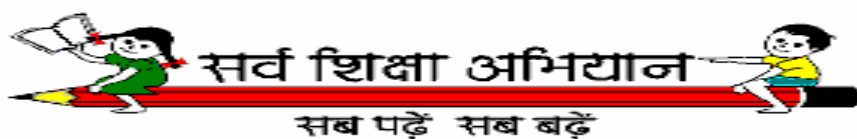


**SECOND HALF YEARLY  
MONITORING REPORT OF  
CENTER FOR THE STUDY OF DEVELOPING SOCIETIES  
ON SSA FOR  
DELHI STATE  
FOR THE PERIOD  
(1<sup>st</sup> October 2006 to 31<sup>st</sup> March 2007)**

**DISTRICTS COVERED**

*North  
North East*



**Sarva Shiksha Abhiyan, Delhi**  
**First Half Yearly Monitoring Report (1<sup>st</sup> October 2006 to 31 march 2007)**

**Center for the Study of Developing Societies**  
**29 Rajpur Road, Delhi-110054**

This report summarises the state of implementation and related activities of the SSA program undertaken by the Ministry of Human Resource Development, Government of India for the period 1<sup>st</sup> October 2006 to 31<sup>st</sup> march 2007. The Centre for the study development society,(CSDS) Rajpur Road New Delhi as per the MOU is entrusted with the task of monitoring various activities and programmes under the SSA with objective of assessing the progress of implementation of approved plan, sample check progress and verify the process and procedure for implementation. The CSDS monitoring team focused on schools in two districts: North Delhi and North East Delhi. The report is based on fieldwork comprising interviews and field observations. The project Director had a personnel meeting with the secretary Education Reena Roy, who agreed to issue letter to the officials to facilitate better flow of information from Delhi government offices. The project coordinator met the Delhi SSA officials at the UEE Mission Office on 30<sup>th</sup> of august and specified areas of collaboration and future activities. Our experience shows that inaccessibility to state officials is intimidating to the team and effects access to data.

As per the terms of reference it is expected to cover 5%of elementary school/AIE centre primary and upper primary schools in both the districts. The schools visited comprise three categories: Delhi Government schools, Government-aided schools and Municipal Corporation schools.

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

## **METHODOLOGY**

The methodology is in accordance with the requirements stipulated to cover 5% schools in districts of North Delhi and North East Delhi. While during the earlier phase we covered 30 schools i.e 21 schools in Central Delhi and 9 schools in New Delhi in the second phase we covered [16 schools in North Delhi and 18 schools in North East Delhi. Our random survey method sought to ensure that there was adequate geographical representation as also care taken to include schools administered under different authorities. (See Annexure No 1) Our team met cross section of school authorites , students and parenmts of the students. We also covered Pratibha (primary and upper primary schools) and Adarsh School.

**POPULATION AND SAMPLE:** - Details of the population of primary and upper primary schools, in North and North East Delhi and the 5% sample of pre-primary and upper primary school from the relevant Populations from both the districts have been given in the table.

Name of district	Population/No of school Primary/upper primary	Sample /no of school
North	268	16
North east	314	18

### **Opening of New school**

Though there was clear need for new schools in the districts no new schools opened during the period. We noticed several schools in Seelampur colony and Zafarabad area with strength of students beyond carrying capacity and the sanctioned number of students. According to information from teachers 4 schools have come to our notice it is our impression from the survey that that it seems reasonable to assume there could be more such instances. But we could not ascertain specific data from the school authorities on this issue.

### **Civil work**

Our field survey clearly indicates urgent need to provide additional classrooms and toilet facilities in schools surveyed in the concerned areas. During field visit of MI sampled primary and upper primary school found that though the provision for allocation for civil works is substantial it remains unimplemented and entirely a figure on paper. However in view of our earlier report, the first phase, where we found schools visited were near unanimous that they benefited little from the scheme or even instances where some schools were even ignorant of this provision schools covered during this period were aware of the provision for civil works. Absence of elementary and essential facilities of water and sanitation put children in grave discomfort and is generally bad for the morale of the students and affect the quality school life. In our conversation with school authorities we felt that sanitation was not a important concern for them. This is most unfortunate and needs to be addressed on an urgent basis.

### **Text book**

According to our survey the textbook programme has been quite successful. However we noted certain significant differences in schools administered by different agencies.

All SC,ST and girl student studying in , Delhi Govt , MCD Aided schools primary and Upper primary received free text books. While in Delhi Govt. School text books were distributed in April 06 in MCD schools textbook were distributed in July 06. Aided schools received cash amount for textbooks in the 1<sup>st</sup> week of March 07.

## **School Grant**

As per sampled school of north and north east district we noticed several instances where no funds were received by the schools. Specifically we noted following three schools;

1. Government Coo Ed Middle Scschool Kucha Kabil , Chandni chowk
2. Government Senior Secondary School NO 2 Adarsh Nagar
3. Hanuman Mandir , Secondary School, Shakti Nagar

However in view of our earlier observation we would like to note that regular release of school grants is very beneficial. There could have been other such schools which might not have received any grants as ours is a sample survey we cannot get a comprehensive picture. Our data suggests that among schools that received grants about 80% schools did not receive them in time. It is likely that there are more schools that might not have received grants in time.

Another procedural detail of some consequence is that we noticed some schools had not received guidelines for spending school grants as a result we found that a particular school; had not utilised the grant on ambiguity of its purpose. According to our observation the funds were generally used to acquire necessities like doors, windows, almirah, steel box and for minor repair works relating to mike and inverter.

We would like to bring to notice that in one case school records maintained receipt of TLM grants but teachers denied having received any funds. While in another instance a school had received grant for the last four years in a single year. However it has caused considerable confusion in using the grant.

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## **Teacher sanction ,Filled and Present**

We found considerable discrepancy in the number of sanctioned posts and the positions against which actual appointments made.

## **Rapport between children and teachers**

As per the inputs received from both districts and observation during field visits to sampled primary and upper primary schools, it was found that rapport between children and teacher was satisfactory. However it was noted that the quality of rapport in Pratibha Vidhyalay and girls school was markedly better.

Teacher learning material grant.

Schools surveyed in this phase indicate the following pattern. While MCD Schools received TLM grants the rest of the schools did not. In some schools the teaching learning material on display did not seem much attractive or useful for teaching. Teaching learning material funds received almost at the end of the financial year. Due to consistent delay in the release of funds schools were not able to make effective use of the funds. We suggest funds be released early during commencement of the year along with text books.

In the sampled school the grants were utilized for procuring readymade teaching material such as, charts, maps, Water colour, colour pencils, Etc.

Sampled school in both the districts displayed Teaching learning material in the Classroom. Mostly MCD schools have display TLM. However quality of TLM was not up to the mark.

We did notice in the sampled school of both districts that children make use of TLM displayed in the classrooms.

As regards LM training of teachers there was a general consensus among teachers that proper training was needed. On the basis of extensive conversation with teachers we could say that the existing teachers training does not perhaps adequately address the issue of creating innovative method of teaching children. This aspect needs to be strengthened.

### **Teachers training**

As regards in service training, TGT teachers have been provided 7 days training under guidance of DIET and SCERT expert.

### **Assistant teacher**

Primary teachers were provided 21 days (13 days theoretical and 8 days Project Report ) trainings in various centres in both districts under the guidance of DIET and SCERT experts .

Calendar of teachers training, content and modules of trainings:-Content of training programme was related to various subject such as, Mathematics, science, Hindi, English and

social science. Modules for these training programs were prepared by the master trainer, trained by senior educationist, DIET and SCERT expert.

To check quality of these training programme:- Feedback formate developed specially for this purpose is used after the end of the every training programme. However it was found that rarely was individual teachers opinions considered for the purpose.

It was the contention of few teachers that TGT need to be practical especially for subjects like math and science and not simply theoretical. Assistant teachers also felt that there was a need to introduce audiovisual and play way training methodology. Some felt that the resource person was not competent and instances where such persons were fresher and could not satisfactorily respond to the queries of the teachers. In this context it was noted that in a in service training center, Sarvodaya Kanya Vidhyalaya Chander Nagar, a resource person form the National School of Drama instilled enthusiasm with his information on how to teach children in a more playful manner. Several teachers felt that senior schools should have greater representation among resource persons. We would like to endorse this view as the experience f teaching and interacting with children would always remain an irreplaceable source of crating teaching resources. Another suggestion we would like to endorse is that yoga classes could be introduced to students and perhaps to the teachers too.

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### **CHILDREN WITH SPECIAL NEED (CWSN)**

No special schools for CWSN but special assistance provided for such children in the existing schools. From the field visit of the sampled school of both districts we noted cases of three children with varied disabilities. One case pertaining to vision imparity second with walking imparity and the last with development. In all these three instances the children were from poor families. In the case of student from Adarsh Nagar school no 2 was not able to get the grant , the information concerning the grant received late and therefore could not make the required grant submission in time. While in another case there was no provision for brail. On further inquiry if there was any special arrangement provided in the student and found no such provision.

### **NATIONAL PROGRAMME FOR EDUCATION OF GIRLS AT ELEMENTARY LEVEL.**

This programme does not exist in UEE Mission, Delhi state.

### **KASTURBA GHANDHI BALIKA VIDYALYA (KGBV)**

This programme does not exist in UEE Mission, Delhi state.

## **RESEARCH AND EVALUATION**

If one were to access the programme from the vantage of schools functioning in districts surveyed there seems to be no significant provision for initiating research progress. As reported in the earlier report limited funding and lack of enthusiasm in the teaching community are the major reasons for this programme having become almost inoperative.

## **MID DAY MEAL**

According to the information from the school authorities and on observation all sampled primary schools of Directorate of education of Delhi, MCD, and Aided at primary level in both districts have mid-day meal scheme is functioning effectively.

It was found at the sampled school in both districts that the food served ensured there was considerable variety in food cooked.

During field visits it found that no green vegetables were served in the MDM in the sampled schools. Generally the menu for the month was Rajma, Puri Aloo, Chole and Pullav. The menu was cereal and pulses based. The NGOs generally were entrusted reporting of cooking. While the quota at few schools was doubtful, some were relatively better. For instance Bikaner caterer was reputed for serving quality food.

Similarly in sampled schools during field visit it was found that no fruits and eggs were served in the MDM.

In response to our query during field visit in the sampled school of both districts received on quality of meal some students, teachers and parents observed that children generally do not like to eat sweet dalia and kheer. Some expressed concern on both the quality and quantity of food served.

During field visit of sampled School in both districts 95% children take their MDM in school. While 5% of children carry tiffin from home.

Field visit found that NGO, trust and welfare society etc. cooked and supplied food to the schools.

## **MICRO NUTRIENT AND DEWORMING MEDICINES DISTRIBUTION**

In both districts, during field visits and inputs received from concerned person of the school this scheme is not functioning smoothly. While some schools are implementing the program few did not report of such programs in their schools. In certain MCD schools micronutrient, namely Iron tab, Folic acid tab, Vitamin A, and deworming medicine to their children were supplied. However, Directorate of education, Delhi and aided schools do not have this provision.

**Mode of Payment of NGO :-** During field visit in the sampled school HM concerned person could not specify actual frequency of payment. Prescribed rates payments made against bills claim on monthly basis by district office.

#### **MDM INCHARGE VISITS IN NGO KITCHEN**

In all sampled primary level school in both districts Headmaster /Concerned incharge of MDM give input that frequently visited NGO kitchen and inspected storage and quality of food grain, hygiene, cleanliness of kitchen, Potable water. etc.

#### **GENERAL IMPRESSION OF THE ENVIRONMENT:-**

**SAFETY:-** A perusal of data in table 0—5 reveals that in terms of safety 70% good and 30% fair of sampled school from the both district are respectively.

**HYGINE :-** Another look at table 0--5 reveals that in terms of hygiene 60% 40% of sampled school from both districts are good and fair respectively.

**CLEANLINESS :-** the table 0—5 reveals that in terms of cleanliness 75% and 25% of sampled School in both district are good and fair respectively.

**DICIPLINE :-** the table 0—5 reveals that in terms of discipline sampled school of both districts 40%, 45% and 15% are very good ,good and fair, respectively.

**PERSONAL HYGINE AND MANNER WHILE TAKING MEAL :-** All sampled school from both districts encourage children to wash their hand before and after meal . All school said practices monitored by school teachers school HM said and observed that children behaviour while the food was being serve to them , it was found that children take and eat meal in order.

**PLATE SPOON FOR MDM:-** All sampled school in both districts children carry plate and spoon from their home. However certain school HM have procured plate and spoon from PTA fund.

**DISCRIMINAATION ON THE BASIS OF GENDER,CASTE AND DISABILITY:-** All sampled Primary school in both districts it was not found caste, gender and discrimination during serving mid Day meal. All children irrespectively of their gender, caste and class are treated equally.

**INSPECTION AND SUPERVISION OF MDM BEFORE SERVE AMONG CHILDREN :-** As per input received from sampled school in both districts Headmaster and parents, it was found that inspection of MDM was quite satisfactory. However, District and sub Divisional education officer , whenever visit in the school during MDM serve time they checked it. It was not roaster visit found for MDM checking.

## **ADDITIONAL ITEMS CHECKED BY MI DURING FIELD VISIT :-**

**WORKING DAY:-** During field visit of the sampled school in both districts, input received from attendance record and found that 202 to 216 working day in academic year.

**SCHOOL ENVIRONMENT:-** sampled school visited in both districts, found that school at sahadra and seelampur , was not good .While chandni chowk sadar. areas school are congested place.

**SCHOOL BUILDING :-** Sampled school visited in both districts .certain school classroom roof is tin and asbestos during july august and September month children facing difficulties.Even teacher not like to go in the classroom.. certain school of chandni chowk and sadar have no well ventilation and window to pass air and light. Whenever power breakdown in the areas.

**TOILETS AND URINAL CONDITION :-** Sampled school visited in both districts found that sanitation condition was satisfactory. However certain school have note appropriate arrangement. For sanitation, toilet doors are found broken , bulb fuse and looking darkness.certain secondary school principal do not pay attention of primary section sanitation condition .

**DRINKING WATER :-** All sampled school in both district have tap water connection of Delhi Jal board. However, certain school have installed water cooler and aqua guard facility.

**SITTING ARRANGEMENT, BLACK BOARD:-**Sampled school visited in both districts certain school have desk and bench facility. But it is need to provide it all school .All class room have black board in good condition.

**HEALTH CAMP FACILITY :-** All sampled school visited school in both districts no health camp organized in last six month. YUWA AIDS awareness programme training camp organized in a year.

**ADEQUATE PLAY MATERIAL :-** sampled school visited in both districts found that about 60% School have adequate play materials. 40% school have no appropriate playground and play materials.

**REASON FOR LOW ATTENDENCE :-** The student attendance rate in the sampled school in both district was quite good. But certain month ie, April and july affecting attendance rate due to New and admission session . Minority area as Selma pur welcome colony and jafarabad etc.areas children rate fall down during festivals as Ramjan etc. However aided school has not affected.

**TAKEN TO PROMOTE ATTENDANCE** :- In spite of the fact that the attendance rate improved by effort of regular follow-up PTA meeting and counselling of parents whose children are not very regular in school.

**PRESENT PROSESS OF ASSESSING ACHIEVEMENT LEVEL OF STUDENT** :- All sampled school of both districts conducted unit test and continuous comprehensive evaluation and grading system for assessing of students.

**NATURE OF EVALUATION** :-- **CONTINUOUS EVALUATION** :- All sampled school in both district practices weekly unit test and terminal test in two times in a year. These test have definitely helped in improvement of achievement level of students. Total 5 test of each subject during the session . Marks allotted in each subject-20 ( $20*5=100$ ) total marks in each subject during the session is 100. Weightage of marks 10%.

**COMPERHENSIVE EVALUATION** :-- The evaluation system in all the sampled in both districts is initiated certain comprehensive and continuous evaluation program in theoretical question papers Class -5<sup>th</sup> to 8<sup>th</sup>. No.of Examination during session-3 , marks allotted for each subject - 10 . total marks in examination -30 , ( $10*3=30$ ) weightage of marks 10%. Further they have also conducted oral test in arithmetic's and language subject in lower classes.

**LEVEL OF STUDENT** :-- Achievement level of student in the sampled school was satisfactory. Certain Aided school, Rajkiya Pratibha vidyalya and sarvodya vidyalya achievement was quite satisfactory. However there is still much scope for further improvement .

**RAPPOR OF STUDENT WITH TEACHER** :- As per sampled schools input received from school teachers and observation during school visit found that rapport between teachers and students was satisfactory. But certain school and areas , rapport between teacher , and students was not satisfactory .

**UNDER AGE OVER AGE CHILDREN** :- All sampled school have found that slum and JJ colonies and Minority areas school have over age children .Particularly girls schools have more children than Boys school. Because parent are not serious about girls education.

**NO OF DROP OUT CHILDREN** :- All the sampled school of both districts drop out was found in particular school in particular areas. However none of the sampled school provide any information whether the drop out student were continue their education in any other private school.

**RATE OF RETENTION** :- Retention rate of children , once enrolled in the school , it is about 97 % in the sampled school of both districts. However it may be noted that the said retention rate has been work out on the basis of the figures of drop out reported by the HM of the sampled scjhschool.

**PERCENTAGE OF ATTENDANCE OF STUDENTS :-** The percentage of attendance of student which is an important indicator of student. Overall performance has also been considered an important factor for assessing the achievement of UEE Mission of the state.