployment and rationalization of teachers? – Online(link to website is www.edudel.nic.in)**
(including steps to ensure that it is transparent, free from harassment)
- **Strategy for ensuring Subject-specific availability of teachers at Upper Primary level?**
Online(www.edudel.nic.in).
- **Minimum Qualifications for appointment of Teachers for different levels/ categories; RR given on the website (www.edudel.nic.in)** for primary teachers Sr. Sec./ its equivalent from any recognized board/University and two years ETE Diploma/B.El.Ed/JBT (2 years) as per NCT norms.
- Salary scales for teachers of different categories/ levels: As per 6th pay commission
- Teachers' terms and service conditions: (www.edudel.nic.in)
- Mechanisms for red-ressal of grievances: State has a grievance cell for the red-ressal of grievances

Recommendations:

- The appraisal team is happy to note that there are no single teacher schools in the state.
- At this moment 5124 vacancies exist in the state and this is a matter of real concern. It is important to think of means to redress the delay in recruitment by DSSSB. Currently the PTR is 45 at primary and 38 at Upper Primary, but certain Districts such as South, East and North West have 104 schools with PTR over 70. This will become very important in the wake of RTE, where the number of teacher vacancies will increase further. 42 % of primary schools and 21 % of upper primary schools will not meet the RTE PTR . It is recommended that the state prepares a recruitment plan for all vacancies and monitor the progress diligently.
- The process of recruitment of 36 posts of Assistant teachers that was sanctioned in 2008-09 has remained vacant for the past two years. This needs to be addressed immediately.

b. Teacher and student attendance

	MHRD study (06-07)	2007-08	2008-09	2009-10 (with source)	Target for 2010-11
		(with Source)	(with source)		
Teacher attendance (pry.)	Not available	87.12	87.14	88.36	90
Teacher attendance (up. pry.)	Not available	89.63	90.25	90.87	91
Student attendance (pry.)	Not available	78.56	81.36	82.41	85
Student attendance (up. pry.)	Not available	82.11	82.89	84.25	89

Source: DISE , UEEM 2009

Reasons for low student/ teacher attendance: The students teacher attendance is above National average

Steps to be taken to address these issues in 2010-11: Not applicable

Mechanisms for monitoring attendance (including plan for undertaking study on student/teacher attendance in 2010-11): Attendance is recorded online

Number of working days and working hours

Item	RTE Requirement	Present status	Steps to be taken to meet RTE requirement	Monitoring mechanism to ensure this
Number of working days in a year	200 for Pry.	200	Already as per RTE	
	220 for Up. Pry.	220		
Number of instructional hours in a year	800 for Pry.	800	Already as per RTE	
	1000 for Up. Pry.	1000		
Number of working hours per week	45 teaching hours, per teacher per week, including preparation hours	40 hours	Steps will be taken to meet RTE requirement, meeting with Administrators, HOS, Teachers, and teachers Assosiation, VKS Members	Monitoring will be done at District /Zonal level by Educational Administrators, HOS, teachers Assosiation, VKS Members,NGOs
No. of days involved in non-educational activities	No teacher deployed for non-educational purpose except census, disaster relief, or election duty	At Present Teachers are deputed for election and polio duties	No Step Required	Monitoring will be done at District /Zonal level by Educational Administrators, HOS, teachers Assosiation, VKS Members,NGOs
Involvement in private institutions	No teacher shall be engaged in private teaching activity	No Techer is enageded in Private teaching Activites	No Step Required	Monitoring will be done at District /Zonal level by Educational Administrators, HOS, teachers Assosiation, VKS Members,NGOs

Source: AWP & B 2010-11 Delhi

Observations:

- The appraisal team appreciates the strong MIS system and on-line attendance mechanism in the state. This has resulted in very good teacher and student attendance rates and are highly commendable. This proven asset and learning within SSA can be applied to other areas such as learning achievement monitoring and teacher appraisals using on-line methods.
 - If there are pockets where teacher rationalization is required, this must be paid urgent attention during the plan period. A plan for the same needs to be prepared.
- c. Rights-based policies in light of RTE (recruitment policies, corporal punishment, examination systems, no detention policy, Class VIII, MLE, etc)
- Policies/ steps to recruit only trained teachers in the State?
State has all trained teachers

- **Policies/ steps taken or to be taken to ensure that no child is subjected to physical punishment or mental harassment? How will this be monitored?**

Regular monitoring by Ho, Educational Supervisors, DURCCs & CRCCs

- **Status of policy on no detention or expulsion at elementary level?**

State has no detention policy upto class-VII

- **Status of policy on board examinations at elementary level?**

No board examination

- **Whether primary cycle till Class V and upper primary cycle till Class VIII?**

Yes

- **Policies or strategies for ensuring availability of education in the child's mother tongue?**

State provides education in child mother tongue

Observation:

- The appraisal team takes note of the fact that all teachers in the state are well qualified and no para teachers exist. This is something very praiseworthy.
- It is important to note that many migrant children do not get education in their mother tongue and this issue needs to be addressed.
- Also corporal punishment needs to be addressed through setting up of children groups and child protection committees.
- It is critical that safety measures in schools should be highlighted and fire drills etc carried out regularly in schools

Effective utilization of Grants

	Teacher Grant	School Grant	TLE Grant
Date of distribution and reaching to school in 2009-10	Aug-09	Aug-09	Nov-09
Issues related to timely distribution	NA	NA	NA
Mechanisms to ensure timely distribution	Through DOE,MCD,NDMC & DCB	Through DOE,MCD,NDMC & DCB	Through DOE,MCD,NDMC & DCB
Whether guidelines have been issued regarding utilization	Yes	Yes	Yes
What the grant was utilized for in 2009-10	100%	100%	100%
Feedback on effective use of grants in 2009-10; issues identified	94% Teachers using TLM Grant efforts will be made to motivate other teachers	100%	100%
What the grant will be utilized for in 2010-11	100%	100%	100%

Effective utilization of Grants

	Teacher Grant	School Grant	TLE Grant
Mechanisms to ensure effective use of grants	Through DOE, MCD, NDMC & DCB	Through DOE, MCD, NDMC & DCB	Through DOE, MCD, NDMC & DCB

Source : UEEM year 2009

Distribution of Grants	Progress in 2009-10			Proposal for 2010-11	
	Physical Target	Achievement	Percentage of Achievement	Physical	Financial
a. Teacher grant @ Rs. 500/- per teacher	52939	264.73	100	52290	260.95
Primary level	24540	122.71	100	24995	124.475
Upper Primary level	28399	142.02	100	27295	136.475
b. School grant @ Rs. 2000/-per school	3475	197.19	100	3502	175.1
Primary level	2303	115.15	100	2328	116.4
Upper Primary level	1172	82.04	100	1174	58.7
c. TLE grant					
New Primary schools@ 10,000/-per school	0	0	0	2	0.4
New Upper Primary schools@ 50,000/-per school	0	0	0	0	0

Source : DISE, UEEM Year 2009

Recommendation:

The appraisal team recommends the above proposal as under.

- i. Teacher grant: 52290 teachers (PS- 24995 + UPS- 27295)
- ii. School Grant: 3502 schools (PS- 2328 + UPS-1174)
- iii. TLE Grant: 2 PS

PAB may like to approve.

8. Community & Civil Society Partnerships

a. Collaborative School-level planning with involvement of community

- Steps towards establishing School Management Committee in each school, and their role: VKS/PTA committees have been constituted in each school. These committees are involve in school development plan.
- What processes are/will be undertaken for developing a School Development Plan for each school? What will be the format/ components included in this Plan? How will the Plan be implemented, followed-up and monitored?

Prior to the beginning of the session meetings are arranged VKS/PTA members to discuss and finalize the school development plan. The following components are included in the school development plan:

i. Adequate no. of rooms to accommodate all children likely to be admitted, No. of toilets, No. of activity rooms, Water facility, Health facility including First Aid box and visit by the Doctors, Ramps for CWSN, Separate toilet for CWSN, steps to be taken to improve the performance of learners, availability of books on time.

b. Community contribution to quality improvement

Community contribution to learning in 2009-10:

Community members were involved in monitoring the school activities, participation in monthly meetings organized by school, Participating in school development plan by way of providing useful suggestions, helping in enrolment of children, organizing health camps by involving NGOs etc.

c. Nature of partnerships with private/NGO sector

73 NGOs have been empanelled for various interventions.

Which partners are involved in quality improvement, nature of involvement and activities

Directorate of Education, MCD, NDMC, DCB and above empanelled NGOs by way of participating in implementation and monitoring of all SSA interventions.

Recommendations:

Empanelment of NGO's is a good initiative. However, a list of areas and specific activities where these NGO's will be involved must be provided

- Two NGOs named "URmi Vikram Charitable Trust (Regd) and Samartham" have been empanelled under with SSA under the Quality Initiatives in schools. Following studies have been proposed, discussed and approved by the screening committee consisting of experts from various organizations working for improvement in education.
- Objectives of the first study to improve the performance level of students to interactive classroom process. Objective of second study is to provide inclusive environment through orientation and interaction with teachers in the school.

d. Special initiatives for disadvantaged groups, early childhood education

- **Steps to ensure that children belonging to weaker sections or disadvantaged groups are not discriminated against and prevented from completing elementary education on any grounds (as per RTE)**

The RTE components will be included in the teacher training programme and teacher will be well equipped with the implementation of all provisions of RTE Act. Section-29 (2)

- Arrangements for providing free pre-school education for all children age 3 to 6: 300 ECCE centers have been made operational and teaching learning material in the form of toys, Games, Tape recorder, Dolls Museum etc.

Recommendations:

- The state could take concrete steps to mobilize and address the needs of disadvantaged groups of children through formation of these communities committees to enhance their participation in education processes. Minority groups, children with special needs, street and working children as well as the large number of children accompanying migrant workers must be clearly defined.
- Community training activities such as printing of training module for community leaders, health camps, strengthening of Ward Education Committees through capacity building and mobilization of community for mainstreaming of children studying in Madarasa's were some of the activities planned for 2009-10. The physical and financial achievements against these must be reflected.
- The ECCE Centers are a significant achievement and should be evaluated in terms of impact.
- It is important that the state undertakes specific activities for community mobilization and ensures maximum coverage. Since the state has wards, it is important for community plans to be developed with clear outcomes and time frames. This is absent from this plan
- -A document of processes involved in developing ' school development plans' should be created this year, in light of RTE.

Overview of Quality Progress in 2009-10

S.No.	Activity	Sanctioned Budget (2009-10)		Achievements (till 31-03-10)		% Achievements		Remarks
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
1.	Free Text Books	373400	933.50	373400	933.50	100	100	
2.	Teacher Grant	52939	264.695	52939	264.695	100	100	
3.	School Grant	3475	197.190	3475	197.190	100	100	
4.	TLE Grant	0	0	0	0	0	0	
5.	Grants for BRC	16	43.56	16	20.78	100	47.70	
6.	Grants for CRC	272	500.480	272	108.88	100	21.75	
7.	Teachers' Training	52939	794.01	53939	514.4	100		
8.	In-Service Training	1000	15.00	1000	7.5	100	50	
9.	Induction Training	-	-	-	-	-	-	
10.	Untrained Teachers							
11.	BRC & CRC Coordinators & Resource Persons	323	1.615	323	1.25	77	77	
12.	Remedial Teaching	69000	138.00	7000	1.4	10.1	10.1	In progress (Likely to be

SNo.	Activity	Sanctioned Budget (2009-10)		Achievements (till 31-03-10)		% Achievement		Remarks
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
								completed by Mid of March)
13.	LEP		106.1		106.1		100	
14.	REMS	3502	45.175		36.14	80	80	In progress (Likely to be completed by Mid of March)

Broad recommendations for Quality improvement in 2010-11

Basing on the above discussion the Appraisal recommends the following way for activities related to overall quality improvement under SSA.

Summary of the Recommendation for activities related to quality

Sl. No.	Interventions	Proposed		Recommended		Remarks
		Physical	Financial (Rs. in lakh)	Physical	Financial (Rs.in lakh)	
1.	Teacher recruitment					
	New Teachers Salary (P.S.)	982	1198.00	-	-	
	New Teachers Salary (UPS)					
	Addl. Teachers against PTR	5972	7285.84			
	Recurring					
2.	Training					
a.	In service (PS+UPS)	52290	585.388	52290	585.388	
b.	Induction training	5821	87.315	5821	87.315	
c.	Training of untrained teachers	--	--	--	--	
d.	Training of BRC/CRC	365	3.65	365	3.65	
3 a.	Free Textbooks (PS)	--	--	--	--	
b.	Free Textbooks (UPS)	375100	937.75	375100	937.75	
4.a.	TLM Grant (P)	24995	124.975	24995	124.975	
b.	TLM Grant (UP)	27295	136.475	27295	136.475	
5.a.	School Grant (P)	2328	116.40	2328	116.40	
b.	School Grant (UP)	1174	82.18	1174	82.18	
6 a.	TLE Grant (P)	2	0.400	2	0.400	
b.	TLE Grant (UP)	--	--	--	--	
c.	UPS Not covered under OBB	--	--	--	--	
7.	DURCs	9	107.100	9	107.100	
8.	CRCs	136	278.800	136	278.800	
9.	Remedial Teaching	--	--			
10.	LEP	-	121.4	-	121.4	
11.	REMS	3502	45.53	3502	45.53	

Quality Related Issues:

1. Learning Processes and Learning Outcomes

- It is good to note that the state is planning to develop a quality visioning document. This includes a detailed three year teacher planning document, LEP plans, capacity building plan for administrators and other personnel such as CRCP's , DURCC's and VKS.

2. Comprehensive Quality Vision and Framework

- Convergence is a major challenge in the state and it is highly recommended that various stakeholders like DoE, SSA, MCD, NDMC and DCB are involved in framing and implementing the vision document. Unless concrete steps are initiated for ensuring cooperation across all stakeholders and measures to allow greater coherence is addressed, the plans will not become successful.
- The three year LEP Plans must include a robust monitoring and evaluation mechanism for evaluating impact of the proposed interventions and tracking on a regular basis in-built into the plan.
- The NCERT Round II Data of mean achievement has highlighted low achievement levels of children in Science and Social Sciences in Grade VIII as well as low levels of achievement highlighted by the state vis a vis CWSN. This needs to be given due attention.

3. Minimum Enabling Conditions

- It is heartening to note that there is no single teacher school in the state and the on-line system has helped in increasing student and teacher attendance to a large measure.
- The PTR ratio in certain Districts like South, East and North West is higher than prescribed norms e.g. 104 schools have PTR over 70. The overriding concern is the teacher vacancy (5124 at present) and the delay in recruitment process adopted by DSSSB. This needs to be addressed urgently and a recruitment plan submitted for ensuring the RTE norms will be fulfilled during this plan period.

4. Vision-based Curriculum and Teaching Learning Materials

- Since the state has adopted NCERT books without adaptation, this needs to be focused as a priority and steps taken to reduce burden on children. This year adaptation plans need to be developed and special focus on migrant children, multi-lingual education, special adaptations for CWSN e.g. books in Braille etc must be included.

5. Learning Assessment Systems

- The state is already following the no- detention policy in keeping with RTE. CCE needs to be looked upon innovatively, with less emphasis on unit and weekly tests. It is important that the state develops an innovative means to CCE e.g. devise indicators based on NCERT Sourcebook on Learning Assessment and think of activities for means of assessment. Resource persons from NCERT should be involved in training a core group of master trainers to take this forward. State must ensure that tracking mechanism to capture changes in classroom processes is captured through research findings. This has been a weak area in the last plan as well.

6. Teacher Effectiveness

- The state has been able to successfully reach its physical targets for its in-service trainings. The content of the trainings needs to be reviewed in light of the RTE demands. The ADEPTS benchmarks need to be translated into specific and appropriate topics according to grade specific interventions. To ensure participatory approaches, it is vital to limit training participants to approximately 50 people. Clear monitoring indicators should be developed for each training programme and feedback on training received and collated on-line. Revision of the pre-service teacher education is a critical piece that needs to be aligned to the NCF 2005 as well as RTE. A detailed plan for developing the same with an activity plan and resource support must be developed. It is important that the State develops a perspective plan with attrition rate incorporated.

7. Academic Support & Monitoring Systems

- It is critical that the number of CRC's be increased in Delhi, since many CRC's are catering to over 60 schools, which does not make it feasible. These should be increased to cater to 3,500 schools @ 20 per cluster, which equals 175 clusters.
- SRG's and DRG's need to be activated immediately and an active mentoring and monitoring role allocated to them. Research studies of 2008-09 and 2009-10 need to be shared and completed.
- Research studies related to migration mapping and street and working children should be implemented in the state to address the needs of marginalized children. State must identify a resource committee on research studies to support them in conducting studies. A timeline must be prepared for each study and followed up by this committee

8. Community & Civil Society Partnerships

- Empanelment of NGO's is a good initiative. However, a list of areas and specific activities where these NGO's will be involved must be provided. A detailed plan for capacity building of marginalized communities needs focus in the plan.

REMS

Overview of REMS activities

Based on 3475 schools a total outlay of 45.18 was approved for REMS activities proposed for the year 2009-10. However, out of total outlay of 45.18 lakh for REMS, an expenditure of Rs. 23.32 lakh (51.62%) is reported to be made by March 2010.

Observations:

A total of 22 activities were proposed for the year 2009-10. Apart from these, the state was requested to ensure the completion of 18 activities pertaining to the year 2008-09.

Specific mention was made by PAB to give priority to the two studies, proposed for the year 2009-10. viz.,

- 'Teacher and Student's Time on Task' and
- 'Study on teacher / student attendance rates'

Progress

Out of the 22 activities proposed for the year 2009-10

- Eight (8) activities have been completed and the draft reports for the same are available,
- Three (3) activities have been completed but the draft reports are under preparation,
- Five (5) activities are at various stages of progress
- Six (6) studies were not undertaken.

Among the six activities not undertaken, three activities have been proposed to be undertaken during 2010 - 11.

Apart from this, there is no mention about the progress of incomplete studies of 2008-09 in the document submitted for AWP& Budget, 2010-11

REMS activities for 2010-11

A total of 13 REMS activities have been proposed for the year 2010-11

Of the 13 activities,

- 6 activities pertain to state level studies,
- the remaining 7 activities pertain to action researches, organization of workshops/seminars and publication of material for dissemination, etc.

Of the 6 activities pertaining to state level studies, the study on '**updating of household survey**' is the repeat of survey proposed for the year 2009-10 which has been reported to be undertaken in March 2010 in 91 wards out of 272 wards and the report for which has been included in AWPB 2010 document.

Keeping in view the importance of household survey, the updating may be undertaken in remaining wards in the current year by adopting a suitable strategy as has been adopted for 91 wards (more than 200 OOSC). The state has proposed a budget provision of 14.40 lakh.

Further, keeping in view the suggestion of PAB 2009-10 to undertake studies on 'Teacher and Student's Time on Task' and 'Study on teacher / student attendance rates', the studies may be undertaken on priority during 2010-11 as the same could not be undertaken during 2009-10.

As reported in the progress of REMS, the proposal for the following two studies has been cleared by state RAC and therefore be conducted on priority.

- Impact of MDM on achieving the UEE goal of universal education'
- Conduct of Learning Assessment Survey at district and state level (By using the same tools as used by NCERT for TAS in March 2010)

Keeping in view the issues before the state and input/ initiatives undertaken by the state, the following studies may be undertaken to replace the remaining 4 studies as suggested by the state in its proposal for the year 2010-11

- 1) A study on Assessment of strategies adopted to take care of OOS Children
- 2) A study to assess the improvement in children learning as a result of inputs for LEP
- 3) A study to assess the impact of CAL initiative in learning
- 4) A sample survey of 5% checking of DISE 2009-10 data

The total proposed outlay for REMS activities for the year 2010-11 is 45.53 lakh (based on 3502 schools @ of Rs. 1300/- per school which includes the provision for SCPCR activities @ of Rs. 50/- per school)

Comments:

The state needs to make use of study findings for taking the corrective measures in various strategies to bring the overall improvement in education
 The studies, yet not completed be expedited and shared.
 Suitable methodology for conduct of each study be devised and placed before the review committee of the state for comments and modification

Recommendations:

State's proposal of REMS with financial out lay of Rs. 45.53 Lakh is recommended for approval.

The breakup of the proposed outlay of 45.53 is as follows

Activities	State level @ Rs 1000 per school	District level @ Rs. 300 per school	Total Outlay @ Rs. 1300 per-school
Research & Evaluation	Rs.28.02 lakh @ Rs. 800 per school (includes the cost of provision of 1.75 lakh @ Rs.50 per school for SCPCR)	Rs. 7.00 lakh @ Rs. 200 per school	Rs. 35.02 lakh
Monitoring & Supervision	Rs 7.00 lakh @ Rs.200 per school	Rs. 3.50 lakh @ Rs. 100 per school	Rs. 10.51 lakh
Total	Rs. 35.02 lakh	Rs. 10.51 lakh	Rs. 45.53 lakh

(IV) SIEMAT

- i. State has planned to start functioning of SIEMAT at SCERT, Delhi.
- ii. In the Executive Committee Meeting and further in the Governing Meeting held in chamber of MoE it was decided

Observations:

- **Revision of the pre-service teacher education is a critical piece that needs to be aligned to the NCF 2005 as well as RTE. A detailed plan for developing the same with an activity plan and resource support must be developed**
- **It is important that the State develops a perspective plan with attrition rate incorporated.**
- **The establishment of SIEMAT is a welcome step, but it requires a clear vision and action plan so that it performs its required function.**

(V) IED

The State of Delhi started actual work in IE only in 2006-07 with a focus on assessment, aids and appliances, awareness and teacher training. The State gradually expanded its scope of work and has now appointed 50 resource teachers to provide some support to CWSN.

Progress on IE in 2009-10

- 8015 CWSN identified (0.25%) and 6504 enrolled (81.15%) in schools.
- 6371 CWSN have been provided aids and appliances so far.
- 100% schools made barrier-free.
- 50 resource teachers appointed
- 2 NGOs involved.

In the year 2009-10, the State had identified 8015 CWSN and the total budget provided the State was 40.08 lakh. The physical and financial progress, as reported by the state, is given below.

Progress in Inclusive Education: 2009-2010

S. No.	Districts	No. of NGOs involved	Target No. of CWSNs	In Schools	No. of camps conducted	No. of CWSNs				No. of Children in Home based care	No. of Day care centres functioning	No. of Beneficiaries in Day care centres	No. of Schools with Barrier Free	Percentage of Schools made Barrier Free	No. of CWSNs Enrolled in AIE/KGBV/RBC/NRBC/SRBC	No. of Special Teacher appointed
						ALIMCO Devices	Other than ALIMCO devices	Surgery	Total							
1	East	0	986	897	1	75	152	0	227	0	0	0	300	100	0	6
2	North East	0	1015	752	1	78	119	0	197	0	0	0	314	100	0	6
3	North	0	515	416	1	27	42	0	69	0	0	0	205	100	0	5
4	North West	0	1709	1421	2	116	334	0	450	0	0	0	553	100	0	8
5	West	0	1308	1045	2	93	368	0	461	0	0	0	312	100	0	6
6	South West	1	1172	1020	1	125	246	0	371	0	0	0	311	100	0	6
7	South	1	728	415	1	88	26	0	114	0	0	0	442	100	0	6
8	New Delhi	0	302	258	1	32	95	0	127	0	0	0	67	100	0	3
9	Central	0	280	280	1	12	84	0	72	0	0	0	275	100	0	4
	Total	2	8015	6504	11	622	1466	0	2088	0	0	0	2779	100	0	50

Category-Wise Progress in IE in 2009-10

S. No.	Category	Number of CWSN identified	No. enrolled in schools	Number yet to be covered
1	Visually Impaired	4109	3535	574
2	Hearing Impaired	695	520	175
3	Mentally Retarded	305	110	195
4	Orthopedically Handicapped	2848	2299	549
5	Multiple Disabilities	58	40	18
	Total	8015	6504	1511

The state has yet to start HBE programme for CWSN.

Financial Progress: 2009-10 (as on December 2009)

S. No.	Activities	Phy.	Fin. (In lakhs)		Exp	% Exp
1	Assessment Camps	11	4.50	11	4.50	100%
2	Aids & Appliances	2088	11.43	2088	11.43	
3	Appointment of resource teachers (10-months)	50	23.75	50	40.37	100%
4	Identification Survey for CWSN through resource teachers	-	0.15		0.15	100%
5	Work shop	2	0.25		0.25	100%
	Total		40.08		40.08	100%

Expenditure of Delhi in IE since 2005-06

Year	Outlay	Exp	% Exp
2005-06	12.00 lakh	12.00 lakh	100.00%
2006-07	48.34 lakh	20.57 lakh	42.55%
2007-08	73.50 lakh	40.02 lakh	54.45%
2008-09	60.63 lakh	22.88 lakh	37.74%
2009-10	40.08 lakh	40.08 lakh	100%

The State has improved its expenditure on IE. It has also appointed resource teachers and mainly taken up the activities of assessment, aids and appliances, etc.

District-Wise CWSN: 2010-11

S. No.	District	Child Population	No. of CWSN identified	% of CWSN against child Pop
1	East	197981	923	0.466
2	North East	239770	928	0.387
3	North	106526	874	0.82
4	North West	387008	3289	0.85
5	West	287322	1723	0.60
6	South West	236974	1818	0.767
7	South	305509	1639	0.536
8	New-Delhi	24078	768	3.19
9	Central	88400	1606	1.82
	TOTAL	1873568	13568	0.72%

The State has identified 13568 CWSN (shown below), out of a total child population of 1873568, which is 0.72% of the total child population. As per Census, 2001 CWSN constitute 1.78% of the total child population whereas the state has identified only 0.72%.

In absolute numbers, there is a gap of 31146 CWSN. Only 2 districts out of 9 in the state have identified more than 1.00% CWSN.

The Revenue District wise data of the identified CWSN through the above mapping exercise is given below:-

Revenue District Category Wise Data

Revenue Districts	Blind	LV	LC	HI	OH	MR	MI	AU	CP	SI	LD	MD	Total
East	1	353	1	65	363	20	2	0	6	43	46	23	923
North East	0	155	2	34	506	24	5	2	7	45	112	36	928
North	3	247	0	55	194	37	2	3	19	55	204	55	874
North West	3	1375	1	221	1005	89	12	6	22	170	256	129	3289
West	1	746	0	117	421	53	4	3	25	90	199	64	1723
South West	19	699	1	127	489	61	9	0	16	119	220	58	1818
South	3	586	3	87	389	57	8	10	17	77	344	58	1639
New Delhi	0	274	0	37	80	10	1	3	2	32	292	37	768
Central	0	450	2	46	156	30	6	6	11	45	759	95	1606
Total	30	4885	10	789	3603	381	49	33	125	676	2432	555	13568

As can be seen from the table above, children with visual impairment is maximum in number followed by children with orthopedic impairment. Children with learning disabilities come next.

District Wise proposed coverage of CWSN for 2010-2011

S. No.	District	Schools	HBE	Total
1	East	923	70	993
2	North East	928	65	993
3	North	874	35	909
4	North West	3289	380	3669
5	West	1723	305	2028
6	South West	1818	210	2028
7	South	1639	355	1994
8	New Delhi	768	30	798
9	Central	1606	50	1656
	Total	12068	1500	13568

Category- Wise Coverage Plan in IE for 2010-11

S. No.	Category	Number of CWSN	No. of CWSN to be enrolled in schools	No. of CWSN to be covered through HBE
1	Low-Vision	4885	4311	574
2	Totally Blind	30	30	0
3	Hearing Impaired	789	614	175
4	Mentally Retarded	381	286	95
5	Orthopedically Handicapped	3603	3065	538
6	Learning Disability	2432	2432	0
7	Multiple Disabilities	555	537	18
8	Cerebral Palsy	125	125	0
9	Others	768	768	0
Total		13568	12168	1500

All the out of school 95 children with mental retardation, would be covered through HBE through the IE budget.

Proposals:

The focus of this year on IE would mainly be to improve identification mechanism and to strengthen the academic resource support to CWSN mainly through the following activities:

- Recruitment of additional special educators @ of 1 Resource Teachers for 10 schools
- Medical camps
- Training to the teachers ,special teachers to strengthen on- site academic resource support to CWSN
- Strengthening of Resource Rooms
- Multi category Training to the Special Teachers
- 90 days training to Regular Teachers
- Workshops and meetings.

The State has planned to provide resource support through, regular teachers, special teachers and IE volunteers. The State has planned to appoint 250 fresh special educators thus making a total of 300 resource teachers in the State. Further the State has planned to engage 136 IE Volunteers who would also be assisting in HBE programme. The state also plans to train 900 general teachers through the 90- day training programme. Around 45000 general teachers would be given 2- day training through the in-service teacher training on the basic handling of children with mild disabilities.

The focus of this training would be on screening of CWSN, assessment of CWSN, basic tips on classroom management, concessions available for CWSN, etc. All these are steps that would be taken up by the state to strengthen academic support for CWSN. With all these forms of resource support, the State would achieve a very comfortable PTR for CWSN.

Further peers would be oriented and sensitized to the needs of CWSN through observance of World Disability Day and organizing special sports meets.

Weekly Time-Table of the Resource Teacher

Days	I	II	III	IV	V	VI	VII
Monday	Visit to school- 1 for remedial teaching.	Visit to school- 1 for remedial teaching.	Interaction with parents of CWSN	Interaction with teachers (for sensitization and getting feedback)	Visit to school- 2 for remedial teaching.	Visit to school- 2 for remedial teaching.	Interaction with parents of CWSN
Tuesday	Visit to school- 3 for remedial teaching.	Visit to school- 3 for remedial teaching.	Interaction with parents of CWSN	Interaction with teachers (for sensitization and getting feedback)	Visit to school- 4 for remedial teaching.	Visit to school- 4 for remedial teaching.	Interaction with parents of CWSN
Wednesday	Visit to school- 5 for remedial teaching.	Visit to school- 5 for remedial teaching.	Interaction with parents of CWSN	Interaction with teachers (for sensitization and getting feedback)	Visit to school- 6 for remedial teaching.	Visit to school- 6 for remedial teaching.	Interaction with parents of CWSN
Thursday	Visit to school- 7 for remedial teaching.	Visit to school- 7 for remedial teaching.	Interaction with parents of CWSN	Interaction with teachers (for sensitization and getting feedback)	Visit to school- 8 for remedial teaching.	Visit to school- 8 for remedial teaching.	Interaction with parents of CWSN
Friday	Visit to school- 9 for remedial teaching.	Visit to school- 9 for remedial teaching.	Interaction with parents of CWSN	Interaction with teachers (for sensitization and getting feedback)	Visit to school- 10 for remedial teaching.	Visit to school- 10 for remedial teaching.	Interaction with parents of CWSN
Saturday							

After the school hours, the Resource Teachers will visit for Home Based Education for Out of School CWSN.

Note: There are approximately 3000 schools under DoE, MCD, NDMC & DCB and each Resource Teacher will be allotted 10 schools each and for rationalized utilization of the services of these RTs, the following activities will also be undertaken by these teachers:-

- Identification and assessment of CWSN
- Undertake parent counseling and community mobilization
- Be incharge of the resource room, to be developed at Zonal level
- Imparting training in plus curriculum to CWSN.
- Pre-integration training to CWSN
- Teach the use of aids and appliances
- Prepare teaching learning material
- Suggest adaptations in transacting the curriculum
- Suggest adaptations in the evaluation system.

Financial Plan for 2010-11

S. No	Activity	Physical	Unit Cost	Total (Rs. in Lakhs)	Time
1	Identification survey at cluster level- Data verification by resource teachers, 5% sample check, development of child profile and making the data available on the web	136 clusters	0.150	20.40	May - October 2010
2	Assessment of CWSN (2 Per District)	18	.50	9.0	October 2010- March 2011
3	Distribution camps & provision of Aids/Appliances	2000	0.001	20.0	November 2010- March 2011
4	• Salary of new IE Resource Teachers	250	0.13	195.00	October 2010
	• Salary of existing Resource Teachers	50	0.13	78.00	All year
5	10 days multi- training of Resource Teachers	300	@ Rs. 100/- per day	3.00	November 2010
6	Appointment of IE volunteers for HBE	136	3500	28.56	October 2010
7	Strengthening up of Resource Rooms at Zonal level, with a disabled friendly toilet.	28	1.00	28.00	August 2010- March 2011
8	Quarterly Workshops/Meetings at the District/ State level @ Rs. 15000 at the state and district level	30	0.15	4.50	All year
9	90 days Foundation Course in IE for general teachers	900	0.20	18.00	From August 2010
10	2 day training of general teachers	Through in- service teacher training			
11	Celebration of world disabled day (inclusive sports for peer sensitization)	9	0.50	4.50	December 2010
	Total			407.04 lakh	

Recommendation:

The Appraisal Team recommends the proposal of Rs. 407.04 lakh on IE for 13568 CWSN @ Rs. 3000/- per annum per child.

Issues:

- **The State should appoint technical officers for IE with expertise in teaching CWSN at the State and district level by August 2010 through the Project Management fund, otherwise the IE implementation in the State will suffer**
- **The state should also constitute a SRG for IE and hold regular meetings for planning and implementation of the IE programme**

- The State practically has no strategy for HBE or no plan for the coverage of OOS CWSN.
- The State has established no convergence with the National level agencies like National Trust, Mo SJ&E and reputed NGOS in Delhi that work in the area of disability
- The State has identified 13568 CWSN which is .72% of the total child population. As per Census, 2001 CWSN constitute 2.3% of the total child population whereas the state has identified only .72%. In absolute numbers, there is a gap of 31146 CWSN. Only 1 district out of 9 in the state has identified more than 1.00% CWSN. This surely needs further strengthening
- **The state should include IE as a part of the in- service teacher training programme**
- The State has to conduct a special survey on CWSN and this should begin in May 2010 as committed by the State
- **The resource rooms should be used as Early Learning Centres for all kinds of CWSN, including the hearing impaired children**
- The state also needs to improve the resource support to CWSN by appointing more resource teachers and volunteers and increasing their visits to the homes of CWSN. Capacities of parents also need to be built so that they could be used as volunteers for imparting some form of resource support to CWSN.
- Inclusive sports should be conducted in consultation with good NGOs like Amarjyoti for peer sensitization.

(VI) Innovative Activities

(A) Computer Aided Learning (CAL)

1. Total no. of Government Upper Primary Schools:1174

2. Total no. of Teachers in Government Upper Primary Schools: 24590

3. Implementation record of CAL since start in the State/ UT (Year wise achievement including last years to be mentioned in separate rows)

Sl	Financial Year	Implementation Model	Approved Outlay	Financial Achievement (at the end of the financial year)	Physical Achievements			Remarks
					A	B	C	
1.	2005-06	SSA with E&Y	248.31	85.53	200	-	-	
2.	2006-07	SSA & E&Y	133.00	95.71	-	*	1000	*contents in all subjects for class VI
3.	2007-08	SSA	135.00	135.00	717	-	1000	In collaboration with DOE, Delhi
4.	2008-09	SSA	450.00	448.18	378 uncovered PS, 382 previously covered UPS	*	0	*contents in all subjects for class VIII
5.	2009-10	SSA	450.00	151.0667	-		60	
Total					917	***	2060	

*** 55 Digital contents are developed in all subjects for class VI, VIII

4. List of Contents/ Teaching-Learning Materials developed/ available/ used so far 55 digital contents in English/ Hindi (bilingual) for class VIII

Sl.	Subject	Title
1	Science - Physics	बल तथा दाब घर्षण ध्वनि कुछ प्राकृतिक परिघटनाएं प्रकाश तारे एवं सौर परिवार
2	Science - Chemistry	संश्लेषित रेशे और प्लास्टिक धातु और अधातु कोयला और पेट्रोलियम विद्युत धारा के रसायनिक प्रभाव वायु तथा जल का प्रदूषण दहन और ज्वाला
3	Science - Biology	फसल उत्पादन एवं प्रबन्ध मित्र एवं शत्रु पीधे एवं जन्तुओं का संरक्षण कोशिका संरचना एवं प्रकार्य जन्तुओं में प्रजनन Kishore Awastha ki aor
4	Mathematics	परिमेय संख्याएँ एक चर वाले रैखिक समीकरण चतुर्भुजों को समझना प्रायोगिक ज्यामिति आँकड़ों का प्रबंधन (Statistics) वर्ग और वर्गमूल घन और घनमूल (CUBE) राशियों की तुलना 5बीजीय व्यंजक एवं सर्वसमिकाएँ (Algebraic Expression) ठोस आकारों का चित्रण क्षेत्रमिति घातांक और घात (Surds and Radical) सीधा और प्रतिलोम समानुपात गुणनखंडन आलेखों से परिचय संख्याओं को साथ खेलना
5	Social Science	संसाधन भूमि, मृदा, जल, प्राकृतिक वनस्पति और वन्य जीवन संसाधन खनिज और शक्ति संसाधन कृषि उद्योग मानव संसाधन
6	English - Grammar	Tense Voice Narration Idioms Sentence Linkers Adverbs

Sl.	Subject	Title
		Modals
		Prepositions
		Articles
		Clause
7	English – Writing & Reading	Comprehension Passage
		Poster Making
		Paragraph Writing
		Letter Writing
		Report

5. Visionary initiatives supported by pedagogic measures have been taken by the state to strengthen the CAL mechanism (like formation of State Resource Group/ Subject Specific Teachers Resource Group for assessment, evaluation & support/ Expert Master Trainers Group/ Technical Support Teams etc.) and ensure it's proper delivery.

- **Academic Support Group** – This group consists of Additional Director of Schools, SPD (SSA) Deputy Director of Educational Planning, Deputy Director (CAL), Assistant Director of Schools & Assistant Director (IT). This looks after content development & review process and maintenance of CALToonZ in house development unit. Selected Subject Expert Teachers from schools under Department of Education are involved development of content and their validation.
- Monitoring of CAL activities in schools is done through Education Officers of DOE, DURCCs & CRCCs of SSA, VKS & PTA members.

6. Detailed Description of Activities in 2009 – 10 (Row 1 to 3 are Fresh Activities, Row 4 is about Recurring Activities).

(Rs. In lakh)

Sl.	Activities	Details	Achievement	
			Phy	Fin
1.	Infrastructure			
2.	Capacity Building of Teachers under CAL	2 days training of Master Trainers – CAL for 2 days	60	0.014
3.	Content/ TLM	Digital contents are developed in all subjects for class VI, VIII		Included in maintenance cost
4.	Recurring Activities			
	• Infrastructure Maintenance	Cost to Salary, maintenance & contingency of in-house CAL development unit (44 employees)	44	49.66
	• Additional Support	• Facilitators provided for 76 ICT based Kiosks (56 HIWEL for Rs.82.49 Lakh & 20 ILFS for Rs.8.45 Lakh) • Hey Math (Pilot project for 4 schools)	76 4	90.94 10.90
			Total	151.51

7. Proposal for 2010-11:

ICT based KIOSKs have proved to be successful initiative for street children, out of school children and in school children. The analysis of feedback proformas developed by SSA, Delhi for this ICT based Khul Ja Sim Sim project reveal that lot of beneficiaries are coming to these centers. In addition to facilitators, books required for multi grade teaching have been provided at all the centers, in addition to comfortable arrangement for sitting of learners at these centers. These learners coming here after assessment are being regularly mainstreamed to the regular school.

a. Physical -

- No. of schools to be covered: 470
- No. of targeted beneficiaries
 - ⇒ Students:
 - ⇒ Teachers:

b. Detailed Activity Wise break up for 2010-11 - (Row 1 to 4 are Fresh Activities, Row 5 is about Recurring Activities)

Sl.	Activities	Details	Target	
			Phy	Fin
1.	Infrastructure	470 schools to be provided with one multimedia PC & UPS with one 29" LCD TV @ Rs.0.515 lakh	470	242.05
	• Technology Infrastructure			
	• Non Technology Infrastructure	Computer cabinet & wooden bracket	470	Included above
2.	Capacity Building of Teachers under CAL	• 2 days Sensitization workshop for the 28 EOs, 12 DEOs, 1 NDMC officer, 1 DCB Officer, 18 DURCCs, DIET & SCERT faculties, selected Master Trainers	470	0.50
		• 2 days orientation on use of CAL Lab to teachers from newly covered schools under CAL @ Rs.0.001 per day		0.94
3.	Content/ Teaching Learning Materials Development	Digital contents will be developed in all subjects for class VII		Included in part 5 of this table
4.	Any other activities	Documentation of Teachers Training Manual		1.00
5.	Recurring Activities			
	• Cost for development unit	Cost to Salary, maintenance & contingency of in-house CAL development unit (44 employees)		55.00
	• Cost for facilitators for ICT based Kiosks	Cost to salary of facilitators for 76 ICT based KIOSKs @Rs.9500/- per KIOSKs	76	90.94
	• Refresher Training	2 days training on use of CAL resources to CAL in Charge, CRCCs @ Rs.0.001/ day		3.36
	• Infrastructure Maintenance	Insurance & AMC for all existing systems procured earlier @ Rs.0.02 approximately	2794	55.88
			Total	449.67

8. Time Frame

Activity	Apr' 10	May' 10	Jun' 10	Jul' 10	Aug' 10	Sep' 10	Oct' 10	Nov' 10	Dec' 10	Jan' 11	Feb' 11	Mar' 11
Workshop of Officers on CAL			√	√								
Orientation of 500 teachers of newly covered schools				√	√							
Procurement of Multimedia Kit				√	√	√	√	√	√			
Digital content development Class VII		√	√	√	√	√	√	√	√	√	√	√
2 days refresher training on use of CAL					√	√	√	√				
Insurance and AMC			√	√	√	√	√	√	√			
Cost, Maintenance and Contingency	√	√	√	√	√	√	√	√	√	√	√	√

9. Observations

- As per the information provided by the state the Computer Aided Learning programme has been operational in the state since 2005-06 & by now covers a total of 917 schools (that is around 78% of the total government upper primary schools in the state) with 2060 trained teachers which is around 8% of the total teachers in government upper primary schools.
- As reported by the state, 55 digital contents have been developed for Mathematics, Science, Social Science and English subjects of class VI, VIII by the CALToonZ unit. The appraisal team is also concerned about their adaptability and use as utilities within the classroom transaction process in an inclusive approach. The appraisal team could not be largely convinced regarding the outcome of strategies on how to use these resources as a part of integrated & holistic exercise at the school level.
- In 2009-10, the state has reported to achieve Physical target 0% (in terms of expanding CAL activities to uncovered schools) & financial target up to around 33% only, which are mostly related to costs towards the salaries of the CALToonZ unit and facilitators engaged at the ICT based kiosks.
- Though the state has reported, ICT based KIOSKS to be successful initiative for street children, out of school children, in-school children and adults, the state could not provide the details of the mainstreaming strategies integrated with such intervention. Though it may be accepted that, these kind initiatives may be able to attract the out of school children, but mainstreaming them is a separate and long term process. The state has to see, more strategic plans are developed which should function in an inclusive approach and as a part of classroom transaction process for quantitative and qualitative outcomes. The state also has to see that, with the implementation of RTE, as the state has to provide schooling facility for each and every child, what may be fate & feasibility of such initiatives.
- As reported by the state, the reason behind less expenditure is that, the fresh activities could not be taken up in schools in 2009-10.

The state's plan for 2010 - 11, proposes to expand the CAL activities to 470 schools which will be equipped with one multimedia PC & UPS with one 29" LCD TV @ Rs.0.515 lakh.

The state also has also proposed to conduct workshops/ training sessions at different levels to ensure that functionaries & teachers are sensitized properly on use CAL resources effectively. The other proposals are as mentioned at 7(b). It is suggested that such workshops and training programmes must be planned and coordinated properly so that it helps the state mechanism in moving towards the quality aligned objective.

On the issue of quality aligned use of technology processes & resources, the appraisal team is concerned about the actual realization of the existing processes & resources under the component and it's contribution to the core objective of the SSA programme. It is to be understood that, the effective integration of ICTs into the educational system not just involve technology, indeed, given enough initial capital, getting the technology is the easiest part!—but also curriculum and pedagogy, institutional readiness, teacher competencies. The biggest challenge in implementation of technology integrated teaching learning activity is the involvement & empowerment of teachers to enable them to play a very active & involved role within the technology integrated delivery mechanism. This requires the change in attitude, behavior & actions of the teachers.

To undertake activities in this direction formation of a resource group at the state level would be very helpful for the state in understanding the core objectives and strategizing actions to achieve them. If necessary, the state may constitute/ reconstitute a SRG to bring in expert subject teachers with experience/ interest in technology aided teaching learning & resource persons from educational institutions/ PG colleges/ universities/ SCERT/ SIET/ DIETs/ technical organizations like NIC and state technical bodies etc who can share their ideas and experience to help the state to move ahead towards the quality goals with effective integration of technology with education in the state. This resource group may be properly sensitized on priority basis & then may function under the supervision of the existing state level committee for CAL so as to derive positive outcomes in terms of SSA quality goals.

Lastly the state may develop adequate number of master trainers who are appropriately and adequately capacitated on the effective use of technology for pedagogy improvement in an inclusive manner for capacity building programmes at district, block and cluster level.

10. Recommendation:

The appraisal team recommends the amount of Rs.450.00 lakh @ Rs.50.00 lakh per district. However regarding the proposal of the state for providing facilitators to the ICT based kiosks "Khul Ja Sim Sim", the proposal is submitted for the consideration of PAB. It is however strongly suggests that the state should consider the suggestion given by the appraisal team for deriving quality aligned positive outcomes. Necessary measures must be taken to ensure resources and materials are judiciously used as a part of the quality activities.

The state also should ensure that adequate steps are taken for safety of these equipments in the respective schools where these are placed/ installed.

(B) Early Childhood Care and Education

The state has appraised that in order to provide quality pre-primary education, 300 Model Early Childhood Care and Education Centers have been operationalised in various schools including 96 centers in Sarvaodaya Vidyalayas under Directorate of Education, 198 centers in MCD Schools, 5 centers in NDMC School and 1 center in a DCB School. These centers are fully equipped with furniture, Educational Toys and Games. Qualified trained teachers have been appointed in all these centers. To assist the teachers in managing the children at the ECCE centers Care-giver have been appointed for all the centers. Centres are running well and all the 6173 children who were enrolled in the ECCE centers during the year 2008-09 transited to Class I of their respective schools, automatically.

The state was sanctioned a budget of Rs.135.00 lakh for 300 centers in 9 districts. Out of it expenditure is Rs.79.65 lakh (59%) up to March 2010. This is an average expenditure.

Status of ECCE centers:

YEAR	No. of District	ICDS run Centres Supported by SSA		ECCE Centres Run by SSA in non ICDS area		Centres run under NPEGEL Programme	
		No. of Centres	No. of Children's	No. of Centres	No. of Children's	No. of Centres	No. of Children's
2009-10	9	Not Applicable		300	8182	Not Applicable	

- All the 300 ECCE Centres have been operationalised where Nursery Teachers have been posted and Students enrolled.

District-wise status of centers:

S. No.	District	Centres	Children currently enrolled	Children Admitted in class I from last year's batch
1	East	25	617	500
2	North East	30	601	290
3	North	10	342	98
4	North West	68	1495	1380
5	West	49	1860	1608
6	South West	57	1785	1080
7	South	48	1124	917
8	Central	8	238	195
9	New Delhi	5	120	105
	TOTAL	300	8182	6173

Activities under taken in 2009-10:

- Orientation Programme of the ECCE teachers at District Level in collaboration with DIET.
- Periodical monitoring and supervision of all these centres.

- Procurement of Medical Equipment and Hygiene Kit, Beads and Blocks, Role play material, Musical Instruments and Outdoor equipments for all the schools have pre-primary classes.
- The development of manual for ECCE teacher is in progress.

Activity-wise financial progress during 2009-10:

S. No.	Activities	Centres	Children Covered	AWP&B 2009-10	Expenditure (Rs. in lakh)
1	Salary to teachers and care givers	272 ECCE centers are functional providing pre primary education to girls	8182	135.00	79.65

During the year 2009-10, the State was sanctioned a budget of **Rs.135.00 lakh**. The achievement is **Rs.79.65 lakh (59%) up to March, 2010**.

Proposal for 2010-11:

- Orientation programme /workshop will be arranged for newly appointed nursery teachers for ECCE Centers.
- Effective and regular monitoring of functioning of ECCE Centers will be done.
- Periodical health checkup of children of ECCE Centers will be arranged.
- Provision for Mid Day Meal for children of ECCE Centers will be made.
- Need based assessment of all ECCE Centers will be made.
- Twining of ICDS Centers with Pre-Primary classes/ECCE centers in Government and Local bodies schools to ensure smooth transition of children.

Activity-wise financial proposal for 2010-11: The state has proposed a total amount of Rs.135.00 lakh for 9 districts to cover 10,000 children.

(Rs. in lakh)

S. No.	Activities Proposed	Action Plan	Time Line	Physical	Financial
1	Organization of orientation programme / workshop for teachers @Rs. 100 per day per person for 5 days	Orientation programme/ workshop of teachers will be arranged	May 2010 to March 2011	1200	6.00
2	Salary of 174 Nursery Teachers (MCD) @ Rs.5000 per month for 10 months (@ Rs. 5000 P.M.)	Every month excluding may & June	April 2010 to March 2011	174	87.00
3	Salary of 174 Caregiver (MCD) @ Rs.2000 per month for 10 months	Every month excluding may & June	April 2010 to March 2011	174	34.80

S. No.	Activities Proposed	Action Plan	Time Line	Physical	Financial
4	Contingency grant for stationary and other items for 1200 ECCE/Pre-Primary Classes @ Rs.500 per school/center	HOS of ECCE Centers will utilize this amount for the children of ECCE	May and July 2010	1200	6.00
5	Periodical monitoring, supervisions and evaluation will be done by CRCs and DURCs	By CRC & DURC throughout the year	Throughout the year	300	NIL-will be done under REMS
6	Organization of periodical health check up camps for the children of ECCE Centers	At ECCE Centers	Throughout the year	300	NIL- will be collaboration Health Department
7	Providing Mid-Day Meal to the children of ECCE Centre.	At ECCE Centers	Throughout the year	300	NIL- will be done under MDM
8	Need based assessment of all ECCE Centers will be made	At ECCE Centers	Throughout the year	300	NIL-will be done under REMS
	Total		10,000 girls to be covered in 9 Districts		135.00 lakh

Recommendation:

- The Appraisal team recommends an amount of Rs.135.00 lakh for 9 districts to cover 10,000 children.

(C) Education of SC/ST Children

The population of SC/ST children constitutes the major proportion of out of school children in the Metro city like Delhi where there are large number of slum areas, JJ clusters. Most of the school going children of SC/ST categories are in the Government and local body run schools. Even the major portions of out of school children are form this category only.

District wise Progress against SC/ST Innovation activities during 2009-10

S.No	Districts	SC/ST				
		Financial		Physical		
		Funds sanctioned during PAB 2009-10 (in Lakh)	Funds Utilized	Target (No. of children)	Innovative Activities undertaken	Coverage
1	East	3.00	0.00	--	Parents awareness meeting in 3-cluster	400-500 parents
2	North east	3.00	0.00	--		
3	North	3.00	0.00	--		
4	North west	3.00	0.076	400-500 parents		
5	West	3.00	0.00	--		

SC/ST						
S.No	Districts	Financial		Physical		
		Funds sanctioned during PAB 2009-10 (in Lakh)	Funds Utilized	Target (No. of children)	Innovative Activities undertaken	Coverage
6	South west	3.00	0.00	---		
7	South	3.00	0.00	--		
8	New Delhi	3.00	0.00	--		
9	Central	3.00	0.00	--		
	Total	27.00	0.076			

Observations on the progress made during the year 2009-10:

- State is not able to conduct the proposed activities under SC/ST innovation during 2009-10.
- Only a meeting was organized for awareness of parents in Sultanpuri area (district North West). Therefore, the financial expenditure is Nil.

Reasons for not conducting activities approved by PAB for 2009-10:

- Lack of Manpower to look after innovation under SC/ST innovation.

Major issues in universalizing the primary education in SC/ST context;

- Lack of awareness among the parents
- These classes of society are economically very poor and prefer put to their wards in child labour and some other activities like rag picking.

District wise flash Statistics on education indicators among SC/ST children age 6-14 years:

Districts	Child Population	Child Population		Population share		Literacy rate		Enrollment		Attendance		Learning Achievement level More than 50% marks achieved in Math & Hindi		Transition rate from primary to upper primary	
		SC	ST	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST
East	301775	45266	0	0.031		61.22		29572	515	85	87	72	67	94.50	94.50
North	364589	29167	0	0.024		60.82		42359	725	88	92	68	69	90.50	91.00
North	161114	24167	0	0.043		60.37		20920	391	90	88	67	72	94.50	95.00
North West	589713	82560	0	0.030		56.64		60351	1490	87	90	69	70	94.50	94.50
West	438880	100942	0	0.017		57.55		33330	1141	88	89	73	65	93.50	94.50
South West	361597	108479	0	0.054		59.67		36867	2609	85	89	71	67	92.50	93.00
South	467168	98105	0	0.055		59.36		37990	2330	88	90	70	66	91.50	92.50
New Delhi	36905	7012	0	0.064		59.97		7002	569	86	88	71	70	95.50	94.50
Central	133286	45317	0	0.045		65.26		15988	403	86	88	69	66	92.50	93.50
Total	13520207	541016	0	0.363		60.10		284379	10173	87	89	70	68	NA	NA

Source of attendance and LAL - School Level formats collected quarterly

Proposal for the Year 2010-11:

District wise Activities proposed during 2010-11 under SC/ST Innovation

S.No	Districts	SC/ST		
		Funds proposed during PAB 2009-10	Innovative Activities proposed	
1	East	5.00	<ul style="list-style-type: none"> (i) To organize dakhila Abhiyan rallies including local people (ii) To ensure the easy admission to all the children in their nearest school. (iii) To organize workshop for community people (iv) To Organize meeting/counseling with the parents of children. (v) Organizing of drawing competition (vi) Cultural activities (vii) Abacus 	2957
2	North east	5.00	<ul style="list-style-type: none"> (i) To organize dakhila Abhiyan rallies including local people (ii) To ensure the EASY admission to all the children in their nearest school. (iii) To organize workshop for community people (iv) To Organize meeting/counseling with the parents of children (v) Organizing of drawing competition (vi) Cultural activities (vii) Abacus 	4235
3	North	5.00	<ul style="list-style-type: none"> (i) To organize dakhila Abhiyan rallies including local people (ii) To ensure the EASY admission to all the children in their nearest school. (iii) To organize workshop for community people (iv) To Organize meeting/counseling with the parents of children (v) Organizing of drawing competition (vi) Cultural activities (vii) Abacus 	2092
4	North west	5.00	<ul style="list-style-type: none"> (i) To organize dakhila Abhiyan rallies including local people (ii) To ensure the EASY admission to all the 	6035

S.No	Districts	SC/ST		
		Funds proposed during PAB 2009-10	Innovative Activities proposed	Target (No. of children)
			children in their nearest school. (iii) To organize workshop for community people (iv) To Organize meeting/counseling with the parents of children (v) Organizing of drawing competition (vi) Cultural activities (vii) Abacus	
5	West	5.00	(i) To organize dakhila Abhiyan rallies including local people (ii) To ensure the EASY admission to all the children in their nearest school. (iii) To organize workshop for community people (iv) To Organize meeting/counseling with the parents of children (v) Organizing of drawing competition (vi) Cultural activities (vii) Abacus	33330
6	South west	5.00	(i) To organize dakhila Abhiyan rallies including local people (ii) To ensure the EASY admission to all the children in their nearest school. (iii) To organize workshop for community people (iv) To Organize meeting/counseling with the parents of children (v) Organizing of drawing competition (vi) Cultural activities (vii) Abacus	36867
	South	5.00	(i) To organize dakhila Abhiyan rallies including local people (ii) To ensure the EASY admission to all the children in their nearest school. (iii) To organize workshop for community people (iv) To Organize meeting/counseling with the parents of children (v) Organizing of drawing competition (vi) Cultural activities (vii) Abacus	37990

S.No	Districts	SC/ST		
		Funds proposed during PAB 2009-10	Innovative Activities proposed	Target (No. of children)
8	New Delhi	5.00	(i) To organize dakhila Abhiyan rallies including local people (ii) To ensure the EASY admission to all the children in their nearest school. (iii) To organize workshop for community people (iv) To Organize meeting/counseling with the parents of children (v) Organizing of drawing competition (vi) Cultural activities (vii) Abacus	7002
9	Central	5.00	(i) To organize dakhila Abhiyan rallies including local people (ii) To ensure the EASY admission to all the children in their nearest school. (iii) To organize workshop for community people (iv) To Organize meeting/counseling with the parents of children. (v) Organizing of drawing competition. (vi) Cultural activities (vii) Abacus	15988
Total		45.00		284379

Detail of Innovative strategies:

Objective of activities:

- ❖ To make the parents aware of the facilities available for the SC/ST children
- ❖ To enhance the learning achievement level of children
- ❖ To enhance their personality development

Monitoring Mechanism

- ❖ Through CRCC's and DURCC's

Outcomes

- ❖ Improvement of learning level
- ❖ Improvement of attendance

Issues:

- State has a gap of 6.07 ppt in the enrollment of SC children as compare to their share in population.

- Though there is no population of ST children in state, still enrollment of ST children has been reflected in the plan.
- Details of proposed activities with the financial break up for each activity are not furnished by the state.
- State's performance during 2009-10 is nil.

Recommendation

Appraisal Team recommends the proposal made by the state under SC/ST innovation for Rs 45.00 lakh to cover 2.84 lakh SC/ST children.

(D) Urban Deprived Children

Delhi state has proposed to cover urban deprived children under innovation especially in 6 districts with some strategies similar to strategies adopted for minority children as proposed this year 2009-10 based on the following project. As such Delhi state did not show any progress towards the activities approved last year. Although appraisal team considered the following proposal subject to the progress to be made within the set time period.

Progress-2009-10

Physical Targets	Unit Cost	Achievement	Total Cost	Achievement
6 Revenue Districts	10.00 lakh	0	90.00 lakh	0

Sl	Activities	Physical Target	Financial Target (Rs. in lakhs)	Achievement
1.	Special Admission drives in the areas of Slums dwellers, difficult to reach areas, resettlement colonies in the 6 selected districts.	190	1900000	0
2.	Special community mobilization programmes to encourage them for the education of their wards in schools by the 106 Educational Vocational and Guidance Counsellors of Department of Education.	6	1100000	0
3.	Assessment of learning gaps of out of school children and plan for bridging the gap through innovative intervention such as need based special coaching.	15000	1500000	0
4.	Organizing Remedial coaching with the use of ICT and Multimedia. @Rs.300 per child for the children of Urban Deprived Community who are enrolled in schools but performing below average. @Rs.300 per child for 15000 children	15000	4500000	0
	Total		9000000	0

Detail Proposal

As such Delhi state did not develop any special strategies for this year under the proposal for urban deprived children. Moreover, slums children to be covered are not properly identified.

Objectives

To provide proper elementary education to the children of 'Urban Deprived Children'.

1. **Focus Group:** Urban deprived children in resettlements colonies, slums, urban dwellers and construction sites and street and working children mainly in the districts of **East, North, North West, West, South West and New-Delhi.**
2. **Situation Analysis & Rationale:** In the North East District of Delhi as one of the 94 towns having minority urban deprived children concentration with female literacy rate below the National Average (53.67% census 2001). Besides, West and East District in Delhi are also having more concentration areas of UDC where separate strategies are required to develop for these urban deprived children.
3. **Methodology and Strategies:**
 - i. **Special Admission drives** in the areas of minority concentration for enrolment of minority children.
 - ii. **Special community mobilization programmes** to encourage them for the education of their wards in schools.
 - iii. Assessment of learning gaps of out of school children and plan for bridging the gap through innovative intervention such as **need based special coaching.**
 - iv. Providing **additional and supplementary learning material.**
 - v. Organizing **Remedial coaching** for the urban deprived children who are enrolled in schools but performing below average.

4. Detailed Costing:

Physical Targets	Unit Cost	Total Cost
6 Revenue Districts in Delhi	15.00 Lakh per district	90.00 Lakh

Proposal 2010-11

S. No.	Activities	Physical Target	Financial Target (Rs. in lakhs)	Time Frame
1.	Special Admission drives in the areas of Slums dwellers, difficult to reach areas, resettlement colonies in the 6 selected districts.	190	1900000	From April 2009 to March 2010
2.	Special community mobilization programmes to encourage them for the	6	1100000	From April 2009 to

S. No.	Activities	Physical Target	Financial Target (Rs. in lakhs)	Time Frame
	education of their wards in schools by the 106 Educational Vocational and Guidance Counsellors of Department of Education.			March 2010
3.	Assessment of learning gaps of out of school children and plan for bridging the gap through innovative intervention such as need based special coaching.	15000	1500000	From April 2009 to March 2010
4.	Organizing Remedial coaching with the use of ICT and Multimedia. @Rs.300 per child for the children of Urban Deprived Community who are enrolled in schools but performing below average. @Rs.300 per child for 15000 children	15000	4500000	From April 2009 to March 2010
	Total		9000000	

The proposed methodology and strategies will be implemented in all the 6 Revenue districts of Delhi; however the size of the population to be covered will be higher in the slums concentrated districts. In these districts the female literacy rate is also lower as compared to other districts hence, the focus will also be to give wider coverage of the out of school as well as in school population of special focus groups belonging to the areas.

Monitoring and Supervision: The process of admission, arrangement of remedial classes and Need assessment process will be monitored and evaluated by **CRCs** and **DURCs** and the report will be sent to State Office of SSA time to time

Expected Outcomes (Performance Analysis): The proper and judicious monitoring and evaluation process will definitely increase the enrolment, retention and quality of education of the children belonging to minority community in all the districts and make the SSA intervention successful.

Linkages with Universal Enrolment/Retention/Quality:

Efforts will be made to for all round development of the minority community specially girl students through joyful and interactive process of learning. The admission drive and learning enhancement programme through remedial teaching by the expert teachers will definitely increase the enrolment and retention of children of minority community with quality improvement.

Recommendation

- Since the state used to cover all the urban deprived children under OOSC head and the approved activities of last year are also not executed hence, the approved budget under the same head is still untouched.
- Moreover, state is going to cover all the urban deprived children under OOSC strategies.
- As such there are no separate urban deprived children, all the OOSC basically belong to urban deprived children in the state.
- Activities proposed this year are focused to meet RTE after a detail analysis is done.

The appraisal team recommended the proposal under urban deprived children innovation and advised the state to execute the activities within the timeframe as given above.

(E) Innovation for Children of Minority

Introduction

In view of giving more importance for the special focus groups-SC/ST, Minority, Girls & Urban deprived children the state, Delhi has been focusing with various interventions into this direction under SSA. Following is the progress & proposal under Minority innovation for AWP&Bs 2009-10.

Progress 2009-10

Ministry of Human Resource and Development has identified Mustaffabad (Town) in North East District of Delhi having minority concentration with female literacy rate below the National Average (53.67% census 2001). Besides, Central and South District in Delhi are also minority concentrated area where female literacy rate is lower as compared to other district in Delhi.

(Rs. in Lakh)			
Activities Proposed	Physical Target proposed	Financial Target proposed (Rs. in lakhs)	Achievement (Financial)
<ul style="list-style-type: none"> Quarterly counseling of parents to encourage them for the education of their ward in schools by Education Vocational and Guidelines counselors of Department of Education. @ 50,000 for 3 districts. Counciling will be arranged at cluster level under the supervision of CRC/DURC. Money will be utilized initiating awareness among parents, develop pamphlets, posters, meeting notice etc. to conduct the counseling camps covering at least 100 parents at a centre. 	3	1,50000	58000.00
Educational support to Madarssas/Maktabs in terms of TLM @Rs.10000 per Madarssas.	170	1700000	180000.00
<ul style="list-style-type: none"> Quarterly meeting with Madarssas and Maktabs functionaries and school heads of the minority concentrated district @Rs. 50, 000 per district for 3 districts. Meeting will focus: At the cluster level to make them aware about the welfare, retention of the children and development activities. 	3	1,50000	0.00
<ul style="list-style-type: none"> Organizing remedial coaching for the children of minority community who are enrolled in schools but performing below average @Rs.200 per child for 10,000 children. Low achiever children will be identified on the basis of result of 1st terminal test in the month of March 2009. Remedial coaching will be arranged for them in the schools especially for the subject of Science & Math. The detailed programme will be arranged under 	10,000 children of 1026 schools in three districts.	1000000	34000.00

Activities Proposed	Physical Target proposed	Financial Target proposed (Rs. in lakhs)	Achievement (Financial)
the supervision of CRC. • Children to be covered are 10000 in 1026 schools (PS-293 & UPS-733)			
Total		3,000,000	272000.00

Proposal AWP&B 2010-11

- Objectives:** - To bring maximum children belonging to Muslim, Minority community and provide them quality elementary education through Government and Local bodies run schools.
- Focus Group:** Children from minority concentration districts like North-East, Central and South districts of Delhi.
- Situation Analysis & Rationale:** In Delhi, three districts namely Central, North East and South have a sizable population of Muslim community. There are many Government and Local bodies run schools having Urdu medium or Urdu as a subject in the schools located closer to minority habitations.

There is always a need to attract many of the Muslim community children who are out of school including those enrolled in the Madarsas and Maktabas, through various strategies and interventions.

- Monitoring and Supervision:** The process of admission, need assessment process will be monitored and evaluated by CRCs and DURCs and the report will be sent to State Office of SSA time to time.
- Expected Outcomes (Performance Analysis):** An increased enrolment, retention and quality of education of the minority community children in all the districts.
- Linkage with Universal Enrolment/Retention/Quality:** Efforts will be made to for maximum enrolment of these children and ensure their all round development in the schools, specially girl students through joyful and interactive process of learning. The admission drive and learning enhancement programme will be organized which will definitely increase the enrolment and retention of children of minority community with quality improvement.

Activities Proposed	Physical Target	Financial (Rs. in lakhs)	Action Plan	Time
Community Mobilization and Media Campaign for awareness about Right to Education @ 3 lakh for 3 district	3	9.00	It will be arranged at school, cluster and district level	April 2010 to September 2010
Incentive to Out of school children including those from Madarsas on direct enrolment to schools @-Rs. 150 per child per quarter	3000 children	18.00	Registered Madarssas will be identified & monitoring will be done	Throughout year
Orientation programme of Madarsas functionaries and documentation of the initiative @ Rs. 1.5 lakh per district.	3	4.50	Meeting will be arranged in SSA headquarters and DURC level	April 2009 to March 2010
Engagement of trained Urdu teachers and subject teachers for Urdu teacher @ Rs. 13500 per month for 10 months.	10 teacher	13.50		Oct. 2009 to march 2010

Physical Target: - **3 Districts: Financial Target:** - Rs 45.00 Lakh

Recommendation :

As seen in the above table that expenditure against the approved budget is only 9% which is remarkable low. In this year 2010-11 State of Delhi has come up again with the same proposals only for the above three districts. In view of coverage of the disadvantaged minority children, the state is focussed to expedite the activities. After looking into the need, appraisal team recommended the proposed amount of Rs. 45 lakh. State is advised to move forward with the time frame as given above.

(VII) Girls Education

Gender Perspective in Enrolment

In 2009-10, a total of 28.3 lakh children have been enrolled in Primary and Upper Primary sections, of which 18.5 lakh children have been enrolled in Primary sections and 9.8 lakh have been enrolled in Upper Primary sections, with boys outnumbering girls by 0.5% only. In Primary, the percentage of enrolment of boys and girls is 49.3% and 48.7% respectively. At Upper Primary level, the percentage of boys and girls is almost the same. If both primary and upper primary sections are taken into consideration, the enrolment of boys and girls in terms of percentage has been 51% and 49% respectively, which indicates the prevailing positive gender parity in enrolment in the State. The following figure indicates the same.

Net Enrolment Rate for Girls

Year	Primary	Upper Primary
2009 - 2010	908966	472645

Dropout Rate for Girls

Year	Primary	Upper Primary
2009 - 2010	3.32	5.32

- It is observed that despite good enrolment and retention of girls at primary as well as upper primary level still 3.32% girls are dropping out at primary level and 5.32% girls at upper primary level, which is an area of concern which required community awareness strategies.

Progress during 2009-10: During the year 2009-10 many innovative projects and schemes have been brought into elementary education system by SSA Delhi to enroll, retain and provide quality education especially to girl child. The progress towards the activities approved for girl's education in the year 2009-10 is as under:

S. No	Activities	Strategies	Physical (Girls Covered)	(Rs. in lakh)	
				AWP&B 2009-10	Expenditure
1	Organization of counseling camps for parents with resource support from EVGC @ Rs.3000/- per cluster.	Activities were organized at CRC level during March 2010.	--	135.00	0.00
2	Identification of low achiever girl students and development	Draft Material in the form of Worksheets has been developed	4 lakh		0.00

	of material for identified low achiever girls student @Rs.910 per school.	and it will be printed after a careful review.			
	Award to talented best performer girl students in each class to enrich them with quality learning material @Rs.800 per school.	Books have been procured from NCERT, NBT and CBT etc. as per recommendations of the committee constituted for the purpose. Award functions are likely to be organized at Cluster and District Level very shortly.	10296		14.82
4	Award to best girl student in terms of attendance in the school @ Rs.450 per school.	Books have been procured from NCERT, NBT and CBT etc. as per recommendations of the committee constituted for the purpose. Award functions are likely to be organized at Cluster and District Level very shortly.	2151		9.68
5	Meena Manch & Meena Cabinet- All the schools in the district have been provided two kits containing ten sets of 12 stories each and 1 kit containing 10 sets of 13 New story books, 5 sets of Meena guides book for primary and Upper primary, 30 sets of 12 activities cum colouring Sheets and 6 sets of 6 Masks for the usage at the school level for organizing activities in the school as prescribed in the teachers guidebook.	Activities are being organized by involving children of class III to V under Meena Cabinet and children from classes VI to VIII under Meena Munch. The State has planned to organized competitions at Cluster level, District level and State level in a big way during the year 2010- 11.	--	--	0.00
6	Salary of ECCE teachers and Aaya's		272		73.62
Total				135.00	98.12 lakh

The state was sanctioned an amount of **Rs. 135.00 lakh**, out of which **Rs.98.12 lakh (73%)** has been utilized and 4 lakh girls are covered.

Proposal for year 2010-11: The state has proposed to replicate same activities performed during previous year:

(Rs. in lakh)

Activities	Strategies	Period	Target	Financial Provision	Expected Out-come
Organization of counseling camps for parents with resource support from EVG @Rs.3000/- per cluster	Counseling camps for parents will be arranged at cluster level by CRC	April 2010 & July 2010	136 Cluster	6.80	Is expected that parents would be aware about the facility available for their wards under SSA and utilization for improving the learning level of children
Identification of low achiever girl students and development of material for identified low achiever girl student @ Rs.910	On the basis of Ist terminal test the achievement level will be measured in	Oct. 2010	4 lakh girls	16.85	Supplementary teaching learning material in different subjects will be

	per school	Oct. 2009				provided to weak performing girls
3	Support to 126 ECCE Centers (DOE = 96, MCD=24, NDMC =5, DCB =1) towards teachers salary @Rs.5000/- per month for 126 female teachers	Every month except may & June (Summer Vacation)	Every month	126 ECCE Centers	63.00	Salary for ECCE teachers
4	Support to 126 ECCE Center towards salary of Caregivers @ Rs.2000 per month for 10 months	Every month except may & June (Summer Vacation)	Every month	126 ECCE Centers	25.20	Salary for ECCE care givers
5	Award to talented best performer girl students in each class to enrich them with quality learning material @ Rs.800 per school	On the basis of achievement in annual examination	March 2011	1852 Schools	14.82	Best performing girls students from all schools in govt. and local bodies will be benefited
6	Award to best girl student in terms of attendance in the School @ Rs.450 Per school	On the basis of achievement in annual examination	March 2011	1852 Schools	8.33	Best girls students in terms of attendances from all schools in govt. and local bodies will be benefited
7	Periodical monitoring, Supervision and evaluation will be done by CRCCs & DURCCs	By CRC & DURC	Through out the year	1852 Schools	NIL (It will be out of REMS)	Periodical monitoring will do by CRC and BRC. So that learning level of girls will be improved
Total			girls to be covered		135.00	

Monitoring: All these activities are being organized and monitored in collaboration with the MCD and Directorate of Education officials.

Recommendation:

- The Appraisal team has recommends an amount of Rs.135.00 lakh for 9 districts to cover 4.2 lakh girls under various activities **with the condition that state should execute the proposed activities within the time frame as fixed for the said interventions for current year 2010-11.**

(a) NPEGEL

There are no NPEGEL Centres in the State of Delhi. Therefore no proposal.

(b) Kasturba Gandhi Balika Vidyalaya (KGBV)

The State was sanctioned a KGBV under Model – II (Only Hostel attached to the existing school) in Mustafabad area in District North East, in 2008-09 but could not made possible to operationalised till date. The state has reported that so many efforts were made but they could not get land to construct building as well as suitable rented building to start KGBV hence, in view of the background and **constraints the State has proposed, to drop the proposal, for running a KGBV Hostel in Mustafabad area.** The state has appraised that the Executive Committee of SSA, in its meeting held on 8/01/2010 under the Chairmanship of Principal Secretary (Education), Govt. of NCT, Delhi has desired to do so. Now PAB may take a view in this matter.

(VIII) Strategies for community mobilization and Media

(A) Community Mobilization

i. Progress in 2009- 10 Community Training

PAB Approval (2009-10)		Achievement		Percentage %	
Phy	Fin	Phy	Fin	Phy.	Fin
10425	626	9739	5.84	93.3%	93.3%

The state team informed that the remaining part of target of CLT will be completed before the end of the March 2010 in terms of both physical and financial achievements.

ii. Details of progress of Community Mobilization programme 2009-10

a. Dakhila Abhiyan:- Dakhila Abhiyan Rallies were held by Clusters Resource Co-ordinators in all schools under their CRC. Students, Parents VKS and PTA Members, RWA members, MTA Members, Area Cor-porators of MCD MLAs of the areas all over Delhi. At some places officials from DOE, MCD, NDMC, DCB also participated in the rallies. Before the commencement of this programme CRCCs prepared banners and posters and small leaflets. The posters were pasted in the area and the leaflets were distributed house to house by the CRCCs . The slogans used in the rallies were also displayed by the students and the community members on small cardboards with the help of wooden sticks. The rallies were held covering all the areas under CRCC. The parents were than asked to come to the schools for admission of their wards who were out of school children, drop outs or never enrolled children. CRCCs and other community members were available in the school for facilitating the procees of admission. These Dakhila Abhiyan rallies were undertaken by all CRCCs and DURCCs in three phases.

b. Awarness Campaigns:-Under the CM programme of the State awareness campaigns were arranged at CRC level and DURC level regarding following aspects:-

- Awareness regarding crackers
- Prgramme on Polio Drops to children
- Awareness against Child labour
- No use of plastic bags.
- Awareness for better enviornment
- Planting more trees
- Awareness of Right to information
- Conservation of Electricity
- Conservation of Water
- Conservation of Rain Water Harvesting
- Disaster Management
- Common Wealth Games and Role of Community Leaders

c. Sammelen:- Sammelen of Head of Schools and Community leaders was held by DURCCs and CRCCs in all the nine Districts regarding Awarness of SSA

interventions, Dakhila Abhiyan, Child Labour, issue of Street Children, Quality Monitoring Formats, Facilities to Sr. Citizens by Delhi Govt., Ladli Scheme, Facility provided to special focus group by the State, Right to information YUVA life skill and on conservation of Water and electricity and on their roles for Welcoming of visitors coming to Delhi in Common Wealth Games to be held in October 2010.

- d. **Mela:-** CRCC motivated members of the VKS and PTA to attend Annual Day Functions of Schools to which they were attached. Community members also visited Science Fairs at Schools, Zone, District level. Dakhila Mela were organized in all MCD Schools in which CRCC and Community members also participated.
- e. **Summer Camps:-** Summer camps were arranged by SSA for out of School children in MCD schools with the help of community. Identification of out of school children was made by VKS & PTA members of the schools with the help of CRCCs and all over Delhi in MCD Schools summer camps were organized by the Head of the schools. The teachers of the schools gave extra time for these students. After attending these classes the out of school children were admitted in formal schools of MCD.
- f. **Orientation programme of Traditional Members:-** While selecting VKS & PTA members to be trained during the First Phase of Training of Community members priority was given to old members who attended the CLT in 2008-09. Some of them were very enthusiastic regarding teaching the out of school children voluntarily. They were also oriented on monitoring all interventions of SSA under going in School and out of schools. They were also oriented on Ladli Scheme and on various facilities provided by various department of Delhi Govt. for Children and Sr. Citizens, women, children, SC/ST and minorities.
- g. **Health Camps:-** Health checkup/Free Eye & Heart Checkup and Education Awareness camp in co-ordination with SSA Delhi were held Under Community Mobilization programme Free Eye checkup camp for economically deprived people in collaboration with an NGO SHRI SAI BABA BHAKTI SANSTHA was organized in Jahangirpuri in a Govt. school at K-Block Jahangir puri. A team of ophthalmologist from the Shroff Eye Centre, East of Kailash visited the school and checked the community members of the area and gave them dates for free eye surgery in their Nursing Home. Similarly, another team up doctors from Escorts Hearts Hospital New Delhi did the heart checkup of VKS & PTA member of that area.
- h. **Community Improvement in improving Quality Education:-** Quality Monitoring tools devised by NCERT i.e SLF I, SLF II & SLF III were got filled up from all types of Govt. Schools by CRCCs & DURCCs which are further analysed at S.P.O level regarding achievement & performance needs. SLF II format is filled up by community members of the school concerned during community leaders training and the requirements of the community so received are inducted in all the activities of SSA and also in AW P & B Budget of the State.
- i. **Improving Teacher attendance:-** On line teacher attendance is available to all the VKS & PTA member of the school concerned. These community leaders thus keep a vigilant eye on the attendance of the teacher there by helping in improving the attendance of the teacher in the school.

- j. **Improving Students attendance:-** In all the meeting of VKS & PTA members conducted by school principal & District authority the attendance of the students in the schools is given special priority. Regular parent and teacher and community members meeting is arranged at school level, CRC level, DURC level.
- k. **Reduction in Dropouts:-** Online attendance & improvement in quality of teachers training has reduced the drop out in schools. VKS & PTA members regular feature of all types of school to check truancy in the schools, MCD schools, NDMC, DCB schools, Aided schools & Recognized schools. There are 17 members of VKS in a single shifted school which include 4 students of the school concerned. PTA members contribute a lot in reducing the dropout rate of the school concerned. Student attendance is a serious topic discuss in community leader training.
- l. **Monitoring mechanism of VKS/PTA for management of the schools:-** Monitoring proforma have been devised by state for monitoring various indicators of quality improvement in education in schools.
- m. **Improvement of Girls Education:-** By introducing Ladli scheme by women and child welfare department Govt. of Delhi the status of Girls education has improved a lot. The gender gap has been reduced specially in District North West where the number of school girl was much less than boys has now crossed the number of boys.
- n. **Monitoring mechanism planned for community Training:-** All CRCCs and DURCCs take a leading role in conducting CLT. Proper Guidelines are given by SPO for monitoring community leaders training. The trainings are monitored by officials of Directorate of Education, Municipal Corporation, New Delhi Municipal Council, Delhi Cantonment Board, Asstt. District Co-ordinators of various DIETs. Each District has a Nodal Officer from DIET which monitors the quality and curriculum of the CLT. People from CSDS i.e. the insituation empannelled by MHRD for observing and monitoring SSA interventions of Delhi, also monitored all aspects of training using monitoring proforma developed by the agency itself.
- o. **Dissemination Data:-** Data capture formats issue to all types of school by CRCCs are checked & verified by the VKS & PTA members of the school concerned. The Data is checked, verified and signed by Community Leaders both manually and as well as on-line. Thus they keep strict vigil on all activities of the school.

PROCESS OF COMMUNITY MOBILIZATION TRAINING IN UEEM DELHI 2009-10

iii. Implementation Process of Community Mobilization

- What is Community Mobilization?
- What is importance of involving VKS AND PTA Members in monitoring of Schools CAL Lab, Chalta Firta School, RBCs, and Utilization of different Grants provided by SSA as well as State to Schools and NGOs?
- Letter to Director, SCERT regarding allotment of budget to various DIETs for Community Mobilization
- Meeting at State Head Quarter regarding Community Mobilization (27.10.2009)

- Curriculum of CLT
- List of Resource Person
- Financial Norms and guidelines
- Feed Back Performa for Community Leaders
- Profile Performa of Community Leaders
- Meeting of DURCCs with CRCCs at District Head Quarter regarding Community Mobilization
- Consultation with DDE and EO of DoE, DEO of MCK, Principal DIET's regarding Community Leaders Training
- Meeting with officials of DoE and MCD, NDMC, DCB regarding schedule of training
- Finalization of list of VKS and PTA Members with the help of ADC DIET and officials of DoE, MCD, NDMC and DOB
- Final meeting of CRCCs at the venue.
- Preparation of detailed list of name, address and Phone/Mobile No. Community Leaders
- Meeting of DURCCs with CRCCs regarding finalization of Resource Persons for training at CRC
- Filling up of Feed Back Performa
- Filling up of Profile Performa
- Payment of TA to Community Leaders
- Discussion of Participatory method of CLT with CRCCs
- Analysis of the Feed Back Report f CLs by CRCCs
- Discussion of Feed Back with DURCCs for AWP & Other interventions.
- Discussion of Feed Back with SPO Officers.

Training Plan of CLT for 2010-11: The training module of community leaders training will be developed by bottom up approach by adopting CASCADE METHOD. Convergence Meetings for developing Training Plan for CLT will be conducted in all Districts by DURCC. The following Individual, NGO's, Resource Institutions, RP's, Educational experts, Representatives of institution like from child labor, Social Welfare, Health Department, SCERT DIETS, officials from all managements of Department of education including DOE, MCD, NDMC, DCB, Aided & Recognized School Managements will be invited on one or two days work shop at DURCC at District Level. The Needs of Action plan for CLT training will be discussed in the group in presence of state co-coordinators of community mobilization. The common be inputs gathered from all Districts Action plan committee for community mobilization. The recommendations of the District committee for development of Action plans will be enlisted, scrutinized and the common areas of interventions will be taken in to account for preparing a final Agenda of the action plan. A presentation then will be made by the State Community Mobilization before the working group for line of action and content to be included in the module of CLT to be prepared. The committee members will also be oriented by State Project Direct for all Inputs to be inducted in the final community mobilization training module. After one week another work shop of the core group shall be conducted and the final draft of training plan will be designed and the draft will be approved by the Chairperson after getting inputs from Vice-Chairman and SPD, SSA Delhi.

- v. **The following strategies will be discussed in community leaders training for SC/ST.**

- Making provision for special admission drive in the area of SC/ST concentration for seeking admission children belonging to SC/ST categories.
- Making provision for counseling of parents of SC/ST children to send their ward in schools.
- Making provision for supplying learning material to the children of SC/ST community.

vi. **Minority:-The following strategies regarding Minority Community children will be implemented in SSA-Delhi.**

- Special admission drive has been conducted for Minority Community Children.
- Special counseling has been arranged for Minority Community to send their children in school.
- Enrollment of Minority Children has been increased in schools.

i. **Detail Activity Proposal for 2010-11 under Community Mobilization.**

a. **Enrolment Drive:-**Extensive & Exhaustive Dakhila Abhiyan will be exercised in the year 2010-11 keeping in view the directions of RTE Act. In addition to observation of Special week for **Dakhila Abhiyan Drive** Dakhila Abhiyan Rallies & door to door face to face meetings will be held with parents of out of school children at CRC level with the help of VKS & PTA members every month. The schedule of enrollment drive will be submitted by CRCC's & DURCCs well in Advance Detailed account of children admitted with Name of school where admitted shall be made available to SCMC at SPO.

b. **Awareness campaigns:-** Following Awareness campaigns will be exercised in the year 2010-11 for Common Wealth Games. This campaign will be given top priority keeping in view the Indian Mythology "Guest is God" the community members will be oriented as to how to maintain traffic rules on roads, How to keep the roads & streets clean. Avoid use of Plastic Bags, smoking on public places, keeping public conveniences functional & clean, conserving water and electricity (so that there is no scarcity of water during common wealth games). How to behave with guests coming to Delhi for witnessing Common wealth Games. How to guide them for visiting places of Historical & Archeological importance in Delhi. So that when they go back to their countries they appreciate the behavior of Dehlites towards them.

c. **Sammelan:-**Sammelan of Head of Schools, VKS, PTA, MTA & RWA members will be regularly held for CWG & for monitoring them on monitoring of different interventions of SSA undergoing on school & also taking feedback from them on other felt needs of the schools so that these could be indicated in school development plans.

d. **Mela:-**Different Mela's will be conducted of CRCC & DURCC level for awareness & for celebration of various days & drives like Dakhila Health Mela, Diwali, Dusshera, Id, Holi Milan etc. Community leaders will take serious Initiative on these melas corporators of ward & other distinguished guests of the community will be invited for awareness of the defined needs of Melas.

e. **Summer Camps:-**To fulfill the Cora belief of flagship programme of SSA i.e. No stone will be left unturned to see that no out of school children remain unattended to be enrolled in schools of the vicinity. To achieve this goal summer camps during

summer holidays will be conducted in DOE & MCD schools for Out of school children.

- f. **Health Camps:-**Throughout the capital city Health awareness & health check-up camps will be arranged with the help of NGO's & Civic Agencies like social welfare Department, Malaria Department, Child Labour Department etc. efforts will also be made to arrange blood donations camps with the help of community.
- g. **Exposures Trips:-**Exposures Trips of out of school children & their parents will be arranged by the SSA to visit Zoo, National science centers & also be oriented on RTE implications & changing scenario of SSA Activities.
- h. **Orientation programmes:-**Orientation programmes for ward education committee members and traditional community members will be arranged for their role for understanding in common wealth games. Also cleanliness drive and to help in keeping traffic run smooth as and when need may arise. They will also be oriented on RTI implication and changing scenario of SSA activities.
- i. **Monitoring Mechanism:-**Quarterly Aam Sabha of CL will be arranged at CRC & DURC level to acquaint them as to how to monitor all the activities being conducted in school & community being held under SSA programmes.
- j. They will also be oriented as to how to evaluate the performance of different agencies working in this area i.e. say PWD & DSIIDC under the intervention civil work & constructing additional class rooms, additional toilets in school etc.
- k. All the monitoring formats shall be shared & discussed with VKS, PTA, MTA & RWA members.
- l. **Community Leaders training:-**Training Module prepared by SPO will be exercised in community leaders training. First of all training of trainers will be arranged by DURCC's at District level and CRC level. It will be ensured that the Resource persons identified by District functionaries of SSA should be available at the time of community leaders training.
- m. **Capacity Building of Community Members:-** Every efforts will be made to build the capacity of community members on all aspects of SSA. The priority areas like CWG & conservation of water and electricity & Monitoring will have a major share of capacity building training of CL.

ii. Constitution of VKS

S.No	Members	One School campus	Two School campus	Three School campus	Four School campus
1	Convener	1	1	1	1
2	Co-convener (In case of more than one school campus it shall be all other HOS')	0	1	2	3

3	PTA Representative (Parent)	5	6(3 per school)	6 (2 per school)	8(2 per school)
4	PTA Representative (Teacher)	1	2(1 per school)	3(1 per school)	4(1 per school)
5	Students Representative	4	8(4 per school)	12(4 per school)	12(3 per school)
6	RWA Members (one chairman, one Vice Chairman)	2	2	2	2
7	Two Govt. Nominees	2	2	2	2
8	NGO Representative	1	1	1	1
9	Ex-Officio Member (Concerned JE, who is incharge of that school)	1	1	1	1
10	Total Members	17	24	30	34
11	Required quorum	9	13	16	18
12	Required majority for decision	5	7	9	10

iii. Constitution of PTA

Parents- Teachers' Association

- For every single school building there shall be six representatives either from the school PTA or the Mother's club, (wherever such club exists), of whom five shall be parents and one will be a Teacher. Out of these six members, three will be women.
- For every double shifted school building, there shall be eight (four from each school) representative either from the PTA or the Mother's Club, (wherever such club exists). Six members shall represent the parents and two members will represent teachers. Out of these eight members, four will be women.
- For three shifted school building there shall be nine (three from each school) representatives either from the PTA or the Mother's Club, (wherever such club exists). Six members shall be parents and three will be teachers/ Out of these, five will be women.
- For four-school campus there shall be twelve (three from each school) representatives either from the PTA or the Mother's Club, (wherever such club exists). Eight members shall represent parents and four members will represent teachers. Out of these twelve members, six will be women.

- iv. For the year 2010-11 the state has Non residential training for the community members. State team mentioned that as it not possible to organize Residential for 3 days at Delhi, the state has only proposed for Non residential training.

Details of costing of Community Training (3 day Non-Residential only for VKS/PTAs / SMC/ SDMC etc) at CRC level Detail of costing of community training (3days Non-residential)

S. No.	Districts	Total no. of PS+UPS including (MCD/DOE/NDMC/DCB)	No. of the community members to be trained from VKS/PTA	Financial proposal for 3 days cluster level training of VKS/PTA members
			For 6 members	Rs 50/- per day per person
1	EAST	355	2130	3.195
2	NORTH EAST	345	2070	3.105
3	NORTH	147	882	1.323
4	CENTRAL	184	1104	1.656
5	NEW DELHI	102	612	0.918
6	NORTH WEST	752	4392	6.588
7	WEST	375	2250	3.375
8	SOUTH WEST	401	2406	3.609
9	SOUTH	484	2904	4.356
Total		3125	18750	28.125

v. Proposal for 2010-11 Community Training

S.No	Activity	Target 2010-11		
		Unit Cost	Phy	Fin
2.	3 Days Cluster level Non-Residential training	0.0015	18750	28.125
Total			18750	28.125

Budget Proposal for Community Mobilization

Target 2010-11	
Phy	Fin
18750	28.125

vi. Calendar of Activities planned for 2010-11

NO	Activity Description	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
	Enrolment Drive	✓				✓				✓			
	Awareness Campaigns	✓				✓				✓			
	Bal Mela	✓											
	Orientation of WEC Members		✓										
	Health Camps												
Training	Capacity Building of Community Leaders							✓	✓				
	Training of Master Trainers at Distt. Level			✓									
	Implementation of Capacity Building Training Of VKS/PTA							✓					

Monitoring Mechanism For Mob Activities

	Regular Monitoring & Follow up of all the activities at all CRC level /Distt level			✓									
	Review come reflection Meeting at State					✓							
	Documentation of Community Activities Ward wise/CRC wise/ Distt wise.												

vii. Status of District Level Monitoring Committee

The process of Formulation of District level committee is in progress. The chairman EC-UEEM personally requested divisional commissioner of Revenue for constitution of the District level Committee as per the letter dated 29.08.2007 Dy. Secy. EE-3 MHRD, GOI on 28.01.2009. The process of Formation of District level committees is in the final stage and the progress will be send to the MHRD shortly.

viii. For strengthening of community participation in respect of achievement of SSA mission goals the following activities are planned under 0.5% of Management Cost of the district outlay:

S. No.	Name of District	Proposed activity	Fin. (Rs. In lakh)
1.	East	• Enrolment Drive	2.15
2.	North East	• Bal Mela	2.17
3.	North	• Micro planning in pocket of social disadvantages groups.	1.55
4.	North West	• Awareness on campaigns on the issues of :	5.27
5.	West	◦ Child labour,	2.86
6.	South West	◦ Child trafficking,	3.27
7.	South	◦ Plantation of trees in school campus,	2.86
8.	New Delhi	◦ School health and sanitation	0.70
9.	Central	• Disseminating the message of RTE through different media activities	1.16
			21.99

Observation and Recommendations:

- The state has developed revised guidelines for the members of VKS and PTA clearing mentioning the objectives of VKS and also outlining their roles and responsibility in school management which is appreciable.
- The state has developed a comprehensive plan for community mobilization for the year 2010-2011. For the community leaders training although a Training curriculum has been developed by the state. However the state is planning to develop a training module for the year 2010-11 in the light of RTE.
- It is recommended to the state to carry out social mapping exercises/Focus group discussion in the slums, pockets of socially disadvantaged community to identify the issues, understand the reality of the problems and then plan for developing the training module.
- It was also observed that state has not been able to use the services of NGOs working on similar issues in the districts. As there are number of NGOs working in the state on issues of Education, Child labor, Counseling, Community development, community health etc state must plan to utilize the services of these NGOs in mobilizing the communities with an integrated approach.
- As the state has planned training only for the members of VKS/PTA, state must try to involve the ward councilors in the training programmes.
- It is also suggested to the state to strengthen the infrastructure/manpower at the district level by appointing community mobilization officer at the district level to strengthen the planning, monitoring and implementation of the programme.

Appraisal team recommends the plan.

(B) Media

Media activities undertaken by the state in 2009-10.

It is observed that during 2009-10, State has not implemented specific media plan for the awareness of all stakeholders of SSA. State has conducted some media activities as follows.

- (a) **To Create Awareness:** Among the general public, teachers, students and all the stakeholders, advertisements highlighting the problems of CWSN, & identification guidelines were published in the leading newspapers on 27-05-2009 & 05-06-09. In addition, in pursuance to the direction of Honorable Delhi High Court, advertisements were also floated on 01-01-2010 in the leading newspapers regarding special registration / admission drive of out of school CWSN to bring them in age & educational level appropriate classes. For Wider publicity of seeking help from Yuva help line regarding queries for CWSN, advertisement was given in the leading newspapers on 02-01-2010.
- (b) **Audio Visual:** Teachers write their scripts for developing multi-media content keeping in mind the psychology of the artist and multimedia programmers developed on character based stories. The voice over and recording of the dialogues, narrations, jingles & accompanying music is completed in the studio.
- (c) Animation Tracing Coloring Video Editing, Audio Editing and video composing is done by voice over.
- (d) All the members of CAL team were shown this animated film on the last working day of every month, which is not only for their entertainment but also helped their in capacity building.
- (e) **Chalta Firta School (Mobile Schools):** Two mobile schools are being run by the 2 NGOs name Butterflies and Salaam Baalak Trust for the last 2 years. Through these schools more than 500 out of school children from the Under Privileged Sections of the society benefited and around 200 children have been mainstreamed in the formal schools.
- (f) **Khulja Sim Sim Project:** In order to provide education to Out of school Children and Adult Learners through an interactive, interesting and enjoyable manner, the department has initiated an innovative project to establish 75 ICT based learning stations on the boundary wall of the Govt. schools all over Delhi.

State has submitted the proposal plan of media activities for 2010-11

Media Activity	Theme of the Activity	Place of The Activity	Rural / Urban Area	Date/ Period	Expected Expenditure (In Lakhs)	Expected outcome
Press Conference / Press Release	Dakhila Abhiyan	Jhuggi , J.J. Cluster & Semi Urban Areas	Both Rural & Urban Areas	April to July	2.00	School is an alternate home, safe, secured place for joyful learning.
Advertisements (Print / TV / AIR)	Dakhila Abhiyan CWSN8	Print , TV & AIR	Both Rural & Urban Areas	In each quarter	7.00	Less Children on Road & More on schools.
Exhibitions / Fairs/ Mela Participation	TLM by Pre-service & In Service	Clusters	Rural /Urban Areas	I, II, III – Quarters	7.00	Promote Awareness quality improvement in teaching

Sr. no	Media Activity	Theme of the Activity	Place of The Activity	Rural / Urban Area	Date/ Period	Expected Expenditure (In Lakhs)	Expected outcome
4	Distribution of Flyers /Posters / Flipcharts etc.	On Girl Child Education	School Madrasas	Rural /Urban Areas	Through out Year	7.00	Importance of Providing education to girl child Awareness of RTE and their importance.
5	Film Show	Major intervention of SSA	Community centres, schools	Both Rural & Urban Areas	Through out year	14.00	Importance of Providing education to girl child Awareness of RTE and their importance.
6	Innovative activities like: a. Banners b. Wall Paintings (Talking wall) c. Street Plays d. Puppet Show e. Talk show – f. IEC programs/ IEC mobile van g. Communication skill training h. Web Media communications	Dakhila Abhiyan CWSN Community Mobilization Orientation regarding Common Wealth Games Environmental Issues	School & nearby served habitations resettlement colony, Construction slot	Rural /Urban Areas	I, II, III Quarters	15.00	1. Sustaining the Motivational level 2. Adding enjoyment to teaching learning practices. 3. Talk of the town. 4. SSAS logo becomes synonyms to education. 5 Happy children, Happy home, Happy Schools.
7	State/UT focused innovative activities	Mobile Schools Khul Ja Sim Sim RBC	Jhuggi Clusters construction site in all district	Both Rural & Urban areas	Through out the year	20.00	Joyful childhood street to school.
8	Publications (Newsletter, Books etc)	Major intervention of SSA	All Schools	Both Rural & Urban Areas	Once year during II Quarter	5.00	Dissemination of Information & creating awareness RTE implication.
Total						77.00 Lakh	

1. Mobile van can also be used in the Fair & Mela, Exhibition
2. Cable T.V. can also be used for effective creation of awareness, short advertisement can be inserted.
3. Success stores can be depicted in posters Films, Street Plays, Newsletter, Books. Etc

Observation/Recommendation

It is observed that during the year 2009-10 the media activities were not seriously organized for the mobilization of deprived, minority and migrated community in the state of Delhi. The state should focus for the awareness on the schooling of street and migrated workers children's: The state should give the priority for the awareness so that the schooling of large number of OOSC will increase. The adequate media and mobilization activities are very important to maintain the awareness level in such kind of community. State has submitted the

balanced media plan for 2010-11 including various activities for awareness among in all stakeholders of SSA. State should effectively execute this plan so that schooling of OOSC, CWSN and girls will increase. State should effectively execute this plan during 2010-11.

State proposal for strategies pertaining to media activities is recommended

(IX) Involvement of NGO

State has Grants in Aid Committee (GIAC) at state level only. Proposals are processed and approved at state level and proposals above are processed by EC and then finally by the GIAC. There is no GIAC at the state level. They process the proposals and submit with recommendation for approval.

- GIAC hold meetings once in a year. GIAC meeting hold on 04-02-10. No information of the GIAC meetings at district level.
- **20 numbers of NGOs approved for various strategies during 2009-10.** All selected NGOs are not working. **Area wise involvement of NGO is given below:**

Status of NGO Involvement

Sl. No.	Functional Area	No. of NGOs involved in 2009-10	No. of NGos likely to involve in 2010-11
1	IED	Nil	02
2	AIE/AS interventions	42	45
3	Pedagogy	Nil	02
4	Community Training	Nil	Nil
5	Girls Education	Nil	08

Information in regard to intervention of 52 NGOs is as follows:

NGOs	Intervention	Number of Centers		
		RBC	Mobile Schools	NRBC
Samya Center for Equity Studies	RBCs	3	-	-
Butterflies	Mobile Schools	-	3	-
Salaam Balak Trust	Mobile Schools	-	4	-
Rasta	NRBCs	-	-	-
Prayas	AIE/NRBC	-	-	42
Amar Holistic Society for disabled	AIE/NRBC	-	-	-
Dr. A.V. Baliga	AIE/NRBC	-	-	-
Buddha	AIE	-	-	-
Godhuli	AIE	-	-	-
Nai Umang	AIE/NRBCs	-	-	-
Akhil Bhartiya Kishan Mazdoor avom Mahila Vikas Manch	AIE/NRBC	-	-	-
Ganga Social Foundation	AIE/NRBC	-	-	-

NGOs	Intervention	Number of Centers		
		RBC	Mobile Schools	NRBC
Rawat	AIE/NRBC	-	-	-
Ray Welfare Trust	AIE/NRBCs	-	-	-
Rachna Women Development	AIE/NRBCs	-	-	-
EFRAH	AIE/NRBCs	-	-	-
Geetanjali	AIE/NRBC	-	-	-
Sahyog Vikas Samiti	AIE/NRBC	-	-	-
Action for Women and Child Development	AIE/NRBC	-	-	-
Shakshi	AIE/NRBCs	-	-	-

Observation

As seen in the above, 42 NGOs are reported working in the year 2009-10. 52 more NGOs are expected to join the programme with different intervention in this year 2010-11. State is unable to provide information the status of mainstreaming children in the nearby formal schools. State provided the information's of 52 NGOs as given above with their respective interventions. State is advised to strengthen the monitoring of these NGOs and their mainstreaming strategy of the children. Specific coordinator is to immediately appointed at the SPO office to look after the minority intervention, planning for minority children etc.

(X) Project Management, PMIS and EMIS

State and District Level Structure

The Principal Secretary (Education), Government of Delhi, is the in ex-officio Chairperson of the Executive Committee of the UEE Mission (the state implementing society for SSA in Delhi) and Director Education is the Vice-Chairperson of the Mission. The mission is led by a full time State Project Director.

At State level a number of retired officials of Directorate of Education, NDMC and MCD have been engaged on contract basis in various level. Seven posts of Coordinators under different component and one post of statistical Assistant have been advertised for engagement.

The DDEs of the Districts of Directorate of Education Govt. of Delhi have been declared as District Project Officer will be assisted by DURCC, CRCC and Education officer of the MCD Zone in all the revenue district of Delhi. In addition to the DURC/CRC one Asstt. Accounts Officer will also be provided to each District for which SSA Delhi has already taking up the matter with the Finance Department, Govt. NCT of Delhi.

Staffing position at the SPO Level

S. No.	Name of the Post	Number of Post	Filled	Vacant	Status
1.	State Project Director	01	01	00	Filled
2.	Coordinator	09	04	05	Recruitment process is underway, the posts have been advertised in Newspapers
3.	Assistant Coordinator	06	01	05	Recruitment process is underway, the

S. No.	Name of the Post	Number of Post	Filled	Vacant	Status
					posts have been advertised in Newspapers
4.	Admin. officer/ OSD	01	01	0	No vacancy
5.	Addl. FCA	01	01	0	No vacancy
6.	A.O.	01	01	0	No vacancy
7.	A.A.O (Regular)	03	0	03	Finance deptt. has been requested to sponsor the names of the eligible candidates on deputation
8.	Asstt. Admn. Officer	03	02	01	Services deptt. has been requested to depute the employee on deputation
9.	Sr. Auditor	02	02	0	filled
10.	Programmer	01	01	0	filled
11.	Asstt. Programmer	02	02	0	filled
12.	H. C/U.D.C (Regular)	06	0	06	Services Department has been requested to circulate these posts inviting applications on Deputation.
13.	DEO	06	06	0	filled
14.	AE	01	0	01	The PWD has been requested to depute One AE on deputation
15.	JE	01	0	01	The PWD has been requested to depute One JE on deputation
16.	Asst. Accountant	03	01	02	Will be filled very shortly
17.	Cashier	01	01	0	filled
18.	Store Incharge	01	01	0	filled
19.	Water woman/Chowkidar/Peon	15	10	05	Post will be filled very shortly
20.	TOTAL	64	35	29*	

A number of Retired persons have been engaged in UEE Mission on contract basis.

The details are as under:-

Proposed Salary Structure of Personnel working in UEEM

Sr. No.	Designation	Category of Personnel	Proposed Salary
1.	Sr. Consultant	Contract	25000
2.	Coordinator/Consultant	Contract	18750
3.	FCA/Addl. FCA	Contract	16000
4.	Secretary to SPD	Contract	15000
5.	Asstt. Coordinator	Contract	15000
6.	Asstt. Engineer	Contract	18000
7.	Programmer	Contract	18000
8.	Jr. Engineer	Contract	15000
9.	Admn. Officer/ OSD/ ADE	Contract	15000
10.	Accounts Officer/ Sr. Auditor/ Assistant Admn. Officer	Contract	13000
11.	Asstt. Programmer	Contract	16000
12.	A.A.O.	Contract	12000
13.	Store Incharge/Head Clerk/Assistant. Accountant/ Statistical Asstt.	Contract	11000
14.	Jr. Programmer	Contract	12000

Sr. No.	Designation	Category of Personnel	Proposed Salary
15.	Programme Assistant	Contract	10000
16.	Steno typist/ UDC	Contract	9000
17.	LDC/Computer Operator cum Clerk (on contract)	5500	7500
18.	Office Attendant/ Chowkidar/ water woman	3500	5500
19.	Part Time Sweeper	2500	3500

The UEE Mission still has a shortage of staff at the districts and state level. However, efforts are being made to have sufficient staff needed for the smooth functioning of SSA interventions at all levels. In this view, a detailed staff requirement document for the state and district level has been developed along-with financial implications of the same. Recently, an advertisement has also been published in newspapers on 7/02/10 for inviting applications for contractual appointment of Coordinators for URCs and CRCs. The Executive and Governing bodies in their meeting held on 8/01/10 and 8/02/10, respectively, have approved the appointment of persons on deputation from other departments to fill-up various posts at state and District level.

Establishing Urban Cell of SSA Cell

A state level cell (Urban Cell) has been created at Shakti Nagar in the campus of Research and Extension Center of MCD. The cell is headed by the former Director Education MCD, who has been engaged as Coordinator, Planning and Management for SSA. There is a plan to strengthen the Urban Cell with increased resource support in terms of infrastructure and manpower, during the year 2010-11.

Strengthening of SPO & DPO

There is a plan to strengthen the SPO & DPO with the recruitment of suitably qualified persons for various interventions and official work during the year 2010-11.

Proposed expenditure at SPO Level

(Rs. in Lakh)

Sr.No.	Activities	Outlay Allowed
1	Salary to Staff	82.46
2	News Papers & Periodicals	0.50
3	Consumable Office Expenses	5.60
4	Office furniture	2.50
5	Printing and supply of Material	10.00
6	Repair & Maintenance of Equipment	1.00
7	TA/DA other than workshop	2.00
8	Telephone expenses	2.50
9	Hiring of vehicles	12.00
10	Seminar /Meetings/Capacity building of accounts staff	4.00
11	Consultancy Charges including Audit fee	1.00
	TOTAL	123.56

Proposed expenditure at DPO Level

(Rs. in Lakh)		
Sr. No.	Activities	Outlay Allowed
1	Salary	104.76
2	Equipment, Furniture and Fixture	7.73
3	Seminar/meetings	6.40
4	Hiring of vehicle	16.20
5	Electricity	5.40
6	Maintenance	5.10
7	TA/DA Expenditure	5.80
8	Contingency & Consumables	5.10
9	Miscellaneous	2.90
10	Computer Stationary/Consumable	3.30
TOTAL		162.69

Effective MIS: The state has an effective MIS in place, known as Del-E: (www.edudel.nic.in) Online modules for **Students attendance, Teachers attendance, DISE data capture, Salary (Pay Roll), ACRs, Transfer-Posting, School Reorganization, Student Report Card, Court Cases, Promotions, GPF, Library etc.** are being used.

Staffing:

Sl. No.	Designation	No. of Post
1	Team Leader	1
2	Module Leader	1
3	System Administrator	1
4	Network Administrator	1
5	Sr. Programmer	5
6	Programmer	7
7	Assistant Programmer	5
8	Data Entry Operator	3
9	Peon	1
Total		25

Observation/Recommendation :

- (a) The staffing pattern at the SPO and DPO levels has been a major issue in the State of Delhi since the inception of SSA although State managed to operationalize with few number of officers having dual charges at SPO as well as at the DPO level.
- (b) This has been an established fact that State has not been able to place the adequate staff as required to run the programme. Lack of separate coordinators for each and every

component affects the planning and implementation process at the district and sub-district level.

- (c) After a long gap State of Delhi in this year planning to recruit number of staff at every level including Pedagogy at the State level which may be appreciated.
- (d) Absent of BRC structure in the State may affect the programme implementation at the CRC level as well as this may also disturb academic support structure below the CRC level.

The State of Delhi has proposed various items after analyses are being done at the SPO and DPO level. Accordingly, the appraisal team recommended the above proposed budget for this AWP&B 2010-11.

Management Information System

Infrastructure Development	<p>State office is fully equipped with necessary hardware and software which include HP Xeon Server, P4 desktop computers, Broadband connectivity, SPSS software MS Sql Server, Reporting services, etc. State office computers and other devices are fully connected to LAN and to the internet.</p> <p style="text-align: center;">DeIE – www.edudel.nic.in</p>																																								
Manpower deployment	<p>The SPO and districts have been provided with professional manpower to take up MIS under Sarva Shiksha Abhiyan Mission. The detail of Posts in position is as mentioned below:-</p> <table border="1" data-bbox="435 1147 1538 1481"> <thead> <tr> <th>Sr. No.</th> <th>Category of Post</th> <th>Sanctioned Post</th> <th>In Position</th> <th>No. of Post</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Team Leader</td> <td>1</td> <td>1</td> <td></td> </tr> <tr> <td>2.</td> <td>Module Leader /Sr. Programmer</td> <td>3</td> <td>3</td> <td></td> </tr> <tr> <td>3.</td> <td>System Administrator</td> <td>1</td> <td>1</td> <td></td> </tr> <tr> <td>4.</td> <td>Network Administrator</td> <td>1</td> <td>1</td> <td></td> </tr> <tr> <td>5.</td> <td>Programmer (Districts)</td> <td>9(D)+6(S)</td> <td>9</td> <td>6</td> </tr> <tr> <td>6.</td> <td>Jr. Programmer (Districts)</td> <td>9</td> <td>9</td> <td></td> </tr> <tr> <td></td> <td>Total</td> <td>30</td> <td>24</td> <td>6</td> </tr> </tbody> </table>	Sr. No.	Category of Post	Sanctioned Post	In Position	No. of Post	1.	Team Leader	1	1		2.	Module Leader /Sr. Programmer	3	3		3.	System Administrator	1	1		4.	Network Administrator	1	1		5.	Programmer (Districts)	9(D)+6(S)	9	6	6.	Jr. Programmer (Districts)	9	9			Total	30	24	6
Sr. No.	Category of Post	Sanctioned Post	In Position	No. of Post																																					
1.	Team Leader	1	1																																						
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5.	Programmer (Districts)	9(D)+6(S)	9	6																																					
6.	Jr. Programmer (Districts)	9	9																																						
	Total	30	24	6																																					
Capacity Building	<p>Capacity building of the MIS personals at State, District & Sub district level is found very essential. 3 workshops were done at district level and 2 for state level.</p>																																								
PMIS	<p>Delhi the first state in India in which attendance of every students and every teacher is online following modules are implemented in DOE. There is online admission MCD schools are feeders schools for DOE and admission is done online. Parents needs not take any table for admission. All the following modules are functional every students and every teacher and every school has an ID and information from school to HQ is online.</p> <table border="1" data-bbox="487 1816 1533 1877"> <tr> <td data-bbox="487 1816 984 1877">1. Personnel</td> <td data-bbox="989 1816 1533 1877">11. ShERU 12. Estate</td> </tr> </table>	1. Personnel	11. ShERU 12. Estate																																						
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	<ul style="list-style-type: none"> 2. Transfer & Posting 3. Online Attendance 4. Post Fixation 5. Finance 6. Payroll 7. File Track 8. Court Cases 9. Library Management System 10. Vigilance 	<ul style="list-style-type: none"> 13. Student 14. Online Admissions 15. MIS Mail 16. VKS 17. District Information System for Education (DISE) 18. GIS 19. CEP 20. School Audit
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<p>EMIS</p>	<ul style="list-style-type: none"> • EMIS data for the year 2009-10 of all the 09 districts of the state has been collected manually and online. The process of sample checking of 5% DISE Data is likely to be completed shown after that the DISE data for the year 2009-10 will be submitted to NUEPA. However the AWP&B for the year 2010-11 has been prepared on the basis of manual and online DISE information of all the schools. • Districts have been asked to share the respective DISE reports with the schools CRCCs, DURCCs districts The process of collection of DISE DCF. <ul style="list-style-type: none"> a) A hardcopy printed DCF is given to schools through CRCCs and DURCCS for filling in the data and physical verification of the entries by the HOS, CRCCs and DURCCs before it is submitted online. All efforts are made to ensure that the captured DISE data is free from errors and inconsistencies. The DCF various types of schools have different coloured cover page so that the Forts are easily segregated and classified for further processing and verification at any time. b) Training to State and Districts level MIS personnel on DISE Data Analysis was done twice with the help of experts from NUEPA, NIC and Ed-CIL. c) Training to CRCCs and DURCCs was conducted at the SPO level at the SSA, HQ with the help of experts from TSG, Ed-CIL. Every single line of DCF was explained to all CRCC's and DURCCs to ensure quality of DISE data. d) All the DISE data for more than 5 thousand schools was filled online with help of HoS, DURCCs and CRCC. Every school filled the DISE DCF manually also. e) Regular monitoring of filling up DISE DCF was done both by CRCCs and DURCCs and Every CRCCs checked 100% schools under his cluster online. All the DURCCs of 9 districts checked 25% of the collected DISE DCF both manually as well as online.
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DISE Calender for Year 2010-11	Sr. No.	Activity	Who will do the activity	Time schedule
	1	Printing of DISE DCF	Coord. DeL-E	August 2010
	2.	Putting up of DISE DCF on Dept. Website	Team leader DeL-E	1 st Oct. 2010
	3.	Orientation of MIS personal, DURCC & CRCCs	Experts from NUEPA & TSG Ed-CIL	5 th & 6 th October
	4.	Distribution of DISE DCF	DURCCs & CRCCs	7 th Oct. to 31 st Oct.
	5.	Queries regarding filling up of DISE DCF	MIS – Programmer at SPO level, connected with DISE DCF on E-mail ID “2222222”	1 st Nov. to 31 st Nov.
	6.	Monitoring of filling up of DISE Performa manually & online	DURCCs & CRCCs and VKS and PTA members	1 st Nov. to 31 st Nov.
	7.	Collection of DISE DCF	DURCCs & CRCCs	1 st Dec. to 15 January
	8.	Checking of DISE DCF online	DURCCs & CRCCs	16 Jan. to 30 January.
	9.	Sharing of DISE DCF manually & online with Coord. Del-E	DURCCs & CRCCs Coord. DeL-E & SPD-SSA	1 st Feb to 15 Feb.
	10.	Submission of DISE data to Chairman & Vice-chairman, UEEM for appraisal	SPD-SSA & Coord. Del-EL	6 th February to 9 th Feb.
	11.	Submission of 5% sample checking of DISE Data		10 th Feb. to 15 th Feb.
	12.	Submission of DISE data to NUEPA		16 th Feb 2010
	13.	Workshop for capacity building of CRCs and MIS Personal on Educational Indicators	Coordinator Delhi	First Aug 10 Second Jan 11
Web Portal	State has not started data entry in the national web portal since the inception of the web portal.			

7. Special Focus Districts (SFDs) and Minority Education

Issues & strategies

District	Issues	Strategies	Comments
North East Delhi	Enrolment of minority children	NGO have been empanelled to work for the minority children.	More strategies may be planned over and above the mentioned strategies.
Central Delhi	Enrolment of minority children	NGO have been empanelled to work for the minority children.	More strategies may be planned over and above the mentioned strategies.

Progress 2009-2010: Special Focus Districts (SFDS)

During the year 2009-10 the state has informed that North West Delhi will come under SFD-C, Category and North East Delhi and Central Delhi districts comes under SFD-D, Categories. Further the appraisal team has informed that all the civil work is undertaken by the State Government under Roopantaran Scheme. State has not proposed new school and civil works under SFD Districts C and D.

Proposal 2010-11: Special Focus Districts (SFDS)

For the year 2010-11 the state has informed that North East Delhi and Central Delhi comes under SFD -D, categories.

Accordingly the state has proposed the following proposal

Category- D

Districts-	Civil works (fresh)			New School		Teachers			Text Books	
	New PS (Including building less)	New ups (including building less)	ACR	PS	UPS	New Teachers for New School	Addl. Teachers Against Excess Enrolment	Teachers training (in service)	Free Text Books	
SFD-A (PS:UPS>3:1)									Pry	UPS
NIL	NIL	NIL	NIL	NIL		NIL	NIL	NIL	NIL	NIL
NIL	NIL	NIL	NIL	NIL		NIL	NIL	NIL	NIL	NIL
SFD-D										
North East Delhi	NIL	NIL	15	NIL	NIL	NIL	148	NIL	NIL	NIL
Central Delhi	NIL	NIL	05	NIL	NIL	NIL	06	NIL	NIL	NIL
Sub Total			20				154			

Recommendations /Comments:

The state has planned 20 ACRs, 154 additional teachers against excess enrolment in the North East Delhi and Central Delhi. As these are need base the appraisal team recommends the same. The state has to provide detailed activities and for 12 months how they undertake ACRs and what are the steps involved in appointing the additional teachers. These two districts will fall under the minority.

Minority Education

As per the report, state did not cover any children under Madarsas and Maktabas under AIE or any other alternative interventions for OOSC in the Madarsas and Maktabas in the year 2008-09. Even though, state did identify the children for coverage under madarsas/maktabas intervention/strategies in the 2009-10. State also reported that there is no **Madarsa Board** in the state to recognize these Madarsas/Maktabas. However, state could cover the children through proper need based assessment and survey under AIE provision in general and under minority innovation as recommended for three minority districts in 2009-10.

(No Intervention was made in the Madarsa and Maktab in the year 2008-09.)

There is no Madarsa Board in Delhi to recognize madarsas) This year state has proposed to cover the minority children especially in 03 districts -North East, South and Central and in other minority concentrated districts under innovation for which state proposed 45.00 lacs (15 lacs per district)

The above target of 2009-10 was not yet achieved by the state. States only identify the number of children to be covered and centres (madarsas/maktab) in the year 2009-10. The number of children to cover this year 2010-11 is increased in the districts. Following table shows the status of recognized and unrecognized Madrasas/Maktab in all the 09 districts:

Sl. No.	Districts	Recognized (Madrasas/Maktab)	No. of unrecognized Madarsas/Maktab
1.	East	6	9
2.	North East	27	1
3.	North	0	0
4.	North West	2	4
5.	West	0	0
6.	South West	0	0
7.	South	12	4
8.	New Delhi	0	0
9.	Central	1	3
Total		48	21

- The approved amount i.e. 31 lakhs under innovation in the year 2009-10 was not utilized and committed to be completed by April 2010.
- State did not cover the above children as the interventions in the madarsa/maktab were not developed.
- State is advised to cover the above children along with the children of this year 2010-11 in the proposed madarsa/maktab under innovation.
- State is able to provide funds to only 18 Madrasas/Maktab in the 6 districts in the year 2009-10.

Strategies proposed to cover OOSC in Madarsa/Maktab in the following districts in the year 2010-11

Sl. No.	District	AIE/RBC Centres	Children proposed to cover in Madarsa/Maktab-2010-11	No. of unrecognized Madarsas/Maktab
1	Central	1	445	3
2	North East	1	3938	1
3	East	6	257	9
4	West	0	0	0
5.	South	9	1622	4
6.	North-west	1	265	4
Total		18	6527	21

Educational indicators of the minority concentrated districts

1. Enrolment-Primary & Upper primary

Districts	2007-08		2008-09		2009-10	
	Primary	Upper Primary	Primary	Upper Primary	Primary	Upper Primary
North East	336678	171039	302313	146606	302615	151737
Central	47856	24250	61068	29259	61129	30283
	384534	195289	363381	175865	363744	182020

GER

Districts	2007-08		2008-09		2009-10	
	Primary	Upper Primary	Primary	Upper Primary	Primary	Upper Primary
North East	95.8	85.5	103	104	102	102
Central	96.2	83.4	103	102	103	102

NER

Districts	2007-08		2008-09		2009-10	
	Primary	Upper Primary	Primary	Upper Primary	Primary	Upper Primary
North East	93.00	82.5	96	91	97	94
Central	94.5	83.5	95	92	95	92

Dropout Rate

Districts	2007-08		2008-09 (Cohort)		2009-10	
	Primary	Upper Primary	Primary	Upper Primary	Primary	Upper Primary
North East	16.50	19.3	14	15	3.52	5.08
Central	11.50	18.2	12	12	12	12

Repetition Rate

Districts	2007-08		2008-09		2009-10	
	Primary	Upper Primary	Primary	Upper Primary	Primary	Upper Primary
North East	-	-	8%	11%	0.89	1.92
Central	-	-	7%	10%	7%	11%

Achievement level & Completion Rate

District	Completion Rate (P)		
	2007-08	2008-09	2009-10
North East	93	93	94%
Central	93	94	94%

OOSC in the Minority Concentrated Districts-2009-10

<i>Districts</i>	<i>Child Pop. (6-14)</i>	<i>OOSC</i>
North East	364581	5626
Central	1133286	1050

Comments

Enrolment at the primary level in the year 2009-10 in the above two minority concentrate district is that increased by **363** in 2009-10 at the primary level. Similarly, at the upper Primary level, enrolment increased by 6155 in 2009-10 from 2008-09. GER at the primary level in the year 2008-09 was 102 in the district North-East whereas 103 was in year 2009-10. GER in the year 2008-09 was 102 which is similar as in the year 2009-10 at the upper primary level. NER at the upper primary level in the year 2008-09 was 91 in North East District and 94 in the year 2009-10 whereas NER in the district Central at upper primary level was 92 in 2008-09 which is similar in the year 2009-10 also.

8. Comment on the State's overall direction/ preparedness towards meeting the expected outcomes identified for 2010-11

Delhi is comfortably placed in terms access which almost universal. The number of out of school children has been substantially reduced. However, one has to keep in mind that the last mile is always very difficult to achieve. Thus covering of remaining OOSC will require very focused and specific strategies. The retention and achievement are the components that need to improve. Although small still some gender gap exists which needs to be addressed along with a substantial social category gap? SSA Delhi has brought about considerable improvement by enhancing the use of technology and by making use of the relevant schemes of the state in supplementing the effort towards UEE. However, there is need to improve convergence so as to optimize the benefits, to conclude, one can say that SSA Delhi is well placed to meting the goals of UEE, it only needs to focus on the micro picture so as to address the equity needs of the disadvantaged pockets and children

9. The major findings of Monitoring Institutions on implementation of the programme in the State may be detailed out.

MI Observations for Appraisal 2010-11

I. General Information:

(i)	Name of the monitoring Institution	Centre for the Study of Developing Societies, Delhi
(ii)	Period of the report	1st February 2009 to 31st July, 2009
(iii)	Districts Monitored:	North Delhi, North-West Delhi & West Delhi
(iv)	Date of Visits to the Districts:	North Delhi (April-July 2009), North-West Delhi (August 2009) & West Delhi (August – September 2009)

II. Key observations of the MIs report:

1. Opening of Schools (both primary and upper primary):

District 1: (North Delhi)	No new primary, upper primary schools were sanctioned in 2008-09 and 2009-10.
District 2: (North-West Delhi)	No new primary, upper primary schools were sanctioned in 2008-09 and 2009-10. However, spillover budget, one new UPS sanctioned at Kalyan Vihar, in District North-West-A, construction of school building completed.
District 3: (West Delhi)	One new upper primary school was sanctioned in 2008-09 at Baprola. Land identification work has been completed and work order sanctioned.

2. Civil Works:

District 1:(North Delhi)	Building of seventy six additional classrooms (ACR), 1 DURC building Semi pucca structured (SPS), and 4 toilets were sanctioned which included last year's spillover budget. These were (100%) completed on target by July 2009.
District 2: (North-West Delhi)	Building of 327 additional classrooms, 1 DURC building Semi pucca structured (SPS), and 144 toilets were sanctioned which included last year's spillover budget. 317 (96.94%) classrooms, 124(86%) Toilets and 1 DURC building were completed by July 2009. However, construction of 10 additional classrooms and 20 toilets is in progress.
District 3: (West Delhi)	Building of 132 Additional classrooms (ACR), 1 DURC Building Semi pucca structured (SPS), and 126 toilets were sanctioned which included last year's spillover budget. 120 (90.09%) additional classrooms, 1 DURC Building and 120 (95%) toilets were completed by July 2009. Construction of 12 additional classrooms and 6 toilets is in progress.

3. Textbooks:

District 1:(North Delhi)	Till 31.7.09, 95% free textbooks were distributed among 23,000 eligible children (SCs, STs and girls) in classes VI-VIII from April to July 2009. The Directorate of Education reported that textbooks were distributed to all enrolled primary and upper primary students belonging to all categories from state government and MCD funds. However eligible children (SC, ST and girls) in aided schools, classes VI-VIII did not receive cash /books at the beginning of academic session.
District 2:(North-West Delhi,)	Till 31.7.09, 92% free textbooks were distributed among 76,000 eligible children (SCs, STs and girls) in classes VI-VIII from April to July 2009. The Directorate of Education reported that textbooks were distributed to all enrolled primary and upper primary students belonging to all categories from state government and MCD funds. However, eligible children (SC, ST and girls) in aided schools in classes VI-VIII did not receive cash /books at the beginning of academic session.
District 3: (West Delhi,)	Till 31.7.09, 95.07% free textbooks were distributed among 57000 eligible children (SCs, STs and girls) in classes VI-VIII from April to July 2009 of 2009-10 academic years. The Directorate of Education reported that textbooks were distributed to all enrolled primary and upper primary students belonging to all categories from state government and MCD funds. However, eligible children (SC, ST and girls) in aided schools in classes VI-VIII did not receive cash /books at the beginning of academic session.

4. School grants:

District 1 :(North Delhi)	The UEEM/SPO has released a grant of Rs.5000/ for primary and Rs.7500/- for 355 Govt. and aided primary and upper primary schools for the district and zone in the second week of August 2008. District and zone authorities started disbursement of grants in November 2008 to January 2009.Till 31.7.09, (85.07%) schools received these grant.
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District 2:(North-West Delhi)	The UEEM/SPO has released a grant of Rs.5000/ for primary and Rs.7500/- for 742 Govt. and aided primary and upper primary schools for the district and zone in the second week of August 2008. District and zone authorities started disbursement of grants in November 2008 to January 2009. Till 31.7.09, (87.87%) schools received these grant.
District 3: (West Delhi,)	The UEEM/SPO has released a grant of Rs.5000/ for primary and Rs.7500/- for 430Govt. and aided primary and upper primary schools for the district and zone in the second week of August 2008. District and zone authorities started disbursement of grants in November 2008 to January 2009. Till 31.7.09, (88.88%) schools received these grant.

5. Teachers and Teachers Training:

District 1 (North Delhi)	Till 31.7.09, In-service teachers' training was organized by SCERT and DIET for the targeted 3311 primary and upper primary school teachers under the Directorate of Education and MCD at district level for 10 days. But no information on the State and district level achievement of teachers' training was available. New Assistant and TGT teachers were recruited in DOE and MCD schools. Training calendar given SCERT was being followed. No post-training follow-up activity was done by DURC and CRC to examine the extent of use of training input. No information about the orientation training for newly recruited teachers is available. Teachers require subjective activity-based training than YUVA SLP
District 2:(North-West Delhi)	Till 31.7.09, In-service teachers' training was organized by SCERT and DIET target of 11,987 primary and upper primary school teachers under the Directorate of Education and MCD at district level for 10 days. But no information on the State and district level achievement of teachers' training was available. New Assistant and TGT teachers were recruited in DOE and MCD schools. Training calendar given SCERT was being followed. No post-training follow-up activity was done by DURC and CRC to examine the extent of use of training input. No information about the orientation training for newly recruited teachers is available. Teachers require subjective activity-based training than YUVA SLP.
District 3: (West Delhi)	Till 31.7.09, In-service teachers' training was organized by SCERT and DIET target of 7876 primary and upper primary school teachers under the Directorate of Education and MCD at the district level for 10 days. But no information on the State and district level achievement of teachers' training was available. New Assistant and TGT teachers were recruited in DOE and MCD schools. Training calendar given SCERT was being followed. No post-training follow-up activity was done by DURC and CRC to examine the extent of use of training input. No information about the orientation training for newly recruited teachers is available. Teachers require subjective activity-based training than YUVA SLP

6. Teaching Learning Material (TLM) grants:

District 1 :(North Delhi)	Till 31.7.09, SPO had released TLM grant in the 2nd week of March 2009 for 3311 Govt, MCD and aided primary and upper primary school teachers. The (92.85%) sampled schools received TLM grant of Rs.500/- per teacher in April 2009. TLM were displayed in 10% sampled schools.
District 2(North-West Delhi)	Till 31.7.09, SPO had released TLM grant in the 2nd week of March for 11987 Govt., MCD and aided primary and upper primary school teachers. The (93.93%) sampled schools received TLM grant of Rs.500/- per teacher in April 2009. TLM were Displayed in 8% sampled schools.
District 3: (West Delhi)	Till 31.7.09, SPO had released TLM grant in the 2nd week of March for 7876 Govt., MCD and aided primary and upper primary school teachers. The (88.88%) sampled schools received TLM grant of Rs.500/- per teacher in April 2009. TLM were Displayed in 11% sampled schools.

7. EGS & AIE:

District 1: North Delhi	Till 31.7.09, there were 200 out-of-school street children targeted to be enrolled in AIE, NRBC and RBC schools. Out of this total, about 50% were enrolled in 2 RBCs.
District 2:(North-West Delhi,)	Till 31.7.09, there were 5,203 out-of-school street children targeted to be enrolled in AIE, NRBC and RBC schools. However, 160 children were enrolled in 4 AIE centres in Jahangirpuri and 58% (92) children mainstreamed in the other formal schools.
District 3: (West Delhi,)	Till 31.7.09, there were 2,620 out-of-school street children targeted to be enrolled in AIE, NRBC and RBC schools but enrolments could not happen till 31st March 2009.

8. Children With Special Needs (CWSN):

District 1 :(North Delhi)	Till 31.7.09, 252 CWSN have been identified and enrolled for medical assessment camp and 17% children got aid and appliances. Parents of 46 children were given counseling during the aid and appliance distribution camp. No child got home based support. 3 resource teachers were appointed in June and July 2009 in DOE schools and 4 resource teachers in MCD schools at the district and Zone levels. MCD school children did not get aid and appliances.
District 2:(North-West Delhi,)	Till 31.7.09, 1410 CWSN have been identified and enrolled for medical assessment camp and 20% children got aid and appliances. Parents of 215 parents were given counseling during the aid and appliance distribution camp. No child got home based support. 4 resource teachers were appointed in June and July 2009 in DOE schools and 2 resource teachers in MCD schools at the district and Zone levels. MCD school children did not get aid and appliances.
District 3: (West Delhi,)	Till 31.7.09, 698 CWSN have been identified and enrolled for medical assessment camp and 37.5% children got aid and appliances. Parents of 261 parents were given counseling during the aid and appliance distribution camp. No child got home based support. 2 resource teachers were appointed in June and July 2009 in DOE schools and 2 resource teachers in MCD schools at the district and Zone levels. MCD school children did not get aid and appliances.

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

District 1 :(North Delhi)	This programme is not within the preview of UEEM, Delhi
District 2:(North-West Delhi,)	This programme is not within the preview of UEEM, Delhi
District 3: (West Delhi,)	This programme is not within the preview of UEEM, Delhi

10. Kasturba Gandhi Balika Vidyalaya (KGBV):

District 1 :(North Delhi)	This programme is not within the preview of UEEM, Delhi
District 2:(North-West Delhi,)	This programme is not within the preview of UEEM, Delhi
District 3: (West Delhi,)	This programme is not within the preview of UEEM, Delhi

11. District Information System for Education (DISE):

District 1 :(North Delhi)	There was no EMIS set up at the district level. However at the state level, full-fledged DISE/EMIS were set up with requisite computer and operators. Teachers were not trained for DCF. DISE data collection was done in the months of February and March 2009. All Principals of aided and unaided schools were required to submit online format to State DISE/EMIS office. 5% sample verification of DISE data was done by CRC and DURC.
District 2:(North-West Delhi,)	There was no EMIS set up at the district level. However at the state level, full-fledged DISE/EMIS were set up with requisite computer and operators. Teachers were not trained for DCF. DISE data collection was done in the months of February and March 2009. All Principals of aided and unaided schools were

	required to submit online format to State DISE/EMIS office. 5% sample verification of DISE data was done by CRC and DURC.
District 3: (West Delhi,)	There was no EMIS set up at the district level. However at the state level, full-fledged DISE/EMIS were set up with requisite computer and operators. Teachers were not trained for DCF. DISE data collection was done in the months of February and March 2009. All Principals of aided and unaided schools were required to submit online format to State DISE/EMIS office. 5% sample verification of DISE data was done by CRC and DURC.

12. Research and Evaluation:

District 1 :(North 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 3 research Projects have been carried out by SCERT and DIET
District 2:(North-West 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 3 research Projects have been carried out by SCERT and DIET
District 3: (West 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 3 research Projects have been carried out by SCERT and DIET

13. Functioning of the VEC:

District 1 :(North Delhi)	Vidyalaya Kalyan Samiti is a school welfare committee involving community participation in the management at school. There were 355 schools in the district most of which have formed VKS.VKS contribution to school development and student enrolment was not satisfactory. Most of sampled VKS schools not convene monthly meetings. School HOS, teachers, women, RWAs, NGOs, senior citizens and public representative constitute members of the VKS. Community leader training target was 758. DURCC, ADC (DIET) and CRCC had been able to achieve 100% target.
District 2:(North-West Delhi,)	Vidyalaya Kalyan Samiti is a school welfare committee involving community participation in the management at school. There were 742 schools in the district most of which have formed VKS.VKS contribution to school development and student enrolment was not satisfactory. Most of sampled VKS schools not convene monthly meetings. School HOS, teachers, women, RWAs, NGOs, senior citizens and public representative constitute members of the VKS. Community leader training target was 1526. DURCC, ADC (DIET) and CRCC had been able to achieve 68% of the target
District 3: (West Delhi,)	Vidyalaya Kalyan Samiti is a school welfare committee involving community participation in the management at school. There were 430 schools in the district most of which have formed VKS.VKS contribution to school development and student enrolment was not satisfactory. Most of sampled VKS schools not convene monthly meetings. School HOS, teachers, women, RWAs, NGOs, senior citizens and public representative constitute members of the VKS. Community leader training target was 1040. DURCC, ADC (DIET) and CRCC had been able to achieve 90% of the target.

14. Staffing at State and District Level:

District 1 :(North Delhi)	There were 2 DURC and 7CRCC,s post Sanction and one DURC and & 7 CRCC post were filled. One ADC From DIET performs his responsibility during Community member training. IEDC coordinator at district level works separately. District level sanctioned posts i.e. Coordinators and computer operators and peon are not filled till 31.7.09
District 2:(North-West Delhi,)	There were 2 DURCC and 31CRCC, s post Sanction and 2 DURCC and & 24 CRCC post were filled. One ADC From DIET performs his responsibility during Community member training. IEDC coordinator at district level works separately. District level sanctioned posts i.e. Coordinators and computer operators and peon

	are not filled till 31.7.09.
District 3: (West Delhi,)	There were 2 DURCC and 20CRCC, s post Sanction and 2 DURCC and & 19 CRCC post were filled. One ADC From DIET performs his responsibility during Community member training. IEDC coordinator at district level works separately. District level sanctioned posts i.e. Coordinators and computer operators and peon are not filled till 31.7.09.

15. Outreach of primary/ upper Primary education facilities to SC, ST, and Minority groups and to girls as well, especially in special focus districts.

District 1 :(North Delhi)	This district is not a special focus District; However, SPO has taken steps to provide better educational facilities to SC, ST, minority and girls children. SPO has made effort to contacting the Madarsa functionaries those that are run being run by registered societies. Meetings have been organized with the head of madarsa of the societies running these madarsa. Few registered madarsa have expressed their interest in running the alternative innovative Education (AIE) to benefit children enrolled in these madarsa
District 2:(North-West Delhi,)	This district is not a special focus District; However, SPO has taken steps to provide better educational facilities to SC, ST, minority and girls children. SPO has made effort to contacting the madarsa functionaries those which are run being run by registered societies. Meeting have been organized with the head of madarsa of the societies running these madarsa. Few registered madarsa have expressed their interest in running the alternative innovative Education (AIE) to benefit children enrolled in these madarsa
District 3: (West Delhi,)	This district is not a special focus District; However, SPO has taken steps to provide better educational facilities to SC, ST, minority and girls children. SPO has made effort to contacting the madarsa functionaries those, which are run being run by registered societies. Meetings have been organized with the head of madarsa of the societies running these madarsa. Few registered madarsa have expressed their interest in running the alternative innovative Education (AIE) to benefit children enrolled in these madarsa.

16. Mid-Day Meal Scheme:

- 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
- Till 31.7.09, DOE schools did not have operational MDM schemes in upper primary schools. Delhi government and MCD have outsourced the MDM scheme to NGOs, Trusts and Private contractors. These MCD contractors have semi-automated kitchens to cook meals.

17. Additional items to check during school visit by MI:

- During field visits, some schools reported that the number of working days was 202 in a year while there were 210 working days in the academic year.
- The school environment was clean and good in primary schools and pays attention to improve classroom-teaching environment. Few sample 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.
- Sampled primary and upper primary schools in slums and JJ colony unauthorized colony areas did not have adequate desks and benches. However, TLM was not adequately available in all classrooms.
- Sampled schools have not organized health check-up camps in the last six months. Children do not have health cards. Aided schools have not had health check-up camps.
- Most schools have proper play-grounds and the primary schools do not have adequate play material for the children. In the primary schools where these materials are available, teachers allow the children to use them.
- Informing parents of frequently absent children.

- Schools have weekly unit tests and terminal tests twice a year. These tests have helped in improving achievement levels of students.
- Continuous Comprehensive Evaluation (CCEP) is done all upper primary schools but not in aided upper primary schools.
- In certain aided Schools, Sarvodya Girls' Vidyalaya, and co-ed schools, achievement level was quite satisfactory. However in certain sampled Govt. boys' schools, Sarvodya Bal Vidyalayas and MCD boys' primary schools, there is still much scope for further improvement.
- Rapport between the teachers and their students was restricted to delivery of content by teachers and students had limited opportunity of question-answer-based interactions.
- In all sampled schools especially in slums, JJ colonies and minority areas, schools have over-age children. This was particularly so in case of girls' schools than boys' schools.
- Dropout rates were low in sample schools
- The state has implemented a no-detention policy in primary to 7th class level in schools. Children were detained only at 8th class level.

18. Any other issues relevant to SSA implementation

(i) Early child hood care education (ECCE):

District 1 :(North Delhi)	SPO has opened 7 centers in DOE and 1 center in MCD schools to provide girls pre primary education of state art of furniture and educational toys and games.
District 2:(North-West Delhi,)	SPO has opened 19 centers in DOE and 40 centers in MCD schools to provide girls pre primary education of State art of Furniture and educational toys and games.
District 3: (West Delhi,)	SPO has opened 19 centers in DOE and 28 centers in MCD schools to provide girls pre primary education of state art of furniture and educational toys and games.

(ii) Computer-aided learning (CAL)

District 1 :(North Delhi)	The SPO has reported that all Govt. upper primary schools have installed 3 CAL Lab. and selected MCD primary schools have installed 1 CAL. Lab. with 29" TV, one computer with monitor, mouse, Key board, TV stand and wooden computer box. The efforts are to make effective of the CAL Lab and also need to develop more materials bases on syllabus.
District 2:(North-West Delhi,)	The SPO has reported that all Govt. upper primary schools have installed 3 CAL Lab. and selected MCD primary schools have installed 1 CAL. Lab. with 29" TV, one computer with monitor, mouse, Key board, TV stand and wooden computer box. The efforts are to make effective of the CAL Lab and also need to develop more materials bases on syllabus
District 3: (West Delhi,)	The SPO has reported that all Govt. upper primary schools have installed 3 CAL Lab. and selected MCD primary schools have installed 1 CAL. Lab. with 29" TV, one computer with monitor, mouse, Key board, TV stand and wooden computer box. The efforts are to make effective of the CAL Lab and also need to develop more materials bases on syllabus

(iii) Repair and Maintenance Grant:

District 1 :(North Delhi)	The SPO has released a grant of Rs.7500/ for primary and for 257 Govt. and aided primary and upper primary schools for the district and zone in the 2nd week of August 2008. District and zone authorities started disbursement of grants in November 2008 to January 2009. The (89.28%) sample schools had received these grants till 31.7.09.
District 2:(North-West Delhi,)	The SPO has released a grant of Rs.7500/ for primary and for 717 Govt. and aided primary and upper primary schools for the district and zone in the 2nd week of August 2008. District and zone authorities started disbursement of grants in February 2009. The (93.93%) sample schools had received these grants till 31.7.09.

District 3: (West Delhi,)	The SPO has released a grant of Rs.7500/ for primary and for 387 Govt. and aided primary and upper primary schools for the district and zone in the 2nd week of August 2008. District and zone authorities started disbursement of grants in October 2008 to February
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(iv) Khulja Sim-Sim

District 1 :(North Delhi)	The SPO has initiative project to establish 6 ICT based learning stations on the boundary wall of the Govt. schools which are located near by JJ colonies and slum areas and unauthorized colonies. It aims to provide ICT based education out of school children and Adult learners through an interactive and innovative enjoyable manner. 235 out-of-school children were identified to be covered under these stations.
District 2:(North-West Delhi)	The SPO has initiative project to establish 8 ICT based learning stations on the boundary wall of the Govt. schools which are located near by JJ colonies and slum areas and unauthorized colonies. It aims to provide ICT based education to out of school children and Adult learners through an interactive and innovative enjoyable manner. 618 out-of-school children were identified to be covered under these stations.
District 3: (West Delhi)	The SPO has initiative project to establish 10 ICT based learning stations on the boundary wall of the Govt. schools which are located near by JJ colonies and slum areas and unauthorized colonies. It aims to provide ICT based education to out of school children to Adult learners through an interactive and innovative enjoyable manner. 338 out-of-school children were identified to be covered under these stations.

ANNEXURE

FACT SHEET

Fact Sheet (to be annexed with Minutes)

State: **DELHI**
 No. of Districts: **09**
 No. of Blocks: **--**
 No. of Clusters: **136**
 No. of villages / wards: **272**
 Total population: **1,38,50,207** Literacy Rate: **86.98**

Child Population-

a. 6-11 years: **1873568** b. 11-14 years: **981458**

% of children passing with 60%: **Boys- (Primary) 56%** **Girls- 67% (Primary)**
(U.Primary) 22% **26% (U. Primary)**

Educational Indicators

Enrolment I-V			Enrolment VI - VIII			Enrolment I - VIII		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
940174	908966	1849140	501179	472645	973824	1441253	1381611	2822864

(Source): DISE/Del-E Year: 2009

	GER			NER			Dropout rate		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PS	103.8	103.24	103.57	97.33	97.9	97.83	3.7	4.3	3.95
UPS	120.76	119.98	120.04	82.81	83.82	83.27	2.75	2.87	2.67

(Source): DISE/Del-E Year: 2009

Attendance Rate			Completion rate			Transition rate (Class V to VI)		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
90.9	90.7	90.8	97	95	96	98.45	99.22	98.8

(Source): DISE/Del-E Year: 2009

Out of school Children								
6-11 years			11-14 years			6-14 years		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
5103	4902	10005	2861	2749	5610	16353	15710	32063

	Target for 2009-10	Target Achieved	Target for 2010-11
1. Coverage of Out of school children	38922	26091	32063
2. Dropout rate	Further Reduction by 5%	Drop out rate has been reduced by 3%	Further reduction by 2%
3. Attendance rate	--		
(i) Student Attendance rate - Primary	90.8	8%	Further improvement by 2%
(ii) Student Attendance rate - Upper Primary	83	85	Further improvement by 1%
4. Achievement level	More than 60%		
(i) Primary	Not mentioned	100	100
(ii) Upper Primary	Not Mentioned	100	100
5. Teacher Attendance Rate	Not Mentioned	93%	Further improvement by 2-3%
6. No of single teacher school	Nil	Nil	Nil
7. No of schools with PTR > 50	Not Mentioned	19	Reducing the number of schools with PTR > 50
8. Coverage of special children	8015	8015	13568

Recommended/Approved for 2010-11

Sub-District Structures functioning	Target for 2009-10	Achievement till March 2010	Recommendation / Approved for 2010-11
No. of BRCs	0	0	0
No. of URCs	9	9	0
No. of CRCs	136	136	0
Resource persons	323	120	0

New Primary schools (including upgradations)

Sanctioned till 2009-10	Opened till March 2010	Recommended/ Approved in 2010-11
10	9	2
<u>Up gradation of PS to UPS / New UPS</u>		
Sanctioned till 2009-10	Opened till March 2010	Recommended/ Approved in 2010-11

EGS

Approved till 2008-09		Centers running as on March 2009		Centers to be upgraded to PS		Centres to be continued in 2009-10		Centers to be closed	
Centers	Children	Centers	Children	Centres	Children	Centr es	Childre n	Centr es	Child ren
NA	NA	NA	NA						

Teachers under SSA

	Sanctioned till 2008-09	In position*	Recommended/Approved in 2010-11		
			Against new schools	Additional teachers	Total
PS	36	36	0	0	0
UPS	0	0	0	0	0

Teacher Training

Type of training	Progress for 2009-10				Recommendation / Approved for 2010-11	
	No. of teachers		Duration (No. of day) of the training		No. of teachers	Duration of training
	Target	Achievement	Target	Achievement		
a In service	52939	52939	20	10 & 5	52290	15
b new recruits	1000	NIL	30	0	5821	15
c Untrained	0	0	0	0	0	0
d. Others	0	0	0	0		
Total	53939	52939		0		

* To be completed in March 2009

Remedial Teaching

Target for 2009-10	Achievement till March 2009	Target for 2010-11
69000	0	0

Interventions for Out of school children	Achievement of 2009-10		Targets for 2010-11	
	No. of centers	No. of children	No. of centers	No. of children
Strategy				
1. Direct Admission		9883		5610
2. EGS/AIE – Primary	NA	1578	301	12041
3. EGS/AIE - Upper Primary	NA	0	976	3922
4. Resdl Bridge course		300	5	500
5. Non resdl Bridge Course (Mobile School)	8	360	30	4700
6. Others 1 (Khul Ja Sim Sim)			75	2590
7. Others 2 (-----)				
8. Others 3 (-----)				
9. Others 4 (-----)				
10. Others 5 (-----)				

Inclusive Education

No. of children identified	Covered till March 2010	Target for 2010-11 (No. of children to be covered)
8015	8015	13568

Civil Works

	Sanctioned till 2009-10	Completed till March 2010	Recommended/ Approved in 2010-11
School buildings (PS)	10	9	2
School buildings (UPS)	-	-	
Additional Classrooms	1399	1222	270
Drinking Water	68	68	Nil
Toilets (Girls only)	610	610	100
Major repairs	Nil	Nil	Nil
Residential Hostel	Nil	Nil	Nil
Furniture	Nil	Nil	Nil

REMS

	No. of research studies carried out during 2009-10	No. of research studies recommended/Approved for 2010-11
Research	16	13

Innovation:**ECCE**

Progress for 2009-10			Recommended/Approved for 2010-11		
No. of centers	No. of children enrolled	Expenditure	No. of centers	No. of children	Outlay Approved
300	8182	79.65	272	10000	135

Girls Education

Progress for 2009-10		Recommended/Approved for 2010-11	
(Girls Beneficiaries)	Expenditure	(No. of Girls)	Approved Amount
4 lakhs	98.12	4.2 lakh	135

SC/ST

Progress for 2009-10 (No. of Beneficiaries)	Recommended/Approved for 2010-11	
	(No. of Beneficiaries)	List of activities to be carried out
9 districts	284379	7

CAL

Progress in 2009-10			Recommended/Approved for 2010-11		
No. of schools covered	No. of teachers trained	Financial	No. of schools to be covered	No. of teacher to be trained	Financial
0	60	151.06	470	470	450

RESULTS FRAME WORK

**Results Framework for SSA Goals
(Delhi – 2010-11)**

S. No.	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009 -10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data Collection Instruments.	Remarks
Goal I : All children in School / EGS centers / Alternative and Innovative Education Centers									
1	Number of children aged 6-14 years not enrolled in School / EGS Centers / AIE Centers	38922	20469		32063			DISE	
2	Number of children enrolled in schools	2789184	2822964	1.2%	1.5% increase	2% increase		DISE	
3	Ratio of Primary to Upper Primary Schools	2:1	2:1	Completed	NA			DISE	
4	Number of children with special needs (CWSN) enrolled in school or alternative system including home based education		8015	8015	13568			DISE	
Goal 2 : Bridging gender and social category gaps									
5	Decline in shortfall of number of classrooms	SCR 50 (P) SCR 42 (UP)	40 (P) 35 (UP)	33 (P) 26 (UP)	NA			DISE	
	Girls, as a share of students enrolled at Primary and Upper Primary	48.6 (P) 48.5 (UP)	49.1 (P) 48.7 (UP)	Increase in Girls enrolment	49.2 48.9	49.3 49.0			

S. No.	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009 -10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data Collection Instruments	Remarks
6	Enrolments of Scheduled Castes & Schedule Tribe children reflect their shares in 6-14 age group population in Primary and Upper Primary Schools	133843 (P)	178619 (P)	2.5 increase	To increase 1%	To increase 2%	Annual	DISE	
		7.24% (P)	9.7% (P)						
		79584(UP)	105760 (UP)	2.4 increase	To increase 1%	To increase 2%	Annual		
		8.5% (UP)	10.9%						
Goal III: Universal Retention									
7	Transition rates from Primary to Upper Primary	94	98.9	99	99.2	100		Online Module	
8	Retention at Primary level	93	94.48	1.48	1%	2.4%		Online Module	
9	Retention at Elementary Level	-							
10	Gross Completion Ratio ² (Primary level)	-							
12	Improvement in % Schools with Drinking water facility	100	100%	100%	100%	100%			
13	Improvement in % Schools with	9	90.5	90	95	100			

S. No.	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009 -10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data Collection Instruments	Remarks
14	Improvement in % Schools with separate toilets for girls			90	95	100			

DISE -2007-09

¹ Social Category desegregation will be made available from 2009-10

² Primary completion rate is the total number of students regardless of age in the last grade of primary school (grade V), minus the number of repeaters in that grade, divided by the number of children of official age for completing primary level (age 11, RGI projections)

³ Primary completion rate is the total number of students regardless of age in the last grade of primary school (grade V), minus the number of repeaters in that grade, divided by the number of children of official age for completing primary level (age 11, RGI projections)

S. No.	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009 -10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data Collection Instruments	Remarks
Goal IV Education of Satisfactory Quality									
15	Provision of quality inputs to improve learning levels								
	(i) Teacher Availability	PTR Primary 45 Upper Primary 38		PTR at Primary decrease by (1)	1:40	1:40	Annual	DISE	
		9 Districts		3 Districts	9 Districts Efforts will be made to bring PTR 1:40 in all districts	9 Districts Efforts will be made to bring PTR 1:40 in all districts			
		NA		NA	NA	NA			
		9 Districts		3 Districts	9 Districts	9 Districts			

S. No.	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009 -10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data Collection Instruments	Remarks
Goal IV Education of Satisfactory Quality									
					Efforts will be made to bring PTR 1:40 in all districts	Efforts will be made to bring PTR 1:40 in all districts			
		100%		For 33% schools PTR has been brought down upto 1:40	9 Districts Efforts will be made to bring PTR 1:40 in all districts	9 Districts Efforts will be made to bring PTR 1:40 in all districts			
		3970		No. of vacancies have increase due to increase in enrolment and attrition factor of teachers	5821	Efforts will be made to fill up the vacancies in all districts as per RTE require-ment	Efforts will be made to fill up the vacancies in all districts as per RTE require-ment		
	(ii) Availability of Teaching Learning Materials	100% teachers received TLM grant	100% teachers received TLM grant	100%	52290 100% teachers will be provided	60500 100% teachers will be provided			
		(2008-09: PMIS)							
		Teachers received TLM grant.	100%	All teachers	100%				

S. No.	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009 -10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data Collection Instruments	Remarks
Goal IV Education of Satisfactory Quality									
		(2008-09 : PMIS) / DISE (2008-09)							
		Percent of schools using material in addition to textbooks such as workbooks /worksheets (Baseline as per Plan 2010-11)	93% teachers are using TLM other than text books		100% efforts will be made to promote teachers for using TLM in the classrooms	100% efforts will be made to promote teachers for using TLM in the classrooms			
		Percent of schools displaying teaching learning material related to language / EVS science / maths / social science / CAL	Data not available	Funds released to schools to procure/develop TLM pertaining to language in Social Science	100% teachers will be motivated to use TLM in the classrooms				
16	(i) Training								
	(a) Teachers	100% of Teachers received in-service	52939 Teachers were given in-service	100%	52290 Efforts will be made to	60500 Efforts will be made to		Program MIS	

S. No.	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009 -10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data Collection Instruments	Remarks
Goal IV Education of Satisfactory Quality									
		training against annual target.	training, using YUVA SLP model		provide theme based in-service training to all teachers incorporating provision of RTE Act	provide theme based in-service training to all teachers incorporating provision of RTE Act			
		--- Number Training of Educational Administrators from State to Block level	323 Training was organized for all the DRGs, CRGs and CRCCs, regarding all SSA interventions and using effective implementations strategies	100% target has been achieved	353 Educational administrator will be provided training in concurrence with RTE Act provisions	Efforts will be made to share dialogues with all stake holders			
	(b) Community Training	Development of training Modules focusing on School Development Plan	VKS/PTA/RWA members were involved to increase enrolment of children		Awareness programmes will be organized for the community members to apprise them about the provisions under SSA in the light of RTE Act				
		Number of VEC/SMC/PTA	10425	9739	14008				

S. No.	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009 -10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data Collection Instruments	Remarks
Goal IV Education of Satisfactory Quality									
		members trained (2008-09 : PMIS)							
(iii)	Teacher Support & Academic Supervision	(a) BRCs undertaking residential teacher training on monthly basis	NA	NA	NA				
		(b) Number of school visits undertaken by DURCC/BRPs during previous year (Baseline as per State plan)	10 visits per month were made by DURCCs in the District	About 85% schools were visited by DURCCs	Efforts will be made to fill up the remaining posts of DURCCs so that all the schools are visited by DURCCs.	Efforts will be made to that interaction between DURCCs and the schools be frequently arranged to discuss the quality related issues for the schools and to increase the performance level of learners.			

S. No.	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009 -10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data Collection Instruments	Remarks
Goal IV Education of Satisfactory Quality									
		(c) CRCs undertaking residential teacher training on monthly basis	NA	NA	NA	NA			
		(d) Number of school visits undertaken by CRCs during previous year 1008 (Baseline as per State plan)	Each CRCC visited one school per day during 2009-10, prepared the report and discuss with DURCCs						
		(d) 96% CRC and 100% BRC are functional.	100% CRCCs/DURCCs are functional	Target achieved	Target will be maintained	Target will be maintained			
	iv) Classroom Practices	Time-on-Task study undertaken in 2007-08 in selected major States on time spent in classrooms on teaching/learning	Could not be taken up during 2009-10	NA	State has planned to take up this study in 2010-11	Efforts will be made to implement the findings for improving classrooms practices			

S. No.	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009 -10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data Collection Instruments	Remarks
Goal IV Education of Satisfactory Quality									
		activities							
	v) Student's Learning Assessment	Number of schools Moving to Continuous and Comprehensive Evaluation (CCE)	100% schools has adopted CCEP	NA	Efforts will be made to increase the use of TLM for formative evaluation	All efforts will be made so as to cover all provisions of RTE act.			
	(vi) Attendance Rates								
	(a) Student	Student Attendance at primary and upper primary (Baseline from 2009-10 Study) 4	Did not take up this study	90.8%	92%	94%			

S. No.	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009 -10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data Collection Instruments	Remarks
Goal IV Education of Satisfactory Quality									
	b) Teacher	Teacher Attendance at primary and at upper primary (Baseline from 2009-10 Study) 5	Did not take up this study	85%	87%	88%			
17	Accountability to the community	SMCs to have 3/4 members from parents and atleast 50% members would be women (Baseline as per AWP&B 2011-12)	Already VKS & PTA are functional in all Govt. & Local bodies schools	NA	It will be maintained to involve community members	It will be maintained to involve community members			
		% of SMCs prepared Schools Development Plans (Baseline as per AWP&B 2011-12)	Not available	NA	NA				

S. No.	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009 -10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data Collection Instruments	Remarks
Goal IV Education of Satisfactory Quality									
18	State level sample Learning Achievement Surveys (designed in the sprit of RTE for the purpose of checking health of school system)	Learning levels for class III Maths - 68.12% Lang-68.19%	Learning levels for class III Maths - 70% Lang-72%	Learning levels for class III Maths - 68% Lang-64%	Effort will be made to improve 5% performance level in Maths for all children	State will make efforts to maintain the performance level of children above 60% so as to improve the quality of learning			
		Learning levels for class-V Maths - 48.20% Lang.-63.15% EVS- 49.96%	Learning levels for class-V Maths - 55% Lang.-65% EVS- 55%	Learning levels for class-V Maths - 69% Lang.-68% EVS- 72%	Effort will be made to improve 5% performance level in Language for all children	State will make efforts to maintain the performance level of children above 60% so as to improve the quality of learning			
		Learning levels for class VII Maths - 30.50% Lang.-54.24% Science-34.04%	Learning levels for class VII Maths - 38% Lang.-60% Science-45%	Learning levels for class VII Maths - 49% Lang.-60% Science- 55%	Effort will be made to improve 5% performance level in EVS for all children	State will make efforts to maintain the performance level of children above 60% so as to improve the quality of learning			

**PHYSICAL
PROGREESS
TABLES**

CONSOLIDATED PROGRESS REPORT FOR AWP&B (2010-11)

S.No.	Interventions	Total Approved (upto 2009-10)	Achievement (Completed/ Coverage Up to 31 March,	% Achievement
1	Primary School Opening	10	10	100
2	Upper Primary Opening	Nil	Nil	#VALUE!
3	Teachers' Recruitment	36	36	100
4	Primary School Building	10	9	90
5	Upper Primary School Building	Nil	Nil	#VALUE!
6	Additional Class Rooms (ACR)	1399	1222	87
7	Drinking Water Facility	68	68	100
8	Toilet Facility	610	610	100
9	KGBV Functional	1	0	0
10	KGBV Building Construction	1	0	0
11	In service Teacher's Training (20 days)*	52939	52939	100
12	New Teacher's Training (30 days)*	1000	1000	100
13	Untrained Teacher's Training (30 days)*	0	0	#DIV/0!
14	Dist. of free text book*	373400	373400	100
15	Dist. of Teachers' grant*	52939	52939	100
16	Dist. of School grant*	3475	3475	100
17	Dist. of TLE grant*	0	0	#DIV/0!
18	Remedial Teaching*	69000	69000	100
19	Out of School Children*	20469	28610	140
20	Progress on Inclsive Education	8015	8015	100
21	Progress on NPEGEL (MCS)	Nil	Nil	#VALUE!

*Approved and Achievement of year 2009-10 only

		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Sanctioned	Completed	in progress	yet to start	completed
1	East							1			1	1		Nil	100
2	North East								1		1	1		Nil	100
3	North													Nil	
4	North West						2	3			5	5		Nil	100
5	West								1		1	1		Nil	100
6	South West								2		2	1	1	Nil	50
7	South													Nil	
8	New Delhi													Nil	
9	Central													Nil	
Total							2	4	4		10	9	1	Nil	90

S.no.	District	Upper Primary School Buildings Sanctioned (Yearwise)									Total Sanctioned	Buildings Completed	Buildings in progress	Buildings yet to start	% completed	
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10						
1	East					Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
2	North East					Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
3	North					Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
4	North West					Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
5	West					Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
6	South West					Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
7	South					Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
8	New Delhi					Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
9	Central					Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
Total						Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil

S.no.	District	Additional Classrooms (ACR) Sanctioned (Yearwise)									Total Sanctioned	Rooms Completed	Rooms in progress	Rooms yet to start	% completed
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10					
1	East					44	0	20	36	0	100	100	0	Nil	100
2	North East					47	78	29	30	0	184	184	0	Nil	100
3	North					38	22	10	6	0	76	76	0	Nil	100
4	North West					150	118	91	30	70	459	389	70	Nil	85
5	West					95	0	0	32	25	152	115	37	Nil	76
6	South West					88	24	0	27	41	180	139	41	Nil	77
7	South					73	108	10	10	25	226	201	25	Nil	89
8	New Delhi					8	0	0	0	0	8	8	0	Nil	100
9	Central					10	0	0	4	0	14	10	4	Nil	71
Total						553	350	160	175	161	1399	1222	177	Nil	87

S.no.	District	Drinking Water Facility Sanctioned (Yearwise)									Total Sanctioned	Completed	in progress	yet to start	% completed
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10					
1	East						5				5	5			100
2	North East						9				9	9			100
3	North						2				2	2			100
4	North West						14				14	14			100
5	West						9				9	9			100
6	South West						13				13	13			100
7	South						16				16	16			-
8	New Delhi						-				-	-			-
9	Central						-				-	-			100
Total							68				68	68			100

S.no.	District	Toilets Facility Sanctioned (Yearwise)									Total Sanctioned	Completed	in progress	yet to start	% completed
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10					
1	East						98				98	98			100
2	North East						132				132	132			100
3	North						-				-	-			100
4	North West						146				146	146			100
5	West						116				116	116			100
6	South West						70				70	70			100
7	South						-				-	-			100
8	New Delhi						-				-	-			100
9	Central						48				48	48			100
Total							610				610	610			100

S.no.	District	BRC/DURC Building Sanctioned (Yearwise)									Total Sanctioned	Buildings Completed	Buildings in progress	Buildings yet to start	% completed
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10					
1	East							1			1	0	1		0
2	North East							1			1	0	1		0
3	North							1			1	1			100
4	North West							1			1	1			100
5	West							1			1	1			100
6	South West							1			1	1			100
7	South							1			1	1			100
8	New Delhi							1			1	0	1		0
9	Central							1			1	1	0		100
Total								9			9	6	3		67

S.no.	District	CRC Building Sanctioned (Yearwise)									Total Sanctioned	Buildings Completed	Buildings in progress	Buildings yet to start	% completed
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10					
1	East										NA				NA
2	North East										NA				NA
3	North										NA				NA
4	North West										NA				NA
5	West										NA				NA
6	South West										NA				NA
7	South										NA				NA
8	New Delhi										NA				NA
9	Central										NA				NA
Total											NA				NA

PROGRESS OF PEDAGOGY

In Service Teachers' Training (20 Days)

S.no.	District	Approved in 2009-10	Achievement	% Achievement
1	East	5353	5353	100
2	North East	6828	6828	100
3	North	3311	3311	100
4	North West	11987	11987	100
5	West	7876	7876	100
6	South West	5700	5700	100
7	South	7674	7674	100
8	New Delhi	1505	1505	100
9	Central	2705	2705	100
TOTAL		52939	52939	

New Teachers' Training (30 Days)

S.no.	District	Approved in 2009-10	Achievement	% Achievement
1	East	140	0	0
2	North East	140	0	0
3	North	65	0	0
4	North West	230	0	0
5	West	140	0	0
6	South West	165	0	0
7	South	80	0	0
8	New Delhi	0	0	0
9	Central	40	0	0

1000

Untrained Teachers' Training (60 Days) No Untrained Teacher in Delhi

S.no.	District	Approved in 2009-10	Achievement	% Achievement
1	East	0	0	#DIV/0!
2	North East	0	0	#DIV/0!
3	North	0	0	#DIV/0!
4	North West	0	0	#DIV/0!
5	West	0	0	#DIV/0!
6	South West	0	0	#DIV/0!
7	South	0	0	#DIV/0!
8	New Delhi	0	0	#DIV/0!
9	Central	0	0	#DIV/0!

Distribution of Free Text Books

S.no.	District	Approved in 2009-10	Achievement	% Achievement
1	East	43000	43000	100
2	North East	55000	55000	100
3	North	23000	23000	100
4	North West	76000	76000	100
5	West	57000	57000	100
6	South West	35000	35000	100
7	South	62000	62000	100
8	New Delhi	7400	7400	100
9	Central	15000	15000	100
		373400	373400	

Distribution of Teacher Grant

S.no.	District	Approved in 2009-10	Achievement	% Achievement
1	East	5353	5353	100
2	North East	6828	6828	100
3	North	3311	3311	100
4	North West	11987	11987	100
5	West	7876	7876	100
6	South West	5700	5700	100
7	South	7674	7674	100
8	New Delhi	1505	1505	100
9	Central	2705	2705	100
		52939	52939	

Distribution of School Grant

S.no.	District	Approved in 2009-10	Achievement	% Achievement
1	East	364	364	100
2	North East	351	351	100
3	North	272	272	100
4	North West	744	744	100
5	West	448	448	100
6	South West	400	400	100
7	South	526	526	100
8	New Delhi	135	135	100
9	Central	235	235	100

Distribution of TLE Grant (Not Approved in 09-10)

S.no.	District	Approved in 2009-10	Achievement	% Achievement
1	East	0	0	#DIV/0!
2	North East	0	0	#DIV/0!
3	North	0	0	#DIV/0!
4	North West	0	0	#DIV/0!
5	West	0	0	#DIV/0!
6	South West	0	0	#DIV/0!
7	South	0	0	#DIV/0!
8	New Delhi	0	0	#DIV/0!
9	Central	0	0	#DIV/0!

Remedial Teaching

S.no.	District	Approved in 2009-10	Achievement	% Achievement
1	East	8000	0	0
2	North East	8000	0	0
3	North	4000	0	0
4	North West	10000	0	0
5	West	10000	0	0
6	South West	8000	0	0
7	South	15000	0	0
8	New Delhi	1500	0	0
9	Central	4500	0	0
		69000	0	

District wise Progress Format on IE

S. No.	Name of the District	No. of CWSN identified	No. of CWSN covered through EGS/AIE	No. of CWSN covered through Home Based Education	No. of CWSN provided aids and appliances	No. of NGOs involved	No. of Resource Teachers appointed	No. of Schools made Barrier Free	% Expenditure on IE
1	East	986	50	15	227		4	364	100%
2	North East	1015	50	20	197		4	351	100%
3	North	515	10	5	69		4	272	100%
4	North West	1709	130	50	450		10	744	100%
5	West	1308	90	35	461		6	448	100%
6	South West	1172	72	15	371		6	400	100%
7	South	728	60	40	114		6	526	100%
8	New Delhi*	302	13	5	199		2	135	100%
9	Central	280	25	15	0		5	235	100%
	Total	8015	500	200	2088		47	3475	100%

* New Delhi and Central combined figure is 199

DATA TABLES

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17	Table 17	District	Infrastructure Status in Existing School (Govt.)
18	Table 18	District	Furniture Facility in Govt. Upper Primary Schools
19	Table 19	State	Children with Special Need (CWSN)
20	Table 20	State	Number of Govt. Schools with 3 and more than 3 Classrooms
21	Table 21	State	Information regarding Resource Persons for BRC/UBRC/CRC
22	Table 22	State	Computer Aided Learning (CAL)
23	Table 23	State	Information regarding NPEGEL
24	Table 24	State	Information on KGBV
25	Table 25	State	Retention Rate: Primary level
26	Table 26	State	Retention Rate: Upper Primary level
27	Table 27	State	Retention Rate: Elementary level
28	Table 28	State	Recruitment of teachers under SSA (Block wise information) Primary Level
29	Table 29	State	Block wise Information on PTR
30	Table 30	State	Status of Teacher availability
31	Table 31	State	Target, Achievement & Proposal of Free Text Book
32	Table 32	State	Overall progress of Grant Distribution (Teacher grant, School grant, TLE
33	Table 33	State	Overall progress and targets for teacher training
State Level Tables			
34	Table 1	State	Retention Rate: Primary level
35	Table 2	State	Retention Rate: Upper Primary level
36	Table 3	State	Retention Rate: Elementary level
37	Table 4	State	Recruitment of teachers under SSA (Block wise information) Primary Level
38	Table 5	State	Block wise Information on PTR
39	Table 6	State	Status of Teacher availability
40	Table 7	State	Districtwise Availability of Teachers as per RTE Requirement
41	Table 8	State	Teacher and Student Attendance
42	Table 9	State	Number of working days and working hours
43	Table 10	State	Timeliness of Distribution of Free Textbooks
44	Table 11	State	Target, Achievement & Proposal of Free Text Book
45	Table 12	State	Availability & use of materials other than textbooks
46	Table 13	State	Overall progress of Grant Distribution (Teacher grant, School grant, TLE
47	Table 14	State	Effective utilization of Grants
48	Table 15	State	Overall progress and targets for teacher training
49	Table 16	State	Financial Position (As per Audit Report)

POPULATION

Table 1

Name of State: DELHI

S. No	Name of Districts	Population all community									Population											Population Density	Sex Ratio	
		Urban			Rural			Total Population of All Community			SC				ST				Muslim					
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	% to total pop	Male	Female	Total	% to total pop	Male	Female	Total			% to total pop
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	East	783955	661405	1445360	10119	81074	91193	794074	669509	1463583	24406	21486	45892	3	0	0	0	0	78859	61466	140335	10	22637	843
2	North East	879520	746994	1626514	76558	64989	141547	956078	811983	1768061	21764	20111	41875	2	0	0	0	0	226018	221589	447607	25	29395	849
3	North	402158	332782	734940	25724	20881	46585	427882	353643	781525	17561	15986	33547	4	0	0	0	0	68710	57383	126093	16	12996	826
4	North West	1424948	1170558	2595506	146741	118622	265363	1571389	1289180	2860569	44493	41430	85923	3	0	0	0	0	98875	74534	173409	6	6471	820
5	West	1113718	928396	2042114	49366	37428	86794	1163084	965824	2128908	45265	39978	85243	4	0	0	0	0	63760	43319	107079	5	16431	830
6	South West	860336	668251	1529587	123279	102175	225454	983815	771426	1755041	54784	39165	93949	5	0	0	0	0	46819	29810	76629	4	4165	784
7	South	1169725	936537	2106262	90300	70461	160761	1260025	1006998	2267023	65381	59319	124700	6	0	0	0	0	181868	132147	314015	14	9033	799
8	New Delhi	99956	79156	179112	0	0	0	99956	79156	179112	5997	5454	11451	6	0	0	0	0	6568	4848	11416	6	4909	792
9	Central	350831	295554	646385	0	0	0	350831	295554	646385	14089	14859	28948	4	0	0	0	0	105519	87618	193137	30	25760	843
	TOTAL	7085147	5820633	12905780	522087	495610	1017697	7606934	6243273	13850207	293740	257788	551528	4	0	0	0	0	877006	712514	1589520	11	131797	821

Please Specify Rural block with (R) and Municipal area with (U)

Source: Census

Year: 2001

LITERACY RATE

Name of State: DELHI

Table 2

S.No	Name of Districts	Literacy Rate											Rural Female Literacy Rate		
		All Communities			SC			ST			Muslim				
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female		Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	East	89.91	79.38	85.10	69.78	51.30	61.22								79.38
2	North East	84.52	69.27	77.85	69.68	50.56	60.82								69.27
3	North	84.53	74.20	79.88	68.24	51.39	60.37								74.20
4	North West	86.69	73.30	80.79	65.73	45.81	56.64								73.30
5	West	87.68	77.87	83.24	65.74	47.90	57.55								77.87
6	South West	89.53	76.00	83.63	68.52	49.03	59.67								76.00
7	South	88.73	74.71	82.57	68.89	48.13	59.36								74.71
8	New Delhi	88.70	74.64	82.54	68.24	50.05	59.97								74.54
9	Central	82.55	75.90	79.52	71.60	58.23	65.26								75.90
District Literacy Rate		86.98	75.03	81.68	68.49	50.27	60.10								75.03

Please Specify Rural block with (R) and Municipal area with(U)

Source : Census

Year: 2001

BASIC ADMINISTRATIVE INDICATORS

Name of State: DELHI

Table 3

S. No.	Name of Districts	No. of Educational Blocks (if any)	No. of BRC/UBRC	CRC	No. of villages/ Wards*	No. of Habitation	No. of Panchayats
1	2	3	4	5	6	7	8
1	East	NA	1	14	31	121	NA
2	North East	NA	1	12	33	112	NA
3	North	NA	1	7	12	150	NA
4	North West	NA	1	31	58	386	NA
5	West	NA	1	20	44	280	NA
6	South West	NA	1	23	30	261	NA
7	South	NA	1	20	49	344	NA
8	New Delhi	NA	1	4	0	81	NA
9	Central	NA	1	5	15	77	NA
	TOTAL	NA	9	136	272	1812	NA
Please Specify Rural block with (R) and Municipal area with(U)							
* For Urban Areas							

Source: UEE Mission, MCD (Education), NDMC & DCB

Year:2009

HABITATIONS AND ACCESS (PRIMARY)

Name of State: DELHI

Table 4

S. No.	Name of Districts	Total No. of Habitations	Habitations Covered by		Habitations without Primary Schools / EGS (within 1 KM)	Habitations without Primary Schools / EGS					
			Primary School (within 1 KM)	EGS (within 1 KM)		Habitations eligible for PS as per state norms	No. of Children in such (Col. 7) Habitations	Habitations not eligible PS but eligible for EGS	No. of Children in such (Col. 9) Habitations	Habitations not eligible for PS/EGS	No. of Children in such (Col. 11) Habitations
1	2	3	4	5	6	7	8	9	10	11	12
1	East	121	121	0	0	NA	NA	NA	NA	NA	NA
2	North East	112	112	0	0	NA	NA	NA	NA	NA	NA
3	North	152	152	0	0	NA	NA	NA	NA	NA	NA
4	North West	384	384	0	0	NA	NA	NA	NA	NA	NA
5	West	280	280	0	0	NA	NA	NA	NA	NA	NA
6	South West	261	261	0	0	NA	NA	NA	NA	NA	NA
7	South	344	344	0	0	NA	NA	NA	NA	NA	NA
8	New Delhi	87	87	0	0	NA	NA	NA	NA	NA	NA
9	Central	71	71	0	0	NA	NA	NA	NA	NA	NA
	TOTAL	1812	1812	0	0	NA	NA	NA	NA	NA	NA

Please Specify Rural block with (R) and Municipal area with (U)

Source: UEE Mission

Year : 2009

Note: List of habitations eligible for EGS as per State norm should be attached.

HABITATIONS AND ACCESS (UPPER PRIMARY)

Table 4(a)

S. No.	Name of Districts	Total No. of Habitations	No. of Habitations having UPS facility in 3 KM Area	No. of Habitations without UPS facility in 3 KM area	No. of eligible schoolless habitations for UPS as per distance and population norms	No. of Primary Schools (Govt. & Govt. Aided)	No. of Upper Primary School (Govt. & Govt. Aided)	Primary and Upper Primary Ratio	No. of UPS eligible as per 2:1 ratio	Gap in UPS
1	2	3	4	5	6	7	8	9	10	11
1	East	121	121	0	0	267	119	2	134	15
2	North East	112	112	0	0	236	121	2	118	Nil
3	North	150	150	0	0	116	106	2	101	Nil
4	North West	386	386	0	0	514	231	2	209	Nil
5	West	280	280	0	0	272	136	2	126	Nil
6	South West	261	261	0	0	289	142	2	127	Nil
7	South	344	344	0	0	361	158	2	181	23
8	New Delhi	87	87	0	0	88	58	1	29	Nil
9	Central	71	71	0	0	185	103	3	143	40
	TOTAL	1812	1812	0	0	2328	1174	2	1164	Nil

Please Specify Rural block with (R) and Municipal area with (U)

Source: Del E

Year:2009

Availability of Access For Focus Group

Table 4(b)

Sl. No.	Name of Districts	SC Population			ST Population			Muslim Population			
		Villages with more than 40% SC population			Villages with more than 40% ST population			Villages with more than 40% Muslim population			
		No. of Villages	Villages without school Pry. School within 1 km.	Villages without UPS within 3 km	No. of Villages	Villages without school Pry. School within 1 km.	Villages without UPS within 3 km	No. of Villages	Villages without school Pry. School within 1 km.	Villages without UPS within 3 km	
1	2	3	4	5	6	7	8	9	10	11	
1	East	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
2	North East	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
3	North	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
4	North West	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
5	West	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
6	South West	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
7	South	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
8	New Delhi	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
9	Central	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
	TOTAL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL

Please Specify Rural block with (R) and Municipal area with (U)

Source: Census

Year:2001

CHILD POPULATION (6-14 AGE GROUP)

Name of State: DELHI

Table 5

S.No.	Name of Districts	ALL COMMUNITIES									SC						ST						Muslim															
		Urban			Rural			Total			Urban			Rural			Total			Urban			Rural			Total												
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	
1	East	104828	93153	197981	0	0	0	104828	93153	197981	15739	13958	29697	0	0	0	15739	13958	29697	0	0	0	0	0	0	0	0	0	0	10493	9305	19798	0	0	0	10493	9305	19798
2	North East	126811	113159	239770	0	0	0	126811	113159	239770	10166	9015	19182	0	0	0	10166	9015	19182	0	0	0	0	0	0	0	0	0	27957	24792	52749	0	0	0	27957	24792	52749	
3	North	56911	49615	106526	0	0	0	56911	49615	106526	8469	7510	15979	0	0	0	8469	7510	15979	0	0	0	0	0	0	0	0	0	6775	6008	12783	0	0	0	6775	6008	12783	
4	North West	207525	179484	387008	0	0	0	207525	179484	387008	29258	24923	54181	0	0	0	29258	24923	54181	0	0	0	0	0	0	0	0	0	12539	10681	23220	0	0	0	12539	10681	23220	
5	West	153613	133709	287322	0	0	0	153613	133709	287322	35025	31060	66084	0	0	0	35025	31060	66084	0	0	0	0	0	0	0	0	0	10660	9453	20113	0	0	0	10660	9453	20113	
6	South West	129872	107101	236974	0	0	0	129872	107101	236974	39101	31991	71092	0	0	0	39101	31991	71092	0	0	0	0	0	0	0	0	0	9123	7465	16588	0	0	0	9123	7465	16588	
7	South	166164	139344	305509	0	0	0	166164	139344	305509	34645	29512	64157	0	0	0	34645	29512	64157	0	0	0	0	0	0	0	0	0	21447	18269	39716	0	0	0	21447	18269	39716	
8	New Delhi	13143	10935	24078	0	0	0	13143	10935	24078	2516	2059	4575	0	0	0	2516	2059	4575	0	0	0	0	0	0	0	0	0	1722	1409	3130	0	0	0	1722	1409	3130	
9	Central	46937	41463	88400	0	0	0	46937	41463	88400	15830	14126	30056	0	0	0	15830	14126	30056	0	0	0	0	0	0	0	0	0	22021	19528	41548	0	0	0	22021	19528	41548	
	Total	1005605	867963	1873568	0	0	0	1005605	867963	1873568	190848	164155	355003	0	0	0	190848	164155	355003	0	0	0	0	0	0	0	0	0	122736	106910	229646	0	0	0	122736	106910	229646	

Please Specify Rural block with (R) and Municipal area with (U)

Table 5(a)

S.No.	Name of Districts	ALL COMMUNITIES									SC						ST						Muslim														
		Urban			Rural			Total			Urban			Rural			Total			Urban			Rural			Total											
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
1	East	55775	48019	103794	0	0	0	55775	48019	103794	8252	7317	15569	0	0	0	8252	7317	15569	0	0	0	0	0	0	0	0	0	5501	4878	10379	0	0	0	5501	4878	10379
2	North East	66764	58056	124819	0	0	0	66764	58056	124819	5292	4693	9986	0	0	0	5292	4693	9986	0	0	0	0	0	0	0	0	0	14554	12906	27460	0	0	0	14554	12906	27460
3	North	29632	24956	54588	0	0	0	29632	24956	54588	4340	3848	8188	0	0	0	4340	3848	8188	0	0	0	0	0	0	0	0	0	3472	3079	6551	0	0	0	3472	3079	6551
4	North West	110353	92351	202705	0	0	0	110353	92351	202705	15324	13054	28379	0	0	0	15324	13054	28379	0	0	0	0	0	0	0	0	0	6588	5595	12182	0	0	0	6588	5595	12182
5	West	81624	69934	151558	0	0	0	81624	69934	151558	18475	16383	34858	0	0	0	18475	16383	34858	0	0	0	0	0	0	0	0	0	5623	4986	10609	0	0	0	5623	4986	10609
6	South West	69066	55558	124623	0	0	0	69066	55558	124623	20563	18624	37387	0	0	0	20563	18624	37387	0	0	0	0	0	0	0	0	0	4798	3926	8724	0	0	0	4798	3926	8724
7	South	86878	72981	161659	0	0	0	86878	72981	161659	16332	15616	33948	0	0	0	16332	15616	33948	0	0	0	0	0	0	0	0	0	11348	9667	21016	0	0	0	11348	9667	21016
8	New Delhi	7073	5754	12827	0	0	0	7073	5754	12827	1340	1097	2437	0	0	0	1340	1097	2437	0	0	0	0	0	0	0	0	0	917	750	1667	0	0	0	917	750	1667
9	Central	24026	20880	44886	0	0	0	24026	20880	44886	8088	7173	15261	0	0	0	8088	7173	15261	0	0	0	0	0	0	0	0	0	11181	9815	21096	0	0	0	11181	9815	21096
	Total	532990	448468	981458	0	0	0	532990	448468	981458	100007	86007	186013	0	0	0	100007	86007	186013	0	0	0	0	0	0	0	0	0	63962	55703	119665	0	0	0	63962	55703	119665

Please Specify Rural block with (R) and Municipal area with (U)

Source: Projected Population

Year: 2009

ENROLMENT AND OUT OF SCHOOL CHILDREN (6-14 age group)

Name of State: DELHI

Table 6

S.No.	Name of Districts	Enrolment (6-11 age group)												Out of School Children (6-11 age group)															
		All Communities			SC			ST			Muslim			All Communities			SC			ST			Muslim						
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	% of Child Pop.	B	G	T	% of SC Child Pop.	B	G	T	% of ST Child Pop.	B	G	T	% of Mus Child Pop.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	East	108997	103473	212470	9864	8430	18294	155	155	310	11902	11974	23876	1927	1709	3636	2	628	571	1199	7	0	0	0	0	545	484	1029	28
2	North East	154334	148282	302615	15610	13497	29107	486	122	608	36045	37234	73279	2369	2101	4470	1	971	897	1868	8	0	0	0	0	1057	938	1995	45
3	North	44418	42167	86585	6955	6608	13563	135	116	251	7301	8229	15530	340	302	642	1	228	212	440	7	0	0	0	0	62	55	117	18
4	North West	203548	196165	399713	18940	15048	33988	729	395	1124	13712	12728	26440	2320	2056	4376	1	1039	942	1981	5	0	0	0	0	952	845	1797	41
5	West	135947	132060	268007	10189	9047	19236	400	342	742	8413	8088	16501	1733	1537	3270	1	849	741	1590	59	0	0	0	0	401	355	756	23
6	South West	113676	109218	222894	13937	11959	25896	839	813	1652	6846	6296	13142	2072	1838	3910	2	669	608	1277	7	0	0	0	0	351	312	663	17
7	South	125658	125673	251330	14294	10109	24403	1139	575	1714	21622	22079	43701	1781	1587	3368	1	830	739	1569	10	0	0	0	0	594	527	1121	33
8	New Delhi	22420	21976	44395	2590	2295	4885	178	190	368	1481	1396	2877	40	36	76	0	17	15	32	1	0	0	0	0	70	62	132	174
9	Central	31176	29953	61129	4479	4768	9247	182	88	270	10428	10729	21157	360	320	680	1	190	169	359	6	0	0	0	0	140	125	265	39
Total		940174	908966	1849140	96858	81761	178619	4243	2796	7039	117750	118753	236503	12943	11485	24428	11	5421	4894	10315	110	0	0	0	0	4174	3701	7875	418

Please Specify Rural block with (R) and Municipal area with (U)

Table 6 (a)

S.No.	Name of Districts	Enrolment (11-14 age group)												Out of School Children (11-14 age group)															
		All Communities			SC			ST			Muslim			All Communities			SC			ST			Muslim						
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	% of Child Pop.	B	G	T	% of SC Child Pop.	B	G	T	% of ST Child Pop.	B	G	T	% of Mus Child Pop.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	East	59047	53854	112901	5411	5867	11278	106	99	205	6395	5719	12114	409	364	773	1	161	146	306	40	0	0	0	0	154	142	296	38
2	North East	78145	73593	151737	6265	6987	13252	57	60	117	18283	19277	37560	416	376	792	1	154	139	292	37	0	0	0	0	326	301	626	79
3	North	23599	21523	45122	3248	4109	7357	63	77	140	3144	2987	6131	225	206	431	1	51	46	98	23	0	0	0	0	17	16	33	8
4	North West	104640	99438	204077	13781	12582	26363	216	150	366	8891	7663	16554	786	685	1471	1	418	378	796	54	0	0	0	0	235	217	451	31
5	West	82184	77507	159691	7094	7000	14094	211	188	399	5271	4753	10024	659	577	1236	1	219	198	417	34	0	0	0	0	110	101	211	17
6	South West	53855	50718	104573	5537	5434	10971	496	461	957	3031	2328	5359	683	601	1284	1	147	133	280	22	0	0	0	0	66	61	127	10
7	South	74479	72307	146786	6604	6983	13587	352	264	616	12130	11583	23713	751	669	1420	1	246	222	468	33	0	0	0	0	153	141	293	21
8	New Delhi	9755	8897	18653	1056	1061	2117	103	98	201	787	751	1538	15	14	29	0	2	1	3	11	0	0	0	0	22	21	43	147
9	Central	15475	14808	30283	3142	3599	6741	42	91	133	4869	5733	10602	105	94	199	1	50	45	96	48	0	0	0	0	33	31	64	32
Total		501179	472645	973824	52138	53622	105760	1646	1488	3134	62801	60794	123595	4049	3586	7635	1	1447	1309	2757	301	0	0	0	0	1115	1029	2144	383

Please Specify Rural block with (R) and Municipal area with (U)

Note : To be updated from household survey or Village Edu. Register data

Source: DISE, Del E

Year: 2009

PLANNING FOR OUT OF SCHOOL CHILDREN (6-14 years age group)

Name of State: DELHI

Table 7

S.No.	Name of Districts	Status & Age wise Break-up of Out of School Children																				
		Never Enrolled									Drop Out									Grand Total of 6-14 age Group		
		6-8 years			8-11 years			11-14 years			6-8 years			8-11 years			11-14 years					
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23		
1	East	238	228	466	745	716	1462	151	145	296	120	115	235	717	689	1406	418	402	820	2389	2295	4684
2	North East	286	274	560	895	860	1756	181	174	355	144	138	282	861	827	1689	502	482	984	2869	2757	5626
3	North	60	58	118	189	181	370	28	37	75	30	29	59	181	174	356	106	102	207	604	581	1185
4	North West	291	279	570	911	875	1786	184	177	362	147	141	287	876	842	1718	511	491	1002	2920	2805	5725
5	West	231	222	454	726	697	1423	147	141	288	117	112	229	698	671	1369	407	391	798	2326	2234	4560
6	South West	226	217	443	708	680	1388	143	138	281	114	109	223	681	654	1335	397	381	778	2268	2179	4447
7	South	237	228	465	744	715	1459	151	145	295	120	115	235	716	688	1403	417	401	818	2385	2291	4676
8	New Delhi	6	5	11	18	17	34	4	3	7	3	3	6	17	16	33	10	9	19	56	54	110
9	Central	53	51	104	167	161	328	34	32	66	27	26	53	161	154	315	94	90	184	536	515	1050
	Total	1627	1564	3191	5103	4902	10005	1033	992	2025	821	788	1609	4908	4715	9623	2861	2749	5610	16352	15711	32063

Please Specify Rural block with (R) and Municipal area with(U)
Source : HHCC

Year: 2008 & 2009-10

OUT OF SCHOOL CHILDREN WITH REASONS

Name of State: DELHI

Table 8

S. No.	Name of Districts	No. of out of school children as per household survey	No of out of school children with reason								
			Lack of Interest	Lack of Access	Household Work	Migration	Earning Compulsion	Failure	Socio Cultural Reasons	Non-flexibility in School Timing and System of School	Others
1	2	3	4	5	6	7	8	9	10	11	12
1	East	4684	448	141	756	843	999	151	181	26	840
2	North East	5626	376	251	560	742	322	98	33	28	3352
3	North	1185	214	55	310	295	105	31	9	18	5
4	North West	5725	411	93	480	614	336	103	10	28	3923
5	West	4560	503	72	910	901	292	54	18	37	1641
6	South West	4447	643	51	1020	1368	462	66	27	30	1243
7	South	4676	342	12	524	672	279	37	19	11	2610
8	New Delhi	110	4	17	26	0	0	1	0	0	63
9	Central	1050	44	46	13	63	16	4	1	21	712
	Total	32063	2985	738	4600	5498	2811	546	297	199	14389

Please Specify Rural block with (R) and Municipal area with (U)

Source: HHCC

Year : 2008

COVERAGE OF OUT OF SCHOOL CHILDREN UNDER DIFFERENT STRATEGIES

Name of the District

Table 9

S. No.	Block/ Municipal Area	No. of OoSC as per HHS	No. of Out of School Children proposed to be covered under different strategies in the Next Year													Total No. of Children to be enrolled	Total No. of Centers	
			No. of Children to be directly enrolled in School	No. of Children to be enrolled in EGS	No. of EGS Centre	No. of Children to be enrolled in NRBC(AIE/KJSS/ Mobile Schools)		Children enrolled in AIE/KJSS		No. of Childre n to be enrolled in RBC	No. of RBC Centre	No. of Children to be enrolled in Madarsa/M aktab	No. of Madarsa/ Maktab	Number of Children to be enrolled in Mobile Schools				No. of Centers
						AIE Pry	AIE Up	P	UP					P	UP			
1	2	3	4	5	6	7		8		9	10	11	12	13		14	15	16
1	East	4684	800	0	NA	2584	500	160	40	0	0	0	0	480	120	0	4684	160
2	North East	5626	1550	0	NA	1000	276	400	100	0	0	1500	38	640	160	0	5626	438
3	North	1180	300	0	NA	260	100	96	24	200	0	0	0	160	40	0	1180	96
4	North West	5730	840	0	NA	2340	1010	352	88	100	0	0	0	800	200	0	5730	352
5	West	4560	400	0	NA	2400	860	320	80	0	0	0	0	400	100	0	4560	320
6	South West	4447	400	0	NA	2500	647	320	80	100	0	0	0	320	80	0	4447	320
7	South	4676	1200	0	NA	696	400	384	96	300	0	500	13	880	220	0	4676	397
8	New Delhi	110	20	0	NA	61	29	0	0	0	0	0	0	0	0	0	110	0
9	Central	1050	100	0	NA	200	100	40	10	100	0	400	10	80	20	0	1050	50
	Total	32063	5610	0	NA	12041	3922	2072	518	800	0	2400	60	3760	940	0	32063	2132

Please Specify Rural block with (R) and Municipal area with(U)

Source:HHCC and UEE Mission

Year 2009

CONTINUING CENTERS FROM PREVIOUS YEAR

Table 9(a)

S.NO	Block/ Municipal Area	No. of Children Continuing from previous year in												Total No. of centre
		Children in EGS center	No. of EGS centre	Children in NRBC center	No. of NRBC centre	Children in RBC center	No. of RBC centre	Children in Madarsa/ Maktab	No. of Madarsa/ Maktab	Children in other Strategies	No. of centre	Total children		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1	East	946	74					366	3	320	8	1632	85	
2	North East	338	10					2527	13	320	8	3185	31	
3	North	450	24			155	2	245	3	280	7	1130	36	
4	North West	610	15					425	3	440	11	1475	29	
5	West	80	2					665	3	360	9	1105	14	
6	South West	400	10					0	0	360	9	760	19	
7	South	1584	104	160	4	70		1436	9	480	12	3730	129	
8	New Delhi			91	2			0	0	86	2	177	4	
9	Central			92	2			2521	33	240	6	2853	41	
	Total	4408	239	343	8	225	2	8185	67	2886	72	16047	388	

Table 10
GER, NER, Completion and Transition Rate

Sl. No.	Name of Block/ Municipal Area	Primary level			Upper Primary level			
		GER	NER	Gross Completion Ratio (Primary level)	GER	NER	Gross Completion Ratio (Upper Pry)	Transition Rate (Primary to Upper Primary)
1	2	3	4	5	6	7	8	9
1	East	103	98	97.0	101	95	94.5	94.0
2	North East	102	97	96.5	102	94	93.0	92.5
3	North	103	96	97.5	102	93	92.0	91.5
4	North West	105	97	96.5	103	93	92.0	91.0
5	West	103	96	95.0	102	94	93.0	92.0
6	South West	103	94	93.0	101	93	92.5	92.0
7	South	101	93	92.5	102	94	93.0	92.0
8	New Delhi	99	98	97.5	99	96	95.0	93.0
9	Central	101	96	95.0	101	93	92.0	91.0
	Total	920	865	865.5	913	845.4	837.0	838.0

Sl. No.	Name of Block/ Municipal Area	Primary level												Upper Primary level															
		GER				NER				Gross Completion Ratio				GER				NER				Gross Completion Ratio				Transition Rate (Primary to Upper Primary)			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	East	104	103		104	95	96		96	95.0	95.5		94	105	104		105	95	96		96	95	95.0		94	94.5	94.5		93.50
2	North East	104	103		104	94	94		92	91.0	91.5		90	104	103		105	94	94		92	91	91.5		91	90.5	91.0		90.50
3	North	103	103		103	96	97		97	95.0	96.0		94	104	103		103	96	97		97	95	95.5		95	94.5	95.0		94.50
4	North West	106	104		105	96	96		96	95.0	95.5		93	107	106		106	96	96		96	95	95.0		94	94.5	94.5		93.50
5	West	104	102		103	95	95		95	94.5	94.0		92	104	104		104	95	95		95	94	95.0		94	93.5	94.5		93.50
6	South West	103	104		103	93	94		94	93.0	93.5		92	105	105		103	93	94		94	93	93.5		93	92.5	93.0		92.50
7	South	102	102		102	93	94		93	92.0	92.5		91	104	103		102	93	94		93	92	93.0		91	91.5	92.5		90.50
8	New Delhi	99	99		99	98	98		98	96.0	97.0		95	99	99		99	98	98		98	96	95.0		94	95.5	94.5		93.50
9	Central	102	101		101	95	95		94	93.0	93.5		91	105	104		105	95	95		94	93	94.0		93	92.5	93.5		92.50
	Total	927	921		924	855	859		855	844.5	849.0		832	937	931		933	855	859		855	844	847.5		839	839.5	843		834.5

Please Specify Rural block with (R) and Municipal area with(U)
Source DISE

Promotion, Repetition and Dropout Rate

Table 11

Sl. No.	Name of Block/	Rate	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Primary level			Grade 6			Grade 7			Grade 8			Upper Primary Level		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	East	Promotion	96.00	96.00	96.00	95.00	96.00	95.50	95.00	97.00	96.00	95.00	96.00	95.50	96.00	96.00	95.40	96.20	95.80	95.00	96.00	95.50	94.00	96.00	95.00	88.00	90.00	92.00	92.33	94.00	93.17	
		Repetition	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.9	0.9	1.0	1.0	1.0	1.0	0.0	0.5	1.0	0.8	0.9	1.5	1.0	1.3	1.0	1.0	4.0	3.0	3.5	2.2	1.7	1.9	
		Dropout	3.0	3.0	3.0	4.0	3.0	3.5	4.0	2.2	3.1	4.0	3.0	3.5	3.0	4.0	3.5	3.6	3.0	3.3	3.5	3.0	3.3	5.0	3.0	4.0	8.0	7.0	7.5	5.5	4.3	4.9
2	North East	Promotion	95.0	95.0	95.0	95.0	96.0	95.5	96.0	96.0	96.0	96.0	96.0	95.0	96.0	95.5	95.4	95.8	95.6	95.0	96.0	95.5	94.0	96.0	95.0	87.0	90.0	92.0	92.0	94.0	93.0	
		Repetition	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.9	0.9	1.0	1.0	1.0	1.0	0.0	0.5	1.0	0.8	0.9	1.5	1.0	1.3	1.0	1.0	4.0	3.0	3.5	2.2	1.7	1.9	
		Dropout	4.0	4.0	4.0	4.0	3.0	3.5	3.0	3.2	3.1	3.0	3.0	3.0	4.0	4.0	4.0	3.6	3.4	3.5	3.5	3.0	3.3	5.0	3.0	4.0	9.0	7.0	8.0	5.8	4.3	5.1
3	North	Promotion	97.0	96.0	96.5	96.0	96.0	96.0	96.0	96.0	95.0	96.0	95.5	96.0	97.0	96.5	96.0	96.2	96.1	95.0	96.0	95.5	94.0	96.0	95.0	88.0	89.0	88.5	92.3	93.7	93.0	
		Repetition	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.9	0.9	1.0	1.0	1.0	1.0	0.0	0.5	1.0	0.8	0.9	1.5	1.0	1.3	1.0	1.0	4.0	3.0	3.5	2.2	1.7	1.9	
		Dropout	2.0	3.0	2.5	3.0	3.0	3.0	3.0	3.2	3.1	4.0	3.0	3.5	3.0	3.0	3.0	3.0	3.0	3.0	3.5	3.0	3.3	5.0	3.0	4.0	8.0	8.0	8.0	5.5	4.7	5.1
4	North West	Promotion	96.0	96.0	96.0	96.0	97.0	96.5	96.0	97.0	96.5	96.0	96.0	96.0	97.0	96.5	96.0	96.6	96.3	95.0	96.0	95.5	94.0	96.0	95.0	87.0	89.0	88.0	92.0	93.7	92.8	
		Repetition	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.9	0.9	1.0	1.0	1.0	1.0	0.0	0.5	1.0	0.8	0.9	1.5	1.0	1.3	1.0	1.0	4.0	3.0	3.5	2.2	1.7	1.9	
		Dropout	3.0	3.0	3.0	3.0	2.0	2.5	3.0	2.2	2.6	3.0	3.0	3.0	3.0	3.0	3.0	2.6	2.8	2.7	3.5	3.0	3.3	5.0	3.0	4.0	9.0	8.0	8.5	5.8	4.7	5.3
5	West	Promotion	97.0	96.0	96.5	97.0	96.0	96.5	96.0	97.0	96.5	96.0	96.0	96.0	97.0	96.5	96.4	96.4	96.4	95.0	96.0	95.5	94.0	96.0	95.0	89.0	91.0	90.0	92.7	94.3	93.6	
		Repetition	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.9	0.9	1.0	1.0	1.0	1.0	0.0	0.5	1.0	0.8	0.9	1.5	1.0	1.3	1.0	1.0	4.0	3.0	3.5	2.2	1.7	1.9	
		Dropout	2.0	3.0	2.5	2.0	3.0	2.5	3.0	2.2	2.6	3.0	3.0	3.0	3.0	3.0	3.0	2.6	2.8	2.7	3.5	3.0	3.3	5.0	3.0	4.0	7.0	6.0	6.5	5.2	4.0	4.6
6	South West	Promotion	97.0	97.0	97.0	96.0	96.0	96.0	96.0	97.0	96.5	96.0	96.0	96.0	97.0	96.5	96.2	96.6	96.4	95.0	96.0	95.5	94.0	96.0	95.0	89.0	92.0	90.5	92.7	94.7	93.7	
		Repetition	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.9	0.9	1.0	1.0	1.0	1.0	0.0	0.5	1.0	0.8	0.9	1.5	1.0	1.3	1.0	1.0	4.0	3.0	3.5	2.2	1.7	1.9	
		Dropout	2.0	2.0	2.0	3.0	3.0	3.0	3.0	2.2	2.6	3.0	3.0	3.0	3.0	3.0	3.0	2.8	2.9	2.7	3.5	3.0	3.3	5.0	3.0	4.0	7.0	5.0	6.0	5.2	3.7	4.4
7	South	Promotion	97.0	96.0	96.5	97.0	96.0	96.5	97.0	97.0	97.0	96.0	96.0	95.0	97.0	96.0	96.4	96.4	96.4	95.0	96.0	95.5	94.0	96.0	95.0	89.0	92.0	90.5	92.7	94.7	93.7	
		Repetition	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.9	0.9	1.0	1.0	1.0	1.0	0.0	0.5	1.0	0.8	0.9	1.5	1.0	1.3	1.0	1.0	4.0	3.0	3.5	2.2	1.7	1.9	
		Dropout	2.0	3.0	2.5	2.0	3.0	2.5	2.0	2.2	2.1	3.0	3.0	3.0	4.0	3.0	3.5	2.6	2.8	2.7	3.5	3.0	3.3	5.0	3.0	4.0	7.0	5.0	6.0	5.2	3.7	4.4
8	New Delhi	Promotion	97.0	97.0	97.0	97.0	96.0	96.5	97.0	97.0	97.0	96.0	96.0	96.0	97.0	96.5	96.6	96.6	96.6	95.0	96.0	95.5	94.0	96.0	95.0	89.0	92.0	90.5	92.7	94.7	93.8	
		Repetition	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.9	0.9	1.0	1.0	1.0	1.0	0.0	0.5	1.0	0.8	0.9	1.5	1.0	1.3	1.0	1.0	4.0	3.0	3.5	2.2	1.7	1.9	
		Dropout	2.0	2.0	2.0	2.0	3.0	2.5	2.0	2.2	2.1	3.0	3.0	3.0	3.0	3.0	3.0	2.4	2.6	2.5	3.5	3.0	3.3	5.0	3.0	4.0	6.0	5.0	5.5	4.8	3.7	4.3
9	Central	Promotion	95.0	94.0	94.5	96.0	96.0	96.0	95.0	96.5	96.0	94.0	94.5	96.0	96.0	96.0	95.0	95.0	95.3	95.0	96.0	95.5	94.0	96.0	95.0	87.0	88.0	87.5	92.0	93.3	92.7	
		Repetition	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.9	0.9	1.0	1.0	1.0	1.0	0.0	0.5	1.0	0.8	0.9	1.5	1.0	1.3	1.0	1.0	4.0	3.0	3.5	2.2	1.7	1.9	
		Dropout	4.0	5.0	4.5	3.0	3.0	3.0	3.0	4.2	3.6	4.0	5.0	4.5	3.0	4.0	3.5	3.4	4.2	3.8	3.8	3.5	3.0	3.3	5.0	3.0	4.0	9.0	8.0	9.0	5.8	5.0
10	State	Promotion	96.3	95.9	96.1	96.1	96.1	96.1	96.1	96.1	96.1	95.7	95.8	95.7	95.8	96.2	96.0	96.2	96.1	95.0	96.0	95.5	94.0	96.0	95.0	88.2	90.3	89.3	92.4	94.1	93.3	
		Repetition	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.9	0.9	1.0	1.0	1.0	1.0	0.0	0.5	1.0	0.8	0.9	1.5	1.0	1.3	1.0	1.0	4.0	3.0	3.5	2.2	1.7	1.9	
		Dropout	2.7	3.1	2.9	2.9	2.9	2.9	2.9	2.6	2.7	3.3	3.2	3.3	3.2	3.3	3.0	3.0	3.0	3.6	3.0	3.3	5.0	3.0	4.0	7.8	6.7	7.2	5.4	4.2	4.8	

Please Specify Rural block with (R) and Municipal area with (U)

Source: DISE

Year 2009

Table 11(a)

Sl. No.	Name of Block/	Rate	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Primary level			Grade 6			Grade 7			Grade 8			Upper Primary Level		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
1	East*	Promotion	95.0	96.0	95.5	95.0	96.0	95.5	95.0	96.0	95.5	95.0	96.0	95.5	96.0	96.0	95.2	96.0	95.6	95.0	96.0	95.5	94.0	96.0	95.0	87.0	88.0	87.5	92.0	93.3	92.7	
		Repetition	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.9	0.9	1.0	1.0	1.0	1.0	0.0	0.5	1.0	0.8	0.9	1.5	1.0	1.3	1.0	1.0	4.0	3.0	3.5	2.2	1.7	1.9	
		Dropout	4.0	3.0	3.5	4.0	3.0	3.5	4.0	3.2	3.6	4.0	3.0	3.5	3.0	4.0	3.5	3.8	3.2	3.5	3.5	3.0	3.3	5.0	3.0	4.0	9.0	9.0	9.0	5.8	5.0	5.4
2	North East	Promotion	93.0	94.0	93.5	95.0	96.0	95.5	96.0	96.0	96.0	96.0	96.0	95.0	96.0	95.5	95.0	95.8	95.3	95.0	96.0	95.5	94.0	96.0	95.0	87.0	89.0	88.0	92.0	93.7	92.8	
		Repetition	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.9	0.9	1.0	1.0	1.0	1.0	0.0	0.5	1.0	0.8	0.9	1.5	1.0	1.3	1.0	1.0	4.0	3.0	3.5	2.2	1.7	1.9	
		Dropout	6.0	5.0	5.5	4.0	3.0	3.5	3.0	3.2	3.1	3.0	3.0	3.0	4.0	4.0	4.0	3.6	3.8	3.5	3.0	3.3	5.0	3.0	4.0	9.0	8.0	8.5	5.8	4.7	5.3	
3	North	Promotion	96.0	96.0	96.0	96.0	96.0	96.0	96.0	96.0	96.0	95.0	96.0	95.5	96.0	97.0	96.5	95.8	96.2	96.0	95.0	96.0	95.5	94.0	96.0	95.0	88.0	89.0	88.5	92.3	93.7	93.0
		Repetition	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.9	0.9	1.0	1.0	1.0	1.0	0.0	0.5	1.0	0.8	0.9	1.5	1.0	1.3	1.0	1.0	4.0	3.0	3.5	2.2	1.7	1.9	
		Dropout																														

EGS AND UPGRADATION

Table 12

S.No.	Name of Block/Municipal Area	EGS upgradation (Cumulative upto 2009-10)		Facilities Provided in Upgraded EGS center (PS)						No. of EGS Center running at present	Enrolment	No. of EGS centers running for 2 or more than 2 years	No. of EGS centers proposed to be up graded in current year	Remaining Centres	Reason for not upgrading
		Sancti oned	Actully Upgraded	Buildings		Teacher		TLE							
				Sancti oned	Compl eted	Sancti oned	Recru ited	Sancti oned	Provi ded						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	East	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2	North East	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
3	North	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
4	North West	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
5	West	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
6	South West	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
7	South	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
8	New Delhi	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
9	Central	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Total	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Please Specify Rural block with (R) and Municipal area with(U)

Source: UEE Mission

Year :2009

SCHOOLS

Table 13

Name of District		Primary Schools/ Primary Section in UPS or Secondary School					Upper Primary Schools/ Upper Primary Section in Secondary School					Total				
S. No	Block/ Municipal Area	Govt. including local bodies	Govt. aided	Unaided Private		Total	Govt. including local bodies	Govt. aided	Unaided Private		Total	Govt. including local bodies	Govt. aided	Unaided Private		
				Recognized	Unrecognized				Recognized	Unrecognized				Recognized	Unrecognized	
				3	4				5	6				7	8	9
1	East	250	17	254		521	105	14	138		257	355	31	392		
2	North East	232	4	404		640	113	8	222		343	345	12	626		
3	North	88	28	61		177	59	47	24		130	147	75	85		
4	North West	510	4	308		822	222	9	258		489	732	13	566		
5	West	259	13	283		555	116	20	226		362	375	33	509		
6	South West	275	14	312		601	126	16	212		354	401	30	524		
7	South	343	18	253		614	141	17	122		280	484	35	375		
8	New Delhi	66	22	19		107	36	22	16		74	102	44	35		
9	Central	141	44	45		230	43	60	25		128	184	104	70		
	Total	2164	164	1939		4267	961	213	1243		2417	3125	377	3182		

Please Specify Rural block with (R) and Municipal area with (U)
Source:DISE

Year: 2009

Upper Primary Schools for Girls

Table 13 (a)

State Policy for Opennin g of Girls School	Block/ Municipal Area	Total no. of Govt. UP Schools	Total no. of Existing Govt. Girls UP Schools	Entitlement for Girls UP Schools as per state policy	Total no. of proposed Girls UP Schools in AWP&B 2008-09	Remaining Gap of Girls UP Schools (7-5-6)
1	2	3	4	5	6	7
1	East	105	73	53	Nil	No Gap
2	North East	113	68	57	Nil	No Gap
3	North	59	73	30	Nil	No Gap
4	North West	222	145	108	Nil	No Gap
5	West	116	98	62	Nil	No Gap
6	South West	126	105	63	Nil	No Gap
7	South	141	94	71	Nil	No Gap
8	New Delhi	36	24	18	Nil	No Gap
9	Central	43	69	22	Nil	No Gap
	Total	961	749	481	Nil	No Gap

Please Specify Rural block with (R) and Municipal area with (U)
Source: UEEM

Year: 2009

Madarsa/Maqtab

Table 13(b)

S. No	Block/Municipal Area	No. of Recognised* Maqtab/M adarsa	No. of Madarsa to whom grants provided in 2009-10	Students enrolment	No. of Education Volunteers	No. of Un Recognised Maqtab/M adarsa	Students enrolment	No. of Education Volunteers
1	2	3	4	5	6	7	8	9
1	East	6	6	257	62	9	365	36
2	North East	27	1	3938	415	1	46	5
3	North	0	0	0	0	0	0	0
4	North West	2	1	265	57	4	170	15
5	West	0	0	0	0	0	0	0
6	South West	0	0	0	0	0	0	0
7	South	12	9	1622	170	4	145	17
8	New Delhi	0	0	0	0	0	0	0
9	Central	1	1	445	68	3	115	12
	Total	48	18	6527	772	21	841	85

Please Specify Rural block with (R) and Municipal area with (U)
*Recognised by State Madarsa Board

Source: UEEM

Year:2009

TEACHERS (PRIMARY SCHOOL/PRIMARY SECTION)

Name of State: DELHI

Table 14

S.No.	Block/ Municipal Area	Teachers in Government Schools			Teachers in Government Aided Schools			Total no. of Teache rs	% of Female Teachers
		Primary Alone	Primary + Middle	Primary + Secondary	Primary Alone	Primary + Middle	Primary + Secondary		
1	2	3	4	5	6	7	8	9	10
1	East	2060	NA	NA	120	NA	NA	2180	67
2	North East	2676	NA	NA	47	NA	NA	2723	66
3	North	1551	NA	NA	147	NA	NA	1698	65
4	North West	6262	NA	NA	43	NA	NA	6305	65
5	West	3332	NA	NA	108	NA	NA	3440	66
6	South West	2609	NA	NA	133	NA	NA	2742	66
7	South	3094	NA	NA	112	NA	NA	3206	67
8	New Delhi	1088	NA	NA	211	NA	NA	1299	68
9	Central	1118	NA	NA	284	NA	NA	1402	60
	Total	23790	NA	NA	1205	NA	NA	24995	66

Please Specify Rural block with (R) and Municipal area with(U)

Source:DISE, Del E (MCD, NDMC, DoE, DCB)

Year: 2009

REQUIREMENT OF ADDITIONAL TEACHER (PRIMARY)

Name of District

Table 14(a)

S.No	Block/ Municipal Area	Teachers in Primary Schools											Single Teacher Schools after Rationalizat ion	Entitlement of Addl. Teachers for Primary
		Students Enrolment in Govt. Primary Schools	Entitlement of Teachers at 1:40 ratio	Entitlement of Teachers as per minimum 2 teachers in each school (sch with <80 enrolment)	Sanctioned Posts			Working			PTR w.r.t. Sanctioned Posts	PTR w.r.t. Working Posts		
					By State	Under SSA	Total	By State	Under SSA	Total				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	East	117903	2948	NA	2949	2	2951	2163	2	2165	40	54	Nil	784
2	North East	161461	4037	NA	4038	2	4040	3167	2	3169	40	51	Nil	869
3	North	64178	1604	NA	1610	0	1610	1551	0	1551	40	41	Nil	59
4	North West	282760	7069	NA	7049	28	7077	6496	28	6524	40	43	Nil	525
5	West	161338	4033	NA	4030	2	4032	3340	2	3342	40	48	Nil	690
6	South West	109405	2735	NA	2739	2	2741	2717	2	2719	40	40	Nil	22
7	South	161978	4049	NA	4050	0	4050	3143	0	3143	40	52	Nil	907
8	New Delhi	38448	961	NA	969	0	969	1578	0	1578	40	24	Nil	0
9	Central	44322	1108	NA	1115	0	1115	1221	0	1221	40	36	Nil	0
	Total	1141792	28545	NA	28549	36	28585	25376	36	25412	40	45	Nil	3856

Please Specify Rural block with (R) and Municipal area with(U)

Source:DISE, Del E (MCD, NDMC, DoE, DCB)

Year: 2009

TEACHERS (UPPER PRIMARY SCHOOL/UPPER PRIMARY SECTION)

Table 15

S.No.	Block/ Municipal Zone	Teachers in Government Schools		Teachers in Government Aided Schools		Total No. of Teachers	% of Female Teachers
		Upper Primary	Upper Primary + Secondary	Upper Primary	Upper Primary + Secondary		
1	2	3	4	5	6	7	8
1	East	2917	NA	188	NA	3105	52
2	North East	3416	NA	138	NA	3554	39
3	North	1215	NA	488	NA	1703	46
4	North West	5291	NA	124	NA	5415	54
5	West	3848	NA	263	NA	4111	57
6	South West	3035	NA	188	NA	3223	48
7	South	3672	NA	246	NA	3918	50
8	New Delhi	540	NA	317	NA	857	75
9	Central	656	NA	753	NA	1409	59
	Total	24590	NA	2705	NA	27295	51

Please Specify Rural block with (R) and Municipal area with(U)
Source: DISE, Del E

Year: 2009

REQUIREMENT OF ADDITIONAL TEACHER

Table 15(a)

Name of District		Teachers in Upper Primary Schools													
S.No	Block/ Municipal Zone	Students Enrolment in Govt. Upper Primary Schools	Entitlement of Teachers at 1:40 Ratio	Entitlement of Teachers at 1 teacher for every section	Sanctioned Posts			Working			PTR w.r.t. Sanctioned Posts	PTR w.r.t. Working Posts	UP Schools after Rationalization		Entitlement of Addl. Teachers for Upper Primary
					State	Under SSA	Total	State	Under SSA	Total (70% of teachers in column 9)			Single teacher School	Schools with 2 Teacher	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	East	67698	1934	NA	3419	Nil	2393	2917	Nil	2042	28	33	Nil	Nil	0
2	North East	93173	2662	NA	4563	Nil	3194	3416	Nil	2391	29	39	Nil	Nil	271
3	North	46727	1335	NA	1514	Nil	1060	1215	Nil	851	44	55	Nil	Nil	485
4	North West	150520	4301	NA	6988	Nil	4892	5291	Nil	3704	31	41	Nil	Nil	597
5	West	96385	2754	NA	4473	Nil	3131	3848	Nil	2694	31	36	Nil	Nil	60
6	South West	67690	1934	NA	3305	Nil	2314	3035	Nil	2125	29	32	Nil	Nil	0
7	South	109314	3123	NA	5006	Nil	3504	3672	Nil	2570	31	43	Nil	Nil	553
8	New Delhi	8237	235	NA	672	Nil	470	540	Nil	378	18	22	Nil	Nil	0
9	Central	13495	386	NA	809	Nil	566	656	Nil	459	24	29	Nil	Nil	0
	Total	653239	18664	NA	30749	Nil	21524	24590	Nil	17213	30	38	Nil	Nil	1965

Please Specify Rural block with (R) and Municipal area with(U)
Source: DISE, Del E

Year: 2009

TRAINED AND UNTRAINED TEACHERS

Table 16

S.No	Block/ Municipal Area	Primary teachers							Upper Primary Teachers						
		Working Teachers	Trained*	%age	Untrained			%age	Working Teachers	Trained	%age	Untrained			%age
					Those who have received 60 days training	Those who have not received 60 days training	Total					Those who have received 60 days training	Those who have not received 60 days training	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	East	2283	2283	100	NA	NA	NA	NA	3105	3105	100	NA	NA	NA	NA
2	North East	3214	3214	100	NA	NA	NA	NA	3554	3554	100	NA	NA	NA	NA
3	North	1698	1698	100	NA	NA	NA	NA	1703	1703	100	NA	NA	NA	NA
4	North West	6306	6306	100	NA	NA	NA	NA	5415	5415	100	NA	NA	NA	NA
5	West	3605	3605	100	NA	NA	NA	NA	4111	4111	100	NA	NA	NA	NA
6	South West	2740	2740	100	NA	NA	NA	NA	3223	3223	100	NA	NA	NA	NA
7	South	3750	3750	100	NA	NA	NA	NA	3918	3918	100	NA	NA	NA	NA
8	New Delhi	1015	1015	100	NA	NA	NA	NA	858	858	100	NA	NA	NA	NA
9	Central	1340	1340	100	NA	NA	NA	NA	1409	1409	100	NA	NA	NA	NA
	Total	25919	25919	100	NA	NA	NA	NA	27296	27296	100	NA	NA	NA	NA

Please Specify Rural block with (R) and Municipal area with(U)

* Trained as per NCTE guidelines

Source:DISE, Del E

Year: 2009

(Table 16A)

Induction Training for Newly Recruited Teachers

S.No	Block/ Municipal Area	Teachers Recruited During 2009-10			Training provided to these teachers			Teachers to be Recruited in 2010-11			Training to provided to these teachers		
		Trained	Untrained	Total	Induction Training (30 days training)	60 days training	Total	Trained	Untrained	Total	Induction Training (30 days training)	60 days training	Total
1	2	3	4	5	6	7	8						
1	East	124	Nil	124	124	Nil	Nil	784	Nil	784	784	Nil	Nil
2	North East	150	Nil	150	150	Nil	Nil	1140	Nil	1140	1140	Nil	Nil
3	North	140	Nil	140	140	Nil	Nil	544	Nil	544	544	Nil	Nil
4	North West	531	Nil	531	531	Nil	Nil	1122	Nil	1122	1122	Nil	Nil
5	West	542	Nil	542	542	Nil	Nil	750	Nil	750	750	Nil	Nil
6	South West	378	Nil	378	378	Nil	Nil	22	Nil	22	22	Nil	Nil
7	South	385	Nil	385	385	Nil	Nil	1460	Nil	1460	1460	Nil	Nil
8	New Delhi	21	Nil	21	21	Nil	Nil	0	Nil	0	0	Nil	Nil
9	Central	63	Nil	63	63	Nil	Nil	0	Nil	0	0	Nil	Nil
	Total	2334	Nil	2334	2334	Nil	Nil	5821	Nil	5821	5821	Nil	Nil

Source:DISE, Del E

Year: 2009

INFRASTRUCTURE STATUS IN EXISTING SCHOOL (GOVERNMENT)

Table 17

Sl	Block/municipal Area	Total No. of Schools		Total No. of classrooms		No. of schools without D/water facility		No. of schools without common Toilet facility		No. of schools without girls Toilet		No. of schools without access ramps		No. of schools without Boundary Wall		No. of schools without Playground		Gap in class rooms as per DISE/actual survey	No. of school without HM rooms	Primary Schools Sanctioned So far	PS building sanctioned so far	Upper Primary Schools Sanctioned So far	UPS building sanctioned so far
		P	UP	P	UP	P	UP	P	UP	P	UP	P	UP	P	UP								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1	East	250	105	3757	2894	0	0	74	77	11	1	49	6	2		58	20		46				
2	North East	232	113	4298	2988	0	0	76	69	14	5	40	7	3	1	44	27		48				
3	North	88	59	2748	1379	0	0	49	32	5	1	36	2	5	2	38	12		38				
4	North West	510	215	6957	6173	0	0	125	138	10	5	50	10	1	2	28	22		69				
5	West	259	123	3995	3647	0	0	79	93	14	0	55	3	1		32	9		57				
6	South West	275	126	3664	3039	0	0	91	96	13	0	55	23	1		36	13		67				
7	South	343	141	5743	3990	0	0	82	90	0	2	51	12	5	1	47	31		61				
8	New Delhi	66	36	1078	702	0	0	8	11	18	0	15	9			5	2		3				
9	Central	141	43	3073	770	0	0	53	36	9	14	52	9	14	1	63	19		32				
	Total	2164	961	35313	25519	0	0	637	642	94		403	81	32	7	351	155		421				

Please Specify Rural block with (R) and Municipal area with(U)

Source: DISE, Del E

ii under column 15, mention year of DISE conducted

Year: 2009

Information on Furniture in Govt. Upper Primary Schools

Table 18

S.No	Block/ Municipal Area	Total No. of Govt. UPS	No. of UPS Sanctioned under SSA Since 2001	UPS Provided TLE under SSA as non	Balance UPS (6=3-4-5)	No. of Govt. UPS without Furniture (Out of Col. 6)	Enrolment in these Govt. UPS
1	2	3	4	5	6	7	8
1	East	105	0	0	105	0	67698
2	North East	113	0	0	113	0	93173
3	North	59	0	0	59	0	46727
4	North West	215	0	0	215	0	150520
5	West	123	0	0	123	0	96385
6	South West	126	0	0	126	0	67690
7	South	141	0	0	141	0	109314
8	New Delhi	36	0	0	36	0	8237
9	Central	43	0	0	43	0	13495
	Total	961	0	0	961	0	653239

Please Specify Rural block with (R) and Municipal area with(U)

Source:DISE, Del E

Year:2009

CHILDREN WITH SPECIAL NEED (CWSN)

Name of State: DELHI

Table 19

S.No.	Block/ Municipal Area	No. of CWSN Identified#	No. of CWSN enrolled in Schools	No. of CWSN Proposed to cover through EGS/Bridge Course	No. of CWSN Proposed to cover through HBE*	NO. of Resource teachers to be appointed	No. of Schools proposed to be made barrier free*	Children with Low Vision enrolled in Schools	Children to be Assesed for Aids and Appliance s
1	2	3	4	5	6	7	8	9	10
1	East	923	923	50	15	4	Nil	353	570
2	North East	928	928	50	20	5	Nil	155	773
3	North	874	874	10	5	3	Nil	247	627
4	North West	3289	3289	130	50	10	Nil	1375	1914
5	West	1723	1723	90	35	8	Nil	746	977
6	South West	1818	1818	72	15	7	Nil	699	1119
7	South	1639	1639	60	40	6	Nil	586	1053
8	New Delhi	768	768	13	5	3	Nil	274	494
9	Central	1606	1606	25	15	6	Nil	450	1156
	Total	13568	13568	500	200	52	Nil	4885	8683

* All schools are
barrier free

Please Specify Rural block with (R) and Municipal area with(U)

* Home Based Education

1500 Out of School CWSN have also been identified as a result of Special Drive in January 2010

Source: DISE/MIS

Year:2009

NUMBER OF GOVERNMENT SCHOOLS WITH 3 AND MORE THAN 3 CLASSROOMS

Table - 20

(Rs. in Lakh)

Sl. No.	Name of Block/ Municipal Area	Number of Government schools having upto 3 classrooms	Amount @ Rs.5000/- per school	Number of Government schools having more than 3 classrooms	Amount @ Rs.10000/- per school	Total No. of schools (col. 3+5)	Total grant (col. 4+6)	Amount @ Rs.7500/- per school	Grant eligible (which ever is lower of col. 8 & 9)
1	2	3	4	5	6	7	8	9	10
1	East	0	0	355	35.5	355	35.5	26.625	26.625
2	North East	0	0	345	34.5	345	34.5	25.875	25.875
3	North	0	0	147	14.7	147	14.7	11.025	11.025
4	North West	0	0	732	73.2	732	73.2	54.9	54.9
5	West	0	0	375	37.5	375	37.5	28.125	28.125
6	South West	0	0	401	40.1	401	40.1	30.075	30.075
7	South	0	0	484	48.4	484	48.4	36.3	36.3
8	New Delhi	0	0	102	10.2	102	10.2	7.65	7.65
9	Central	0	0	184	18.4	184	18.4	13.8	13.8
	Total	0	0	3125	312.5	3125	312.5	234.375	234.375

Please Specify Rural block with (R) and Municipal area with(U)
Source: DISE

Year: 2009

Table 21

**Information regarding Resource Persons for
BRC/UBRC/CRC**

S.No.	Block/ Municipal Area	No. of Schools	No. of Eligible BRPs	No. of BRPs proposed by the state	No. of BRP Posts sanctioned during DPEP & being funded by state (In case of DPEP Distt.)	No. of BRPs eligible under SSA
1	2	3	4	5	6	7
1	East	386	2	2	NA	2
2	North East	357	2	2	NA	2
3	North	307	2	2	NA	2
4	North West	641	2	2	NA	2
5	West	394	2	2	NA	2
6	South West	395	2	2	NA	2
7	South	519	2	2	NA	2
8	New Delhi	115	2	2	NA	2
9	Central	388	2	2	NA	2
	Total	3502	18	18	NA	18

Please Specify Rural block with (R) and Municipal area with(U)

Source: UEE Mission

Year: 2009

COMPUTER AIDED LEARNING (CAL)

Table 22

State: Delhi

S.No.	Block/ Municipal Area	No. of Govt. UP Schools	Schools covered under CAL	No. of Beneficiaries	No. of teachers trained on CAL	No. of Schools to be covered this year for MCD/NDMC/DCB
1	2	3	4	5	6	7
1	East	105	105	67698	105	175
2	North East	113	113	93173	113	195
3	North	59	59	46727	59	60
4	North West	222	222	150520	222	285
5	West	116	116	96385	116	200
6	South West	126	126	67690	121	220
7	South	141	141	109314	141	185
8	New Delhi	36	36	8237	11	45
9	Central	43	43	13495	43	135
	Total	961	961	653239	931	1500

Please Specify Rural block with (R) and Municipal area with(U)

Source:DISE

Year:2009

Information regarding NPEGEL

Name of State: Delhi

Table 23

S.No.	Block/ Municipal Area	Name of EBB	No. of MCS	No. of MCS in Urban Slums	Total MCS	No. of girls enrolled in MCS	Enrolment (Social categorywise)					
							SC	ST	OBC	Muslims	BPL	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
1	East	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2	North East	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
3	North	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
4	North West	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
5	West	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
6	South West	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
7	South	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
8	New Delhi	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
9	Central	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Total	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Please Specify Rural block with (R) and Municipal area with(U)

Source: UEE Mission

Year:2009

Information on KGBV

Name of State : Delhi

Table 24

S. No	Block/ Municipal Area	KGBV sanctioned (Modelwise)				Operational (Modelwise)				Enrolment (Modelwise)				Enrolment (Social categorywise)						Building Status	
		I	II	III	Total	I	II	III	Total	I	II	III	Total	SC	ST	OBC	Muslims	BPL	Total	Completed	In Progress
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1	East	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2	North East	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
3	North	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
4	North West	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
5	West	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
6	South West	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
7	South	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
8	New Delhi	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
9	Central	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Total	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Please Specify Rural block with (R) and Municipal area with(U)

Source: UEE Mission

Year:2009

Retention Rate: Primary level

(Govt. + Aided)

Table 25

Block/ Municipal Area	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
East	94.00	91.00	92.50	94.50	95.85	95.17	95.12	97.00	96.06
North East	93.50	90.50	92.00	94.00	95.00	94.50	94.00	96.00	95.00
North	95.00	91.00	93.00	94.00	95.00	94.50	94.00	97.00	95.50
North West	94.00	92.20	93.10	93.00	95.00	94.00	94.00	97.00	95.50
West	95.50	92.20	93.85	94.00	95.85	94.92	96.00	97.00	96.50
South West	95.78	92.20	93.99	95.04	95.85	95.44	96.00	97.61	96.81
South	97.00	93.00	95.00	96.00	95.85	95.92	95.12	97.61	96.37
New Delhi	97.00	93.00	95.00	96.00	97.00	96.50	96.00	99.00	97.50
Central	95.00	92.20	93.60	95.04	95.00	95.02	95.12	97.61	96.37
State	95.00	92.20	93.50	94.62	95.60	95.11	95.04	97.32	96.18

Source : DISE

UEEM 2009

(Private Unaided)

Table 25(a)

Block/ Municipal Area	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
East	95.00	94.00	94.50	94.50	95.85	95.17	97.00	98.00	97.50
North East	95.00	94.00	94.50	95.00	96.00	95.50	96.00	98.00	97.00
North	95.00	95.00	95.00	96.00	97.00	96.50	95.00	98.00	96.50
North West	96.00	93.00	94.50	95.00	95.00	95.00	98.00	98.00	98.00
West	95.50	95.00	95.25	96.00	95.85	95.92	96.00	98.00	97.00
South West	95.78	93.00	94.39	97.00	95.85	96.42	98.00	97.61	97.81
South	97.00	94.00	95.50	96.00	97.00	96.50	97.00	99.00	98.00
New Delhi	97.00	95.00	96.00	98.00	98.00	98.00	98.00	99.00	98.50
Central	96.00	93.00	94.50	96.00	97.00	96.50	98.00	97.00	97.50
State	95.81	95.00	94.90	95.94	96.39	96.17	97.00	98.07	97.53

Source : DISE

UEEM 2009

(Total)

Table 25(b)

Block/ Municipal Area	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
East	94.50	92.50	93.50	94.50	95.85	95.17	96.06	97.50	96.78
North East	94.25	92.25	93.25	94.50	95.50	95.00	95.00	97.00	96.00
North	95.00	93.00	94.00	95.00	96.00	95.50	94.50	97.50	96.00
North West	95.00	92.60	93.80	94.00	95.00	94.50	96.00	97.50	96.75
West	95.50	93.60	94.55	95.00	95.85	95.42	96.00	97.50	96.75
South West	95.78	92.60	94.19	96.02	95.85	95.93	97.00	97.61	97.31
South	97.00	93.50	95.25	96.00	96.42	96.21	96.06	98.31	97.18
New Delhi	97.00	94.00	95.50	97.00	97.50	97.25	97.00	99.00	98.00
Central	95.50	92.60	94.05	95.52	96.00	95.76	96.56	97.31	96.93
State	95.40	93.60	94.25	95.28	96.00	95.64	96.02	97.69	96.86

Source : DISE

UEEM 2009

Retention Rate: Upper Primary level

(Govt. + Aided)

Table 26

Block/ Municipal Area	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
East	90.94	88.04	89.49	91.43	92.73	92.08	92.03	93.85	92.94
North East	90.46	87.56	89.01	90.94	91.91	91.43	90.94	92.88	91.91
North	91.91	88.04	89.98	90.94	91.91	91.43	90.94	93.85	92.39
North West	90.94	89.21	90.07	89.98	91.91	90.94	90.94	93.85	92.39
West	92.39	89.21	90.80	90.94	92.73	91.84	92.88	93.85	93.36
South West	92.66	89.21	90.93	91.95	92.73	92.34	92.88	94.44	93.66
South	93.85	89.98	91.91	92.88	92.73	92.80	92.03	94.44	93.23
New Delhi	93.85	89.98	91.91	92.88	93.85	93.36	92.88	95.78	94.33
Central	91.91	89.21	90.56	91.95	91.91	91.93	92.03	94.44	93.23
State	91.91	89.21	90.56	91.54	92.49	92.02	91.95	94.15	93.05

Source : DISE

UEEM 2009

(Private Unaided)

Table 26(a)

Block/ Municipal Area	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
East	93.74	90.75	92.25	94.24	95.58	94.91	94.86	96.73	95.79
North East	93.24	90.25	91.75	93.74	94.74	94.24	93.74	95.74	94.74
North	94.74	90.75	92.74	93.74	94.74	94.24	93.74	96.73	95.24
North West	93.74	91.95	92.85	92.74	94.74	93.74	93.74	96.73	95.24
West	95.24	91.95	93.59	93.74	95.58	94.66	95.74	96.73	96.23
South West	95.51	91.95	93.73	94.78	95.58	95.18	95.74	97.35	96.54
South	96.73	92.74	94.74	95.74	95.58	95.66	94.86	97.35	96.10
New Delhi	96.73	92.74	94.74	95.74	96.73	96.23	95.74	98.73	97.23
Central	94.74	91.95	93.34	94.78	94.74	94.76	94.86	97.35	96.10
State	94.74	91.95	93.34	94.36	95.34	94.85	94.78	97.05	95.91

Source : DISE

UEEM 2009

(Total)

Table 26(b)

Block/ Municipal Area	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
East	92.34	89.40	90.87	92.83	94.16	93.50	93.44	95.29	94.37
North East	91.85	88.90	90.38	92.34	93.32	92.83	92.34	94.31	93.32
North	93.32	89.40	91.36	92.34	93.32	92.83	92.34	95.29	93.82
North West	92.34	90.58	91.46	91.36	93.32	92.34	92.34	95.29	93.82
West	93.82	90.58	92.20	92.34	94.16	93.25	94.31	95.29	94.80
South West	94.09	90.58	92.33	93.37	94.16	93.76	94.31	95.89	95.10
South	95.29	91.36	93.32	94.31	94.16	94.23	93.44	95.89	94.67
New Delhi	95.29	91.36	93.32	94.31	95.29	94.80	94.31	97.25	95.78
Central	93.32	90.58	91.95	93.37	93.32	93.35	93.44	95.89	94.67
State	93.32	90.58	91.95	92.95	93.91	93.43	93.36	95.60	94.48

Source : DISE

UEEM 2009

Retention Rate: Elementary level

(Govt. + Aided)

Table 27

Block/ Municipal Area	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
East	93.42	90.95	92.18	93.67	95.00	94.33	94.75	96.39	95.57
North East	93.05	90.58	91.81	93.42	94.41	93.92	93.67	95.65	94.66
North	94.16	91.20	92.68	93.67	94.66	94.17	93.42	96.39	94.91
North West	93.67	91.59	92.63	92.68	94.16	93.42	94.17	96.39	95.28
West	94.66	92.09	93.37	93.67	95.00	94.34	95.15	96.39	95.77
South West	94.93	91.59	93.26	94.69	95.00	94.85	95.65	96.75	96.20
South	96.14	92.43	94.29	95.15	95.29	95.22	94.75	97.10	95.93
New Delhi	96.14	92.68	94.41	95.65	96.39	96.02	95.65	98.13	96.89
Central	94.41	91.59	93.00	94.44	94.66	94.55	95.00	96.60	95.80
State	94.36	92.09	93.10	94.12	94.95	94.54	94.69	96.65	95.67

Source : DISE

UEEM 2009

(Private Unaided)

Table 27(a)

Block/ Municipal Area	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
East	94.37	92.37	93.37	94.37	95.72	95.04	95.93	97.37	96.65
North East	94.12	92.13	93.12	94.37	95.37	94.87	94.87	96.87	95.87
North	94.87	92.87	93.87	94.87	95.87	95.37	94.37	97.37	95.87
North West	94.87	92.48	93.67	93.87	94.87	94.37	95.87	97.37	96.62
West	95.37	93.48	94.42	94.87	95.72	95.29	95.87	97.37	96.62
South West	95.64	92.48	94.06	95.89	95.72	95.80	96.87	97.48	97.17
South	96.87	93.37	95.12	95.87	96.29	96.08	95.93	98.17	97.05
New Delhi	96.87	93.87	95.37	96.87	97.37	97.12	96.87	98.86	97.87
Central	95.37	92.48	93.92	95.39	95.87	95.63	96.43	97.17	96.80
State	95.27	93.48	94.12	95.15	95.86	95.51	95.89	97.56	96.72

Source : DISE

UEEM 2009

(Total)

Table 27(b)

Block/ Municipal Area	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
East	93.90	91.66	92.78	94.02	95.36	94.69	95.34	96.88	96.11
North East	93.59	91.35	92.47	93.90	94.89	94.39	94.27	96.26	95.27
North	94.52	92.04	93.28	94.27	95.27	94.77	93.90	96.88	95.39
North West	94.27	92.03	93.15	93.28	94.52	93.90	95.02	96.88	95.95
West	95.01	92.78	93.90	94.27	95.36	94.81	95.51	96.88	96.20
South West	95.29	92.03	93.66	95.29	95.36	95.33	96.26	97.12	96.69
South	96.51	92.90	94.70	95.51	95.79	95.65	95.34	97.64	96.49
New Delhi	96.51	93.28	94.89	96.26	96.88	96.57	96.26	98.50	97.38
Central	94.89	92.03	93.46	94.92	95.27	95.09	95.71	96.89	96.30
State	94.82	92.78	93.61	94.63	95.41	95.02	95.29	97.10	96.20

Source : DISE

UEEM 2009

Table 28

Recruitment of teachers under SSA (Block wise information) Primary Level

Name of Block/ Municipal Area	Sanctioned in PAB till 09-10		Recruited by 10-Mar		Salary Scale		Selected by State/ Distt./ Community	Salary provided by SMC/ Treasury/ SSA society/ etc.
	Regular	Para	Regular	Para	Regular	Para		
	East	0	4	0	2	0	0	0
North East	0	4	0	2	0	0	0	0
North	0	0	0	0	0	0	0	0
North West	0	28	0	25	0	0	0	0
West	0	0	0	0	0	0	0	0
South West	0	0	0	0	0	0	0	0
South	0	0	0	0	0	0	0	0
New Delhi	0	0	0	0	0	0	0	0
Central	0	0	0	0	0	0	0	0
State	0	36	0	29	0	0	0	0

Source : DISE

UEEM 2009

Table 28(a)

Recruitment of teachers under SSA (Block wise information) Upper Primary Level

Name of Block/ Municipal Area	Sanctioned in PAB till 09-10		Recruited by 10-Mar		Salary Scale		Selected by State/ Distt./ Community	Salary provided by SMC/ Treasury/ SSA society/ etc.
	Regular	Para	Regular	Para	Regular	Para		
	East	0	0	0	0	0	0	0
North East	0	0	0	0	0	0	0	0
North	0	0	0	0	0	0	0	0
North West	0	0	0	0	0	0	0	0
West	0	0	0	0	0	0	0	0
South West	0	0	0	0	0	0	0	0
South	0	0	0	0	0	0	0	0
New Delhi	0	0	0	0	0	0	0	0
Central	0	0	0	0	0	0	0	0
State	0	0	0	0	0	0	0	0

Source : DISE

UEEM 2009

Dist wise Information on Pry PTR

Table-29

Sno	Dist	Total no. of schools	Single Teacher		Number of schools in respect of teacher availability					
			Number	%age of total schools	>30	>40	>50	>60	>70	>80
1	East	250	0	0	70	77	33	16	9	3
2	North East	232	0	0	68	56	32	7	8	12
3	North	88	0	0	50	39	14	6	6	5
4	North West	510	0	0	177	111	34	7	6	7
5	West	259	0	0	103	64	16	6	1	1
6	South West	275	0	0	95	55	7	3	1	1
7	South	343	0	0	119	90	32	16	10	12
8	New Delhi	66	0	0	10	2	1	0	1	0
9	Central	141	0	0	64	66	21	15	10	11
	State	2164	0	0	756	560	190	76	52	52

Source : Del-E

Year: 2009

Table-29(a)

Dist wise Information on Upper Pry PTR

Sno	Dist	Total no. of schools	Single Teacher		Number of schools in respect of teacher availability					
			Number	%age of total schools	>30	>40	>50	>60	>70	>80
1	East	105	0	0	12	0	1	1	0	0
2	North East	113	0	0	24	7	4	0	0	0
3	North	59	0	0	4	0	1	0	0	0
4	North West	222	0	0	24	23	7	2	0	0
5	West	116	0	0	20	2	0	1	0	0
6	South West	126	0	0	10	1	1	0	0	0
7	South	141	0	0	33	14	5	0	0	0
8	New Delhi	36	0	0	0	0	0	0	0	0
9	Central	43	0	0	0	0	0	0	0	0
	State	961	0	0	127	47	19	4	0	0

Source : Del-E

Year: 2009

Table-29(b)

Dist wise Information on Over all PTR

Sno	Dist	Total no. of schools	Single Teacher		Number of schools in respect of teacher availability					
			Number	%age of total schools	>30	>40	>50	>60	>70	>80
1	East	355	0	0	82	77	34	17	9	3
2	North East	345	0	0	92	63	36	7	8	12
3	North	147	0	0	54	39	15	6	6	5
4	North West	732	0	0	201	134	41	9	6	7
5	West	375	0	0	123	66	16	7	1	1
6	South West	401	0	0	105	56	8	3	1	1
7	South	484	0	0	152	104	37	16	10	12
8	New Delhi	102	0	0	10	2	1	0	1	0
9	Central	184	0	0	64	66	21	15	10	11
	State	3125	0	0	883	607	209	80	52	52

Source : Del-E

Year: 2009

Table 30

Status of Teacher availability

Name of Block/ Municipal Area	Block wise Number of schools in respect of teacher availability (Upper Pry)					
	Total no. of schools	No. of schools with less than 3 teachers	Schools without maths and science teachers	Schools without language teachers	Schools without social science teachers	Schools without headmasters
East	105	0	0	0	0	0
North East	113	0	0	0	0	0
North	59	0	0	0	0	0
North West	215	0	0	0	0	0
West	123	0	0	0	0	0
South West	126	0	0	0	0	0
South	141	0	0	0	0	0
New Delhi	36	0	0	0	0	0
Central	43	0	0	0	0	0
State	961	0	0	0	0	0

Source; DISE

Year: 2009

Name of Districts	Category.	Target for 2009-10		Achievement during 2009-10		Proposal for 2010-11	
		Physical	Financial	Physical	Financial	Physical	Financial
South West	Minorities	NA	NA	NA	NA	NA	NA
	UPS (Total)	35000	87.50	35000	87.50	35300	88.25
	Girls	30520	76.30	30520	76.30	32050	80.13
	SC/ST	4480	11.20	4480	11.20	3250	8.13
	Minorities						
	Total	35000	87.50	35000	87.50	35300	88.25
South	PS (Total)	NA	NA	NA	NA	NA	NA
	Girls	NA	NA	NA	NA	NA	NA
	SC/ST	NA	NA	NA	NA	NA	NA
	Minorities	NA	NA	NA	NA	NA	NA
	UPS (Total)	62000	155.00	62000	155.00	62220	155.55
	Girls	55580	138.95	55580	138.95	56642	141.61
	SC/ST	6420	16.05	6420	16.05	5578	13.95
	Minorities						
Total	62000	155.00	62000	155.00	62220	155.55	
New Delhi	PS (Total)	NA	NA	NA	NA	NA	NA
	Girls	NA	NA	NA	NA	NA	NA
	SC/ST	NA	NA	NA	NA	NA	NA
	Minorities	NA	NA	NA	NA	NA	NA
	UPS (Total)	7400	18.50	7400	18.50	7400	18.50
	Girls	6660	16.65	6660	16.65	6710	16.78
	SC/ST	740	1.85	740	1.85	690	1.73
	Minorities						
Total	7400	18.50	7400	18.50	7400	18.50	
Central	PS (Total)	NA	NA	NA	NA	NA	NA
	Girls	NA	NA	NA	NA	NA	NA
	SC/ST	NA	NA	NA	NA	NA	NA
	Minorities	NA	NA	NA	NA	NA	NA
	UPS (Total)	15000	37.50	15000	37.50	15300	38.25
	Girls	13420	33.55	13420	33.55	13905	34.76
	SC/ST	1580	3.95	1580	3.95	1395	3.49
	Minorities						
Total	15000	37.50	15000	37.50	15300	38.25	
Total	PS (Total)	NA	NA	NA	NA	NA	NA
	Girls	NA	NA	NA	NA	NA	NA
	SC/ST	NA	NA	NA	NA	NA	NA
	Minorities	NA	NA	NA	NA	NA	NA
	UPS (Total)	373400	933.50	373400	933.50	375100	937.75
	Girls	339120	847.80	339120	847.80	345915	864.79
	SC/ST	34280	85.70	34280	85.70	29185	72.96
	Minorities					0	
Total	373400	933.50	373400	933.50	375100	937.75	

Source:DISE

Year: 2009

**Overall progress of Grant Distribution
(Teacher grant, School grant, TLE grant)**

Table 32

Name of Districts	Distribution of Grants	Progress in 2009-10			Proposal for 2010-11	
		Physical Target	Achievement	Percentage of Achievement	Physical	Financial
East	a. Teacher grant @ Rs. 500/- per teacher	5353	26.77	100	5285	26.43
	Primary level	2078	10.39	100	2180	10.9
	Upper Primary level	3275	16.38	100	3105	15.5
	b. School grant @ Rs. 5000/-per school	364	20.44	100	386	19.3
	Primary level	252	12.6	100	267	13.4
	Upper Primary level	112	7.84	100	119	6.0
	c. TLE grant	0	0	0	0	0
	New Primary schools@ 10,000/- per school	0	0	0	0	0
	New Upper Primary schools@ 50,000/- per school	0	0	0	0	0
North East	a. Teacher grant @ Rs. 500/- per teacher	6828	34.15	100	6277	31.39
	Primary level	3165	15.83	100	2723	13.615
	Upper Primary level	3663	18.32	100	3554	17.8
	b. School grant @ Rs. 5000/-per school	351	19.93	100	357	17.85
	Primary level	232	11.6	100	236	11.8
	Upper Primary level	119	8.33	100	121	6.1
	c. TLE grant	0	0	0	0	0
	New Primary schools@ 10,000/- per school	0	0	0	0	0
	New Upper Primary schools@ 50,000/- per school	0	0	0	0	0
North	a. Teacher grant @ Rs. 500/- per teacher	3311	16.56	100	3301	16.51
	Primary level	1497	7.49	100	1598	7.99
	Upper Primary level	1814	9.07	100	1703	8.5
	b. School grant @ Rs. 5000/-per school	272	15.8	100	222	11.1
	Primary level	162	8.1	100	116	5.8
	Upper Primary level	110	7.7	100	106	5.3
	c. TLE grant	0	0	0	0	0

Name of Districts	Distribution of Grants	Progress in 2009-10			Proposal for 2010-11	
		Physical Target	Achievement	Percentage of Achievement	Physical	Financial
	New Primary schools@ 10,000/- per school	0	0	0	0	0
	New Upper Primary schools@ 50,000/- per school	0	0	0	0	0
North West	a. Teacher grant @ Rs. 500/- per teacher	11987	59.94	100	11720	58.60
	Primary level	6246	31.23	100	6305	31.525
	Upper Primary level	5741	28.71	100	5415	27.1
	b. School grant @ Rs. 5000/-per school	744	41.76	100	745	37.25
	Primary level	516	25.8	100	514	25.7
	Upper Primary level	228	15.96	100	231	11.6
	c. TLE grant	0	0	0	0	0
	New Primary schools@ 10,000/- per school	0	0	0	0	0
	New Upper Primary schools@ 50,000/- per school	0	0	0	0	0
West	a. Teacher grant @ Rs. 500/- per teacher	7876	39.38	100	7551	37.76
	Primary level	3496	17.48	100	3440	17.2
	Upper Primary level	4380	21.9	100	4111	20.6
	b. School grant @ Rs. 5000/-per school	448	25.28	100	408	20.4
	Primary level	304	15.2	100	272	13.6
	Upper Primary level	144	10.08	100	136	6.8
	c. TLE grant	0	0	0	0	0
	New Primary schools@ 10,000/- per school	0	0	0	0	0
	New Upper Primary schools@ 50,000/- per school	0	0	0	0	0
South West	a. Teacher grant @ Rs. 500/- per teacher	5700	28.5	100	5965	29.83
	Primary level	2432	12.16	100	2742	13.71
	Upper Primary level	3268	16.34	100	3223	16.1
	b. School grant @ Rs. 5000/-per school	400	22.78	100	431	21.55
	Primary level	261	13.05	100	289	14.5

Name of Districts	Distribution of Grants	Progress in 2009-10			Proposal for 2010-11	
		Physical Target	Achievement	Percentage of Achievement	Physical	Financial
West	Upper Primary level	139	9.73	100	142	7.1
	c. TLE grant	0	0	0	0	0
	New Primary schools@ 10,000/- per school	0	0	0	0	0
	New Upper Primary schools@ 50,000/- per school	0	0	0	0	0
South	a. Teacher grant @ Rs. 500/- per teacher	7674	38.37	100	7124	35.62
	Primary level	3678	18.39	100	3206	16.03
	Upper Primary level	3996	19.98	100	3918	19.6
	b. School grant @ Rs. 5000/-per school	526	29.48	100	519	25.95
	Primary level	367	18.35	100	361	18.1
	Upper Primary level	159	11.13	100	158	7.9
	c. TLE grant	0	0	0	0	0
	New Primary schools@ 10,000/- per school	0	0	0	0	0
	New Upper Primary schools@ 50,000/- per school	0	0	0	0	0
	New Delhi	a. Teacher grant @ Rs. 500/- per teacher	1505	7.53	100	2156
Primary level		898	4.49	100	1299	6.495
Upper Primary level		607	3.04	100	857	4.3
b. School grant @ Rs. 5000/-per school		135	7.87	100	146	7.3
Primary level		79	3.95	100	88	4.4
Upper Primary level		56	3.92	100	58	2.9
c. TLE grant		0	0	0	0	0
New Primary schools@ 10,000/- per school		0	0	0	0	0
New Upper Primary schools@ 50,000/- per school		0	0	0	0	0
		a. Teacher grant @ Rs. 500/- per teacher	2705	13.53	100	2811
	Primary level	1050	5.25	100	1402	7.01
	Upper Primary level	1655	8.28	100	1409	7.0

Name of Districts	Distribution of Grants	Progress in 2009-10			Proposal for 2010-11	
		Physical Target	Achievement	Percentage of Achievement	Physical	Financial
Central	b. School grant @ Rs. 5000/-per school	235	13.85	100	288	14.4
	Primary level	130	6.5	100	185	9.3
	Upper Primary level	105	7.35	100	103	5.2
	c. TLE grant	0	0	0	0	0
	New Primary schools@ 10,000/-per school	0	0	0	0	0
	New Upper Primary schools@ 50,000/-per school	0	0	0	0	0
Total	a. Teacher grant @ Rs. 500/- per teacher	52939	264.73	100	52190	260.95
	Primary level	24540	122.71	100	24895	124.475
	Upper Primary level	28399	142.02	100	27295	136.5
	b. School grant @ Rs. 5000/-per school	3475	197.19	100	3502	175.1
	Primary level	2303	115.15	100	2328	116.4
	Upper Primary level	1172	82.04	100	1174	58.7
	c. TLE grant	0	0	0	0	0
	New Primary schools@ 10,000/-	0	0	0	0	0
	New Upper Primary schools@ 50,000/-per school	0	0	0	0	0

Source : DISE

Year: 2009

Overall progress and targets for teacher training

Table 33

Name of Districts	Type of training	Target for training in 2009-10		Achievement		% of achievement		Target for 2010-11	
		Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
East	In-service	5353	80.03	5353	52.02	100	65	5285	63.78
	Induction	140	2.1	140	1.05	100	50	989	14.84
	Untrained	0	0	0	0.00	0	0	0	0
	Trg. of BRCs, CRCs	34	0.17	34	0.17	100	100	35	0.35
North East	In-service	6828	102.42	6828	66.57	100	65	6277	76.42
	Induction	140	2.1	140	1.05	100	50	1801	27.02
	Untrained	0	0	0	0.00	0	0	0	0
	Trg. of BRCs, CRCs	30	0.15	30	0.15	100	100	44	0.44
North	In-service	3311	49.67	3311	32.29	100	65	3401	42.5
	Induction	65	0.98	65	0.49	100	50	0	0
	Untrained	0	0	0	0.00	0	0	0	0
	Trg. of BRCs, CRCs	20	0.1	20	0.10	100	100	20	0.2
North West	In-service	11987	179.85	11987	116.90	100	65	11720	149.2
	Induction	230	3.45	230	1.73	100	50	1385	20.78
	Untrained	0	0	0	0.00	0	0	0	0
	Trg. of BRCs, CRCs	70	0.35	70	0.35	100	100	65	0.65
West	In-service	7876	118.14	7876	76.79	100	65	7591	92.74
	Induction	140	2.1	140	1.05	100	50	843	12.65
	Untrained	0	0	0	0.00	0	0	0	0
	Trg. of BRCs, CRCs	47	0.24	47	0.24	100	100	45	0.45
South West	In-service	5700	85.5	5700	55.58	100	65	5965	73.39
	Induction	165	2.48	165	1.24	100	50	54	0.81
	Untrained	0	0	0	0.00	0	0	0	0
	Trg. of BRCs, CRCs	52	0.26	52	0.26	100	100	45	0.45
South	In-service	7674	115.11	7674	74.82	100	65	7124	87.27
	Induction	80	1.2	80	0.60	100	50	899	13.48
	Untrained	0	0	0	0.00	0	0	0	0
	Trg. of BRCs, CRCs	45	0.23	45	0.23	100	100	55	0.55
New Delhi	In-service	1505	22.58	1505	14.68	100	65	2156	28.06
	Induction	0	0	0	0.00		50	0	0
	Untrained	0	0	0	0.00	0	0	0	0
	Trg. of BRCs, CRCs	10	0.05	10	0.05	100	100	19	0.19
Central	In-service	2705	40.58	2705	26.38	100	65	2811	35.12
	Induction	40	0.6	40	0.30	100	50	0	0
	Untrained	0	0	0	0.00	0	0	0	0
	Trg. of BRCs, CRCs	15	0.08	15	0.08	100	100	25	0.25
Total	In-service	52939	794.09	52939	516.16	100	65	52326	648.4
	Induction	1000	15	1000	7.50	100	50	5972	89.57
	Untrained	0	0	0	0.00	0	0	0	0
	Trg. of BRCs, CRCs	323	1.62	323	1.62	100	100	353	3.53

Source : SPO

Year: 2009

Retention Rate: Primary level

(Govt. + Aided)

Table 34

State Level	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State	95.00	92.20	93.60	94.62	95.60	95.11	95.04	97.32	96.18

Source : DISE, UEEM 2009

(Private Unaided)

State Level	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State	95.81	95.00	94.90	95.94	96.39	96.17	97.00	98.07	97.53

Source : DISE, UEEM 2009

(Total)

State Level	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State	95.40	93.60	94.25	95.28	96.00	95.64	96.02	97.69	96.86

Source : DISE

UEEM 2009

Retention Rate: Upper Primary level

(Govt. + Aided)

Table 35

State Level	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State									

Source : DISE

UEEM 2009

(Private Unaided)

State Level	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State	94.74	91.95	93.34	94.36	95.34	94.85	94.78	97.05	95.91

Source : DISE

UEEM 2009

(Total)

State Level	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State	93.32	90.58	91.95	92.95	93.91	93.43	93.36	95.60	94.48

Source : DISE

UEEM 2009

Retention Rate: Elementary level

(Govt. + Aided)

Table 36

State Level	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State	94.36	92.09	93.10	94.12	94.95	94.54	94.69	96.65	95.67

Source : DISE

UEEM 2009

(Private Unaided)

State Level	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State	95.27	93.48	94.12	95.15	95.86	95.51	95.89	97.56	96.72

Source : DISE

UEEM 2009

(Total)

State Level	2007-08			2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
State	94.82	92.78	93.61	94.63	95.41	95.02	95.29	97.10	96.20

Source : DISE

UEEM 2009

Recruitment of teachers under SSA (State Level) Primary Level

Table 37

Name of Block/ Municipal Area	Sanctioned in PAB till 09-10		Recruited by 10-Mar		Salary Scale		Selected by State/ Distt./ Community	Salary provided by SMC/ Treasury/ SSA society/ etc.
	Regular	Para	Regular	Para	Regular	Para		
State	0	36	0	36	0	0	0	0

Source: UEEM 2009

Recruitment of teachers under SSA (State Level) Upper Primary Level

Name of Block/ Municipal Area	Sanctioned in PAB till 09-10		Recruited by 10-Mar		Salary Scale		Selected by State/ Distt./ Community	Salary provided by SMC/ Treasury/ SSA society/ etc.
	Regular	Para	Regular	Para	Regular	Para		
State	0	0	0	0	0	0	0	0

Source : DISE

UEEM 2009

State Level Information on Pry PTR

Table 38

Sno	Dist	Total no. of schools	Single Teacher		Number of schools in respect of teacher availability					
			Number	% age of total schools	>30	>40	>50	>60	> 70	> 80
State		2164	0	0	756	560	190	76	52	52

Source : Del-E

Year: 2009

State Level Information on Upper Pry PTR

Sno	Dist	Total no. of schools	Single Teacher		Number of schools in respect of teacher availability					
			Number	% age of total schools	>30	>40	>50	>60	> 70	> 80
State		961	0	0	127	47	19	4	0	0

Source : Del-E

Year: 2009

State Level Information on Over all PTR

Sno	Dist	Total no. of schools	Single Teacher		Number of schools in respect of teacher availability					
			Number	% age of total schools	>30	>40	>50	>60	> 70	> 80
State		3125	0	0	883	607	209	80	52	52

Source : Del-E

Year: 2009

Status of Upper Primary Teacher availability Table 39

State Level	State Level Number of schools in respect of teacher availability (Upper Pry)					
	Total no. of schools	No. of schools with less than 3 teachers	Schools without maths and science teachers	Schools without language teachers	Schools without social science teachers	Schools without headmasters
State	961	0	0	0	0	0

Source; DISE

Year: 2009

Districtwise Availability of Teachers as per RTE Requirement

Table 40

		RTE requirement	Which Districts are currently not meeting RTE requirement (mention PTR)	Number and % of		Steps to be taken to meet RTE requirement	Monitoring mechanism to ensure this
				No. of schools	%age of total schools		
1.	Primary level PTR	<ul style="list-style-type: none"> • 2 teachers for upto 60 children • 3 for upto 90 • 4 for upto 120 • 5 for upto 200 • PTR under 1:40 for above 200 children 	All District	930	42	Department s will make plans to meet RTE requirement	Monitoring will be done at District /Zonal level by Educational Administrators ,HOS ,teachers Assosiation ,VKS Members,NGOs
2.	PTR at upper primary level	1:35	East ,NE,NW,West,SW and South	207	21	Department s will make plans to meet RTE requirement	Monitoring will be done at District /Zonal level by Educational Administrators ,HOS ,teachers Assosiation ,VKS Members,NGOs
3.	Subject-specific teachers	At least 1 teacher for Sci & Maths, Social Sci., and Languages	NIL	NIL	NIL	NIL	NIL
4.	Head-Teacher and Part-time instructors	For above 100 children, at least 1 full-time Head Teacher and part time instructors for Art, PHE, Work Education	NIL	NIL	NIL	NIL	NIL

Source : UEEM

Year: 2009

Teacher and Student Attendance

Table 41

	MHRD study (06-07)	2007-08	2008-09	2009-10 (with source)	Target for 2010-11
		(with Source)	(with source)		
Teacher attendance (pry.)		87.12	87.14	88.36	90
Teacher attendance (up. pry.)		89.63	90.25	90.87	91
Student attendance (pry.)		78.56	81.36	82.41	85
Student attendance (up. pry.)		82.11	82.89	84.25	89

Source: DISE

Year: 2009

Number of working days and working hours

Table 42

Item	RTE Requirement	Present status	Steps to be taken to meet RTE requirement	Monitoring mechanism to ensure this
Number of working days in a year	• 200 for Pry.	200	Already as per RTE	
	• 220 for Up. Pry.	220		
Number of instructional hours in a year	• 800 for Pry.	800	Already as per RTE	
	• 1000 for Up. Pry.	1000		
Number of working hours per week	45 teaching hours per teacher per week, including preparation hours	40 hours	Steps will be taken to meet RTE requirement, meeting with Administrators, HOS, Teachers, and teachers Assosiation, VKS Members	Monitoring will be done at District /Zonal level by Educational Administrators, HOS, teachers Assosiation, VKS Members, NGOs
No. of days involved in non-educational activities	No teacher deployed for non-educational purpose except census, disaster relief, or election duty	At Present Teachers are deputed for election and polio duties	No Step Required	Monitoring will be done at District /Zonal level by Educational Administrators, HOS, teachers Assosiation, VKS Members, NGOs
Involvement in private tuitions	No teacher shall be engaged in private teaching activity	No Techer is enageded in Private teaching Activites	No Step Required	Monitoring will be done at District /Zonal level by Educational Administrators, HOS, teachers Assosiation, VKS Members, NGOs

Source UEEM, DOE, MCD, NDMC & DCB

Year: 2009

Timeliness of Distribution of Free Textbooks

Table 43

Stage	Academic session begins from	Date of distribution	Proposed date for distribution in 2010-11	Monitoring mechanisms	Issues related to timely distribution	Strategies to address issues
		in 2009-10				
PS	4/1/2009	01-04-2009 to 30/04/2009	01-04-2010 to 30/04/2010	By Head of Schools DOE,MCD,ND MC,DCB	NIL	N/A
UPS	4/1/2009	01-04-2009 to 30/04/2009	01-04-2010to 30/04/2010	By Head of Schools DOE,MCD,ND	NIL	N/A

Source : DOE,MCD,NDMC,DCB & UEEM

Year 2009

Target, Achievement & Proposal of Free Text Book

Table 44

	Target for 2009-10		Achievement during 2009-10		Proposal for 2010-11	
	Physical	Financial	Physical	Financial	Physical	Financial
PS (Total)	NIL	NIL	NIL	NIL	NIL	NIL
Girls	NIL	NIL	NIL	NIL	NIL	NIL
SC/ST	NIL	NIL	NIL	NIL	NIL	NIL
Minorities	NIL	NIL	NIL	NIL	NIL	NIL
UPS (Total)	373400	933.50	373400	933.50	375100	937.75
Girls	339120	847.80	339120	847.80	345915	864.79
SC/ST	34280	85.70	34280	85.70	29185	72.96
Minorities						
Total	373400	933.50	373400	933.50	375100	937.75

Source:UEEM, DISE

Year: 2009

Availability & use of materials other than textbooks

Table 45

	No. of schools		% of total schools		Details about nature of materials	Extent to which materials are actively used	Source/ Monitoring mechanism
	Pry.	U Pry.	Pry.	U Pry.			
Schools using TLMs other than textbooks	2303	1172	66.2	33.8	Teachers's Hand books ,work books for students and self developed teaching learning materials	About 94% Teachers are using this material in class rooms	Data collected throuth quality monitering formats by CRCCs
Availability of Library in each school	Reading corner is there in schools	1172	100	100	Text Books ,story books Dictionary and magzines		
Availability of play material, games and sports equipment	2303	1172	100	100			

Source UEEM

Year: 2009

**Overall progress of Grant Distribution
(Teacher grant, School grant, TLE grant)**

Table 46

Distribution of Grants	Progress in 2009-10			Proposal for 2010-11	
	Physical Target	Achievement	Percentage of Achievement	Physical	Financial
a. Teacher grant @ Rs. 500/- per teacher	52939	264.73	100	52190	260.95
Primary level	24540	122.71	100	24895	124.475
Upper Primary level	28399	142.02	100	27295	136.475
b. School grant @ Rs. 2000/-per school	3475	197.19	100	3502	175.1
Primary level	2303	115.15	100	2328	116.4
Upper Primary level	1172	82.04	100	1174	58.7
c. TLE grant	0	0	0	0	0
New Primary schools@ 10,000/-per school	0	0	0	0	0
New Upper Primary schools@ 50,000/-per school	0	0	0	0	0

Source : DISE ,UEEM

Year:2009

Effective utilization of Grants

Table 47

	Teacher Grant	School Grant	TLE Grant
Date of distribution and reaching to school in 2009-10	Aug-09	Aug-09	Nov-09
Issues related to timely distribution	NA	NA	NA
Mechanisms to ensure timely distribution	Through ECS to MCD,NDMC & DCB Schools and through DDEs to DoE Schools	Through ECS to MCD,NDMC & DCB Schools and through DDEs to DoE Schools	Through ECS to MCD,NDMC & DCB Schools and through DDEs to DoE Schools
Whether guidelines have been issued regarding utilization	Yes	Yes	Yes
What the grant was utilized for in 2009-10	100%	100%	100%
Feedback on effective use of grants in 2009-10; issues identified	94% Teachers using TLM Grant efforts will be made to motivate other teachers	100%	100%
What the grant will be utilized for in 2010-11	100%	100%	100%
Mechanisms to ensure effective use of grants	Distribution through ECS only and monitoring by the CRCCs and DURCCs	Distribution through ECS only and monitoring by the CRCCs and DURCCs	Distribution through ECS only and monitoring by the CRCCs and DURCCs

Source : UEEM

Year: 2009

Overall progress and targets for teacher training

Table 48

Type of training	Target for training in 2009-10		Achievement		% of achievement		Target for 2010-11	
	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
In-service	52939	794.09	52939	514.44	100	65	52326	648.42
Induction	1000	15	1000	7.5	100	50	5972	89.58
Untrained	NA	NA	NA	NA	NA	NA	NA	NA
Trg. of BRCs, CRCs	323	1.615	323	1.615	100	100	353	3.53

Source : UEEM

Year: 2009

S.No.	Year	Approved Outlay	Opening Balance	Amount Released		Amount received from other sources	Total Amount Available	Expenditure	% of Expenditure against Approved Outlay	% of Expenditure against Available funds	State Share due as per GOI release	Shortfall/excess in state Share
				GOI	State							
1	2	3	4	5	6	7	8	9	10	11	12	13
1	2002-03	1,492.00	-	161.27	14.99	Nil	176.26	31.68	2.12%	17.97%	53.76	-38.77
2	2003-04	5,225.65	95.38	3918.75	1306.25	Nil	2143.46	540.60	10.34%	25.22%	653.20	-469.33
3	2004-05	4,224.68	534.91	3168.51	1056.17	Nil	176.87	856.00	20.26%	4.83%	0	176.87
4	2005-06	6,688.57	549.36	5016.38	1672.13	Nil	1753.91	1890.19	28.26%	107.77%	366.67	287.24
5	2006-07	8,456.46	238.51	4092.34	1364.12	Nil	5429.52	4953.30	58.57%	91.22%	1410.08	-210.80
6	2007-08	5,234.32	117.21	3402.30	1832.02	Nil	2771.55	1883.34	35.99%	67.97%	900.06	199.94
7	2008-09	6,076.02	1417.25	1513.17	1000.00	530.84	4492.94	3905.77	63.77%	97.82%	823.31	176.69
8	2009-10	5,832.54	588.14	3088.62	1500.00	158.83	5335.59	3684.61	63.17%	82.14%	2062.92	562.92
Total		43,230.24	3,540.76	24,361.34	9,745.68	689.67	22,280.10	17,745.49	-	-	6,270.00	684.76

(NPEGEL)

S.No.	Year	Approved Outlay	Opening Balance	Amount Released		Amount received from other sources	Total Amount Available	Expenditure	% of Expenditure against Approved Outlay	% of Expenditure against Available funds	State Share due as per GOI release	Shortfall/excess in state Share
				GOI	State							
1	2	3	4	5	6	7	8	9	10	11	12	13

(KGBV)

S.No.	Year	Approved Outlay	Opening Balance	Amount Released		Amount received from other sources	Total Amount Available	Expenditure	% of Expenditure against Approved Outlay	% of Expenditure against Available funds	State Share due as per GOI release	Shortfall/excess in state Share
				GOI	State							
1	2	3	4	5	6	7	8	9	10	11	12	13
Total	2008-09	48.73	15.84	15.84	Nil		15.84	Nil	Nil	Nil	Nil	Nil

(Total)

S.No.	Year	Approved Outlay	Opening Balance	Amount Released		Amount received from other sources	Total Amount Available	Expenditure	% of Expenditure against Approved Outlay	% of Expenditure against Available funds	State Share due as per GOI release	Shortfall/excess in state Share
				GOI	State							
1	2	3	4	5	6	7	8	9	10	11	12	13
Total		43278.97	3556.60	24377.18	9,745.68	689.67	22295.94	17,745.49			6,270.00	684.76

COSTING

State Consolidate :DELHI																			(R₹.in lakh)	
S.No.	Activity	2009-10						Savings		Proposal for 2010-11					Approved 2010-11					
		PAB Approved		Achievement				Phy	Fin	Spill Over	Fresh Proposal		Total Proposal	Spill Over	Fresh Approved		Total . Approved			
		Phy.	Fin	Phy.	Fin.	Phy. (%)	Fin.(%)				Fin.	Unit Cost			Phy.	Fin.		Fin.	Fin.	Unit Cost
1	New Schools Opening																			
1.1	Upgradation of EGS to PS																			
1.2	New PS	0		0																
1.3	Upgraded/New UPS																			
2	New Teachers Salary																			
2.1	Primary Teachers (Regular)	0	0.000	0	0.000			0	0.000		0.0000	0	0.000	0.000	0.000	0.0000	0	0.000	0.000	
2.2	Primary Teachers (Para)	0	0.000	0	0.000			0	0.000		1.2150	4	4.860	4.860	0.000	1.2150	4	4.860	4.860	
2.3	Upper Primary Teachers (Regular)	0	0.000	0	0.000			0	0.000		0.0000	0	0.000	0.000	0.000	0.0000	0	0.000	0.000	
2.4	Upper Primary Teachers (Para)	0	0.000	0	0.000			0	0.000		0.0000	0	0.000	0.000	0.000	0.0000	0	0.000	0.000	
2.5	Upper Primary Teachers - Head Master	0	0.000	0	0.000			0	0.000		0.0000	0	0.000	0.000	0.000	0.0000	0	0.000	0.000	
	Add.Teacher against PTR																			
2.6	New Additional Teachers - PS (Regular)	0	0.000	0	0.000			0	0.000		0.0000	0	0.000	0.000	0.000	0.0000	0	0.000	0.000	
2.7	New Additional Teachers - PS (Para)	0	0.000	0	0.000			0	0.000		0.0000	982	1198.040	1198.040	0.000	0.0000	0	0.000	0.000	
2.8	New Additional Teachers-UPS (Regular)	0	0.000	0	0.000			0	0.000		0.0000	0	0.000	0.000	0.000	0.0000	0	0.000	0.000	
2.9	New Additional Teachers - UPS (Para)	0	0.000	0	0.000			0	0.000		0.0000	0	0.000	0.000	0.000	0.0000	0	0.000	0.000	
2.1	Teachers under OBB	0	0.000	0	0.000			0	0.000		0.0000	0	0.000	0.000	0.000	0.0000	0	0.000	0.000	
2.1	New Others	0	0.000	0	0.000			0	0.000		0.0000	0	0.000	0.000	0.000	0.0000	0	0.000	0.000	
	Sub Total (2.01 to 2.11)	0	0.000		0.00			0	0.000			986	1202.900	1202.900	0.000		4	4.860	4.860	
	Teachers Salary (Recurring)																			
2.1	Primary Teachers (Regular)	0	0.000	0	0.000			0	0.000		0.0000	0	0.000	0.000	0.000	0.0000	0	0.000	0.000	
2.1	Primary Teachers (Para) (10 months)	36	34.200	34	4.340	94.44	12.69	2	29.860		1.6200	36	58.320	58.320	0.000	1.6200	36	58.320	58.320	
2.1	UP Teachers (Regular)	0	0.000	0	0.000			0	0.000		0.0000	0	0.000	0.000	0.000	0.0000	0	0.000	0.000	
2.2	UP Teachers (Para)	0	0.000	0	0.000			0	0.000		0.0000	0	0.000	0.000	0.000	0.0000	0	0.000	0.000	
2.2	UP Teachers - Head Master	0	0.000	0	0.000			0	0.000		0.0000	0	0.000	0.000	0.000	0.0000	0	0.000	0.000	
2.2	Additional Teachers - PS (Regular)	0	0.000	0	0.000			0	0.000		0.0000	0	0.000	0.000	0.000	0.0000	0	0.000	0.000	
2.2	Additional Teachers - PS (Para)	0	0.000	0	0.000			0	0.000		0.0000	0	0.000	0.000	0.000	0.0000	0	0.000	0.000	
2.2	Additional Teachers - UPS (Regular)	0	0.000	0	0.000			0	0.000		0.0000	0	0.000	0.000	0.000	0.0000	0	0.000	0.000	
2.2.	Additional Teachers - UPS (Para)	0	0.000	0	0.000			0	0.000		0.0000	0	0.000	0.000	0.000	0.0000	0	0.000	0.000	
2.2	Teachers under OBB	0	0.000	0	0.000			0	0.000		0.0000	0	0.000	0.000	0.000	0.0000	0	0.000	0.000	
2.2	Others (Recurring)	0	0.000	0	0.000			0	0.000		0.0000	0	0.000	0.000	0.000	0.0000	0	0.000	0.000	
	Sub Total (2.12 to 2.22)	36	34.200	34	4.340	94.44	12.69	2	29.860			36	58.320	58.320	0.000		36	58.320	58.320	
	SUB TOTAL (New Teachers+Teachers Recurring)	36	34.200	34	4.340	94.44	12.69	2	29.860			1022	1261.220	1261.220	0.000		40	63.180	63.180	
3	Teachers Grant																			
3.1	Primary Teachers	24540	122.700	24540	119.070	100.00	97.04	0	3.630		0.005	24995	124.975	124.975	0.000	0.005	24995	124.975	124.975	
3.2	Upper Primary Teachers	28399	141.995	28399	139.200	100.00	98.03	0	2.795		0.0050	27295	136.475	136.475	0.000	0.0050	27295	136.475	136.475	
	Sub Total	52939	264.695	52939	258.270	100.00	97.57	0	6.425			52290	261.450	261.450	0.000		52290	261.450	261.450	
4	Block Resource Centre (BRC)/UBRC																			
4.1	Salary of Resource Persons	18	40.500	18	22.120	100.00	54.62	0	18.380		2.2500	18	40.500	40.500	0.000	2.2500	18	40.500	40.500	
4.2	Furniture Grant	0	0.000	0	0.000			0	0.000		0.0000	0	0.000	0.000	0.000	0.0000	0	0.000	0.000	
4.3	Contingency Grant	9	1.800	9	1.130	100.00	62.78	0	0.670		0.5000	9	4.500	4.500	0.000	0.5000	9	4.500	4.500	
4.4	Meeting, TA	9	0.810	9	0.096	100.00	11.85	0	0.714		0.3000	9	2.700	2.700	0.000	0.3000	9	2.700	2.700	
4.5	TLM Grant	9	0.450	9	0.267	100.00	59.33	0	0.183		0.1000	9	0.900	0.900	0.000	0.1000	9	0.900	0.900	

DELHI
Sarva Shiksha Abhiyan (SSA)
Annual Work Plan and Budget (AWP&B) 2010-11

State Consolidate - DELHI																				(Rs.in lakh)
S.No.	Activity	2009-10						Savings		Proposal for 2010-11					Approved 2010-11					
		PAB Approved		Achievement						Spill Over	Fresh Proposal		Total Proposal	Spill Over	Fresh Approved		Total Approved			
		Phy.	Fin	Phy.	Fin.	Phy.(%)	Fin.(%)	Phy.	Fin.		Fin.	Unit Cost			Phy.	Fin.		Fin.	Fin.	Unit Cost
	Sub Total	45	43.560	9	23.613	20.00	54.21	36	19.947			9	48.600	48.600	0.000		9	48.600	48.600	
5	Cluster Resource Centres																			
5.1	Salary of Resource Persons (12 months)	136	244.800	136	102.910	100.00	42.04	0	141.890		1.8000	136	244.800	244.800	0.000	1.8000	136	244.800	244.800	
	Salary of Resource Persons (10 months)	136	204.000	136	0.000	100.00	0.00	0	204.000		1.5000	136	204.000	204.000		1.5000	136	204.000	204.000	
5.2	Furniture Grant	0	0.000	0	0.000			0	0.000		0.0000	0	0.000	0.000	0.000	0.0000	0	0.000	0.000	
5.3	Contingency Grant	136	4.080	136	2.070	100.00	50.74	0	2.010		0.1000	136	13.600	13.600	0.000	0.1000	136	13.600	13.600	
5.4	Meeting, TA	136	4.896	136	2.130	100.00	43.50	0	2.766		0.1200	136	16.320	16.320	0.000	0.1200	136	16.320	16.320	
5.5	TLM Grant	136	1.360	136	1.080	100.00	79.41	0	0.280		0.0300	136	4.080	4.080	0.000	0.0300	136	4.080	4.080	
	Sub Total	680	459.136	136	108.190	20.00	23.56	544	350.946			136	482.800	482.800	0.000		136	482.800	482.800	
6	Teachers Training																			
6.1	In-service Teachers' Training (10 days)	52939	529.390	52939	344.012	100.00	64.98	0	185.378		0.0100	24995	249.950	249.950	0.000	0.0100	24995	249.950	249.950	
	In-service Teachers' Training (5 days) (P)	0	0.000	0	0.000			0	0.000		0.0025	24995	62.488	62.488		0.0025	24995	62.488	62.488	
	In-service Teachers' Training (10 days) (UP)	52939	264.695	52939	171.991	100.00	64.98	0	92.704		0.0100	27295	272.950	272.950	0.000	0.0100	27295	272.950	272.950	
6.2	Induction training for Newly Recruit Trained Teachers	1000	15.000	0	0.000	0.00	0.00	1000	15.000		0.0150	5821	87.315	87.315	0.000	0.0150	5821	87.315	87.315	
6.3	Training for Untrained Teachers	0	0.000	0	0.000			0	0.000		0.0000	0	0.000	0.000	0.000	0.0000	0	0.000	0.000	
6.4	Training of resource persons, master trainers < BRC, CRC coordinators	323	1.615	323	0.333	100.00	20.62	0	1.282		0.0100	365	3.650	3.650	0.000	0.0100	365	3.650	3.650	
	Sub Total	54262	810.700	53262	516.336	98.16	63.69	1000	294.364			58476	676.353	676.353	0.000		58476	676.353	676.353	
7	Interventions for QOSC																			
7.1	AIE Centre (P) (for 8 months)	18147	149.713	18147	41.942	100.00	28.01	0	107.771		0.0200	12041	240.820	240.820	0.000	0.0200	12041	240.820	240.820	
7.2	AIE Centre (UP) (for 8 months)	1322	10.576	1312	2.968	99.24	28.06	10	7.608		0.0200	3922	78.440	78.440	0.000	0.0200	3922	78.440	78.440	
7.3	RBC (400 for 12 months & 400 for 10 months)	500	25.000	400	10.120	80.00	40.48	100	14.880		0.1000	800	80.000	80.000	0.000	0.1000	800	80.000	30.000	
7.4	Khul Ja Sim Sim (P)	0	0.000	0	0.000			0	0.000		0.0000	2072	0.000	0.000	0.000	0.0000	0	0.000	0.000	
7.5	Khul Ja Sim Sim (U.P)	0	0.000	0	0.000			0	0.000		0.0000	518	0.000	0.000	0.000	0.0000	0	0.000	0.000	
7.6	Mobile Schools (P) (for 10 & 12 months)	500	15.000	500	5.500	100.00	36.67	0	9.500		0.0154	3760	57.904	57.904	0.000	0.0154	0	0.000	0.000	
7.7	Mobile Schools (U. P) (for 10 months)	0	0.000	0	0.000			0	0.000		0.0247	940	23.316	23.316	0.000	0.0247	0	0.000	0.000	
7.8	Madarsa/ Maktab	0	0.000	0	0.000			0	0.000		0.0300	2400	72.000	72.000	0.000	0.0300	2400	72.000	72.000	
7.9	Dakhila Abhiyan	0	0.000	0	0.000			0	0.000		0.0000	5610	0.000	0.000	0.000	0.0000	0	0.000	0.000	
	Sub Total	20469	200.289	20359	60.530	99.46	30.22	110	139.759			32063	552.480	552.480	0.000		19163	471.260	471.260	
8	Remedial Teaching																			
8.1	Remedial Teaching	69000	138.000	0	0.000	0.00	0.00	69000	138.000		0.0000	0	0.000	0.000	0.000	0.0000	0	0.000	0.000	
	Sub Total	69000	138.000		0.000	0.00	0.00	69000	138.000			0	0.000	0.000	0.000		0	0.000	0.000	
9	Free Text Book																			
9.1	Free Text Book (P)	0	0.000	0	0.000			0	0.000		0.0000	0	0.000	0.000	0.000	0.0000	0	0.000	0.000	
9.2	Free Text Book (UP)	373400	933.500	373400	931.488	100.00	99.78	0	2.013		0.0025	375100	937.750	937.750	0.000	0.0025	375100	937.750	937.750	
	Sub Total	373400	933.500	373400	931.488	100.00	99.78	0	2.013			375100	937.750	937.750	0.000		375100	937.750	937.750	
10	Interventions for CWSN (IED)																			
10.1	Inclusive Education	8015	40.075	8015	39.659	100.00	98.96	0	0.416		0.0300	13568	407.040	407.040	0.000	0.0300	13568	407.040	407.040	

Annual Work Plan and Budget (AWP&B) 2010-11

State Consolidate :DELHI		(Rs.in lakh)																		
S.No.	Activity	2009-10						Savings	Proposal for 2010-11						Approved 2010-11					
		PAB Approved		Achievement					Spill Over	Fresh Proposal			Total Proposal	Spill Over	Fresh Approved			Total Approved		
		Phy.	Fin	Phy.	Fin.	Phy.(%)	Fin.(%)			Phy.	Fin.	Fin.			Unit Cost	Phy.	Fin.		Phy.	Fin.
	Sub Total	8015	40.075	8015	39.659	100.00	98.96	0	0.416			13568	407.040	407.040	0.000		13568	407.040	407.040	
11	Civil Works																			
11.1	DURC	0	25.200	0	18.000		71.43	0	7.200	-7.200	0.0000	0	0.000	7.200	7.200	0.0000	0	0.000	7.200	
11.2	CRC	0	0.000	0	0.000			0	0.000	0.000	0.0000	0	0.000	0.000	0.000	0.0000	0	0.000	0.000	
11.3	Primary School (new)	0	80.000	0	45.000		56.25	0	35.000	35.000	78.0000	2	156.000	191.000	35.000	78.000	2	156.000	191.000	
11.4	Upper Primary (new)	0	0.000	0	0.000			0	0.000	0.000	0.0000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.5	Additional Class Room	161	1151.200	161	654.600	100.00	56.86	0	496.600	496.600	6.0000	270	1620.000	2116.600	496.600	6.000	223	1338.000	1834.600	
11.6	Toilet/Urinals	0	0.000	0	0.000			0	0.000	0.000	0.0000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.7	Separate Girls Toilet	0	0.000	0	0.000			0	0.000	0.000	2.2000	100	220.000	220.000	0.000	2.200	100	220.000	220.000	
11.8	Drinking Water Facility	0	0.000	0	0.000			0	0.000	0.000	0.0000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.9	Buildingless School (P)	0	0.000	0	0.000			0	0.000	0.000	0.0000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.10	Buildingless School (UP)	0	0.000	0	0.000			0	0.000	0.000	0.0000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.11	Library (P)	0	0.000	0	0.000			0	0.000	0.000	0.0300	2328	69.840	69.840	0.000	0.030	1525	45.750	45.750	
11.12	Library (UP)	0	0.000	0	0.000			0	0.000	0.000	0.1000	1174	117.400	117.400	0.000	0.100	801	80.100	80.100	
11.13	Boundary Wall	0	0.000	0	0.000			0	0.000	0.000	0.0000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.14	Separation Wall	0	0.000	0	0.000			0	0.000	0.000	0.0000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.15	Electrification	0	0.000	0	0.000			0	0.000	0.000	0.0000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.16	Head Master's Room	0	0.000	0	0.000			0	0.000	0.000	0.0000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.17	Residential Hostel	0	0.000	0	0.000			0	0.000	0.000	0.0000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.18	Major Repairs (Primary)	0	0.000	0	0.000			0	0.000	0.000	0.0000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.19	Major Repairs (Upper Primary)	0	0.000	0	0.000			0	0.000	0.000	0.0000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
11.20	Others	0	0.000	0	0.000			0	0.000	0.000	0.0000	0	0.000	0.000	0.000	0.000	0	0.000	0.000	
	Sub Total of Civil Works	161	1256.400	161	717.600	100.00	57.12	0	538.800	538.800		3874	2183.240	2722.040	538.800		2651	1839.850	2378.650	
12	Furniture for Govt. UPS																			
12.1	No. of Children	0	0.000	0	0.000			0	0.000	0.000		0	0.000	0.000	0.000		0	0.000	0.000	
	Sub Total(Furniture)	0	0.000	0	0.000			0	0.000	0.000		0	0.000	0.000	0.000		0	0.000	0.000	
	Sub Total (Civil + Furniture)	161	1256.400	161	717.600	100.00	57.12	0	538.800	538.800		3874	2183.240	2722.040	538.800		2651	1839.850	2378.650	
13	Teaching Learning Equipment																			
13.1	TLE - New Primary	0	0.000	0	0.000			0	0.000	0.000	0.2000	2	0.400	0.400	0.000	0.2000	2	0.400	0.400	
13.2	TLE - New Upper Primary	0	0.000	0	0.000			0	0.000	0.000	0.0000	0	0.000	0.000	0.000	0.0000	0	0.000	0.000	
13.3	Others	0	0.000	0	0.000			0	0.000	0.000		0	0.000	0.000	0.000		0	0.000	0.000	
	Sub Total	0	0.000	0	0.000			0	0.000	0.000		2	0.400	0.400	0.000		2	0.400	0.400	
14	Maintenance Grant																			
14.1	Maintenance Grant for PS & UPS	3088	231.600	3088	229.080	100.00	98.91	0	2.520	0.000	0.0750	3125	234.375	234.375	0.000	0.0750	3125	234.375	234.375	
	Sub Total	3088	231.600	3088	229.080	100.00	98.91	0	2.520	0.000		3125	234.375	234.375	0.000		3125	234.375	234.375	
15	School Grant																			
15.1	Primary School	2303	115.150	2303	111.975	100.00	97.24	0	3.175	0.000	0.0500	2328	116.400	116.400	0.000	0.0500	2328	116.400	116.400	
15.2	Upper Primary School	1172	82.040	1172	79.737	100.00	97.19	0	2.303	0.000	0.0700	1174	82.180	82.180	0.000	0.0700	1174	82.180	82.180	
	Sub Total	3475	197.190	3475	191.712	100.00	97.22	0	5.478	0.000		3502	198.580	198.580	0.000		3502	198.580	198.580	
16	Research & Evaluation																			
16.1	Research & Evaluation	3475	45.175	3475	23.313	100.00	51.61	0	21.862	0.000	0.0130	3502	45.526	45.526	0.000	0.0130	3502	45.526	45.526	
	Sub Total	3475	45.175	3475	23.313	100.00	51.61	0	21.862	0.000		3502	45.526	45.526	0.000		3502	45.526	45.526	
17	Management & Quality																			
17.1	Management & MIS	0	97.250	0	60.290		61.99	0	36.960	0.000		0	162.690	162.690	0.000		0	162.690	162.690	

DELHI
Sarva Shiksha Abhiyan (SSA)
Annual Work Plan and Budget (AWP&B) 2010-11

State Consolidate :DELHI																	(Rs.in lakh)			
S.No.	Activity	2009-10						Savings		Proposal for 2010-11										
		PAB Approved		Achievement						Spill Over	Fresh Proposal		Total Proposal	Spill Over	Fresh Approved		Total Approved			
		Phy.	Fin	Phy.	Fin.	Phy. (%)	Fin.(%)	Phy.	Fin.		Fin.	Unit Cost			Phy.	Fin.		Fin.	Unit Cost	Phy.
17.2	Learning Enhancement Prog. (LEP)	0	106.100	0	90.185		85.00	0	15.915	0.000		0	121.400	121.400	0.000		0	121.400	121.400	
17.2	Community Mobilization	0	0.000	0	0.000			0	0.000	0.000		0	21.990	21.990	0.000		0	21.990	21.990	
	Sub Total	0	203.350	0	150.475		74.00	0	52.875	0.000			306.080	306.080	0.000		0	306.080	306.080	
18	Innovative Activity																			
18.1	ECCE	9	135.000	9	79.650	100.00	59.00	0	55.350	0.000	15.00	9	135.000	135.000	0.000	15.00	9	135.000	135.000	
18.2	Girls Education	9	135.000	9	98.010	100.00	72.60	0	36.990	0.000	15.00	9	135.000	135.000	0.000	15.00	9	135.000	135.000	
18.3	SC / ST	9	27.000	8	0.076	88.89	0.28	1	26.924	0.000	5.00	9	45.000	45.000	0.000	5.00	9	45.000	45.000	
18.4	Computer Education	9	450.000	9	151.200	100.00	33.60	0	298.800	0.000	50.00	9	450.000	450.000	0.000	50.00	9	450.000	450.000	
18.5	Urban Deprived Children	3	30.000	3	2.700	100.00	9.00	0	27.300	0.000	15.00	6	90.000	90.000	0.000	15.00	6	90.000	90.000	
18.6	Minorities Interventions	0	0.000	0	0.000			0	0.000	0.000	15.0000	3	45.000	45.000	0.000	15.0000	3	45.000	45.000	
	Sub Total	39	777.000	9	331.636	23.08	42.68	30	445.364	0.000		9	900.000	900.000	0.000		9	900.000	900.000	
19	Community Training																			
19.1	Community Training	10425	6.255	10425	6.247	100.00	99.87	0	0.008	0.000	0.0000	0	0.000	0.000	0.000	0.0000	0	0.000	0.000	
19.2	3 days non residential at cluster level	0	0.000	0	0.000			0	0.000	0.000	0.00150	18750	28.125	28.125	0.000	0.00150	18750	28.125	28.125	
19.3	3 days residential at Block level for local authorities	0	0.000	0	0.000			0	0.000	0.000	0.00300	0	0.000	0.000	0.000	0.00300	0	0.000	0.000	
19.4	3 days residential at Block level for local authorities	0	0.000	0	0.000			0	0.000	0.000	0.00300	0	0.000	0.000	0.000	0.00300	0	0.000	0.000	
	Sub Total	10425	6.255	10425	6.247	100.00	99.87	0	0.008	0.000	0.0025	18750	28.125	28.125	0.000	0.0025	18750	28.125	28.125	
	Total of SSA (Districts)	599509	5641.125	528787	3592.489	88.20	63.68	70722	2048.636	538.800		565428	8524.019	9062.819	538.800		550323	6901.369	7440.169	
20	STATE COMPONENT																			
20.1	Management	0	117.690	0	83.830		71.23	0	33.860	0.000	0.0000		142.500	142.500				123.560	123.560	
20.2	REMS	0	0.000	0	0.000			0	0.000	0.000	0.0000			0.000					0.000	
20.3	SIEMAT	0	25.000	0	0.000		0.00	0	25.000	25.000	0.0000			25.000	25.000				25.000	
	Sub Total	0	142.690	0	83.830		58.75	0	58.860	25.000		0	142.500	167.500	25.000		0	123.560	148.560	
	STATE SSA TOTAL	599509	5783.815	528787	3676.319	88.20	63.56	70722	2107.496	563.800		565428	8666.519	9230.319	563.800		550323	7024.929	7588.729	
21	NPEGEL	0	0.000	0	0.000			0	0.000	0.000	0.0000			0.000					0.000	
22	KGBV	0	48.730	0	0.000		0.00	0	48.730	0.000	0.0000	0.00	0.000	0.000	0.000		0.00	0.000	0.000	
	GRAND TOTAL (SSA+NPEGEL+KGBV)	599509	5832.535	528787	3676.319	88.20	63.03	70722	2156.216	563.800		565428	8666.519	9230.319	563.800		550323	7024.929	7588.729	

S.No.	Activity	East				North East				North				North West					
		Spill over		Approved Outlay 2010-11		Total		Spill over		Approved Outlay 2010-11		Total		Spill over		Approved Outlay 2010-11		Total	
		Fin.	Phy.	Fin.	Fin.	Fin.	Phy.	Fin.	Fin.	Fin.	Phy.	Fin.	Fin.	Fin.	Phy.	Fin.	Fin.		
1.00	New Schools Opening																		
1.01	Upgradation of EGS to PS		0				0				0				0				
1.02	New PS		0				0				0				2				
1.03	Upgraded/New UPS		0				0				0				0				
2.00	New Teachers Salary																		
2.01	Primary Teachers (Regular)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.02	Primary Teachers (Para)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	4	4.86	4.86		
2.03	Upper Primary Teachers (Regular)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.04	Upper Primary Teachers (Para)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.05	Upper Primary Teachers - Head Master	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
	Add. Teacher against PTR																		
2.06	New Additional Teachers - PS (Regular)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.07	New Additional Teachers - PS (Para)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.08	New Additional Teachers-UPS (Regular)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.09	New Additional Teachers - UPS (Para)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.10	Teachers under OBB	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.11	New Others	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
	Sub Total (2.01 to 2.11)	0	0	0.00	0.00	0	0	0.00	0.00	0	0	0.00	0.00	0	4	4.86	4.86		
	Teachers Salary (Recurring)																		
2.12	Primary Teachers (Regular)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.13	Primary Teachers (Para) For 10 Months	0.00	2	3.24	3.24	0.00	2	3.24	3.24	0.00	0	0.00	0.00	0.00	26	42.12	42.12		
2.14	UP Teachers (Regular)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.15	UP Teachers (Para)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.16	UP Teachers - Head Master	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.17	Additional Teachers - PS (Regular)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.18	Additional Teachers - PS (Para)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.19	Additional Teachers - UPS (Regular)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.20	Additional Teachers - UPS (Para)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.21	Teachers under OBB	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.22	Others (Recurring)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
	Sub Total (2.12 to 2.22)	0.00	2	3.24	3.24	0.00	2	3.24	3.24	0.00	0	0.00	0.00	0.00	26	42.12	42.12		
	SUB TOTAL (New Teachers+Teachers Recurring)	0.00	2	3.24	3.24	0.00	2	3.24	3.24	0.00	0	0.00	0.00	0.00	26	46.98	46.98		
3.00	Teachers Grant																		
3.01	Primary Teachers	0.00	2180	10.90	10.90	0.00	2723	13.62	13.62	0.00	1698	8.49	8.49	0.00	6305	31.53	31.53		
3.02	Upper Primary Teachers	0.00	3105	15.53	15.53	0.00	3554	17.77	17.77	0.00	1703	8.52	8.52	0.00	5415	27.08	27.08		
	Sub Total	0.00	5285	26.43	26.43	0.00	6277	31.39	31.39	0.00	3401	17.01	17.01	0.00	11720	58.60	58.60		
4.00	Block Resource Centre (BRC)/UBRC																		
4.01	Salary of Resource Persons	0.00	2	4.50	4.50	0.00	2	4.50	4.50	0.00	2	4.50	4.50	0.00	2	4.50	4.50		
4.02	Furniture Grant	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
4.03	Contingency Grant	0.00	1	0.50	0.50	0.00	1	0.50	0.50	0.00	1	0.50	0.50	0.00	1	0.50	0.50		

Districtwise and Interventionwise Outlay - SSA Delhi - 2010-11

(Rs. in lakh)

S.No.	Activity	East				North East				North				North West			
		Spill over		Approved Outlay 2010-11	Total	Spill over		Approved Outlay 2010-11	Total	Spill over		Approved Outlay 2010-11	Total	Spill over		Approved Outlay 2010-11	Total
		Fin.	Phy.	Fin.	Fin.	Fin.	Phy.	Fin.	Fin.	Fin.	Phy.	Fin.	Fin.	Fin.	Phy.	Fin.	Fin.
4.04	Meeting, TA	0.00	1	0.30	0.30	0.00	1	0.30	0.30	0.00	1	0.30	0.30	0.00	1	0.30	0.30
4.05	TLM Grant	0.00	1	0.10	0.10	0.00	1	0.10	0.10	0.00	1	0.10	0.10	0.00	1	0.10	0.10
	Sub Total	0.00	1	5.40	5.40	0.00	1	5.40	5.40	0.00	1	5.40	5.40	0.00	1	5.40	5.40
5.00	Cluster Resource Centres																
5.01	Salary of Resource Persons (12 months)	0.00	14	25.20	25.20	0.00	12	21.60	21.60	0.00	7	12.60	12.60	0.00	31	55.80	55.80
	Salary of Resource Persons (10 months)	0.00	14	21.00	21.00	0.00	12	18.00	18.00	0.00	7	10.50	10.50	0.00	31	46.50	46.50
5.02	Furniture Grant	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
5.03	Contingency Grant	0.00	14	1.40	1.40	0.00	12	1.20	1.20	0.00	7	0.70	0.70	0.00	31	3.10	3.10
5.04	Meeting, TA	0.00	14	1.68	1.68	0.00	12	1.44	1.44	0.00	7	0.84	0.84	0.00	31	3.72	3.72
5.05	TLM Grant	0.00	14	0.42	0.42	0.00	12	0.36	0.36	0.00	7	0.21	0.21	0.00	31	0.93	0.93
	Sub Total	0.00	14	49.70	49.70	0.00	12	42.60	42.60	0.00	7	24.85	24.85	0.00	31	110.05	110.05
6.00	Teachers Training																
6.01	In-service Teachers' Training (10 days)	0.00	2180	21.80	21.80	0.00	2723	27.23	27.23	0.00	1698	16.98	16.98	0.00	6305	63.05	63.05
	In-service Teachers' Training (5 days) (P)	0.00	2180	5.45	5.45	0.00	2723	6.81	6.81	0.00	1698	4.25	4.25	0.00	6305	15.76	15.76
	In-service Teachers' Training (10 days)	0.00	3105	31.05	31.05	0.00	3554	35.54	35.54	0.00	1703	17.03	17.03	0.00	5415	54.15	54.15
6.02	Induction training for Newly Recruit Trained Teachers	0.00	784	11.76	11.76	0.00	1140	17.10	17.10	0.00	544	8.16	8.16	0.00	1122	16.83	16.83
6.03	Training for Untrained Teachers	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
6.04	Training of resource persons, master trainers < BRC, CRC coordinators	0.00	35	0.35	0.35	0.00	44	0.44	0.44	0.00	20	0.20	0.20	0.00	70	0.70	0.70
	Sub Total	0.00	6104	70.41	70.41	0.00	7461	87.12	87.12	0.00	3965	46.62	46.62	0.00	12912	150.49	150.49
7.00	Interventions for OOSC																
7.01	AIE Centre (P) (for 8 months)	0.00	2584	51.68	51.68	0.00	1000	20.00	20.00	0.00	260	5.20	5.20	0.00	2340	46.80	46.80
7.02	AIE Centre (UP) (for 8 months)	0.00	500	10.00	10.00	0.00	276	5.52	5.52	0.00	100	2.00	2.00	0.00	1010	20.20	20.20
7.03	RBC (400 for 12 months & 400 for 10 months)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	200	20.00	20.00	0.00	100	10.00	10.00
7.04	Khul Ja Sim Sim (P)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
7.05	Khul Ja Sim Sim (U.P)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
7.06	Mobile Schools (P) (for 10 & 12 months)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
7.07	Mobile Schools (U.P) (for 10 months)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
7.08	Madarsa/ Maktab	0.00	0	0.00	0.00	0.00	1500	45.00	45.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
7.09	Dakhila Abhiyan	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
	Sub Total	0.00	3084	61.68	61.68	0.00	2776	70.52	70.52	0.00	560	27.20	27.20	0.00	3450	77.00	77.00
8.00	Remedial Teaching																
8.01	Remedial Teaching	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
	Sub Total	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
9.00	Free Text Book																
9.01	Free Text Book (P)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
9.02	Free Text Book (UP)	0.00	43200	108.00	108.00	0.00	55100	137.75	137.75	0.00	23150	57.88	57.88	0.00	76250	190.63	190.63
	Sub Total	0.00	43200	108.00	108.00	0.00	55100	137.75	137.75	0.00	23150	57.88	57.88	0.00	76250	190.63	190.63

S.No.	Activity	East				North East				North				North West			
		Spill over	Approved Outlay 2010-11		Total	Spill over	Approved Outlay 2010-11		Total	Spill over	Approved Outlay 2010-11		Total	Spill over	Approved Outlay 2010-11		Total
		Fin.	Phy.	Fin.	Fin.	Fin.	Phy.	Fin.	Fin.	Fin.	Phy.	Fin.	Fin.	Fin.	Phy.	Fin.	Fin.
10.00	Interventions for CWSN (IED)																
10.01	Inclusive Education	0.00	923	27.69	27.69	0.00	928	27.84	27.84	0.00	874	26.22	26.22	0.00	3289	98.67	98.67
	Sub Total	0.00	923	27.69	27.69	0.00	928	27.84	27.84	0.00	874	26.22	26.22	0.00	3289	98.67	98.67
11.00	Civil Works																
11.01	DURC	2.40	0	0.00	2.40	2.40	0	0.00	2.40	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.02	CRC	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.03	Primary School (new)	0.00	0	0.00	0.00	5.00	0	0.00	5.00	0.00	0	0.00	0.00	0.00	2	156.00	156.00
11.04	Upper Primary (new)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.05	Additional Class Room	21.81	20	120.00	141.81	23.28	15	90.00	113.28	5.10	20	120.00	125.10	176.02	49	294.00	470.02
11.06	Toilet/Urinals	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.07	Separate Girls Toilet	0.00	15	33.00	33.00	0.00	15	33.00	33.00	0.00	10	22.00	22.00	0.00	20	44.00	44.00
11.08	Drinking Water Facility	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.09	Buildingless School (P)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.10	Buildingless School (UP)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.11	Library (P)	0.00	267	8.01	8.01	0.00	236	7.08	7.08	0.00	116	3.48	3.48	0.00	0	0.00	0.00
11.12	Library (UP)	0.00	119	11.90	11.90	0.00	121	12.10	12.10	0.00	106	10.60	10.60	0.00	0	0.00	0.00
11.13	Boundary Wall	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.14	Separation Wall	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.15	Electrification	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.16	Head Master's Room	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.17	Residential Hostel	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.18	Major Repairs (Primary)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.19	Major Repairs (Upper Primary)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.20	Others	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
	Sub Total of Civil Works	24.21	421	172.91	197.12	30.68	387	142.18	172.86	5.10	252	156.08	161.18	176.02	71	494.00	670.02
12.00	Furniture for Govt. UPS																
12.01	No. of Children	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
	Sub Total(Furniture)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Sub Total (Civil + Furniture)	24.21	421.00	172.91	197.12	30.68	387.00	142.18	172.86	5.10	252.00	156.08	161.18	176.02	71.00	494.00	670.02
13.00	Teaching Learning Equipment																
13.01	TLE - New Primary	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	2	0.40	0.40
13.02	TLE - New Upper Primary	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
13.03	Others	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
	Sub Total	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.40	0.40
14.00	Maintenance Grant																
14.01	Maintenance Grant for PS & UPS	0.00	355	26.63	26.63	0.00	345	25.88	25.88	0.00	147	11.03	11.03	0.00	732	54.90	54.90
	Sub Total	0.00	355	26.63	26.63	0.00	345	25.88	25.88	0.00	147	11.03	11.03	0.00	732	54.90	54.90
15.00	School Grant																
15.01	Primary School	0.00	267	13.35	13.35	0.00	236	11.80	11.80	0.00	116	5.80	5.80	0.00	514	25.70	25.70
15.02	Upper Primary School	0.00	119	8.33	8.33	0.00	121	8.47	8.47	0.00	106	7.42	7.42	0.00	231	16.17	16.17
	Sub Total	0.00	386	21.68	21.68	0.00	357	20.27	20.27	0.00	222	13.22	13.22	0.00	745	41.87	41.87
16.00	Research & Evaluation																
16.01	Research & Evaluation	0.00	386	5.02	5.02	0.00	357	4.64	4.64	0.00	222	2.89	2.89	0.00	745	9.69	9.69

Districtwise and Interventionwise Outlay - SSA Delhi - 2010-11

(Rs. in lakh)

S.No.	Activity	East				North East				North				North West					
		Spill over		Approved Outlay 2010-11		Total		Spill over		Approved Outlay 2010-11		Total		Spill over		Approved Outlay 2010-11		Total	
		Fin.	Phy.	Fin.	Fin.	Fin.	Phy.	Fin.	Fin.	Fin.	Phy.	Fin.	Fin.	Fin.	Phy.	Fin.	Fin.	Phy.	Fin.
	Sub Total	0.00	386	5.02	5.02	0.00	357	4.64	4.64	0.00	222	2.89	2.89	0.00	745	9.69	9.69		
17.00	Management & Quality																		
17.01	Management & MIS	0.00	0	17.90	17.90	0.00	0	19.16	19.16	0.00	0	17.76	17.76	0.00	0	20.94	20.94		
17.02	Learning Enhancement Prog. (LEP)	0.00	0	13.32	13.32	0.00	0	12.32	12.32	0.00	0	8.95	8.95	0.00	0	25.70	25.70		
17.02	Community Mobilization	0.00	0	2.15	2.15	0.00	0	2.17	2.17	0.00	0	1.55	1.55	0.00	0	5.27	5.27		
	Sub Total	0.00	0	33.37	33.37	0.00	0	33.65	33.65	0.00	0	28.26	28.26	0.00	0	51.91	51.91		
18.00	Innovative Activity																		
18.01	ECCE	0.00	1	15.00	15.00	0.00	1	15.00	15.00	0.00	1	15.00	15.00	0.00	1	15.00	15.00		
18.02	Girls Education	0.00	1	15.00	15.00	0.00	1	15.00	15.00	0.00	1	15.00	15.00	0.00	1	15.00	15.00		
18.03	SC / ST	0.00	1	5.00	5.00	0.00	1	5.00	5.00	0.00	1	5.00	5.00	0.00	1	5.00	5.00		
18.04	Computer Education	0.00	1	50.00	50.00	0.00	1	50.00	50.00	0.00	1	50.00	50.00	0.00	1	50.00	50.00		
18.05	Urban Deprived Children	0.00	1	15.00	15.00	0.00	0	0.00	0.00	0.00	1	15.00	15.00	0.00	1	15.00	15.00		
18.06	Minorities Interventions	0.00	0	0.00	0.00	0.00	1	15.00	15.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
	Sub Total	0.00	1	100.00	100.00	0.00	1	100.00	100.00	0.00	1	100.00	100.00	0.00	1	100.00	100.00		
19.00	Community Training																		
19.01	Community Training	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
19.01	3 days non residential at cluster level	0.00	2130	3.20	3.20	0.00	2070	3.11	3.11	0.00	882	1.32	1.32	0.00	4392	6.59	6.59		
19.02	3 days residential at Block level for local authorities	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
19.03	3 days residential at Block level for local authorities	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
	Sub Total	0.000	2130	3.195	3.195	0.000	2070	3.105	3.105	0.000	882	1.323	1.323	0.000	4392	6.588	6.588		
	Total of SSA (District)	24.21	62292	715.34	739.55	30.68	76074	735.57	766.25	5.10	33684	517.96	523.06	176.02	114365	1497.17	1673.19		
20.00	STATE COMPONENT																		
20.01	Management	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
20.02	REMS	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
20.03	SIEMAT	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
	Sub Total	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
	STATE SSA TOTAL	24.21	62292	715.34	739.55	30.68	76074	735.57	766.25	5.10	33684	517.96	523.06	176.02	114365	1497.17	1673.19		
21.00	NPEGEL	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
22.00	KGBV	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
	GRAND TOTAL (SSA+NPEGEL+KGBV)	24.21	62292	715.34	739.55	30.68	76074	735.57	766.25	5.10	33684	517.96	523.06	176.02	114365	1497.17	1673.19		

S.No.	Activity	West				South West				South				New Delhi			
		Spill over		Approved Outlay 2010-11		Spill over		Approved Outlay 2010-11		Spill over		Approved Outlay 2010-11		Spill over		Approved Outlay 2010-11	
		Fin.	Phy.	Fin.	Fin.	Fin.	Phy.	Fin.	Fin.	Fin.	Phy.	Fin.	Fin.	Fin.	Phy.	Fin.	Fin.
1.00	New Schools Opening																
1.01	Upgradation of EGS to PS		0				0				0				0		
1.02	New PS		0				0				0				0		
1.03	Upgraded/New UPS		0				0				0				0		
2.00	New Teachers Salary																
2.01	Primary Teachers (Regular)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
2.02	Primary Teachers (Para)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
2.03	Upper Primary Teachers (Regular)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
2.04	Upper Primary Teachers (Para)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
2.05	Upper Primary Teachers - Head Master Add.Teacher against PTR	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
2.06	New Additional Teachers - PS (Regular)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
2.07	New Additional Teachers - PS (Para)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
2.08	New Additional Teachers-UPS (Regular)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
2.09	New Additional Teachers - UPS (Para)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
2.10	Teachers under OBB	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
2.11	New Others	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
	Sub Total (2.01 to 2.11)	0	0	0.00	0.00	0	0	0.00	0.00	0	0	0.00	0.00	0	0	0.00	0.00
	Teachers Salary (Recurring)																
2.12	Primary Teachers (Regular)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
2.13	Primary Teachers (Para) For 10 Months	0.00	2	3.24	3.24	0.00	4	6.48	6.48	0.00	0	0.00	0.00	0.00	0	0.00	0.00
2.14	UP Teachers (Regular)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
2.15	UP Teachers (Para)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
2.16	UP Teachers - Head Master	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
2.17	Additional Teachers - PS (Regular)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
2.18	Additional Teachers - PS (Para)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
2.19	Additional Teachers - UPS (Regular)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
2.20	Additional Teachers - UPS (Para)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
2.21	Teachers under OBB	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
2.22	Others (Recurring)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
	Sub Total (2.12 to 2.22)	0.00	2	3.24	3.24	0.00	4	6.48	6.48	0.00	0	0.00	0.00	0.00	0	0.00	0.00
	SUB TOTAL (New Teachers+Teachers Recurring)	0.00	2	3.24	3.24	0.00	4	6.48	6.48	0.00	0	0.00	0.00	0.00	0	0.00	0.00
3.00	Teachers Grant																
3.01	Primary Teachers	0.00	3440	17.20	17.20	0.00	2742	13.71	13.71	0.00	3206	16.03	16.03	0.00	1299	6.50	6.50
3.02	Upper Primary Teachers	0.00	4111	20.56	20.56	0.00	3223	16.12	16.12	0.00	3918	19.59	19.59	0.00	857	4.29	4.29
	Sub Total	0.00	7551	37.76	37.76	0.00	5965	29.83	29.83	0.00	7124	35.62	35.62	0.00	2156	10.78	10.78
4.00	Block Resource Centre (BRC)/UBRC																
4.01	Salary of Resource Persons	0.00	2	4.50	4.50	0.00	2	4.50	4.50	0.00	2	4.50	4.50	0.00	2	4.50	4.50
4.02	Furniture Grant	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
4.03	Contingency Grant	0.00	1	0.50	0.50	0.00	1	0.50	0.50	0.00	1	0.50	0.50	0.00	1	0.50	0.50

Districtwise and Interventionwise Outlay - SSA Delhi - 2010-11

(Rs. in lakh)

S.No.	Activity	West				South West				South				New Delhi			
		Spill over		Approved Outlay 2010-11		Spill over		Approved Outlay 2010-11		Spill over		Approved Outlay 2010-11		Spill over		Approved Outlay 2010-11	
		Fin.	Phy.	Fin.	Total	Fin.	Phy.	Fin.	Total	Fin.	Phy.	Fin.	Total	Fin.	Phy.	Fin.	Total
4.04	Meeting, TA	0.00	1	0.30	0.30	0.00	1	0.30	0.30	0.00	1	0.30	0.30	0.00	1	0.30	0.30
4.05	TLM Grant	0.00	1	0.10	0.10	0.00	1	0.10	0.10	0.00	1	0.10	0.10	0.00	1	0.10	0.10
	Sub Total	0.00	1	5.40	5.40	0.00	1	5.40	5.40	0.00	1	5.40	5.40	0.00	1	5.40	5.40
5.00	Cluster Resource Centres																
5.01	Salary of Resource Persons (12 months)	0.00	20	36.00	36.00	0.00	23	41.40	41.40	0.00	20	36.00	36.00	0.00	4	7.20	7.20
	Salary of Resource Persons (10 months)	0.00	20	30.00	30.00	0.00	23	34.50	34.50	0.00	20	30.00	30.00	0.00	4	6.00	6.00
5.02	Furniture Grant	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
5.03	Contingency Grant	0.00	20	2.00	2.00	0.00	23	2.30	2.30	0.00	20	2.00	2.00	0.00	4	0.40	0.40
5.04	Meeting, TA	0.00	20	2.40	2.40	0.00	23	2.76	2.76	0.00	20	2.40	2.40	0.00	4	0.48	0.48
5.05	TLM Grant	0.00	20	0.60	0.60	0.00	23	0.69	0.69	0.00	20	0.60	0.60	0.00	4	0.12	0.12
	Sub Total	0.00	20	71.00	71.00	0.00	23	81.65	81.65	0.00	20	71.00	71.00	0.00	4	14.20	14.20
6.00	Teachers Training																
6.01	In-service Teachers' Training (10 days)	0.00	3440	34.40	34.40	0.00	2742	27.42	27.42	0.00	3206	32.06	32.06	0.00	1299	12.99	12.99
	In-service Teachers' Training (5 days) (P)	0.00	3440	8.60	8.60	0.00	2742	6.86	6.86	0.00	3206	8.02	8.02	0.00	1299	3.25	3.25
	In-service Teachers' Training (10 days)	0.00	4111	41.11	41.11	0.00	3223	32.23	32.23	0.00	3918	39.18	39.18	0.00	857	8.57	8.57
6.02	Induction training for Newly Recruit Trained Teachers	0.00	750	11.25	11.25	0.00	21	0.32	0.32	0.00	1460	21.90	21.90	0.00	0	0.00	0.00
6.03	Training for Untrained Teachers	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
6.04	Training of resource persons, master trainers< BRC, CRC coordinators	0.00	52	0.52	0.52	0.00	45	0.45	0.45	0.00	55	0.55	0.55	0.00	19	0.19	0.19
	Sub Total	0.00	8353	95.88	95.88	0.00	6031	67.27	67.27	0.00	8639	101.71	101.71	0.00	2175	25.00	25.00
7.00	Interventions for QOSC																
7.01	AIE Centre (P) (for 8 months)	0.00	2400	48.00	48.00	0.00	2500	50.00	50.00	0.00	696	13.92	13.92	0.00	61	1.22	1.22
7.02	AIE Centre (UP) (for 8 months)	0.00	860	17.20	17.20	0.00	647	12.94	12.94	0.00	400	8.00	8.00	0.00	29	0.58	0.58
7.03	RBC (400 for 12 months & 400 for 10 months)	0.00	0	0.00	0.00	0.00	100	10.00	10.00	0.00	300	30.00	30.00	0.00	0	0.00	0.00
7.04	Khul Ja Sim Sim (P)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
7.05	Khul Ja Sim Sim (U.P)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
7.06	Mobile Schools (P) (for 10 & 12 months)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
7.07	Mobile Schools (U. P) (for 10 months)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
7.08	Madarsa/ Maktab	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	500	15.00	15.00	0.00	0	0.00	0.00
7.09	Dakhila Abhiyan	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
	Sub Total	0.00	3260	65.20	65.20	0.00	3247	72.94	72.94	0.00	1896	66.92	66.92	0.00	90	1.80	1.80
8.00	Remedial Teaching																
8.01	Remedial Teaching	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
	Sub Total	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
9.00	Free Text Book																
9.01	Free Text Book (P)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
9.02	Free Text Book (UP)	0.00	57180	142.95	142.95	0.00	35300	88.25	88.25	0.00	62220	155.55	155.55	0.00	7400	18.50	18.50
	Sub Total	0.00	57180	142.95	142.95	0.00	35300	88.25	88.25	0.00	62220	155.55	155.55	0.00	7400	18.50	18.50

S.No.	Activity	West			South West			South			New Delhi						
		Spill over	Approved Outlay 2010-11	Total	Spill over	Approved Outlay 2010-11	Total	Spill over	Approved Outlay 2010-11	Total	Spill over	Approved Outlay 2010-11	Total				
		Fin.	Phy.	Fin.	Fin.	Phy.	Fin.	Fin.	Phy.	Fin.	Fin.	Phy.	Fin.	Fin.			
10.00	Interventions for CWSN (IED)																
10.01	Inclusive Education	0.00	1723	51.69	51.69	0.00	1818	54.54	54.54	0.00	1639	49.17	49.17	0.00	768	23.04	23.04
	Sub Total	0.00	1723	51.69	51.69	0.00	1818	54.54	54.54	0.00	1639	49.17	49.17	0.00	768	23.04	23.04
11.00	Civil Works																
11.01	DURC	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	2.40	0	0.00	2.40
11.02	CRC	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.03	Primary School (new)	5.00	0	0.00	5.00	25.00	0	0.00	25.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.04	Upper Primary (new)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.05	Additional Class Room	75.27	40	240.00	315.27	104.05	44	264.00	368.05	81.26	30	180.00	261.26	0.00	0	0.00	0.00
11.06	Toilet/Urinals	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.07	Separate Girls Toilet	0.00	10	22.00	22.00	0.00	15	33.00	33.00	0.00	10	22.00	22.00	0.00	0	0.00	0.00
11.08	Drinking Water Facility	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.09	Buildingless School (P)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.10	Buildingless School (UP)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.11	Library (P)	0.00	272	8.16	8.16	0.00	0	0.00	0.00	0.00	361	10.83	10.83	0.00	88	2.64	2.64
11.12	Library (UP)	0.00	136	13.60	13.60	0.00	0	0.00	0.00	0.00	158	15.80	15.80	0.00	58	5.80	5.80
11.13	Boundary Wall	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.14	Separation Wall	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.15	Electrification	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.16	Head Master's Room	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.17	Residential Hostel	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.18	Major Repairs (Primary)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.19	Major Repairs (Upper Primary)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.20	Others	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
	Sub Total of Civil Works	80.27	458	283.76	364.03	129.05	59	297.00	426.05	81.26	559	228.63	309.89	2.40	146	8.44	10.84
12.00	Furniture for Govt. UPS																
12.01	No. of Children	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
	Sub Total (Furniture)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Sub Total (Civil + Furniture)	80.27	458.00	283.76	364.03	129.05	59.00	297.00	426.05	81.26	559.00	228.63	309.89	2.40	146.00	8.44	10.84
13.00	Teaching Learning Equipment																
13.01	TLE - New Primary	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
13.02	TLE - New Upper Primary	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
13.03	Others	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
	Sub Total	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
14.00	Maintenance Grant																
14.01	Maintenance Grant for PS & UPS	0.00	375	28.13	28.13	0.00	401	30.08	30.08	0.00	484	36.30	36.30	0.00	102	7.65	7.65
	Sub Total	0.00	375	28.13	28.13	0.00	401	30.08	30.08	0.00	484	36.30	36.30	0.00	102	7.65	7.65
15.00	School Grant																
15.01	Primary School	0.00	272	13.60	13.60	0.00	289	14.45	14.45	0.00	361	18.05	18.05	0.00	88	4.40	4.40
15.02	Upper Primary School	0.00	136	9.52	9.52	0.00	142	9.94	9.94	0.00	158	11.06	11.06	0.00	58	4.06	4.06
	Sub Total	0.00	408	23.12	23.12	0.00	431	24.39	24.39	0.00	519	29.11	29.11	0.00	146	8.46	8.46
16.00	Research & Evaluation																
16.01	Research & Evaluation	0.00	408	5.30	5.30	0.00	431	5.60	5.60	0.00	519	6.75	6.75	0.00	146	1.90	1.90

Districtwise and Interventionwise Outlay - SSA Delhi - 2010-11

(Rs. in lakh)

S.No.	Activity	West				South West				South				New Delhi			
		Spill over		Approved Outlay 2010-11		Spill over		Approved Outlay 2010-11		Spill over		Approved Outlay 2010-11		Spill over		Approved Outlay 2010-11	
		Fin.	Phy.	Fin.	Fin.	Fin.	Phy.	Fin.	Fin.	Fin.	Phy.	Fin.	Fin.	Fin.	Phy.	Fin.	Fin.
	Sub Total	0.00	408	5.30	5.30	0.00	431	5.60	5.60	0.00	519	6.75	6.75	0.00	146	1.90	1.90
17.00	Management & Quality																
17.01	Management & MIS	0.00	0	17.36	17.36	0.00	0	17.77	17.77	0.00	0	18.50	18.50	0.00	0	16.64	16.64
17.02	Learning Enhancement Prog. (LEP)	0.00	0	14.07	14.07	0.00	0	16.47	16.47	0.00	0	18.50	18.50	0.00	0	4.38	4.38
17.02	Community Mobilization	0.00	0	2.86	2.86	0.00	0	3.27	3.27	0.00	0	2.86	2.86	0.00	0	0.70	0.70
	Sub Total	0.00	0	34.29	34.29	0.00	0	37.51	37.51	0.00	0	39.86	39.86	0.00	0	21.72	21.72
18.00	Innovative Activity																
18.01	ECCE	0.00	1	15.00	15.00	0.00	1	15.00	15.00	0.00	1	15.00	15.00	0.00	1	15.00	15.00
18.02	Girls Education	0.00	1	15.00	15.00	0.00	1	15.00	15.00	0.00	1	15.00	15.00	0.00	1	15.00	15.00
18.03	SC / ST	0.00	1	5.00	5.00	0.00	1	5.00	5.00	0.00	1	5.00	5.00	0.00	1	5.00	5.00
18.04	Computer Education	0.00	1	50.00	50.00	0.00	1	50.00	50.00	0.00	1	50.00	50.00	0.00	1	50.00	50.00
18.05	Urban Deprived Children	0.00	1	15.00	15.00	0.00	1	15.00	15.00	0.00	0	0.00	0.00	0.00	1	15.00	15.00
18.06	Minorities Interventions	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	1	15.00	15.00	0.00	0	0.00	0.00
	Sub Total	0.00	1	100.00	100.00	0.00	1	100.00	100.00	0.00	1	100.00	100.00	0.00	1	100.00	100.00
19.00	Community Training																
19.01	Community Training	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
19.01	3 days non residential at cluster level	0.00	2250	3.38	3.38	0.00	2406	3.61	3.61	0.00	2904	4.36	4.36	0.00	612	0.92	0.92
19.02	3 days residential at Block level for local authorities	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
19.03	3 days residential at Block level for local authorities	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
	Sub Total	0.000	2250	3.375	3.375	0.000	2406	3.609	3.609	0.000	2904	4.356	4.356	0.000	612	0.918	0.918
	Total of SSA (District)	80.27	81990	951.09	1031.36	129.05	56118	904.54	1033.59	81.26	86525	930.37	1011.63	2.40	13747	247.80	250.20
20.00	STATE COMPONENT																
20.01	Management	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
20.02	REMS	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
20.03	SIEMAT	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
	Sub Total	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
	STATE SSA TOTAL	80.27	81990	951.09	1031.36	129.05	56118	904.54	1033.59	81.26	86525	930.37	1011.63	2.40	13747	247.80	250.20
21.00	NPEGL	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
22.00	KGBV	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
	GRAND TOTAL (SSA+NPEGL+KGBV)	80.27	81990	951.09	1031.36	129.05	56118	904.54	1033.59	81.26	86525	930.37	1011.63	2.40	13747	247.80	250.20

S.No.	Activity	Central				State Component				Grand Total					
		Spill over		Approved Outlay 2010-11		Spill over		Approved Outlay 2010-11		Spill over		Approved Outlay 2010-11		Total	
		Fin.	Phy.	Fin.	Fin.	Fin.	Phy.	Fin.	Fin.	Fin.	Phy.	Fin.	Fin.		
1.00	New Schools Opening														
1.01	Upgradation of EGS to PS		0				0				0				
1.02	New PS		0				0				2				
1.03	Upgraded/New UPS		0				0				0				
2.00	New Teachers Salary														
2.01	Primary Teachers (Regular)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.02	Primary Teachers (Para)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	4	4.86	4.86		
2.03	Upper Primary Teachers (Regular)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.04	Upper Primary Teachers (Para)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.05	Upper Primary Teachers - Head Master	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
	Add. Teacher against PTR														
2.06	New Additional Teachers - PS (Regular)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.07	New Additional Teachers - PS (Para)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.08	New Additional Teachers-UPS (Regular)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.09	New Additional Teachers - UPS (Para)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.10	Teachers under OBB	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.11	New Others	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
	Sub Total (2.01 to 2.11)	0	0	0.00	0.00	0.00	0	0.00	0.00	0.00	4	4.86	4.86		
	Teachers Salary (Recurring)														
2.12	Primary Teachers (Regular)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.13	Primary Teachers (Para) For 10 Months	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	36	58.32	58.32		
2.14	UP Teachers (Regular)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.15	UP Teachers (Para)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.16	UP Teachers - Head Master	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.17	Additional Teachers - PS (Regular)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.18	Additional Teachers - PS (Para)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.19	Additional Teachers - UPS (Regular)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.20	Additional Teachers - UPS (Para)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.21	Teachers under OBB	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
2.22	Others (Recurring)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
	Sub Total (2.12 to 2.22)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	36	58.32	58.32		
	SUB TOTAL (New Teachers+Teachers Recurring)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	36	63.18	63.18		
3.00	Teachers Grant														
3.01	Primary Teachers	0.00	1402	7.01	7.01	0.00	0	0.00	0.00	0.00	24995	124.98	124.98		
3.02	Upper Primary Teachers	0.00	1409	7.05	7.05	0.00	0	0.00	0.00	0.00	27295	136.48	136.48		
	Sub Total	0.00	2811	14.06	14.06	0.00	0	0.00	0.00	0.00	52290	261.45	261.45		
4.00	Block Resource Centre (BRC)/UBRC														
4.01	Salary of Resource Persons	0.00	2	4.50	4.50	0.00	0	0.00	0.00	0.00	18	40.50	40.50		
4.02	Furniture Grant	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00		
4.03	Contingency Grant	0.00	1	0.50	0.50	0.00	0	0.00	0.00	0.00	9	4.50	4.50		

Districtwise and Interventionwise Outlay - SSA Delhi - 2010-11

(Rs. in lakh)

S.No.	Activity	Central				State Component				Grand Total			
		Spill over	Approved Outlay 2010-11		Total	Spill over	Approved Outlay 2010-11		Total	Spill over	Approved Outlay 2010-11		Total
		Fin.	Phy.	Fin.	Fin.	Fin.	Phy.	Fin.	Fin.	Fin.	Phy.	Fin.	Fin.
4.04	Meeting, TA	0.00	1	0.30	0.30	0.00	0	0.00	0.00	0.00	9	2.70	2.70
4.05	TLM Grant	0.00	1	0.10	0.10	0.00	0	0.00	0.00	0.00	9	0.90	0.90
	Sub Total	0.00	1	5.40	5.40	0.00	0	0.00	0.00	0.00	9	48.60	48.60
5.00	Cluster Resource Centres												
5.01	Salary of Resource Persons (12 months)	0.00	5	9.00	9.00	0.00	0	0.00	0.00	0.00	136	244.80	244.80
	Salary of Resource Persons (10 months)	0.00	5	7.50	7.50	0.00	0	0.00	0.00	0.00	136	204.00	204.00
5.02	Furniture Grant	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
5.03	Contingency Grant	0.00	5	0.50	0.50	0.00	0	0.00	0.00	0.00	136	13.60	13.60
5.04	Meeting, TA	0.00	5	0.60	0.60	0.00	0	0.00	0.00	0.00	136	16.32	16.32
5.05	TLM Grant	0.00	5	0.15	0.15	0.00	0	0.00	0.00	0.00	136	4.08	4.08
	Sub Total	0.00	5	17.75	17.75	0.00	0	0.00	0.00	0.00	136	482.80	482.80
6.00	Teachers Training												
6.01	In-service Teachers' Training (10 days)	0.00	1402	14.02	14.02	0.00	0	0.00	0.00	0.00	24995	249.95	249.95
	In-service Teachers' Training (5 days) (P)	0.00	1402	3.51	3.51	0.00	0	0.00	0.00	0.00	24995	62.49	62.49
	In-service Teachers' Training (10 days)	0.00	1409	14.09	14.09	0.00	0	0.00	0.00	0.00	27295	272.95	272.95
6.02	Induction training for Newly Recruit Trained Teachers	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	5821	87.32	87.32
6.03	Training for Untrained Teachers	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
6.04	Training of resource persons, master trainers- BRC, CRC coordinators	0.00	25	0.25	0.25	0.00	0	0.00	0.00	0.00	365	3.65	3.65
	Sub Total	0.00	2836	31.87	31.87	0.00	0	0.00	0.00	0.00	58476	676.35	676.35
7.00	Interventions for OOSC												
7.01	AIE Centre (P) (for 8 months)	0.00	200	4.00	4.00	0.00	0	0.00	0.00	0.00	12041	240.82	240.82
7.02	AIE Centre (UP) (for 8 months)	0.00	100	2.00	2.00	0.00	0	0.00	0.00	0.00	3922	78.44	78.44
7.03	RBC (400 for 12 months & 400 for 10 months)	0.00	100	10.00	10.00	0.00	0	0.00	0.00	0.00	800	80.00	80.00
7.04	Khul Ja Sim Sim (P)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
7.05	Khul Ja Sim Sim (U.P)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
7.06	Mobile Schools (P) (for 10 & 12 months)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
7.07	Mobile Schools (U.P) (for 10 months)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
7.08	Madarsa/ Maktab	0.00	400	12.00	12.00	0.00	0	0.00	0.00	0.00	2400	72.00	72.00
7.09	Dakhila Abhiyan	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
	Sub Total	0.00	800	28.00	28.00	0.00	0	0.00	0.00	0.00	19163	471.26	471.26
8.00	Remedial Teaching												
8.01	Remedial Teaching	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
	Sub Total	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
9.00	Free Text Book												
9.01	Free Text Book (P)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
9.02	Free Text Book (UP)	0.00	15300	38.25	38.25	0.00	0	0.00	0.00	0.00	375100	937.75	937.75
	Sub Total	0.00	15300	38.25	38.25	0.00	0	0.00	0.00	0.00	375100	937.75	937.75

S.No.	Activity	Central				State Component				Grand Total			
		Spill over		Approved Outlay 2010-11		Spill over		Approved Outlay 2010-11		Spill over		Approved Outlay 2010-11	
		Fin.	Phy.	Fin.	Fin.	Fin.	Phy.	Fin.	Fin.	Fin.	Phy.	Fin.	Fin.
10.00	Interventions for CWSN (IED)												
10.01	Inclusive Education	0.00	1606	48.18	48.18	0.00	0	0.00	0.00	0.00	13568	407.04	407.04
	Sub Total	0.00	1606	48.18	48.18	0.00	0	0.00	0.00	0.00	13568	407.04	407.04
11.00	Civil Works												
11.01	DURC	0.00	0	0.00	0.00	0.00	0	0.00	0.00	7.20	0	0.00	7.20
11.02	CRC	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.03	Primary School (new)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	35.00	2	156.00	191.00
11.04	Upper Primary (new)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.05	Additional Class Room	9.81	5	30.00	39.81	0.00	0	0.00	0.00	496.60	223	1338.00	1834.60
11.06	Toilet/Urinals	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.07	Separate Girls Toilet	0.00	5	11.00	11.00	0.00	0	0.00	0.00	0.00	100	220.00	220.00
11.08	Drinking Water Facility	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.09	Buildingless School (P)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.10	Buildingless School (UP)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.11	Library (P)	0.00	185	5.55	5.55	0.00	0	0.00	0.00	0.00	1525	45.75	45.75
11.12	Library (UP)	0.00	103	10.30	10.30	0.00	0	0.00	0.00	0.00	801	80.10	80.10
11.13	Boundary Wall	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.14	Separation Wall	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.15	Electrification	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.16	Head Master's Room	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.17	Residential Hostel	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.18	Major Repairs (Primary)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.19	Major Repairs (Upper Primary)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
11.20	Others	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
	Sub Total of Civil Works	9.81	298	56.85	66.66	0.00	0	0.00	0.00	538.80	2651	1839.85	2378.65
12.00	Furniture for Govt. UPS												
12.01	No. of Children	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
	Sub Total(Furniture)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Sub Total (Civil + Furniture)	9.81	298.00	56.85	66.66	0.00	0.00	0.00	0.00	538.80	2651	1839.85	2378.65
13.00	Teaching Learning Equipment												
13.01	TLE - New Primary	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	2	0.40	0.40
13.02	TLE - New Upper Primary	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
13.03	Others	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
	Sub Total	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.40	0.40
14.00	Maintenance Grant												
14.01	Maintenance Grant for PS & UPS	0.00	184	13.80	13.80	0.00	0	0.00	0.00	0.00	3125	234.38	234.38
	Sub Total	0.00	184	13.80	13.80	0.00	0	0.00	0.00	0.00	3125	234.38	234.38
15.00	School Grant												
15.01	Primary School	0.00	185	9.25	9.25	0.00	0	0.00	0.00	0.00	2328	116.40	116.40
15.02	Upper Primary School	0.00	103	7.21	7.21	0.00	0	0.00	0.00	0.00	1174	82.18	82.18
	Sub Total	0.00	288	16.46	16.46	0.00	0	0.00	0.00	0.00	3502	198.58	198.58
16.00	Research & Evaluation												
16.01	Research & Evaluation	0.00	288	3.74	3.74	0.00	0	0.00	0.00	0.00	3502	45.53	45.53

Districtwise and Interventionwise Outlay - SSA Delhi - 2010-11

(Rs. in lakh)

S.No.	Activity	Central				State Component				Grand Total			
		Spill over	Approved Outlay 2010-11		Total	Spill over	Approved Outlay 2010-11		Total	Spill over	Approved Outlay 2010-11		Total
			Fin.	Phy.			Fin.	Fin.			Phy.	Fin.	
	Sub Total	0.00	288	3.74	3.74	0.00	0	0.00	0.00	0.00	3502	45.53	45.53
17.00	Management & Quality												
17.01	Management & MIS	0.00	0	16.66	16.66	0.00	0	0.00	0.00	0.00	0	162.69	162.69
17.02	Learning Enhancement Prog. (LEP)	0.00	0	7.69	7.69	0.00	0	0.00	0.00	0.00	0	121.40	121.40
17.02	Community Mobilization	0.00	0	1.16	1.16	0.00	0	0.00	0.00	0.00	0	21.99	21.99
	Sub Total	0.00	0	25.51	25.51	0.00	0	0.00	0.00	0.00	0	306.08	306.08
18.00	Innovative Activity												
18.01	ECCE	0.00	1	15.00	15.00	0.00	0	0.00	0.00	0.00	9	135.00	135.00
18.02	Girls Education	0.00	1	15.00	15.00	0.00	0	0.00	0.00	0.00	9	135.00	135.00
18.03	SC / ST	0.00	1	5.00	5.00	0.00	0	0.00	0.00	0.00	9	45.00	45.00
18.04	Computer Education	0.00	1	50.00	50.00	0.00	0	0.00	0.00	0.00	9	450.00	450.00
18.05	Urban Deprived Children	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	6	90.00	90.00
18.06	Minorities Interventions	0.00	1	15.00	15.00	0.00	0	0.00	0.00	0.00	3	45.00	45.00
	Sub Total	0.00	1	100.00	100.00	0.00	0	0.00	0.00	0.00	9	900.00	900.00
19.00	Community Training												
19.01	Community Training	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
19.01	3 days non residential at cluster level	0.00	1104	1.66	1.66	0.00	0	0.00	0.00	0.00	18750	28.13	28.13
19.02	3 days residential at Block level for local authorities	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
19.03	3 days residential at Block level for local authorities	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
	Sub Total	0.000	1104	1.656	1.656	0.000	0	0.000	0.000	0.000	18750	28.125	28.125
	Total of SSA (District)	9.81	25522	401.52	411.33	0.00	0	0.00	0.00	538.80	550317	6901.37	7440.17
20.00	STATE COMPONENT												
20.01	Management	0.00	0	0.00	0.00	0.00	0	123.56	123.56	0.00	0	123.56	123.56
20.02	REMS	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
20.03	SIEMAT	0.00	0	0.00	0.00	25.00	0	0.00	25.00	25.00	0	0.00	25.00
	Sub Total	0.00	0	0.00	0.00	25.00	0	123.56	148.56	25.00	0	123.56	148.56
	STATE SSA TOTAL	9.81	25522	401.52	411.33	25.00	0	123.56	148.56	563.80	550317	7024.93	7588.73
21.00	NPEGEL	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
22.00	KGBV	0.00	0	0.00	0.00	0.00	0	0.00	0.00	0.00	0	0.00	0.00
	GRAND TOTAL (SSA+NPEGEL+KGBV)	9.81	25522	401.52	411.33	25.00	0	123.56	148.56	563.80	550317	7024.93	7588.73