

DECENTRALIZING GOVERNANCE IN SCHOOLS



Systemic support to ensure better school-level
governance.

August 2019

TABLE OF CONTENTS 1-1

PREFACE

PART I: Parental Workshops	7
Executive Summary	9
Context and Background	10
Content Design	11
Process Design	12
Challenges	14
Organisational level challenges	15
Departmental level challenges	15
School level challenges	15
Suggestions	16
Way Forward	17
Annexures- Part I	18
PART II: Non-Planned Admissions	25
Executive Summary	27
Design and Execution of the Project	28
Phase 1: Preparation phase	28
Phase 2: Support of admission process	31
Phase 3: Grievance resolution	36
Challenges	37
Learning and Next Steps	39
Annexures- Part II	40

TABLE OF CONTENTS 1-2

PART III: SMC App	60
Executive Summary	62
Rollout of SMC App	63
Pilot	63
Launch	63
SMC App Report and Adoption of App	64
Online Training on SMC App	66
Impact	69
Challenges	70
Learning	71
Annexures – Part III	73
PART IV: SMC Funds	84
Introduction	86
Design and Execution of the Project	88
SMC Fund Online Training Data	92
Feedback from Participants	95
Challenges	98
Learnings	99
Next Steps	100
Annexures-Part IV	101

TABLE OF CONTENTS 1-3

PART V: SMC Sabha	105
Executive Summary	107
Context	108
Detailed process of SMC Sabhas	111
Pre-SMC Sabha Actions	111
During SMC Sabha Actions	115
Post SMC Sabha Actions	116
Roles and Responsibilities of different stakeholders in an SMC Sabha	117
Role of MLA in all three phases of SMC Sabha	117
Role of MOE in all three phases of SMC Sabha	118
Role of HOS in all three phases of SMC Sabha	119
Role of DDE in all three phases of SMC Sabha	120
Role of all departments in all three phases of SMC Sabha	122
Role of SMC parent members in all three phases of SMC Sabha	123
Role of teaching staff of venue school in all three phases of SMC Sabha	124
Role of Non-teaching staff of venue school in all three phases of SMC Sabha	125
Role of DOE in all three phases of SMC Sabha	126
Role of Saajha in all three phases of SMC Sabha	126
Key activities and key stakeholders involved in a SMC Sabha	127
Impact of SMC Sabhas	129
Bottlenecks in Resolution of Grievances	130
Recommendations	132
What has been done till now and next steps	134
Annexures -Part V	136

GLOSSARY

ATR	Action Taken Report
CLC	Cluster Level Committees
CRC	Cluster Resource Coordinator
DBT	Direct Benefit Transfer
DDE	Deputy Director of Education
DOE	Directorate of Education
GEM	Government E-Marketplace
GFR	General Financial Rules
GSIF	Genpact Social Innovation Fellowship
HOS	Head of School
IT	Information Technology
IVRS	Integrated Voice Response System
MCD	Municipal Corporation of Delhi
MIS	Management Information System
MLA	Member of Legislative Assembly
MOE	Minister of Education
MOM	Minutes of Meeting
NDMC	North Delhi Municipal Corporation
NSKV	Navjivan Sarvodaya Kanya Vidyalaya
PAO	Principal Accounts Office
PPT	Power Point Presentation
PTM	Parent Teacher Meeting
PW	Parental Workshops
PWD	Public Works Department
RASCI	Responsible, Accountable, Support, Consult and Inform
RDE	Regional Director of Education
RTE	Right to Education
SCERT	State Council of Educational Research and Technology
SDM	Sub District Magistrate
SDP	School Development Plan
SMC	School Management Committee
SPOC	Single Point of Contact
TDC	Teacher Development Coordinator
VKS	Vidyalaya Kalyan Samiti

PREFACE

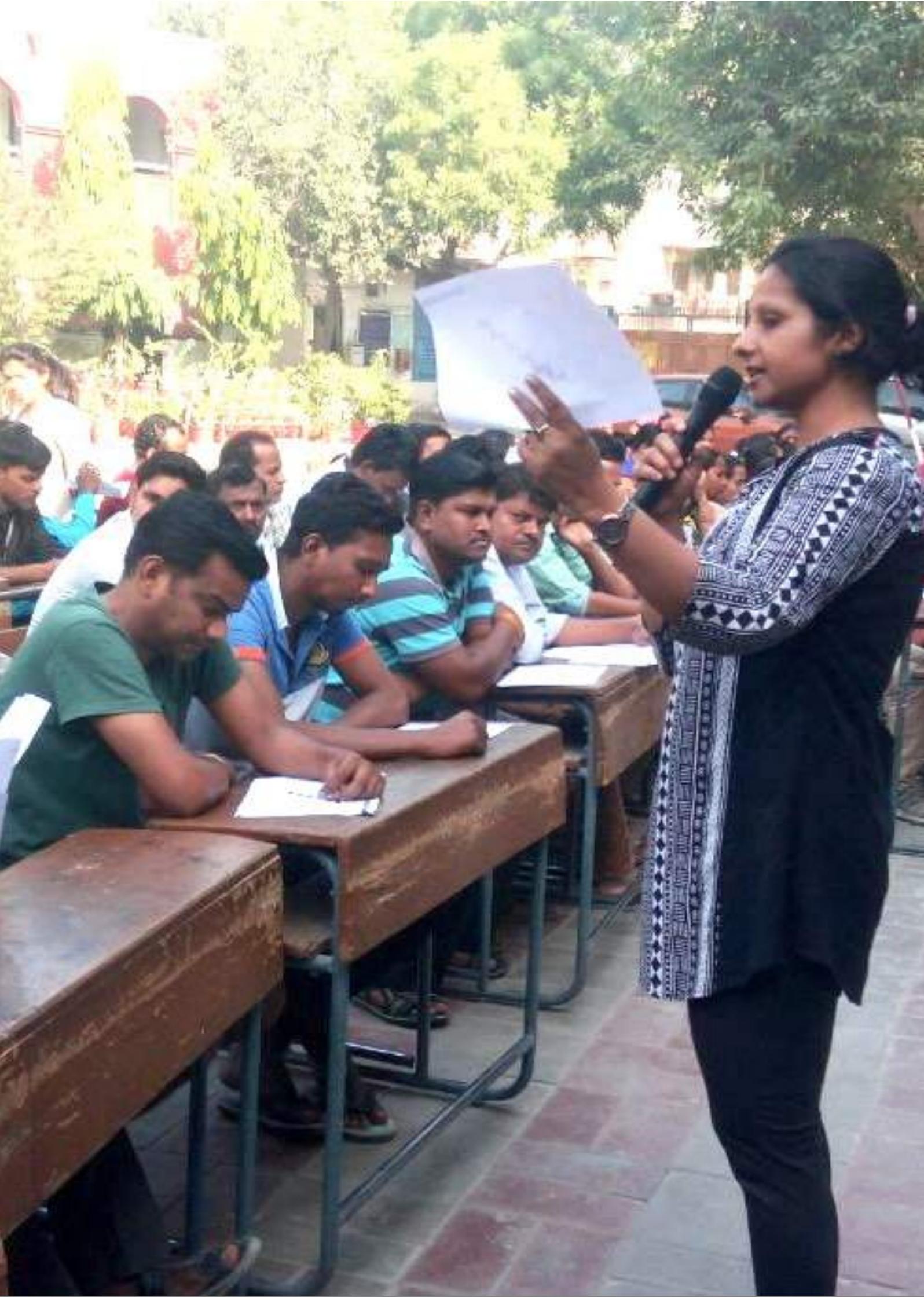
Saajha's partnership with the Directorate of Education was initiated in September 2015. Back then, Saajha's interventions were in a nascent stage with an empirically validated model in the municipal schools. However, the opportunity to scale the learning was an exciting opportunity to create a state-wide model. The partnership model was a challenge. Saajha, which had till then impacted about 75 municipal schools, was keen on scaling the impact to 1,000+ schools. In addition, the team did not have much experience of working with Government bodies. However, the support we received at various levels within Directorate of Education, State Council of Educational Research and Training (SCERT), and other bodies was instrumental in design of partnership. It started with a limited mandate of revamping the training of Cluster Resource Centre Coordinator (CRCC), but soon morphed into a much larger project covering SMC Sabhas, Mega Parent-Teacher Meeting, SMC App and policy support to the Government.

Having completed four years of the partnership, the model has been recognized by various government agencies of other states, notably in Maharashtra and Tripura. This journey has been difficult, exciting, complex at various stages, yet inspiring in equal measure, and has but inspiring at all times, and has enabled us to reach a scale which we would have otherwise struggled to achieve. The support from our partners, and mentors, as well as SCERT, DoE, and other Government agencies has played a key role in shaping this journey.

The report details the key interventions which we have been able to undertake in the schools under Directorate of Education. We hope you find it an engaging read.

Part I

Parental Workshops



EXECUTIVE SUMMARY

Parental Workshops in Delhi were undertaken across all the schools in June 2019. The focus of the workshop was to enable parents to participate in learning of children. Teachers within the government schools were trained and supported to undertake the workshops. The workshops were delivered through a three-stage process – content design, process design. It involved multiple stakeholders at various stages including Saajha team, Head of Schools, Directorate of Education, teachers and mentor teachers, and members of School Management Committees.

During content design phase, the focus was on identifying areas which could be supported through the workshops, and five potential areas were identified. Two of these five areas – ***Bachhe ki Sarahnaa*** and ***Dekho Kya Seekha*** were finalized for content development.

During the process design, the focus was on designing specific sessions for each of these areas. Two sessions were finalized, where post an introductory activity, the participants were given a story which they could discuss in smaller and larger groups.

The execution was undertaken in three stages – pre, during and post. The pre-phase included orientation of teachers, team and HOSs to support the participants. In the during phase, circulars were issued by the government, while on-field support was provided to the participants by Saajha. During the post phase, the focus was on collating relevant information and data.

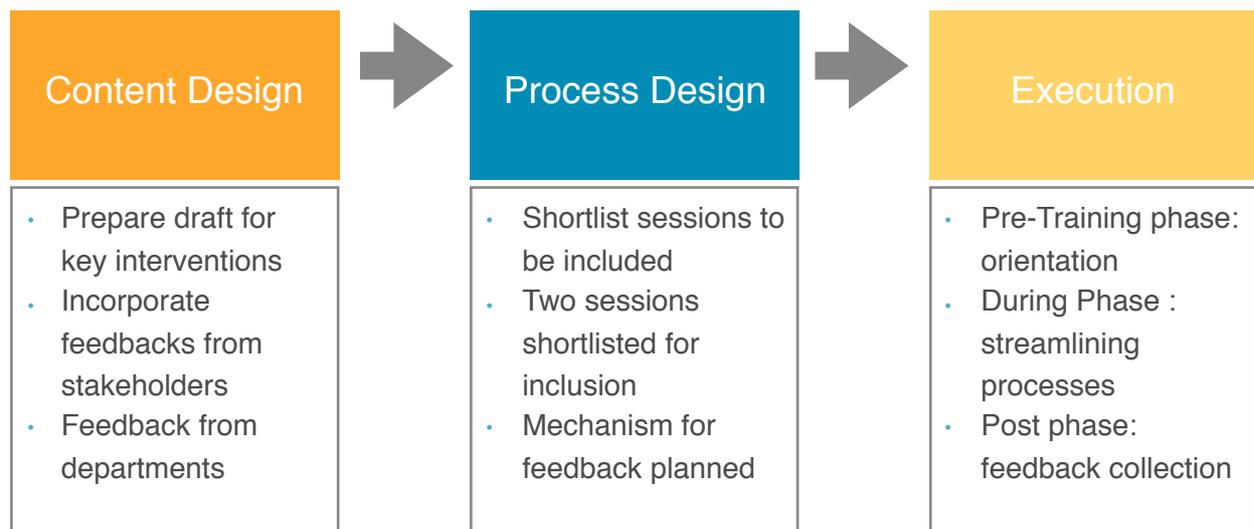
The response to the workshops was encouraging. An average attendance of parents in each workshop was observed, while more than 95% parents felt that the teachers knew the content well. There were a few challenges during the workshops, however, mainly due to delay in circular and inflexibility in timings.

As a next step, Reading Melas have been planned in December, which will leverage the learning from the the Parental Workshops.

CONTEXT AND BACKGROUND

The parental workshops were designed as a two-week program in partnership with the directorate of education, Delhi. The workshops focused on enabling parents to participate in learning of children through training and support of the teachers, and SMC members.

The project was undertaken in multiple steps for Content design, Process design and Execution.



CONTENT DESIGN

The content for the workshop was designed in three phases where content team and the DoE (Directorate of Education) team at Saajha worked together to finalize the content and design.

In the first phase, eight days were fixed for the teams to prepare draft content for five interventions – Parental Workshop, SMC Funds training, Admission, Mega PTM.

In the second phase, the team sifted through feedback from previous years. It was found that the parents wanted more in-depth information rather than one topic per day. Hence, themes for Parental Workshop 2019 were narrowed down to *Bachho ki achhi aadaton ko sarahna (encouraging positive behaviour in children)* and *Dekho kya seekha (let's see what we learnt)*. The sessions were designed considering the need to balance activity-based learning and discussion. To make the content relevant, use of technology to improve reading levels was included. We aimed to support both parental workshops, and the online videos for teachers supporting them in delivering the training for the parents.

In the third phase, finalised content was sent to the Directorate for feedback and final signoff. After the incorporation of feedback, the final content was vetted and uploaded. A circular regarding the organization of parental workshop was subsequently released.

The content of the training was delivered through circulars and trainer's videos broadcasted through WhatsApp. The implementation involved coordination among different stakeholders at school level – the Head of Schools (HOS), teachers, Mentor teachers, Teacher development coordinator (TDCs) etc were all involved in implementation and monitoring.

The Workshop was conducted by teachers every Saturday from 8 a.m. onwards but schools were free to schedule timing according to the convenience of parents.

PROCESS DESIGN

The second stage of the project was to finalize the process and the themes. The need and outcome of the parental workshop were matched to finalise themes. Continuous parental engagement was incorporated into the sessions through home based activity sheets.

Based on the positive response, the session, '*Bacchon ki sarahna*' was included in the workshop with a few changes in the content. It was also felt that the participants must have specific takeaways from each session, which can be tracked at later stages. Home-based activity sheets were prepared that could be tracked by the teachers or the SMC of the school.

Each session began with an introduction of the theme by the teacher and narration of a related story. The story was followed by questions which the parents then discussed in small and large groups. The activities conducted were of two types - i) during the session and ii) at home with their child. The sessions aimed to involve parents in aspects of child's life that are generally ignored. Home-based activity sheets were designed keeping in mind ease of use and comprehension for both child and parent.

Session 1: 'Bachho ki achhi aadat ko sarahna'

The first session, held on June 1st, pertained to the appreciation of positive behaviour in children. During interactions on field visits, it was seen that parents found it difficult to state the positive behaviour of their children. The session intended to build the emotional connect that the parent and child share by integrating communication on positive behaviour traits. This is necessary for the continuation of such behaviour and improved self-esteem and confidence.

The session started with context setting by the teachers by welcoming the parents and stating the objectives of the day. The teachers were asked to read out a story, followed by facilitating discussions small group and large group that helped parents identify the need to appreciate positive behaviour in their children. An activity sheet was then given to the parents where they identified the positive behaviour of their children. This was followed by a home-based worksheet being given to parents which they had to fill and bring for the next session on June 6. The parents had to track the positive behaviours expressed by their child on a daily basis and also track the way they appreciated their child for that particular behaviour. (Annexure 1)

Session 2: ‘Dekho kya seekha’

The second session of the Parental Workshop was held on June 6. The session was meant to bring the parent’s attention to their child’s reading level and to support the child in improving the levels according to the class. During field visits, several parents had shared the issue of increasing mobile phone usage among children. Thus, a phone-based technology as a means to support children was included during the session. Mobile phone apps like Google Bolo were introduced and its use for improving reading level of child was explained to the parents.

The session began with a story on the various means apart from academics that can help a child improve reading (learning) level. This was followed by an activity sheet listing avenues to access texts and technology that parents can adopt like taking books from school or public library, buying story books, downloading learning related applications etc. A six-month tracker was given to the parents for them to fill in themselves on the basis of interactions with their children, regarding books issued from the library, discussions on the stories, how many times the parent had met the teacher in a month, and a few memories created with the child. **(Annexure 2)**

The sessions for the two-day parental workshop were designed keeping in mind the need for parents to connect with their child not only for academics but also on a personal level. It was also ensured that sessions stayed with the parent even after the culmination of the workshop, through worksheets. An incentive was also added to ensure compliance with the six-month tracker- parents who followed through diligently with the tracker were to be acknowledged by SMCs.

It was ensured that feedback was collected on the day workshop from parents and teachers. After the session, teachers were to fill a Google form on attendance at the workshop, images, feedback from participants and their notes about the workshop.

CHALLENGES

The workshop involved participation and engagement of individuals, organisations, and departments. As is the case of all human involvement, the workshop was also affected by a fair share of challenges:

Organizational Level Challenges

The challenges at organizational level mainly revolved around activities which could have been done better at Saajha.

- The objective behind the content and the relation between sessions could not be effectively communicated to the teachers. There was no in-person training of content provided to teachers, hence, individual perceptions and understanding of content diluted the content by the time it reached the beneficiary.
- Demo and videos of the content were not shared with the teachers on a large scale. Only WhatsApp broadcast messages of the content were shared this time; several teachers and Head of Schools also reported not receiving the messages.
- Feedback from the previous year was not incorporated, such as : involving students in the workshop, instead of continuous sessions a 15-days break be given which is planned and intimated in timely manner to the parents etc.
- A prominent link could not be established between the sessions as only two sessions could be accommodated in the given time frame. The space for only two sessions meant that sessions had to be prioritised on the basis of information rather than the link between them.
- Last minute changes had to be made in the content in order to incorporate Google Bolo App in the second session. Though the use of technology had been the essence of the session, the inclusion of details of the App, helpline number etc were only done at later stages.

Departmental Challenges

The challenges at departmental level mostly pertained to circular information.

- The circular regarding the workshop was released two days prior to the day of the parental workshop. This was a very short time period for the teachers to prepare themselves and to ensure attendance of parents.
- A challenge during this phase was the timing of the summer camp and parental workshops. The summer camp had been planned in such a manner that its culmination was followed by a second Saturday. Hence, it was decided that the workshop would be conducted on a Saturday and on the following Thursday.
- The timings mentioned in the circular were unsuitable for parents. Most schools considered it mandatory to conduct sessions in the given time period and conducted sessions in a single batch. Several parents were unable to attend sessions due to the inflexible timings.
- Information dissemination to teachers was unorganised and done at the last moment. There was no formal mechanism in place to provide them support.
- A formal plan for post implementation plans/ activities has not been made.

School level Challenges

There were a few problems faced at the schools too.

- The short notice of the circulars meant that the school staff was unable to ensure sufficient parental attendance.
- Several schools also faced logistical issues like the absence of adequate worksheets, seating arrangements, availability of drinking water etc.

SUGGESTIONS

- Several schools mitigated challenge of unavailability of parents by conducting the workshop in batches. This provided a space for parents to attend the workshop at a time that was conducive to them. This example can be followed by school or permitted by the department through the circulars to allow for better implementation of such workshops.
- There are no departmental mechanisms to collect feedback from teachers (facilitators) and Mentor teachers. Only half of the schools that conducted the workshop responded to the feedback form floated by Saajha. The absence of a feedback mechanism restricts the sharing of challenges faced hence, continuing the cycle of issues at school level.
- There should be better planning at departmental level of the interventions to be conducted annually. Interventions that require longer time period to be effective should be provided a time frame. For example, the restricted time frame reduced the number of sessions of the parental workshop thus, reducing informative sessions for parents where they could interact with the school staff.
- Tracking system must be incorporated into schedules of schools. Trackers can be checked on days of PTM, where discussions are initiated based on the information filled in by the parents.
- Parental engagement should be taken up as a necessary initiative by school administration in order to ensure success of Parental Workshop. There needs to be accountability at school level to ensure this.

WAY FORWARD

Carrying the momentum forward, linkages between interventions will be planned. Parental Workshop will be linked to the upcoming Reading mela and Mega PTM.

Reading Mela has been planned in December wherein the child and parent will come to a common platform in school or community and engage in reading related discussions. The topics of Parental Workshop and how the learning are implemented at home level will be followed up in the PTMs.

ANNEXURE



GOVERNMENT OF NATIONAL CAPITAL TERRITORY OF DELHI
DIRECTORATE OF EDUCATION: SCHOOL BRANCH
OLD SECRETARIAT: DELHI-110054

No. DE.23 (632)/84/Nodal. Br/M6/2019/121-126

Dated: 30/5/19

CIRCULAR

Subject: Parental Workshops in Every Govt. School during Summer Camp under 'Mission Buniyaad'

Regular attendance of students is the most critical factor in attaining the goals of "Mission Buniyaad". For this, it is important that parents not only understand the importance of the mission but also stay engaged on a regular basis.

To engage with parents in a systematic manner, the Heads of Schools are advised to organize 'Parental Workshops', first on June 01, 2019 and then on June 06, 2019. The objective of the Parental workshops is to equip parents with tools and information to be a partner in Mission Buniyaad. The workshops would focus on ensuring collaborative action with parents. Therefore, ensure that the school and classroom environment are parents friendly.

The themes of the workshops are:

Theme for the workshop on 01.06.2019: बच्चों की सराहना

Theme for the workshop on 06.06.2019: देशी बच्चों ने क्या सीखा, sharing the learning level of the students with parents (post summer camp). In case holiday due to EID is declared on 06.06.2019, the parental workshop will be conducted on 05.06.2019.

The other details are as follows:

1. HoS must ensure that only very good teachers are deployed to conduct Parental workshop in school. HoS may also nominate SMC members to assist the teacher in conducting Parental workshops.
2. These workshops could be conducted in separate classrooms and/or in multipurpose halls, preferably with small groups of parents.
3. The workshop would be conducted between 7:30 am to 10:30 am for both shifts or during the second shift timing in case any school is organizing the camp in the evening.
4. Teachers have freedom to improvise upon the content supplied and its delivery to ensure better understanding of parents during parental workshops.
5. HoS must ensure that SMSs are sent to the parents using bulk SMS facility informing them about the date, time and theme of the workshop. Also announce in the class and send note, through children's diary and through SMC members to parents about the workshop.

Content Guidelines:

1. The teacher conducting the parental workshop should be provided requisite material to conduct the workshop which includes a copy of Annexure 1. Apart from that, each parent will get one copy of Activity Sheet and one copy of Worksheet during every session. Hence adequate number of photocopies should be arranged. In total, each parent would be getting only 4 pages of material covering both the themes.

2. Each session kit has

- Workshop Instruction/Cue Card
- Content story
- Questions for discussion around story
- Worksheet
- Home assignment activity sheet

3. Flow of each day workshop would consist of three segments

- **Knowing:** This includes Communicating goal of the session and reading them a story.
- **Doing:** This includes discussion on 2/3 questions after a story and doing worksheet activity.
- **Experience with Child:** This includes the home assignment that parent has to do with their child at home.

Check list for the School Teacher conducting parental workshops

- Ensure that they have a plan of delivering content
- Ensure that they have seen the training videos for all sessions.
- Create welcoming environment in Parental workshops
- Take required workshop material
- Take all parents' attendance
- Inform all parents for next week's workshop
- Take support from Mentor teachers and/or TDC
- Prepare a brief report of the workshop

Role of Mentor Teachers

- Every Mentor Teacher should have content of parental workshop.
- Support school teachers in his/her mentee schools in the content and delivery of parental workshop.
- Closely watch, at least, 3 schools for parental workshop and submit feedback report.

This issues with the approval of the Competent Authority

A. Jain
30.5.19
Addl.DE (Schools)

No. DE.23 (632)/84/Nodal Br./MB/2019/121-126

Dated: 30/5/19

All Heads of Govt Schools (except RPVVs and Sols) under Directorate of Education through DEL-f.

Copy to:-

1. PS to Secretary (Education).
2. PS to Director (Education).
3. All RDEs/DDEs (District/Zone) to ensure compliance.
4. Programmer (MIS) for uploading on MIS.
5. Guard File.

Uday P
30.5.19
DDE (Nodal Branch)

सक्षिप्त में

INSTRUCTIONS

बेला कि हम जानते हैं, बच्चों के सोचने में अभिभावक भागीदारी की बहुत महत्वपूर्ण भूमिका होती है। बच्चों के सोचने में अभिभावकों की इसी भागीदारी को बढ़ाने हेतु यह पुस्तिका बनाई गई है, जिसका प्रयोग सभी अध्यापक समर केंद्र के दौरान प्रत्येक सत्रिखर को होने वाली अभिभावक कार्यशाला में करेंगे। पुस्तिका में अभिभावकों की भागीदारी को बढ़ाने के लिए 2 अभिभावक कार्यशालाओं की रूपरेखा, अभिभावकों द्वारा बच्चों के साथ प्रयोग किए जा सकने वाले दूत अर्दि दिए हुए हैं।

- CUE** कार्यशाला में होने वाले सत्रों की प्रक्रिया चलाने के लिए।
- STORY** कहानी द्वारा अभिभावकों को उनकी भागीदारी का महत्व बताने और अलग-अलग मूठों पर समझ बनाने के लिए।
- WORKSHEET** चर्चित मूठे या विषयों पर बच्चे से किस तरह बात की जाए, उसकी समझ बनाने के लिए।
- ACTIVITY** बच्चों के साथ घर पर बातचीत कर गतिविधि करने के लिए।



अध्यापक हेतु

दिशानिर्देश



अभिभावकों हेतु

- कार्यशाला से पहले**
1. अभिभावकों को कार्यशाला की सूचना दें।
 2. CUE कार्ड, कहानी, वर्कशीट व एक्टिविटी शीट आदि की मदद से कार्यशाला की तैयारी करें।
 3. कार्यशाला के लिए सेशनरों की व्यवस्था कर लें।
- कार्यशाला दौरान**
1. पहली कार्यशाला में ही अभिभावकों के छोटे-छोटे समूह बना दें।
 2. कार्यशाला की शुरूवात पहली कार्यशाला की कन्सेप्ट(रूपरेखा) से करें।
 3. सरल भाषा का प्रयोग करें।
 4. छोटे समूहों में देखें की मूठे के अनुसार बर्बा हो रही है या नहीं।
 5. सभी अभिभावकों को एक्टिविटी शीट की फोटोकॉपी दें।
 6. अभिभावकों की सक्रिय भागीदारी बनार रखने के लिए, कार्यशाला के दौरान छोटी-छोटी गतिविधियां करवाएं।
- कार्यशाला के बाद**
1. यदि अभिभावक को एक्टिविटी शीट समझने में परेशानी हो रही है और वह अपने मूठों से, तो उनकी सहायता करें।
 2. अपने सत्र की तैयारी करें।

- कार्यशाला से पहले**
1. कार्यशाला की जानकारी प्राप्त करें।
- कार्यशाला दौरान**
1. अध्यापक द्वारा दिए जा रहे निर्देश ध्यान से सुने।
 2. छोटे समूह व बड़े समूह की चर्चा में भाग लें।
 3. चर्चाशीट और एक्टिविटी शीट को अच्छी तरह समझें।
 4. कुछ समूह न आए तो अध्यापक से पूछें।
- कार्यशाला के बाद**
1. बच्चों के साथ एक्टिविटी शीट पर कार्य करें।
 2. शीट में कुछ समझ न आने पर अध्यापक से पूछने खुल जाएं।
 3. अगली कार्यशाला में भरी हुई एक्टिविटी शीट लेकर जाएं।
- सभी कार्यशालाएं हो जाने के बाद भी अपने बच्चों के साथ कार्यशाला में दी गई गतिविधियां / अन्य गतिविधियां करते रहें।**

सत्र – मनु की आदतें

SESSION 1 | CUE CARD 1

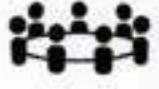
उद्देश्य - अभिभावक समझ लें कि बच्चों की आदतों की प्रवर्षा करना क्यों जरूरी है और वह किन-किन तरीकों से बच्चों की अच्छी आदतों को सराह सकते हैं।

कहानी
(10 मिनट)



1. टीचर सभी माता-पिता को रोचक तरीके से मनु की आदतें कहानी सुनाए।
2. कहानी के जुरिए, टीचर सभी माता-पिता को समझाए कि बच्चों की अच्छी आदतों को सराहना क्यों जरूरी है और बच्चों की आदतों की सराहना कैसे की जा सकती है।

चर्चा का विषय
(15 मिनट)



1. टीचर बताएं कि बच्चों की अच्छी आदतों को सराहना के लिए, हम एक-एक कर कहानी में दिए दो सवालों पर बातचीत करेंगे।
2. सभी माता-पिता अपने-अपने समूह में चर्चा करेंगे। इसके लिए उनके पास पांच मिनट का समय होगा।
3. टीचर 2 मिनट बाद बताएं कि कितना समय रह गया है। साथ ही टीचर यह सुनिश्चित करेंगे की सभी समूहों में चर्चा हो रही हो।
4. 5 मिनट शरम होने पर सभी समूह अपने विचार सराह करेंगे (विचार सराह करने के लिए हर समूह को 4 मिनट का समय दें)।

वर्कशीट पर समझ
(10 मिनट)



1. टीचर बच्चों की अच्छी आदतों को सराहना दूत (एक्टिविटी शीट) सभी माता-पिता में बांटने दें।
2. टी गई वर्कशीट में बच्चों के हाथ में जो लिखा बना हुआ है उसमें माता-पिता को अपने बच्चों का नाम लिखना है।
3. टीचर माता-पिता को 7 मिनट का समय दें और उन्हें समझाएं कि छोटे में बच्चों की अच्छी आदतें लिखनी हैं। डिब्बे में अच्छी आदतों को सराहने के तरीके दिए हैं। जिस भी तरीके से माता-पिता अपने बच्चों की आदतों को सराहते हैं, उस तरीके को बच्चों की आदत में लिखना है।
4. जब माता-पिता लिखना शुरू करें, तो 5 मिनट में समय का रिमाइंडर दें। समय पूरा होने पर 5-6 माता-पिता से उनकी शीट सराह करवाएं।

बच्चों के साथ घर पर गतिविधि
(10 मिनट)



1. टीचर, माता-पिता को गैर बच्चों के लिए गैर सप्ताह दूत दिखाएंगे।
2. पहले कॉलम में वह तरीके लिखें हैं, जिससे माता-पिता बच्चों की अच्छी आदतों को सराह सकते हैं और ऊपर के डिब्बों में सप्ताह के दिन लिखें हैं।
3. माता-पिता को रोज उस तरीके के सामने निशान लखना है जो वे अपने बच्चों के साथ अपनाते हैं।
4. सभी माता-पिता को रोज दूत दूर भरना है और अगले दौरान में लेकर आना है। इस प्रक्रिया से उनके बच्चों में होने वाले बदलाव को सराह भी करना है।

मनु की आदतें

मनु छोटी कक्षा में पढ़ता है। मनु को फुटबॉल खेलना बहुत पसंद है। स्कूल से आकर अपना सारा होमवर्क खत्म करने के बाद, मनु अपने दोस्तों के साथ खेलने जाता है और कभी-कभी अपनी छोटी बहिन के साथ घर में खेलता है। पर जब भी मनु बाहर से खेलकर आता है, तो अपने गंदे जूते लेकर ही घर के अंदर बसा जाता है और मनु की यह आदत रेनु जी (मनु की मम्मी) को बिल्कुल पसंद नहीं है इसलिए रेनु जी मनु को डांटती है। लगातार माँ के गुस्से से अब यह बात मनु को ध्यान रहती है और वह अपने जूते घर के बाहर ही उतार देता है।

आज मनु के स्कूल में कुछ डॉक्टर आए थे, जिन्होंने सभी बच्चों को अच्छे खान-पान की अच्छी आदतों और उससे होने वाले फायदे के बारे में बताया। डॉक्टर ने बच्चों को बताया कि बच्चों को चिच, टॉफी इत्यादि नहीं खाने चाहिए। इससे अलग बीमारियां होती हैं, हमें घर का खाना और फल ज़वादा खाने चाहिए। टीचर ने यह सभी बातें सभी बच्चों की डांपरी में भी लिख दी, ताकि सभी बच्चों के मम्मी-पापा भी इन सभी बातों पर ध्यान दे सकें।

रेनु जी ने डांपरी में यह जानकारी पढ़ी तो उन्होंने मनु को गुस्से में बोला कि वह अब से चिच, टॉफी आदि कुछ नहीं खाएगा। मनु स्कूल में बताई गई और अपनी मम्मी की ऊहरी बात मानने लगा और उसने बाहर की चीज़े खाना बंद कर दिया।

इसी दौरान मनु की दादी गर्मियों की छुट्टियों में मनु के घर रहने आयीं। दादी को देखकर मनु और उसकी बहिन बहुत खुश हुए और दादी जी मिठाई लाई थी, वह खाकर तो झूम उठे। दादी से काफ़ी देर बात करने के बाद मनु खेलने चला गया। जब मनु खेलकर लौटा तो उसने अपने जूते घर के बाहर उतारे और नहाने के बाद फल खाने लगा। दादी को मनु की यह आदतें बहुत पसंद आयीं। पर कुछ दिन घर में रहने के बाद दादी ने देखा कि रेनु जी अपने बच्चों की अच्छी आदतों की कभी तारीफ नहीं करती पर हमेशा बच्चों गलतियों पर उन्हें डांटती ज़रूर हैं।

आज दादी ने मनु के मम्मी-पापा को समझाया कि बच्चों की गलतियों पर बच्चों को रोकना अच्छी बात है पर साथ ही हमें बच्चों की अच्छी आदतों को भी सराहना बहुत ज़रूरी है। क्योंकि चाहे जितनी भी छोटी बात हो, उसे सराहने से अक्सर बच्चे उसे दोहराने की कोशिश करते हैं। इसलिए हम बच्चों की जिन आदतों को बढ़ावा देना चाहते हैं उसे पहचानकर उस आदत पर काय को सराहना ज़रूरी है। दादी की बात मम्मी-पापा को सही लगी और उन्होंने बच्चों की अच्छी आदतों की सराहना शुरू किया।

हम अपने बच्चे की सराहना कैसे कैसे कर सकते हैं ? -

- उनकी कोशिश का सम्मान करें।
- बच्चों के साथ बातचीत करें।
- बच्चों की पीठ थपथपाएं।
- बच्चों के अच्छे अनुभव जानें व उसकी सराहना करें।

प्रश्नों का विषय

1. दादी के समझाने पर मनु के माता-पिता में क्या बदलाव आ सकता है ? अपने विचार बताये/लिखें।
1. आप घर पर अपने बच्चों की अच्छी आदतों को किस तरीके से सराहते हैं?

3



बच्चों की अच्छी आदतों को सराहना

SESSION 1 | ACTIVITY SHEET 1

बच्चे का नाम









सराहना करने के कुछ तरीके

पीठ थपथपायी

बच्चों के साथ बातचीत की

कोशिश का सम्मान किया

अच्छे अनुभव जानें व उसकी सराहना की

बच्चों को गले लगाया



माता-पिता बच्चों की अच्छी आदतों लिखें और उसे सराहना करने के तरीके से मिलें

4

मेरे बच्चे के लिए मेरा हफ्ता

SESSION 1 | ACTIVITY SHEET 2



सप्ताह के दिन	रविवार	सोमवार	मंगलवार	बुधवार	गुरुवार	शुक्रवार
बच्चे की प्रशंसा करने के तरीके						
पीठ धपधपायी / बच्चे को गले लगाया						
कोशिका का सम्मान किया						
बच्चों के साथ बातचीत की						
अच्छे अनुभव जाने व उसकी सराहना की						



माता-पिता जिस भी दिन और जिस तरीके से बच्चे की सराहना करें, उस दिन के दिने में सही का प्यार लगता है।

5

सत्र - देखो बच्चों ने क्या सीखा

SESSION 2 | CUE CARD 2

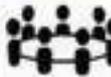
उद्देश्य - माता-पिता समझ सकें कि घर पर फ़ोन और किताबों के जरिये अपने बच्चों को पढ़ने के लिए कैसे प्रेरित करें।

कहानी
(10 मिनट)



1. टीचर सभी माता-पिता को बताएंगे कि आज हम यह समझने की कोशिश करेंगे कि माता-पिता घर पर फ़ोन और किताबों के जरिये अपने बच्चों को पढ़ने के लिए कैसे प्रेरित कर सकते हैं।
2. टीचर सभी माता-पिता को रोचक तरीके से मनु की आदतें कहानी सुनाने और किन अलग-अलग जगहों से कहानियाँ मिल सकती हैं या पढ़ी जा सकती हैं। उसके बारे में माता-पिता को बताएंगे।
3. टीचर हर घुप में कहानी की 2-2 फोटोकॉपी भी दे दें।

बच्चों का विषय
(15 मिनट)



1. कहानी शुरू होने पर टीचर माता-पिता से पूछेंगे कि उन्हें कहानी कैसी लगी। 5-6 माता-पिता के जवाब देने के बाद, टीचर बोलेंगे इस कहानी के बाद वह टी सवालों पर चर्चा करना चाहते हैं।
2. टीचर बच्चों का विषय (कहानी में दिए सबब/जगह पहला सवाल माता-पिता से पूछेंगे। सभी अपने-अपने घुप में उस सवाल पर चर्चा करेंगे और फिर समूह का जवाब साझा करेंगे।
3. इसके लिए उन्हें कुल 5 मिनट का समय दिया जाएगा।
4. इसी तरह दूसरे सवाल पर सब अपने-अपने घुप में चर्चा करेंगे और फिर समूह का जवाब साझा करेंगे।

कॉर्क-शीट पर सवाल
(10 मिनट)



1. टीचर माता-पिता को बताएंगे कि वह फ़ोन और किताबों के जरिये अपने बच्चों को पढ़ने की आदत को कैसे बेहतर बना सकते हैं? यह जानने के लिए हम एक गतिविधि करेंगे। सभी माता-पिता को 'देखो क्या सीखा' (गतिविधि शीट-1) बाँटेंगे।
2. टीचर गतिविधि शीट में किरदार और कहानियाँ मिलाने के अलग-अलग तरीके माता-पिता को बताएंगे।

बच्चों के साथ घर पर गतिविधि
(10 मिनट)



1. टीचर, माता-पिता को बताएंगे कि अब इन्हीं तरीकों या किसी अन्य तरीके से उन्हें बच्चों को कहानियाँ/किताबें पढ़ने के लिए बढ़ावा देना है।
2. माता-पिता के कोई सवाल हों, तो टीचर उनके जवाब दें।

6

देखो क्या सीखा

अतुल और प्रिया दोस्त हैं और दोनों एक ही क्लास में पढ़ते हैं। अतुल को कहानी पढ़ने का बहुत शौक है, इसलिए अतुल कभी स्कूल के बच्चों से कहानी की किताबें लाता है तो कभी अपने पापा (राकेश जी) को बाज़ार से कहानी की किताबें लाने को कहता है। राकेश जी को अतुल की कहानी पढ़ने की आदत बहुत अच्छी लगती है। लेकिन वह परेशान है कि वह इतनी सारी नयी किताबें कहाँ से खरीद कर लाए।

प्रिया, जो अतुल की दोस्त है उसकी आदत अतुल से बिल्कुल अलग है, क्योंकि प्रिया को किताबें पढ़ना ज्यादा पसंद नहीं है। प्रिया को फ़ोन पर अलग-अलग चीज़ें देखना और सुनना अच्छा लगता है। प्रिया स्कूल से आने के बाद रोज़ाना 1 से 2 घंटे अपनी मम्मी के फ़ोन पर गाने सुनती है, तो कभी कोई खेल खेलती है। प्रिया की फ़ोन इस्तेमाल करने की आदत से उसकी मम्मी (सुमन जी) बहुत परेशान हैं।

आज अतुल और प्रिया के स्कूल में पैरेंट-टीचर-मीटिंग (PTM) है। राकेश जी (अतुल के पापा) और सुमन जी (प्रिया की मम्मी) आज टीचर से मिलने आए हैं। राकेश जी जब मधु जी (अतुल की टीचर) से मिले तो उन्होंने बताया कि - मैडम, अतुल को कहानियाँ पढ़ने बहुत शौक है और उसकी यह आदत मुझे भी अच्छी लगती है। लेकिन मुश्किल यह है कि मैं इतनी सारी कहानियों की किताबें नहीं खरीद सकता पर मैं यह भी चाहता हूँ कि अतुल बहुत सी किताबें पढ़े। आप ही बताइए अब मैं क्या करूँ? मधु मैडम ने राकेश जी (अतुल के पिता) को कहा कि उन्हें कहानियों की किताबें खरीदने की बिल्कुल ज़रूरत नहीं है क्योंकि स्कूल की लाइब्रेरी में बहुत सारी किताबें हैं जो अतुल पढ़ सकता है।

सुमन जी ने टीचर को बताया कि - प्रिया को किताब पढ़ना ज्यादा पसंद नहीं है और प्रिया रोज़ाना 1-2 घंटे फ़ोन कुछ वीडियो देखती है या खेल खेलती है। वह प्रिया की इस आदत से बहुत परेशान है और वह चाहती है कि प्रिया अच्छे से पढ़ाई करे, नयी-नयी कहानियाँ या किताबें पढ़कर कुछ सीखे मधु मैडम ने सुमन जी को कहा कि वह परेशान न हों। आजकल तो फ़ोन पर कई ऐसी ऐप आ गयी हैं जिनके ज़रिए बच्चा हिंदी और इंग्लिश की बहुत सारी मनोरंजक कहानियाँ पढ़ सकता है। इसके अलावा उसमें खेल-खेल के माध्यम से बच्चों के पढ़ने के स्तर में भी सुधार होता है। जिनमें से एक है गूगल की 'bolo' ऐप।

मधु मैडम के सुझाव से राकेश जी और सुमन जी खुश हुए और उन्हें थोड़ी तस्सली भी मिली। घर जाकर राकेश जी ने अतुल को लाइब्रेरी से किताबें लाने के लिए प्रेरित किया तो वहीं सुमन जी ने अपने फ़ोन में प्ले स्टोर पर जाकर गूगल 'bolo' ऐप डाउनलोड की। अब अतुल हर सप्ताह में एक बार लाइब्रेरी से किताब ज़रूर लाता है और प्रिया गूगल 'bolo' ऐप से हिंदी और इंग्लिश में कहानियाँ पढ़ती है।

धर्मा का विषय

1. आपका बच्चा अच्छा पढ़ सके इसके लिए आप क्या-क्या करते हैं?
2. अगर आपका बच्चा फ़ोन इस्तेमाल करता है तब आप क्या करते हैं?



देखो क्या सीखा



SESSION 2 | ACTIVITY SHEET 2

बच्चे किताबों के ज़रिए कैसे पढ़ सकते हैं?

1. एक सप्ताह में, बच्चे को स्कूल की लाइब्रेरी से कम-से-कम एक किताब लाने की ज़रूरत कहें।
2. बच्चे को कोई कहानियों की किताब लाकर दें।
3. बच्चे को अड़भार में जो कहानियाँ आती हैं, वह पढ़ने को कहें।

यदि आपका बच्चा फ़ोन पर ज्यादा रहता है तो सुनिश्चित करें कि बच्चा रीटिंग से जुड़ी चीज़ें ही फ़ोन पर करे।

बच्चे फ़ोन के ज़रिए कैसे पढ़ सकते हैं?

फ़ोन में ऐसी ऐप डाउनलोड करें, जिससे बच्चे पढ़ना सीखते हों। जैसे 'Google bolo' ऐप।

'Google bolo' ऐप में हिंदी और इंग्लिश में बहुत सारी कहानियाँ हैं, जिससे बच्चे पढ़ना सीखते हैं।



अभिभावक - माता-पिता ऊपर बताए गए तरीकों को ध्यान से पढ़ें और बच्चे बेहतर पढ़ सकें इसके लिए किन्हीं दो तरीकों को काम में लें।

आदर्श पातक परियोजना

SESSION 2 | ACTIVITY SHEET 2

बच्चे का नाम

माता का नाम

घर के पास रहने वाले दो SMC सदस्यों का नाम

बच्चे का जन्म

पिता का नाम

माह	इस महीने मेरे बच्चे ने कितने दिन स्कूल की वाइफेरी से कहानियों की रिकॉर्डिंग उनके द्वारा पढ़ी या सुनी कितनी थी ?	बच्चे के साथ आपने कितने देर कहानी पर बातचीत की ?	इस महीने आप बच्चे के शिक्षक से कितनी बार मिले।	इस महीने के कुछ खूबी-मीठी यादें
जून				
जुलाई				
अगस्त				
सितम्बर				
अक्टूबर				
नवम्बर				
दिसम्बर				



अभिभावक - प्रति बच्चे एक कॉमिट कर इस्तेमाल करें। नियमितरूप से 6 महीने तक इसका पालन करें।

6 महीने तक नियमित पालन करने वाले पाठकों को SMC द्वारा प्रोत्साहन पत्र दिया जाएगा।

Part II

Non-Planned Admissions



EXECUTIVE SUMMARY

Admissions in government schools in Delhi generally come under two categories – planned admissions and non-planned admissions. Planned admissions include enrolment of a child from a MCD schools or other schools till primary level into a Directorate of Education school. This is handled directly by the respective school authorities. Non-plan admissions include admissions of children who have never been to a school or have changed address or other cases which do not come under planned admissions. Saajha partnered with Directorate of Education to streamline the non-plan admissions in Delhi.

This was done in three phases: In the first phase that is Preparatory phase, detailed meetings were held with the Government stakeholders, and relevant processes as well as content was designed. Interns were hired by Saajha and Cluster Level Committees (CLCs), comprising of 3 Head of Schools, and 3 SMC members for 5-6 schools were created. WhatsApp groups were created for supporting the CLCs and the interns. During the second phase, training of SMC members was conducted through an online module. Two specific dates were decided when each school could undertake the training. The response to the training was largely positive, with most of the schools (80% to 100%) responding to post-training questions correctly. The attendance however, was a concern with most of the schools having an attendance of only 4 to 8 participants (less than 50%). The third phase comprised of resolution of grievances faced by the CLCs.

There were several challenges faced during the project, including the delays due to the general election and summer vacations which negatively impacted the participation. Further, minor issues were faced by the participants in using the content. Several issues were faced regarding transfer certificates.

For the next year admissions process, we are hoping to include admission-in-charges in the training, while also developing a more structured mechanism of age criteria and transfer cases through inclusion of the specific clauses in the circulars. In addition, we would also explore possibility of online admissions.

Saajha partnered with the Directorate of Education to support the non-planned admissions in the schools. Saajha's interventions focused on enabling SMC members to be more involved in the process of non-planned admission.

Understanding the concepts

There are two ways in which admissions are carried out between Grade VI and IX– planned and non-planned admissions:

A. Planned admissions are those in which students studying in schools managed by MCD / NDMC/Delhi Cantonment, government-aided schools, non-aided schools which are affiliated to DoE schools also called a feeder school, are allocated a school under the Directorate of Education. The process is handled by the respective school authorities.

B. Non-Planned admissions are for children:

- Who were out of school till now
- Whose parents are transferred from a different state to Delhi
- who come from an unrecognized school
- Who have changed residence within Delhi

Our interventions were divided into three phases:

Phase 1: Preparation phase

Government on-boarding

A team from Saajha met with the officials in the department to discuss issues faced in the previous academic year (2018-2019) and challenges from the ground. With an aim to mitigate challenges, certain suggestions were incorporated in the process for non-planned admissions in this academic year. Further details are provided in **Annexure 1**.

Cluster committees

Cluster Committees are formed for a group of 5-6 schools in the area which decide the admission status of students in those respective schools. One of the HOS from these schools was chosen as the in-charge, 3 HOSs and 3 SMC members were appointed as cluster members. This was done to ensure equal participations from all relevant stakeholders.

A list of schools and HOSs for forming the Cluster Committees was prepared by the zonal DDE's in 2019 and then expectation setting calls were conducted by Saajha team. The HOS and other members were appointed by the Zonal DDE as a member of the Cluster Committee. Each member was called and informed about the roles and responsibilities. Their availability was also asked during the course of all cluster meetings. The list was then shared along with the circular released by the Government.

Admission process:

Admission forms were received by the HOS. Later, the forms were sent to respective clusters and zones. The list of selected students was prepared and forwarded for final approval by the Cluster Committee, where each form was checked. This was then forwarded to the zonal committee and the DDE. The list of selected students, when finalized, was displayed in the concerned schools. The SMC members were able to provide support to the schools falling within the specific clusters.

Interns

To support the cluster SMC members, a team of interns was engaged by Saajha between the months of April and August 2019. The idea was to create a call based support system for SMC members for fast-tracking the grievance and issues faced by them.

A total of 12 interns were hired comprising of college students, retired teachers and home makers. A detailed training was conducted for the interns to make them well equipped with the process, terminology and circular details. The content of the training material was made on the basis of the circular for non-planned admissions.

The interns were provided with relevant content and list of Cluster Committees allocated. Google form link was given to them for securing data from cluster members. The form is attached in Annexure 2.

Each intern was required to call the SMC cluster members after the scheduled cluster meeting and ask certain questions:-

1. If they attended the cluster meeting
2. Number of forms received by the cluster
3. Number of forms approved by the cluster
4. Any other issue faced or concerns

This data was uploaded in the google form. A WhatsApp group was created along with the interns and team members from Saajha. Before each scheduled cluster meeting, a text was shared with them as a reminder. Any doubts that they shared on the group were addressed.

A few challenges were faced by the interns:

- A. Most SMC members did not have clarity on their role, since the calls had started even before the official SMC training was conducted.
- B. Many of the phone numbers of SMC members given in the circular were either unavailable or incorrect.
- C. Few SMC members were not informed or didn't attend the meeting on a regular basis; thus they were unable to answer questions asked by the interns.

Steps taken to mitigate the above mentioned challenges:-

- A. During the first two weeks when the process of admission started, the interns called-up the SMC members and explained their role in the cluster committee. The interns took this opportunity to share knowledge with others and they instilled a feeling of responsibility among SMC members.
- B. Schools or other resource persons were contacted to secure the working phone number of respective SMC members.
- C. Interns created a WhatsApp group with their respective SMC members and posted about the schedule of the meeting. They also shared contact details of the cluster chairperson, to follow-up about the meeting.

These groups became effective, when the SMC members started sharing details of the meetings in the format of a Google form

WhatsApp support groups

Groups on WhatsApp were created with the SMC cluster members to support them with the grievances and resolve queries on real-time basis. Only admission-related data was shared on the groups - meetings held, specific issues faced by the parents, success stories and maintaining a support structure for SMC members.

Phase 2: Support admission process

Official communication by the department : Circular for admission process (Added in Annexure 3)

A detailed circular was released by the School Branch unit at the Directorate of Education on 29th March 2019. The key pointers covered in the circular were as follows:

- Criteria of Non-planned admission
- Procedure of securing the forms, submission, process of application
- Age relaxations
- To-do's at the school level to inform the community about the ongoing admission process
- Documents required
- A detailed schedule for date for meetings of the cluster along with the when the final list shall be displayed outside the school.
- Role and responsibility of the SMC members.

Circular for entering data

To further smoothen the process of data to be entered i.e. uploading the application forms details digitally for making accountability easier, a new circular was released on 7th May 2019. This has been added in the Annexure 4.

The key pointers of this circular was as follows:

- An online module has been developed by IT/MIS Branch for computerisation of the entire process of non-plan-admissions, that is starting from the entry of all the applications received, submission of applications to the Cluster Level Admission Committee
- Allotment of school by the Cluster Committee to the applicant, admission of the applicant in the school and generation of student ID

Training of SMC members

To equip SMC members in all schools with knowledge about the process, criteria and their responsibilities- a training was conducted by Saajha. The content for the training was made keeping in order with a circular dated 29.3.2019 (Annexure 6) regarding Non-Plan admission of students from classes VI to IX in Govt. schools under Directorate of Education.

Mode:

With an aim for easy access and reach for all SMC members in their respective schools the mode for the training was via online platform. This reduces the time and effort on making logistical arrangements for each member. The content was made available on www.saajhatraining.com, which was accessible for each school by entering their school IDs.

Content: After few iterations based on the circular, the script was finalized. It was then shared with RTE and school branch for vetting before making it accessible to SMC members. It was also ensured to incorporate the learnings and feedbacks received by Saajha from various stakeholders in the previous trainings.

The overall content was developed in seven steps:

- Step 1: Video on types of admission, one question and activity on marking the attendance in the SMC app
- Step 2: Video on explaining planned admission, one question and one group activity.
- Step 3: Video on explaining non-planned admission, two questions and one group activity

- Step 4: Video on documents required for non-planned admissions, one question and one group activity
- Step 5: Video on roles and responsibility of SMC members in the non-planned admission process, one question and one group activity.
- Step 6: Case study of NSKV, Begumpur on admission process, one question and one activity
- Step 7: Worksheet for allotting responsibilities to SMC members of the school on along with tentative dates for completing the tasks: Online data entry, School helpdesk, rally, explaining school guard his role in the admission process, banner, community Helpdesk.
- Post completion of all steps a feedback form was shared on the training

Challenges

General elections scheduled during the period resulted in a two-month delay. Thus in a lot of schools the process for non-planned admissions had already begun even before the training was conducted. This was one of the major challenge that affected the outcomes of the training. Further, since the training was finally conducted during vacation time, most of the SMC members had gone out of the city resulting in low attendance.

Schedule: Two dates were scheduled for attending the training- 11.06.2019 and 14.06.2019, to ensure that the schools were at least able to organize the training on one of the two dates.

Post training data:

The training was conducted via online mode using videos. After each video, the participants needed to answer questions related to the content of the training and complete specific group activities. There were 7 questions and 6 group activities in total that had to be completed.

The following data points were collected:

- Response to seven questions, mentioned after each module
- Response to six group activities, mentioned after each module except Module 1
- Worksheet data – comprising of responsibilities divided among SMC members along with tentative dates for completion of tasks assigned.

- Number of SMC members who attended the training
- Rating for the overall training given in the feedback form.

All the results for this document have been calculated on the basis of only those schools, which have entered a valid 7-digit school ID for their schools. All the questions and group activities have been considered as questions for the purpose of the analysis. The findings are provided below

Summary of Data

Particulars	Number of schools
Total DoE schools	1,027
Schools who started the training	905
Schools who gave feedback (Completed the training)	839
Schools who filled the worksheet	861
Schools who answered the last question (Before the worksheet)	889
Schools who answered the last activity (Before the worksheet)	889

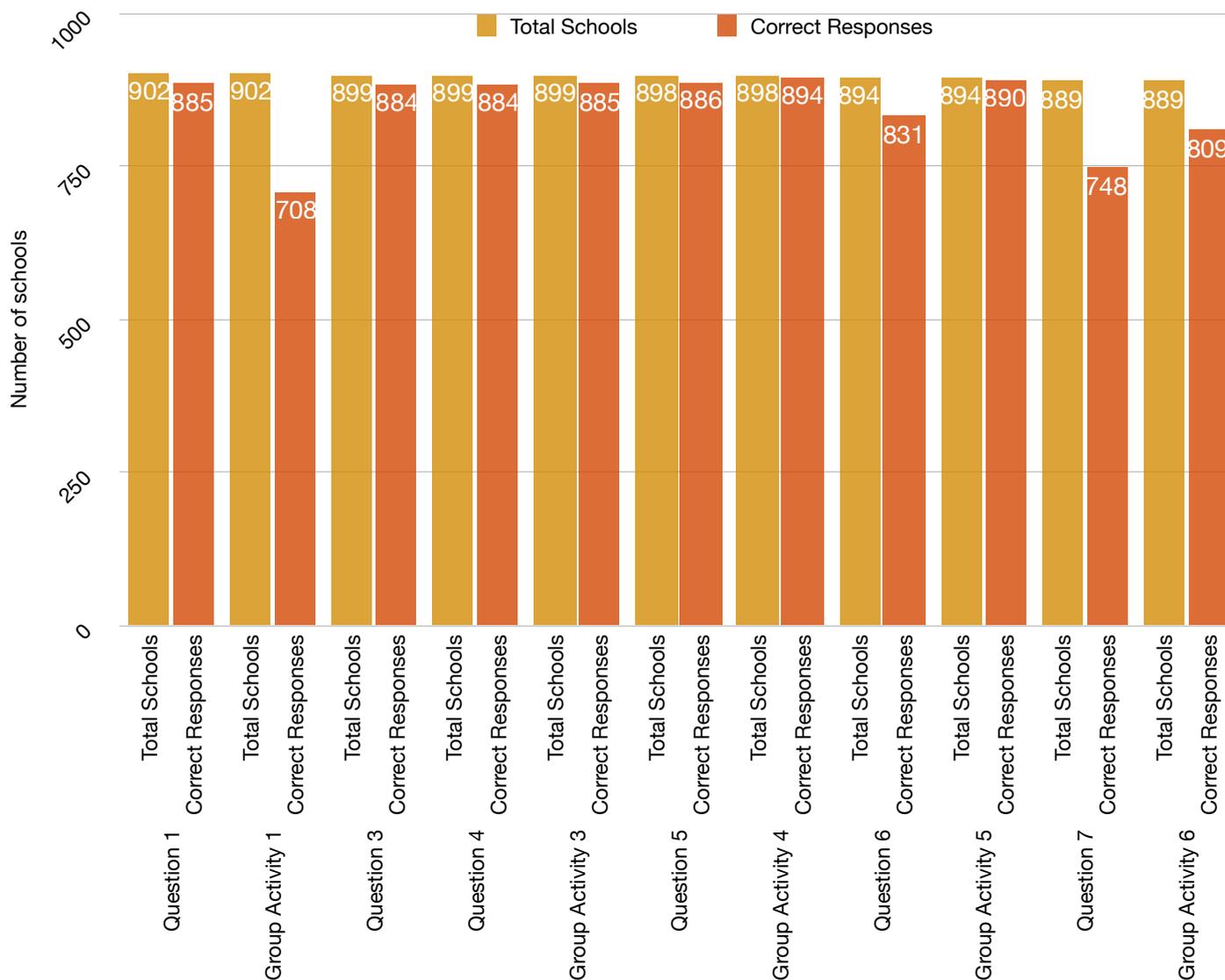
Attendance in Trainings

	Number of schools
Schools with attendance less than 4 people	56
Schools with attendance 4-8 people	487
Schools with attendance 9-12 people	249
Schools with attendance over 12 people	35

Attendance and Rating of the Training

Particulars	Number of schools
Total schools under DoE	1027
Schools who started the training	905
Feedback and Rating	
Schools who gave the feedback	839
Schools who have rated the training in the feedback form	839
Schools with recorded attendance	827

Responses from Schools on Questionnaire and Group Activity



Phase 3: Grievance Resolution

In order to resolve admission queries and transfer cases, an admission grievance redressal committee was formed. Circular dated 28th May 2019 constituted committees at three levels to resolve issues for admission cases.

The levels were as follows:

1. Committees at Zonal level: DDE Zone with 2 HoS and 2 SMC members from the zone
2. Committees at District level: DDE District with all zonal DDEs and one SMC member
3. Committees at Regional level: RDE with all DDE district and 1 SMC members.

The committees where regular meetings were not happening, the same was conveyed to the respective DDE's so as to fast track the process.

This above mentioned procedure was a formal way to solve issues, but it was observed that informal channel worked better. The SMC members used to end up approaching the DDE's directly to resolve admission queries. This was mainly because the circular for formation of the redressal committee was issued very late.

CHALLENGES

1. Cluster level: Some cluster members were allotted the wrong cluster due to a technical error. All such issues were rectified case-by-case. But this led to confusion, delays and absence of members from the meetings.
2. Department level: There was a delay in issuing the circular owing to general elections.
3. Training: This year, due to general elections, the training got delayed by two months. Thus, in several schools, the process for non-planned admissions had begun even before the training was conducted. Further, since the training was finally conducted during vacations, most of the SMC members had gone out of the city resulting in low attendance.
4. Transfer cases: Issuance of Transfer Certificate once admission is done via non-planned admissions was not permissible owing to the fact that the student would not be able to secure admission in DOE schools again.
5. Specific cases: Owing to various loopholes in the circular, there were certain cases that came to our notice:
 - Students who have failed a class once or twice, wanted to seek readmission in a DOE school via non-planned admissions mode.
 - Transfer from Aided school to DOE school was covered in Non-planned admissions
 - Parents wanted admission in a specific school only after filling out the form of non-planned admission
6. Additionally, following issues were noticed during cluster calls and in WhatsApp conversations:
 - I. No communication between HOS and cluster members
 - II. In-charges not answerable if meetings were not happening
 - III. The cluster in-charges were not coordinating with other HOS who were also part of the cluster team - they were either not informed about the cluster meetings or didn't attend meetings regularly.

- IV. Banners, helpdesk and rallies couldn't take place in all schools as schools were unable to gather enough resources for the same. This was not a priority for them as there was no accountability mechanism for these activities.
- V. The circular on entering data online created confusion on the ground as most SMC members thought that this particular circular replaces the role of the cluster team. The content of this circular was not added to the content of the training conducted for SMC members which further gave no clear idea.
- VI. Offline and online differences: Some students were registered in two or more schools. As the online link was activated later via Circular on entering data; many students sought for transfer or had issues in generating student ID.
- VII. The cluster committee did end up taking more time with respect to the number of forms to be checked in each meeting. This not just delayed the process but resulted in extra time of the cluster members.

LEARNING AND NEXT STEPS

Inclusion of admission in-charges in the training

The admission in-charges of each school should be part of the admission-related training along with SMC members. This helps in a more relatable training module as most of the admission-related questions and queries are answered/directed to the admission in-charges.

Online system for admission

There is a need to create an online platform for admission to avoid unnecessary delays, errors and confusions. Help desks should be set-up for children who seek admission in filling the form free of charge, which can be further linked to the school's list; the cluster members can then allot the schools online.

Policy level: Inclusion of transfer cases, age criteria in the circular

All circulars/ rules related to admission which one has to follow such as age criteria, distance criteria and transfer cases should be added in one main circular, in order to avoid confusion created by multiple circulars.

Annexure 1

Directorate of Education Schools' Non-Planned Admissions 2019

Guidelines, Challenges and Proposed Solutions

A summary of key challenges and proposed solutions for each, along with new guidelines.

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Executive Summary

Each year, the admission process in over 1,000+ Delhi government schools runs from the month of April to August. These admissions are for Classes nursery to 12 every year. Last year, the process commenced in April 2018. Admissions for students in classes class VI to VIII, however, is carried out throughout the year in age appropriate classes as per eligibility. The admissions are carried out in two ways - planned and non-planned admissions.

- a) Planned admissions are those in which students studying in schools managed by MCD /NDMC/Delhi Cantonment, government-aided schools, non-aided schools who are affiliated to DoE schools etc. are allotted a feeder school and students under planned admissions are required to take admission in feeder schools allotted to them.
- b) Non-planned – Non-Planned admissions are for those students
 - Who were out of school till now
 - Whose parents are transferred from a different state to Delhi
 - Coming from an unrecognized school
 - If there is a change of residence within Delhi

Every year admission forms are made available for parents at school to fill and submit them to the respective HoS of that school. Later, the forms are sent to their respective clusters and zones. The list of selected students is prepared and forwarded for final approval by the cluster committee to the zonal committee and the DDE. The list of selected students, when finalized, is put up in the concerned schools.

DOE Schools Non-Planned Admissions 2019

Each year, several non-planned admissions are conducted in DOE schools for students who are from other states, unrecognised schools, were out of school etc. Admission forms are made available at schools, for parents to fill and submit with other documents of their child. But many challenges are faced by parents and students seeking admissions under non-planned admissions. We have summarised some key challenges and have proposed certain solutions as well.

Identified challenges of non-planned admission

1) **Lack of awareness:** there is criteria of admissions in age-suitable classes. The govt. gives a relaxation of 6 months on either side on these criteria. Even then, there are some parents who remain unsatisfied with the class assigned to their children. While this can't be solved, this year the attempt is to try to disseminate the information as clearly as possible to the parents when they come to schools to collect admission forms, so that they do not have to run around from pillar to post for this information. Often parents are not clear about **what documents are needed for admission**. In case they know and do not have the document, they are given a specific time period to produce it. But, while making the document, the authorities ask for proof of admission of the children from the schools. Thus, it becomes a circular problem for the parents.

Proposed solutions:

- **Banners** to be put up by SMC members in schools, in prominent positions. While this was suggested last year as well, but no format of the banner, or places where it should be put up were mentioned. Thus, SMCs had created their own formats without proper information and had put up banners where they weren't clearly visible to parents.
- Thus, a **format with all the requisite information** should be made available to SMCs, with a **list of areas in and outside school**, where it should be put up.
- **SMC Helpdesk:** This should be continued for the current year as well. Guards in the school should also be informed about basic guidelines, that they should let parents (enquiring about admissions) enter the school and guide them towards Helpdesk. **Guards can be given pamphlets**, that he/she can handover to parents that come to enquire about admissions.

- Schools can allocate a fixed amount from SMC funds for printouts and other costs. This fixed amount - to be mentioned in circular.
- **Video** - a video explaining the admission process for all the classes can be created and circulated to make parents and SMC members understand the process. SaaJha can create this video (based on new circular on non-planned admissions)
- **Radio campaign:** a short campaign on radio can be run giving major pointers and IVRS helpline no.
- **IVRS helpline:** Parents can call on an IVRS number, and get to know all the information admission process to be followed for a particular class.
- **District helpline:** a dedicated helpline number for each district. Parents can call on this number to seek any kind of help. An Admission helpline was run last year as well, but it did not receive many calls. This time, the number can be included in circular, and be promoted more.

2) **Vacancy in schools:** vacancy in schools become a big problem. According to RTE Act, every child till 8th standard will have to be given admission. But according to the available infrastructure, it becomes a problem.

Proposed solutions:

- **District level task force** - 1 DDE district+2SMC+2HOS. They should have the list of seats that each school of their respective district can support with the current infrastructure. While this committee was created last year as well, **grievances were not being escalated to their level.**
There should be **clearly defined roles** of cluster and district level committee members, **strict dates of meeting** for committees at each level, that all the members will follow. **Clear guidelines** about **which types of cases will be forwarded to District task force.**
- **Google forms** - can be floated for Cluster committee members to get weekly updates and reports from them.

- **SMC App** - status of admission to be shared in SMC meetings with SMC members, and this should be entered in SMC App.

3) **Distance from schools:** because of the problem mentioned above, some of the students get admission in a school that is far from their homes. Siblings were allotted different schools, which were far off.

Proposed solution:

- **Clear guidelines** to be mentioned in circular **for special transfer cases** - e.g. siblings in different schools. Admission form should also cater to these criteria.

4) **Refusal of forms:** sometimes schools refuse some forms for some reason and this becomes a problem for the parents.

Proposed solution:

- Certain criteria to be mentioned in circular, basis which form can be rejected by cluster committee, and not HOS. Upon refusal, a strong reason should be mentioned, and parent should be informed so that he/she can rectify the error, if possible.
- Show-cause notice should be given to HOS or committee by District task force if a form is wrongly refused, or refused without stating a strong reason, as mentioned in the circular.

Guidelines for SMCs- Helpdesks, Banner and Cluster Committee

Based on Saajha's experience in Admissions over the past few years, we have come up with few guidelines pertaining to SMCs, helpdesks and banners, which can be incorporated in Admission Circular this year, to ensure more robust implementation of these interventions by schools and SMCs.

1) Helpdesk

- The helpdesk shall be set up near the entrance of the school with adequate shade
- The helpdesk shall be manned by at least 2 SMC members or more
- It shall be ensured that the helpdesk has admission forms, and flyers or pamphlets that provide clarity on the admission process.
- The school guard shall be made properly aware by SMC members or school staff about the commencement of admissions. S/He shall not reject the entry of any prospective admission seekers and must guide them to the helpdesk. Guard can also be given copies of pamphlet (explaining admission process), to parents outside the school.
- A rally or march may be organized in community by SMC members or students in the month of April, to spread awareness about RTE and admissions in the community.
- It is also advised that schools and SMC setup the helpdesk in community spaces for a few days. A teacher from the school, preferably the admission in-charge can also be at this helpdesk. Pamphlets can be made available

2) Banner

- The size of the banner regarding the admission must preferably be 4ft x 6 ft and must have legible information regarding admission.
- The banner must have information regarding:
 - o No parents will be denied admission form in the school.
 - o Age criteria for admission.
 - o Helpline number for admissions/ grievance redressal
 - o Name of admission in-charge along with land line telephone number of the School.

o Name & contact number of all members of Cluster Admission Committee (Chairperson, member HOSs & SMC members).

- The banner must be put outside the main gate of the school where the general public can see the information.
- The banner has to be put up every day by either the SMC members or the Guard and shall be removed after school hours and kept safely to be used the next day.
- Attached is a sample format of banner that can be added in circular this year, to encourages schools to put it up outside schools to inform parents.

3) Cluster Committee meetings

- The cluster committee meetings have to be compulsorily conducted as per schedule. All HOS are to inform the SMC members in advance.
- In case a meeting does not occur on scheduled dates the members must contact the Cluster Committee Chairperson and reschedule it for another suitable day.
- After each meeting the following Google form has to be filled by members of the Cluster Committee <https://goo.gl/forms/dQhPBwIAgqro0Epi2>
- **All HOS who are a part of Cluster Committees are to inform the Cluster Committee members in advance, about the dates of committee meetings.**

Annexure 2

Intern response form

* Required

Cluster number *

Your answer: _____

Name of the receiver *

Your answer: _____

Were you informed about the cluster meeting? *

Yes

No

Did the cluster meeting happen? *

Yes

No

Yes, but I don't attend

I don't know

Date of the meeting *

dd-mm-yyyy

_____-_____-_____-_____-_____-_____-

How many forms was received by the cluster committee? Use format: Class 6th-xx, Class 7th-xx and so on

Your answer: _____

How many forms were approved by the cluster committee? Use format: Class 6th-xx, Class 7th-xx and so on *

Your answer: _____

Issues faced *

Your answer: _____

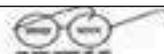
Any other information

Your answer: _____

SUBMIT

Never submit passwords through Google Forms

Annexure 3



**GOVERNMENT OF NATIONAL CAPITAL TERRITORY DELHI
DIRECTORATE OF EDUCATION : SCHOOL BRANCH
OLD SECRETARIAT : DELHI-110054**

No. DE.23 (363)/Sch.Br./2018/2151

Dated: 29/3/19

CIRCULAR

Sub: Non Plan Admissions in Classes VI to IX for the Academic Session 2019-20.

All the Heads of Govt. Schools under Directorate of Education are informed that the Non Plan Admissions in Classes VI to IX will start from 1st April 2019 for the Academic Session 2019-20. All the Heads of Govt. Schools under Directorate of Education are to ensure that parents seeking admission of their wards are dealt with due politeness. A room with proper seating arrangement, sufficient lighting & fans in working condition must be designated for the parents coming to school for admission of their wards. Clean drinking water facility should also be provided to the parents.

Criterion for Non Plan Admission:-

- **Classes VI to VIII:** Admission will be allowed to those children who have passed previous class from a recognized/unrecognized school or those who are out of school.
- **Class IX:** Admission will be allowed only to those children who have passed class VIII from a recognized school.

Procedure for Non Plan Admission for Classes VI to IX:-

1. Admission form will be received by Head of the school under proper receipt. **An Acknowledgement Slip (Part-E of application form)** is to be issued to the parents/guardians as a token of receipt of filled in application form. A record of all applications received is to be maintained by each HOS and within 2 working days of the receipt of the application, the same is to be forwarded to Cluster Incharge.
2. In each zone, clusters of schools have already been formed (list attached). "Cluster Level Admission Committee" for Classes VI to IX will be constituted by the concerned DDE (Zone). The structure of the cluster level admission committee is as under:

➤ Cluster Incharge (HOS),	Chairperson,
➤ Three HOS of the cluster,	Member,
➤ Three nominated SMC members,	Member.

The names of 3 nominated SMC members have been provided in the attached list.

3. The Cluster Level Admission Committee will examine all the applications received as per month wise schedule and will allocate schools to the applicants as per availability of vacant seats and infrastructure in the desired school/with in the cluster.

4. List of applicants along with allotted school of the cluster for admission should be displayed prominently in every school of the cluster.
5. Every cluster in-charge HoS will send the minutes/report of every cluster level committee meeting to DDE (Zone) regularly for approval.
6. If no seat is available in the cluster schools, the matter may be referred to concerned DDE (Zone) for allocation of school in a nearby cluster school. It is to be ensured that the student gets admission in a school within 14 working days from the date of submission of application as per neighbourhood criteria described in DRTE Rules 2011.
7. Admission to children who have not passed out previous class from any **recognized school** or those who are out of school (classes VI to VIII only) will be given on the basis of simple undertaking of the parent.
8. Heads of schools will ensure that admission to applicant is allowed in the age appropriate class as per circular no. DE.23.(363)/Sch. Br./2016/1553 dated 19.09.2016.
9. Additional age relaxation is to be provided to specially abled children, as per circular No. DE.40(20)/EVG/IEDC/Circular/98/7109-8699 dated 6.01.2003. HOS are to pay special attention that no child, who has applied for admission, remains out of school, and specific focus should be given to specially abled children.
10. Following information will be displayed on a cloth banner of size 4 x 6 feet outside the school:
 - a. Last date of non plan admission.
 - b. Helpline number of the concerned zone.
 - c. Documents required for admission.
 - d. Phone No. of the concerned school.
 - e. No parent will be denied registration form in the school.
11. School guards must be sensitized about the entry of the parents regarding admission so that entry of parents who are coming for admission is not denied.
12. "Help Desk" must be set up in all the Government Schools, preferably, near the school gate.
13. Cluster level Admission Committee will take care of all the aspects like medium of instruction, preference of school, distance from residence, availability of infrastructure/ vacancies in school while allocating the school to the applicants.
14. The following documents are required to be produced by the parent/guardian at the time of admission:-
 1. Proof of Date of Birth (any one of the following three):
 - i. Original Date of Birth Certificate issued by MCD or any other local body.
 - ii. SLC of a recognized school last attended (compulsory for admission to Class IX).



- iii. An Undertaking by the Parents regarding Date of Birth as per Part-B of the Application Form (Classes VI to VIII only).
2. One passport size photograph of the child.
3. Anyone of the following documents as **Residence Proof of Delhi**:-
 - i. Ration Card issued in the name of parents having name of the child.
 - ii. Domicile certificate of child or parents.
 - iii. Voter I card of any of the parents.
 - iv. Electricity bill/MTNL telephone bill/Water bill.
 - v. Bank Passbook in the name of child or parents.
 - vi. Aadhar number of parents/child.
 - vii. Passport in the name of any of the parents/child.

Note: Admission will not be denied to any specially abled child, destitute child, refugee/asylum seeker, homeless, migrant, orphan or Child in Need of Care & Protection in any Govt. school due to non availability of essential documents at the time of admission in the School.

Provisional admission for 30 days will be allowed on the basis of simple undertaking on plain paper by the parents/guardians. Head of Schools will provide details of such students to CRCs.

CRCs and SMC Members will help the students and parents in making these documents available to them, so that the provisional admission may be regularized within the stipulated time and the students may be able to take the advantage of Direct Benefit Transfer (DBT) of scholarships in their bank accounts.

15. Cluster in-charge has to ensure that all the members of the Cluster Level Committee (including SMC members) are informed about the date and venue of meetings at least two days before the scheduled meeting.
16. Cluster Level Committee will try and ensure that the siblings are given admissions preferably in the same school (if requested by the applicant).
17. DDE(Zone) will ensure that:
 - One English medium section in class VI is created in all the Govt. Schools under his/her jurisdiction.
 - Help Desk to address admission related grievances is set up at Zonal level.
 - The Cluster Level Admission Committee has the information about the tentative vacant seats and available infrastructure in every school of the cluster before the cluster level committee meeting.
 - The schools with already very high student-classroom ratio may be excluded for non plan admission with prior approval of respective DDE (District).



18. The Month wise Schedule for Non Plan Admission to Classes VI to IX:

Month	Phase	Schedule for Admission Committee Meeting	Schedule for display of Admission List	Submission of Requisite Documents
April	I	08.04.2019	11.04.2019	11.04.19 - 15.04.19
	II	16.04.2019,	20.04.2019	22.04.19 – 25.04.19
	III	24.04.2019	27.04.2019	29.04.19 –03.05.19
May	I	08.05.2019	10.05.2019	11.05.19 – 15.05.19
	II	16.05.2019	20.05.2019	21.05.19 - 25.05.19
	III	24.05.2019	28.05.2019	29.05.19 – 04.06.19
June	I	12.06.2019	15.06.2019	18.06.19 - 21.06.19
	II	27.06.2019	29.06.2019	02.07.19 - 06.07.19
July	I	12.07.2019	16.07.2019	17.07.19 – 20.07.19
	II	26.07.2019	30.07.2019	01.08.19 – 05.08.19
August	I	09.08.2019	13.08.2019	14.08.19 - 18.08.19
	II	26.08.2019	28.08.2019	29.08.19 - 31.08.19

19. In between the last Admission Committee Meeting i.e. 26.08.2019 & the last date of admission i.e. 31.08.2019, the students who could not register themselves at cluster level, will be considered for admission at the concerned DDE (Zone) level.

20. The last date of admission for classes IX-XII is 31.08.2019. Admission in classes VI to VIII (up to the age of 14 years) will be provided in age appropriate Class, as per the RTE Act. No such student should be denied admission.

21. All the issues related to admissions and transfers of students, other than mentioned above, will also be addressed in the Zonal Redressal Committee on the basis of genuineness & merit of the cases.

22. All the Heads of Govt. Schools under Directorate of Education are directed to consider all the admission cases forwarded by Child Welfare Committee at the school level. However, admission cases recommended by other committees should be forwarded to School Branch, Directorate of Education for timely processing.

This issues with prior approval of the Competent Authority.

S. Jain
29.3.19
Addl.DE (School)

Encl: As above.

DE.23 (363)/Sch.Br./2018/2151

Dated: 29/3/19

All Heads of Govt Schools under Directorate of Education through DEL-E.

Copy to:-

3. PPS to Secretary (Education).
4. PS to Director (Education).
5. All RDEs, DDEs (District/Zone) for ensuring compliance.
6. System Analyst (MIS) for uploading on MIS.
7. Guard File.

HL
29/3/19
DDE (School)

4. For Cluster Incharge HoS / DDE (Zone) Cluster/Zone Level:

a. Allotment of Schools

This screen shows the student's details filled by various schools in the cluster and forwarded to their respective Cluster Incharge. Now the Cluster Committee will allot the school to the respective students one by one as per criterion mentioned in circular no. DE 23(363)/Sch Br./2018/2151 dated 29-03-2019.

A similar sub module is available at the level of zone for allotment of schools to the students who could not be allotted schools at the level of Cluster.

- i. Enter Class, Month & Phase.
- ii. Select each student one by one from drop down menu.
- iii. Click "Yes" if school has been allotted else "No".
- iv. Yes: Select the school allotted.

ALLOTMENT FOR NON-PLAN ADMISSION FOR SESSION 2019-2020	
Class *	<input checked="" type="radio"/> VI <input type="radio"/> VII <input type="radio"/> VIII <input type="radio"/> IX
Month *	April
Phase *	1
<input type="button" value="Go"/>	
Registration *	2019000013-Bita Yadav
Gender	<input checked="" type="radio"/> Male <input type="radio"/> Female <input type="radio"/> TransGender
DOB(dd/mm/yyyy) *	21/07/2019
Allotted	<input checked="" type="radio"/> Yes <input type="radio"/> No
Allotted Schoolid *	1001024-Kand Nagar-GROSS KAND NAGAR
<input type="button" value="Submit"/>	

- v. No: If no allotment is possible, then specific reason must be selected from the list provided. If specific reason is not listed you have to select the fourth option (Any other) and specify the reason manually in the provided textbox.

ALLOTMENT FOR NON-PLAN ADMISSION FOR SESSION 2019-2020	
Class *	<input checked="" type="radio"/> VI <input type="radio"/> VII <input type="radio"/> VIII <input type="radio"/> IX
Month *	April
Phase *	1
<input type="button" value="Go"/>	
Registration *	2019000013-Bita Yadav
Gender	<input checked="" type="radio"/> Male <input type="radio"/> Female <input type="radio"/> TransGender
DOB(dd/mm/yyyy) *	21/07/2019
Allotted	<input type="radio"/> Yes <input checked="" type="radio"/> No
Reason	<input type="radio"/> Class Appropriate Age <input type="radio"/> No Vacancy <input type="radio"/> Any Other
<input type="button" value="Submit"/>	

5. **Report:** A report on total number of registrations, as well as allotted and rejected status, according to district and zone level can be generated.

Non Plan Admission Cluster Wise Report 2019-20							Allotment/Rejection		
Class :-VI									
S.No	District Name	Zone Name	Cluster Schoolid	Cluster School Name	Total Member School	Total Registration	Allotted	Rejected	Total Admitted
1	Kand	Zone-01	1001024	Kand Nagar-GROSS	4	2	1	1	2
Total					4	2	1	1	2
<input type="button" value="Print"/>									

On clicking the Cluster School ID, a comprehensive report for the schools covered in the clusters will be displayed as per the sample provided below.

Non Plan Admission Cluster Wise Report 2019-20						
Class :-VI						
S.No	District Name	Zone Name	Schoolid	School Name	Allotment	
					Allotted	Admitted
1	East	zone-01	1001024	Kanti Nagar-GGSS	0	0
2	East	zone-01	1001024	Kanti Nagar-GGSS	1	0
3	East	zone-01	1001004	Kanti Nagar-SSV	0	0
4	East	zone-01	1001194	West Azad Nagar-GGSS	0	0
Total					1	0

[Print](#)

On clicking the number of Allotted/Rejected/Admitted, the details of the students who have been allotted school or rejected or admitted will be displayed as below:

Non Plan Admission Cluster Wise Report 2019-20									
Class :-VI									
S.No	Registrationid	Student Name	DOB	Gender	Category	Father Name	Mother Name	Mobile Number	Allotted School
1	2018000013	SITA YADAV	21/07/2006	Female	OBC	SANDEEP	ANJANA	9810305558	1001024-Kanti Nagar-GGSS

[Print](#)

Non Plan Admission Cluster Wise Report 2019-20									
Class :-VI									
S.No	Registrationid	Student Name	DOB	Gender	Category	FatherName	MotherName	Mobile Number	Reason
1	2018000013	SITA YADAV	21/07/2006	Female	OBC	SANDEEP	ANJANA	9810305558	001-Other/Reason is not found

[Print](#)

On Clicking the Registration ID, all the details pertaining to that particular ID will be displayed.

- School level Admission:** After the Cluster Incharge has allotted a school to an applicant, his name will be reflected in the login ID of that school.

After verification of student details with the documents produced by the student/parents, applicant may be admitted. If any inconsistency with the documents of the child is found, the said status can be changed to invalid Documents and thus halt the further proceedings till valid documents are produced.

NON-PLAN ADMISSION FOR SESSION 2019-2020											
1- Show Report											
2- Non Plan Admission											
Report Non Plan Admission 2019-20											
1001024 - Kanti Nagar-GGSS											
Sr.No	Class	Registration No	Student Name	DOB	Gender	Category	Father Name	Mother Name	Mobile Number	Status	Physical Handicap
1	VI	2018000013	SITA YADAV	21/07/2006	Female	OBC	SANDEEP	ANJANA	9810305558		15-not available

[Print](#) [Back](#)

After clicking the registration number of above mentioned student, you have to select either "Admitted" or "Invalid document" or "Not Responding" from the drop down menu.

NON-PLAN ADMISSION FOR SESSION 2019-2020										
1- Show Report										
2- Non Plan Admission										
Admission Non Plan 2019-20										
Class VI										
Go										
Sl. No	Registration No	Class	Student Name	DOB	Gender	Father Name	Mother Name	Status	Admission Date (DD/MM/YYYY)	
1	2018000013	VI	SITA YADAV	21/07/2006	Female	SANDEEP	ANJANA	Admitted		

[Submit](#)

On submitting the record with status as Admitted, the Student ID of the admitted student may be generated under the link

Student Login -> Existing Students -> New Entry -> Non Plan / Direct Entry

Annexure 5

GOVERNMENT OF NATIONAL CAPITAL TERRITORY OF DELHI
DIRECTORATE OF EDUCATION : SCHOOL BRANCH
OLD SECRETARIAT : DELHI-110054

No DE.23(363)/Sch. Br./2019-20/197

Dated- 28.5.2019

CIRCULAR

Sub: Names of the SMC members for Constitution of Grievance Redressal Committee for Transfer of Students for the Academic Session 2019-20

In continuation to the circular no. DE.23(363)/Sch. Br./2019-20/53 dated 18-04-2019 regarding 'Transfer of Students during Academic Year 2019-20', the names of nominated SMC members for inclusion in the Grievance Redressal Committees at the level of Zone, District & Regional level are as under:-

A) SMC members for Zonal Level Committees

Zone	Name of First SMC Member	Contact No. of First SMC Member	Name of Second SMC Member	Contact No. of Second SMC Member
Zone 1	Ms. Rakhi Verma	99585 76659	Sh. K P Singh	8178190253
Zone 2	Ms. Ila Srivastav	98914 26663	Sh. Hari Shankar Mishra	9911293181
Zone 3	Ms. Sapna Kapoor	8700264596	Sh. Manish Sachdeva	9910024886
Zone 4	Mohd Saleem	98 11 713547	Sh. Sachin Rai	8800594524
Zone 5	Ms. Bazma Bano	96507 78650	Mohd Yunus	7428754480
Zone 6	Ms. Neetu Rani	7048901305	Sh. Jalaluddin	98 18 272721
Zone 7	Sh. Ravi Kant Ravi	9971474682	Ms. Ranju Bala	9643974412
Zone 8	Mohd Javed	9899284296	Sh. Pankaj Gaur	9210093830
Zone 9	Sh. Satyender Vir Singh	9811333739	Ms. Usha Tyagi	9990135093
Zone 10	Ms. Vandana	9716636798	Ms. Salma	7838630030
Zone 11	Ms. Anuradha Garg	9810429916	Ms. Sangeeta Rawat	9810220838
Zone 12	Sh. Chetan Sharma	7678467484	Sh. Murali Manohar	9213738790 /

13/28/STB

				9555646161
Zone 13	Sh. Dharamveer Sharma	9810883384	Sh. Rishi	9212474164
Zone 14	Sh. Gulam Nobi	9811680716	Ms Balbir Kaur	8376037724
Zone 15	Sh. Khem Kumar Nagar	8376024553	Sh. Ajeet Bhalla	8527487387
Zone 16	Ms. Sarita Bansal	9911136773	Sh. Arvinder Kaur	8447438764
Zone 17	Manoj Yadav	9716843119	Sh. Satender Chouhan	9818164453
Zone 18	Ms. Dolly	9560258701	Ms. Naseem Bano	7982988191
Zone 19	Ms. Pooja Karkhur	9911704390	Sh. Sandeep Parwar	8010241101
Zone 20	Sh. Gopal Jee	9810198844	Sh. Ravinder Singh	7011007021
Zone 21	Ms. Archana Chaturvedi	9818917901	Ms. Neena Dhawan	9871999495
Zone 22	Sh. Ibrahim	9811518550	Sh. Suresh Khatri	9289524209
Zone 23	Sh. Anil Diwakar	9718928938	Ms. Sarita Phogaat	9811629128
Zone 24	Ms. Hema Pandey	9810290945	Sh. Naresh Lomud	9999309599
Zone 25	Sh. Bishan Singh	9540981744	Sh. Jugnu Aggarwal	9999297562 / 9971692465
Zone 26	Ms. Shagufta Safar Bano	9643884043	Ms. Shipra Kulshrestha	9599934711
Zone 27	Sh. Nazim Khan	9811742786	Ms. Abida Sultana	8700588098
Zone 28	Sh. Pawan Sawariya	9818490702	Sh. Mahesh Sharma	7982130224
Zone 29	Sh. Samseer Alam	8178925656	Sh. Tanveer Alam	9717147616

B) SMC members for District Level Committees

S.No	District	Name of SMC Member	Contact No.
1	Central	Ms. Kanchan Bhupal	9910299583
2	East	Sh. Tarun Bais	9313976941
3	North	Sh. Gunjan Grover	79 8292 4458
4	North East	Ms. Bazma Bano	9650778650
5	North West A	Sh. Surender Kumar	870 071 4849
6	North West B	Sh. Ish Kumar Arora	95408 92789
7	South	Ms. Lalita Aggarwal	87506 97687
8	South East	Ms. Usha Jagnik	9810667585
9	South West A	Sh. Vinay Dubey	9810003119

10	South West B	Ms. Madhuri Varshney	9810073128
11	West A	Ms. Geeta Sharma	98 18 374793 / 9891429661
12	West B	Sh. Narinder Kharbanda	92139 99222

C) SMC members for Regional Level Committees

S.No	Region	Name of SMC Member	Contact No.
1	East	Sh. Vaibhav Srivastav	9594019173
2	North	Ms. Seema Gupta	9899787646
3	South	Sh. Rahul Kumar Tiwari	9643006247

This issues with approval of the Competent Authority.

Md
28/5/19
DDE (School)

DE. 23(363)/sch.Br/2019-20/ 197

Dated 28.5.2019

All Heads of Govt. Schools under Directorate of Education through DEL-E

Copy to:-

1. PS to Secretary (Education).
2. PS to Director (Education).
3. PA to Addl. DE (School)
4. ALL RDEs , DDEs (District/Zone) for compliance
5. System Analyst (MIS) for uploading on MIS.
6. Guard File.

B
28/5/19
OSD (School)

Part III

SMC App



EXECUTIVE SUMMARY

SMC app is an online mobile application which Saajha jointly developed in partnership with Mindtree. The app provided a facility to capture the minutes of the meeting, and the collated data is then consolidated into a dashboard. A feature to flag the issue was also included in the app.

A pilot with the app was first undertaken in 137 schools under Delhi Government in North East Delhi in 2015. Based on the response received, an updated version of the app was then launched across the state in presence of 16,000 SMC members. After the launch of the app, Saajha's focus turned to training of the SMC members enabling them to download and use the app. The first training focused on only the end users of the app – the teacher convener and the SMC Members. Weekly reports were then generated, and based on the insights received, a refresher training was organized in January 2019. This covered all 16 SMC members, as against just 2-3 members which were covered in the first training.

All 1,027 schools have now downloaded the app, while about a third of them have been logging in agenda in the app. We had also faced a few challenges during the training, especially related to issues with internet connectivity and participation in the training. However, the training had a positive impact around using the app, and collating relevant data for all concerned stakeholders.

ROLLOUT OF SMC APP

Saajha has been working towards building capacity of SMCs for the past five years. Lack of effective communication between SMC members and officials of the education department proved to be a big barrier for SMCs to function and improve schools. To overcome this barriers Saajha in partnership with Mindtree developed SMC app (Circle In) which captures minutes of the meeting of SMC. This data is then analysed and converted into dashboards displaying information with regard to categories of agenda items being discussed and issues requiring special urgent action. The development of the app was started in 2015.

Pilot

Smaller pilots were done with some schools, and based on some of the feedback the app was improved. After smaller pilots, a pilot with 137 schools was undertaken. SMC app was piloted with the support of Deputy Director of Education, District North East in 137 Delhi Government schools of North East Delhi, in 2015. Detailed feedback was obtained from Director Education, Deputy Directors, Principals, Parents and other stakeholders.

The feedback was submitted to Mindtree for making changes in the SMC App. Updated version of the SMC APP was presented to Directorate of Education, Delhi in 2016.

Launch

The app was launched in partnership with SCERT Delhi and Directorate of Education, Delhi at Indira Gandhi International Stadium, Delhi. A circular was released for the launch of SMC APP which mentioned to bring SMC members from each school. Purpose and benefits of SMC app were explained to 16,000 SMC members present during the event.

Training – Basics of SMC App

Different Stakeholders were trained on the use of the SMC app, in two phases – adoption phase (between February and August 2018) and refresher phase (January 2019). In the first phase, in-person trainings were organized for Teacher Convener, Vice Chairperson, Principals, Deputy Director of Education, Deputy Director of Education (Zone) and their IT staff. In the first phase, the focus was on training the end users of the app, which are Principals, teacher conveners and SMC members. However, this was found to be insufficient and thus, we also included training of Deputy Director of Education and Deputy Director of Education Zonal Level too.

SMC APP ADOPTION

Post the first training in February 2018, we developed weekly reports to understand how many schools have started using the app. These reports were shared with RTE department and DDEs, so they could also track how many schools have started uploading meetings on the App. The App report used for adoption will be explained in the next section, in-depth.

Refresher SMC App Training

About a year after the first training (done in February 2018), some new updates were introduced in the App. Thus, we decided to conduct the next phase of training – a refresher – via online mode, in January 2019. This was the first time we tried the online mode of training at Saajha. The idea was to train all 16 SMC members together. Previously, we had trained only two SMC members per school. The online training is elaborated in a separate section.

SMC App Report and Adoption of App

Since March 2018, weekly reports are being shared with RTE Department, to track app adoption by various schools, and number of meetings being added each week. Between March and August 2018, the reports were also shared with DDEs, so they could track schools in their district/zone which had and had not adopted the App.

Following data elements are present in the report (Annexure 1):

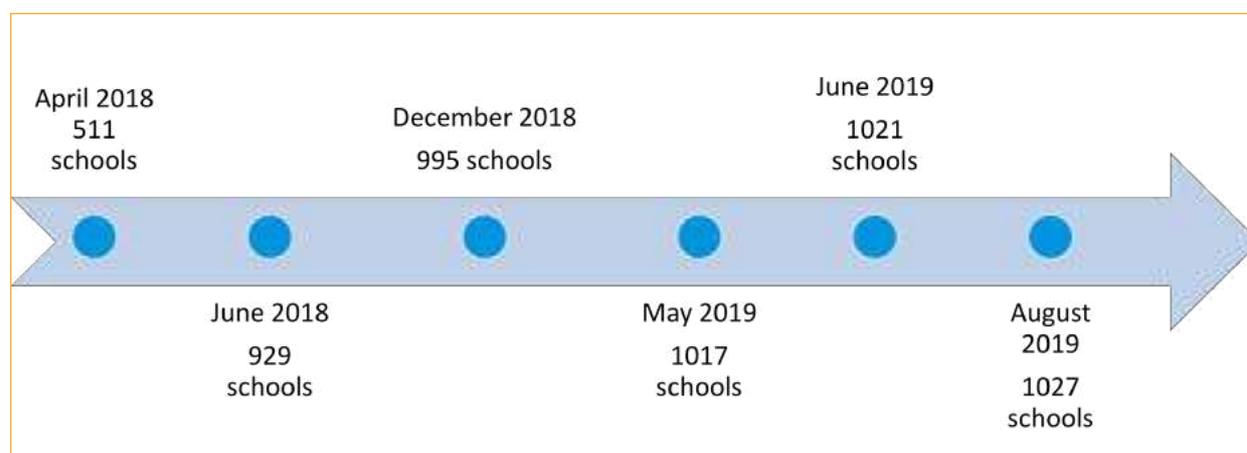
- District and zone-wise total number of schools
- District and zone-wise number of schools using the app, and not using the app
- District and zone-wise percentage of schools using the app
- District and zone-wise number of meetings added in the App
- District and zone-wise school IDs of schools which have not used the app yet

To increase number of schools using the app, calls from RTE department were done for schools who had not started using the App. If a school needed more guidance or support on how to use the App, RTE Department would communicate this to Saajha. We would then guide the convener/HOS on phone and visit the school, if needed. Calls from RTE department, support calls/visits from Saajha along with the push given by DDEs resulted in rapid adoption of App by

most schools. Currently, if any school is facing an issue with the App, they either contact Saajha directly, or reach out to RTE Department, which then apprises about the school. Saajha maintains regular contact with RTE department to ensure any issue related to SMC App is resolved at the earliest.

To ensure that schools continue the use of SMC App, we send constant reminders to add agendas in SMC app. These agendas generally pertain to important circulars released in the week such as planning for annual day, filling school development plan etc.

SMC APP Timeline



Over the past one year (February 2018 – February 2019), 328 schools have regularly added SMC meeting (more than 14 meetings in the year). Infrastructure has been the most recurring agenda across all the months, in the past one year. Over the past one year (February 2018 – February 2019), 328 schools have regularly added

SMC App Dashboard

Data entered by schools in SMC App is reflected in dashboard, which can be viewed by DDE zones and district, DDE RTE, Director and other officials in Ministry of Education. However, most DDEs have not adopted the dashboard – that is they do not view the dashboard to understand agendas being raised in SMC meetings. We’re planning to run a pilot with few DDEs to help them use dashboards to resolve grievances for schools in their zone/district.

ONLINE TRAINING OF SMC APP

Training for 16 SMC members (Circular in Annexure 1) held on 19 and 21 January, 2019

Training Objective

The objective of the training was to orient all 16 SMC members on how to use the app to record the meeting minutes. This was a chance for all SMC members to learn together, about the app. New updates and changes were also communicated to members in the training.

Training Design

All the SMC members were to attend the training on either of the pre-decided dates (19 or 21 January) in their school. The entire content – videos, questions, feedback – for the online training was pre-recorded and uploaded on an online portal – www.sajhatraining.com. A circular for the training was released by RTE Department, Delhi.

All members had to view each video together, and then answer the question or complete the activity that followed the video. The training comprised of nine steps, and the entire training took about an hour to complete. Each school had to enter its school ID at each of the nine stages.

Following are the nine stages of the training:

- Introduction
- Ideal SMC meeting
- Adding a new meeting
- Entering attendance
- Adding agenda
- Adding action items
- Comment and red-flag option
- Generating login details for SMC members
- Report and language change
- Feedback

Along with attending the training, schools had to create a new meeting agenda and replicate all the steps in the app.

Data and Feedback Analysis (Annexure 2)

Below is a summary of analysis of the data received from training:

- 915 schools started the training, but only 648 schools completed it.
- Total number of members finishing the training were 6,460
- Out of the 648 schools which finished the process, 469 schools, i.e., 72.38% rated the training as very good, while 60 schools, 9.26%, said that the training could have been better.
- As many as 486 schools, 75% of the schools said that the steps have been elaborated absolutely clearly, while another 160 schools, i.e., 24.69% said that it was somewhat clear.
- 77.01% of the schools (499 schools) were of the opinion that online training is preferable, while only 0.92% (6 schools) did not prefer online training at all.
- 120 people, consisting of vice-chairpersons, other parent members, MLA representatives and social workers responded to a feedback questionnaire, which was floated after the training.
- 114 of the respondents said that the training was conducted in their school. 3 said that it wasn't conducted, and 3 said that it started but wasn't completed.
- 95 respondents agreed that the training has helped improve their understanding of the app. 79 out of these 95 strongly agreed to this. 15 respondents didn't agree to this.
- General categorization of qualitative feedback: The broad suggestion was that such online trainings should happen regularly at periodical intervals. A total of 9 responses suggested so. Other top suggestions included the problems of SMC parent members not having an android phone and/or the login ID and password for using the app, or they were not literate enough to use it, so something should be done regarding that etc. Suggestions indicating technical and/or network issues to use the app and indicating not enough initiative from the HOS/Teacher convenor also came up.

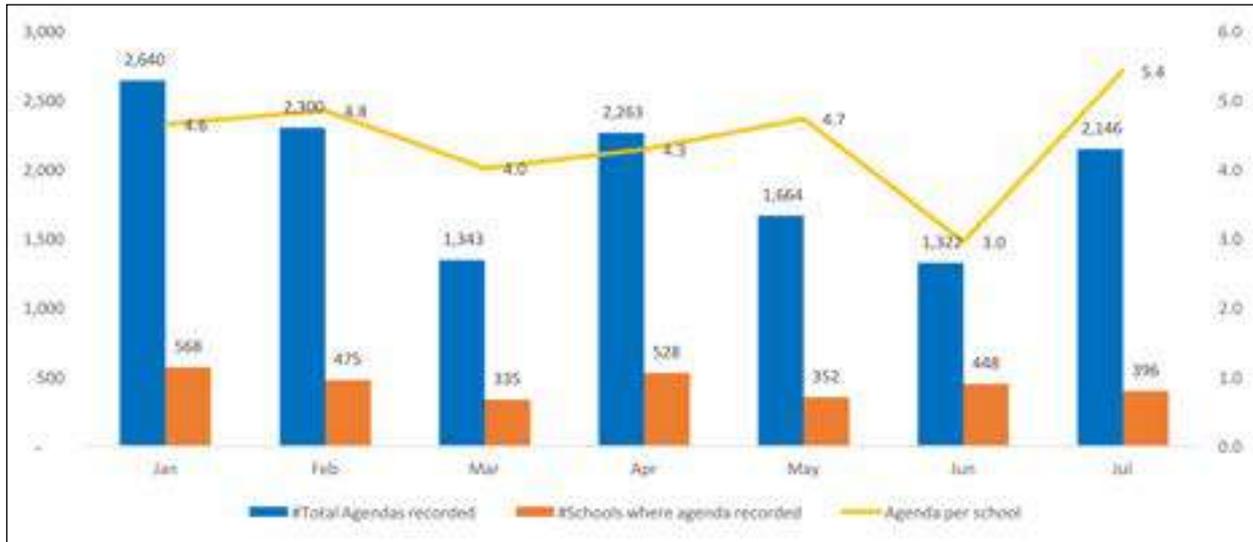
Detailed analysis of each question is added as Annexure 2.

Post training Support

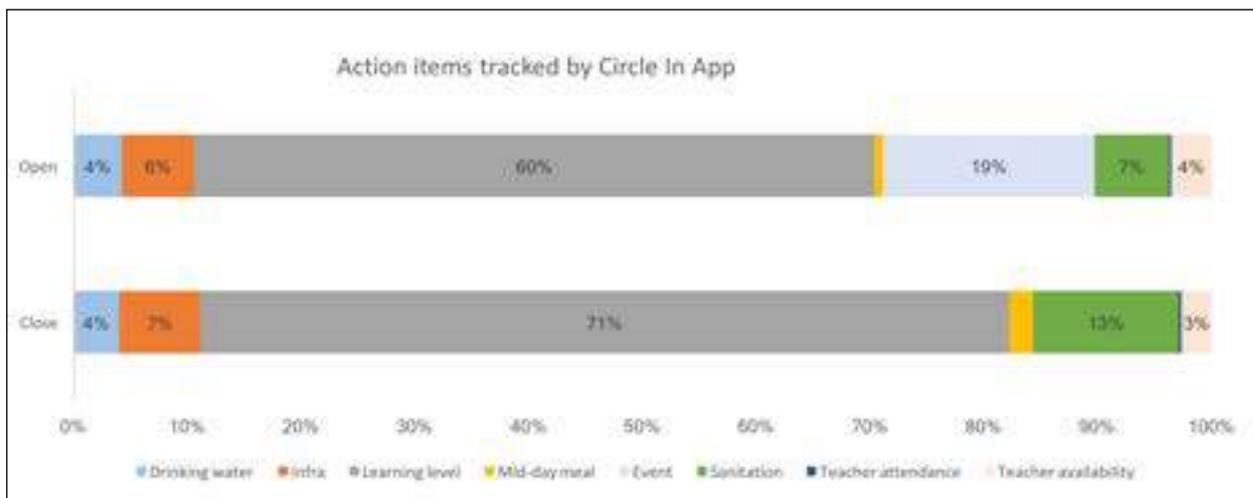
Post the training, to support and usage of the app, telephonic and WhatsApp support was provided to schools by Saajha. Post the first day of training (19 January), the list of schools that had not completed the training was shared with RTE Department, which sent it to all Deputy Directors of Education. The DDEs were to ensure that schools in their district complete the training on 21 January, if they hadn't done so.

IMPACT

Below is the action status graph of last one year. Maximum number of actions that were taken are in January and then April 2019. The number of action items is least during vacations (May - June).



Given below is the data of agendas registered in SMC App, in the past one year. As can be seen, 14,534 agendas were registered by 1027 schools of DoE out of which 53.7% agendas were closed i.e. action was taken and completed on 53.7% agendas.



Most agenda tracked, excluding the default “others” category was related to learning level

CHALLENGES

Challenges of online training

- The concept of attending training online was novel for schools, and thus many schools faced challenges with respect to how to enter ID, move to next step etc.
- Internet connectivity was an issue in a lot of schools.
- Although it was mandatory to go through each step, we found that data for some of the steps was missing for some schools.
- The connection with audience that is generally present in in-person training was missing here. Also, we could not be sure if the answer and feedback were filled by the entire group or a single member.

Challenges of SMC App

- Certain features of the SMC app – such as marking attendance, adding action items for each agenda – are not being used by schools regularly
- In most schools, only the convener is using the App, and the HOS do not use it. A possible reason could be that conveners were trained on the App last year. Only few HOS were trained in some districts.

Challenges of Dashboard

- The dashboard does not give a consolidated view of some elements entered in the app. E.g. district or zone-wise attendance, graphs for number of closed and open agenda, district-wise graphs etc. are not present in the dashboard currently.
- Currently, DDEs are not using the dashboard.

LEARNINGS

Given below are insights and learnings obtained from various stakeholders/trainings.

- Reports sent to RTE department should be more interactive in nature, with more information about each zone and district.
- Post the online training, there should be a mechanism to get delayed feedback after every few months. This'll ensure that SMC members are still aware of all functionalities.
- Post training support mechanism should be clearly explained in the training itself.
- Post the online training, there should be a mechanism to get delayed feedback after every few months.
- App dashboard to also have date when the app was last used by each school, clearly mentioned. This will ensure greater accountability.

DDE (Deputy Director of Education)

- To train, give a live demo of how to use dashboard.
- Include all zonal DDEs and IT staff also, to participate in the live demo training.
- Stay in regular contact with DDE.
- Master trainers can be made a point of contact for DDEs – consolidate issues coming from schools, and communicating to DDEs.

HOS (Head of the school)

- Master Trainers should be involved to coordinate regularly with HOS
- It is more effective to give live demo of DDE dashboard to HOS for them to understand how meeting minutes entered by schools are visible to other officers.

Online training

- It is imperative to have basic tech-related infrastructure (computer, speakers, strong internet connection) in schools, to ensure training is conducted smoothly
- It'll be helpful for SMC members if either the HOS or teacher convenor facilitates the training to ensure comprehension at each step
- Whenever a new mode (such as online training) is introduced, ample support should be available via calls and WhatsApp to guide members through it.

ANNEXURES

Annexure 1

SMC APP REPORT

FOR THE WEEK -3/7/2019 - 10/7/2019

THIS REPORT GIVES A SNAPSHOT OF SMC APP USE IN SCHOOLS OF DIRECTORATE OF EDUCATION, DEHRADUN.

99.42% OF SCHOOLS ARE CURRENTLY USING THE CIRCLE IN APP

Report prepared by



A Not-for-profit organization

Confidential: The content of this report is confidential and cannot be used for commercial purposes.

Table showing data of SMC App use

District	Zone	Total schools	Using the APP	%age using the App	Not Using the APP	Schools where meeting was conducted in last week	Schools who have still not uploaded any meeting in SMC App (Not Using the App)
East	Zone 1	26	26	100.00%	0	3	
East	Zone 2	62	62	100.00%	0	8	
East	Zone 3	27	27	100.00%	0	4	
North East	Zone 4.1	38	38	100.00%	0	4	
North East	Zone 4.2	5	5	100.00%	0	0	
North East	Zone 5	46	46	100.00%	0	2	
North East	Zone 6	41	41	100.00%	0	5	
North	Zone 7	38	37	97.37%	1	8	1207109
North	Zone 8	25	25	100.00%	0	3	
North West A	Zone 9	60	60	100.00%	0	10	
North West A	Zone 10	49	49	100.00%	0	12	
North West B	Zone 11	38	38	100.00%	0	5	
North West B	Zone 12	50	50	100.00%	0	6	
North West B	Zone 13	40	39	97.50%	1	10	1413336
West A	Zone 14	18	18	100.00%	0	6	
West A	Zone 15	21	21	100.00%	0	5	
West A	Zone 16	19	19	100.00%	0	1	
West B	Zone 17	41	40	97.56%	1	26	1617254
West B	Zone 18	41	41	100.00%	0	129	
South West A	Zone 19	17	17	100.00%	0	2	
South West A	Zone 20	23	23	100.00%	0	5	
South West B	Zone 21	45	43	95.56%	2	9	1821005, 1821279
South West B	Zone 22	47	47	100.00%	0	10	
South	Zone 23	41	40	97.56%	1	6	1923393
South	Zone 24	31	31	100.00%	0	5	
South East	Zone 25	37	37	100.00%	0	7	
South East	Zone 29	57	57	100.00%	0	11	
Central	Zone 27	26	26	100.00%	0	2	
Central	Zone 28	15	15	100.00%	0	1	
New Delhi	Zone 26	4	4	100.00%	0	0	
Total		1028	1022	99.42%	6	305	

Annexure 2

GOVERNMENT OF NATIONAL CAPITAL TERRITORY OF DELHI
Directorate of Education, Right to Education Branch,
Room No. 252, Old Secretariat, Delhi-110054: Ph. 23890097
E-mail ID – rtdelhi@gmail.com

No. DE.23 (70)/RTE/2017/PF-II 57 to 53

Dated: 15/1/19

CIRCULAR

Sub.: Online training of all SMC members on SMC App (Circle In) in the special SMC meeting organized by HoS in their respective Schools on 19.01.2019 (Saturday)

The SMC App (Circle In) was launched in December 2018 to help schools and SMC Members in reaching out to the higher authorities quickly and to create a platform for sharing of SMC meeting details and agendas. It has been observed that some of the schools are not using the SMC App regularly. In some other schools, all the meetings are not recorded, most of the agendas are recorded in the "others category" and are not categorized in the appropriate "category"/ "Sub-category" even though many schools have started using the app regularly.

An online training of all Delhi government schools is being organized in collaboration with Saajha (NGO) for the SMC members of all the Government Schools on 19.01.2019 (Saturday). It can be accessed through the website www.saajhatraining.com by entering the school ID. The objective of the training is to orient all the members about the SMC App. The training will also help the HoS in learning to use the SMC App in the new version and also help the officials of the DoE to view category-wise agendas and resolve the issues, wherever required.

The timing of the training will be from 10.00 AM to 11.00 AM (For morning shift schools) and it will be from 2.00 PM to 3.00 PM (For evening shift schools).

Thus, the HoSs of all the Government Schools are hereby directed to ensure the following:-

1. A Computer System, Projector and Speakers in working condition alongwith internet connection shall be made available in the room where the meeting of SMC Members is arranged to view the online training.
2. All the SMC Members (HoS, Teacher convener, 12 Parent Members, Social Worker and MLA representative), shall be given the online training through the videos and other training material.
3. The training shall be conducted within the stipulated time frame on the scheduled date. In case, if the school is not able to conduct this training on 19.01.2019 (Saturday), this training may also be held on 21.01.2019 (Monday) in the school at the same time.
4. Inform all the SMC Members about this training well in advance so that they can attend the training.
5. Maintain the record of all the minutes of the SMC meetings by keeping the printouts in the separate file "SMC Minutes file". An option for printing of the

minutes of the meeting is also made available through the "Export-data function" in the new version of the SMC App.

6. The working of the school shall not be disturbed during the training.

All the DDE (Districts) and DDE (Zones) are hereby directed to ensure that this training is being conducted smoothly in all the schools falling under their jurisdiction and check the "SMC minutes file" during the inspections.

This issues with the approval of the competent authority.



(Marcel Ekka)
Addl. DE (RTE)/Consultant

No. DE.23 (70)/RTE/2017/PF-11 50 to 53

Dated: 15/1/19

Copy to:

1. PPS to Secretary (Education)
2. PA to Director (Education)
3. All the DDE (Districts)/DDE (Zones)/HoSs of all the Government Schools of DoE
4. OS (IT) with the request to upload it on the website of DoE.



(ZAREEN TAJ)
DDE (RTE)

Annexure 3

Detailed Results on Online Training

This document details the results for the online training on SMC app, which happened in January, 2019. Following are some highlights from the data.

Data Tables

Rating of Training				
	Could have been better	Moderate	Very good	Total
No. of schools	60	119	469	648
How clear were the steps of the training?				
Answers	Not clear	Somewhat clear	Absolutely clear	Total
No. of schools	2	160	486	648
Preference for online training:				
Answers	Preferred	Not very preferred	Not at all preferred	Total
No. of schools	499	140	9	648

Question 1- Introduction:			
	Finishing training	Not finishing training	Total
Correct answer	465	141	606
Incorrect answer	55	14	69
No answer	116	216	332
Total	636	381	1017

Question 7- agenda 1:			
	Finishing training	Not finishing training	Total
Correct answer	399	83	482
Incorrect answer	105	31	136
No answer	267	132	399
Total	636	381	1017
Question 8- action:			
	Finishing training	Not finishing training	Total
Correct answer	488	100	588
Incorrect answer	38	17	55
No answer	110	264	374
Total	636	381	1017
Question 9- flagging issues:			
	Finishing training	Not finishing training	Total
Correct answer	18	24	43
Incorrect answer	0	2	2
No answer	618	355	972
Total	636	381	1017
Question 10- comment:			
	Finishing training	Not finishing training	Total
Correct answer	17	19	36
Incorrect answer	0	6	6
No answer	619	356	975
Total	636	381	1017

Question 11- reporting an issue:			
	Finishing training	Not finishing training	Total
Correct answer	102	10	112
Incorrect answer	397	72	469
No answer	137	299	436
Total	636	381	1017
Question 12- language:			
	Finishing training	Not finishing training	Total
Correct answer	485	75	560
Incorrect answer	21	7	28
No answer	130	299	429
Total	636	381	1017
Question 13- sharing login 1:			
	Finishing training	Not finishing training	Total
Correct answer	23	30	53
Incorrect answer	11	11	22
No answer	602	340	942
Total	636	381	1017
Question 14- sharing login 2:			
	Finishing training	Not finishing training	Total
Correct answer	31	40	71
Incorrect answer	3	0	3
No answer	602	341	943
Total	636	381	1017

From the feedback sheet:						
Type of members & helpfulness of training:						
	1	2	3	4	5	Total
Vice-chairperson	1	1	1	2	20	25
Parent Member	5	4	3	7	33	52
Social Worker	3	0	3	3	19	28
MLA Rep.	1	0	3	4	7	15
Total	10	5	10	16	79	120
Type of parents and login ID & password:						
	Received	Did not Receive	Received but didn't work	Total		
Vice-chairperson	14	5	6	25		
Parent Member	33	9	10	52		
Social Worker	11	13	4	28		
MLA Rep.	5	6	4	15		
Total	63	33	24	120		
Types of parents and technical difficulties:						
	Faced technical difficulties	Did not face technical difficulties	Total			
Vice-chairperson	15	10	25			
Parent Member	21	31	52			
Social Worker	12	16	28			
MLA Rep.	9	6	15			
Total	57	63	120			

Question 2- ideal meeting 1:			
	Finishing training	Not finishing training	Total
Correct answer	12	22	34
Incorrect answer	3	5	8
No answer	621	354	975
Total	636	381	1017
Question 3- ideal meeting 2:			
	Finishing training	Not finishing training	Total
Correct answer	506	155	661
Incorrect answer	14	9	23
No answer	116	217	333
Total	636	381	1017
Question 4- new meeting 1:			
	Finishing training	Not finishing training	Total
Correct answer	419	109	528
Incorrect answer	77	25	102
No answer	140	247	387
Total	636	381	1017
Question 5- new meeting 2:			
	Finishing training	Not finishing training	Total
Correct answer	445	116	561
Incorrect answer	54	15	69
No answer	137	250	387
Total	636	381	1017
Question 6- attendance:			
	Finishing training	Not finishing training	Total
Correct answer	473	120	593
Incorrect answer	11	5	16
No answer	152	256	408

Total	636	381	1017
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- No. of schools starting the training: **915**
- No. of schools finishing the training by giving feedback: **648**
- Total no. of members finishing the training: **6460**
- No. of schools where **all** members were present: **19**
- No. of schools where **10-15** members were present: **336**
- No. of schools where **5-9** members were present: **261**
- No. of schools where **less than 5** members were present: **20**
- No. of schools answering questions during training: **1017**
- Out of the 648 schools which finished the process, 469 schools, i.e., **72.38%** rated the training as very good, while 60 schools, **9.26%**, said that the training could have been better.
- As many as 486 schools, **75%** of the schools said that the steps have been elaborated absolutely clearly, while another 160 schools, i.e., 24.69% said that it was somewhat clear.
- **77.01%** of the schools (**499 schools**) were of the opinion that online training is preferable, while only **0.92%** (**6 schools**) did not prefer online training at all.
- **Questions 2, 9, 10, 13 and 14** are the least answered questions. The numbers of answers in these questions are- **42, 45, 42, 75 and 74** respectively.
- Questions **1** and **3** saw most right answers. The no. of schools with correct answers were- **606** and **661** respectively.
- Questions **4, 5, 6, 8 and 12** had correct answers from no. of schools ranging between 500 and 600. Question **7** followed with **482** correct answers.
- Question **11** is the **only question** to have more incorrect answers than correct answers. The numbers are 112 correct and 469 incorrect answers respectively.
- **120** people, consisting of vice-chairpersons, other parent members, MLA representatives and social workers responded to a feedback questionnaire, which was floated after the training.

- **114** of the respondents said that the training was conducted in their school. **3** said that it wasn't conducted, and **3** said that it started but wasn't completed.
- **95** respondents agreed that the training has helped improve their understanding of the app. **79** out of these **95** strongly agreed to this. **15** respondents didn't agree to this.
- **63** of the respondents received login ID and password to the app from their schools. **33** of them did not receive this and **24** of them received but those didn't work.
- **63** of the respondents responded to have faced no technical difficulties while using the app, while **57** respondents reported to have faced difficulties.
- **55** out of the **120 (45.83%)** of the respondents had suggestions for improvement of the training.

The broad suggestion which came the most was that **such online trainings should happen regularly at periodic intervals**. A total of **9** responses suggested so. Other top suggestions included the problems of SMC parent members not having an android phone and/or the login ID and password for using the app, or they were not literate enough to use it, so something should be done regarding that etc. Suggestions indicating technical and/or network issues to use the app and indicating not enough initiative from the HOS/Teacher convenor also came up.

The detailed breakup of the feedback and answers to all the questions are given in the following section.

Analysis of questions:

For all the questions the numbers indicate the no. of schools and NOT the no. of responses. The 2 numbers might differ because there are multiple responses from a single school. In cases where this has occurred, we have considered the school as 1 and not the number of times it has responded. If we look at the data, it shows us that most of the participants got the information they were expected to know after the training. We also know from the kind of rating the participants gave the training that, they liked this mode of training. However, we should not lose sight from the suggestions which came up. Some of these indicate challenges we should look to mitigate in future.

Part IV

SMC Funds



INTRODUCTION

The Government of Delhi allocates SMC Fund in the range of 5 to 7 lakhs to SMCs of each school, depending on their overall enrolment. However, due to multiple processes and regulations, most schools were either not able to utilize the funds, or were not able to follow the due process to utilize the funds. Saajha partnered with the Directorate of Education, Delhi to organize the online training to enable the SMCs to utilize the funds effectively.

A circular to this effect was released and two dates were fixed for organizing the training. Training videos were created and uploaded on a web-portal which could be accessed after entering relevant school data. Around 974 schools were able to initiate the training out of which 904 were able to complete it. Attendance was a cause of concern, with most schools having less than 50% attendance.

Short quizzes were conducted after the feedback to gauge the efficacy of the training. Most of the schools that participated in the training were able to answer most of the questions correctly. In addition, feedback was collected from the participants through Google form which was largely positive.

There were a few challenges that we had faced while organizing the fund training. The quality of data could have been slightly better, but for a few schools dropping off from the training mid-way. Further, the inability to handle doubts realtime was also a challenge.

However, as a next step, we plan to collate the feedback about the training from the participants and organize at a greater frequency.

Funds allotment in schools

Range of enrolment (as on 1 st September of the previous year)	Amount allocated per school, per annum (Rs in lakh)
Up to 1500	5
1501-2500	6
2501 and above	7

DESIGN AND EXECUTION OF PROJECT

Brief history:

In DoE schools, a designated amount was allocated to schools under the account head Vidyalaya Kalyan Samiti (VKS), wherein each morning-shift school was allotted Rs 5 lakhs and each evening-shift school (if in the same building) was allotted Rs 1 lakh. If, the evening shift school was being run in a separate building, it was allocated Rs 5 lakh. Further, this fund was the same irrespective of the student enrolment rate across Delhi.

This disparity in funding as well as disproportionate allocation created friction between the different authorities and unequal school development for DoE schools.

However, in 2018, the VKS account head was renamed as SMC fund (Annexure A) and the amount allocated for each school was based on the strength of students, as follows:

Range of enrolment (as on 1st September of the previous year)	Amount allocated per school, per annum (Rs in lakh)
Up to 1500	5
1501-2500	6
2501 and above	7

The fund amount is divided into separate account heads like, minor civil works/ repairs, horticulture works, minor electrical and electronic works / repairs, and other works that the SMC feels necessary.

Along with the above detailed table, a specification was added regarding the procurement of material under the SMC fund. That stated, any material to be brought from the SMC has to be ordered through Government E- Marketplace (GEM). If the GEM does not have stock of the required materials, only then can a school buy materials from other places.

Even though the SMC fund has been in existence since 2018, there was a lack of understanding among stakeholders on usage and role of SMC in the decision making process regarding the expenditure. This led to clashes, confusion among parents and teachers, causing further delay in school development initiatives. Issues pertaining to low or no knowledge on utilization of funds and maintaining records was being reported at school and community level.

The effective and efficient use of these funds is regulated by the DoE through circulars, yet it was seen that several issues were being reported from schools. Schools were seen to be accumulating funds till the end of financial year, the process of conducting SMC meeting and taking approval of SMC was not being followed. The added layer of purchasing materials for the schools through GEM was not transcended clearly to the stakeholders. Hence, creating confusion among parent members as to why materials of high cost were being purchased online instead of buying them at a cheaper rate from local shops.

To resolve this, Saajha along with DOE organized an online training for imparting knowledge to the SMC about SMC funds.

Mode:

The mode of the training was via online platform; instead of the usual physical training. This was helpful to ensure more participation of the SMC members since they didn't have to travel to attend the training, rather they could be in their respective schools along with their own SMC team. Also, using interactive videos and audios have been helpful to maintain the attention of the audience.

Circular:

A detailed circular was released by DOE, dated 5th April 2019 stating the date, details of the training and pre-requisites of the training. This has been added in Annexure B.

Schedule:

Two dates, *06. 04. 2019 and 08. 04. 2019* were assigned to conduct the training. According to the convenience of SMC members the training could be conducted on any of the two dates. A report of schools that had not completed the training was sent to DDEs by 10 April 2019. A reminder message was sent to all Head of Schools through Saajha's business whatsapp. This was followed by a circular being released by DOE for extending another date for the training and

citing school IDs of schools that had not conducted the training. Schools that had not previously conducted the online training were given one week extension to partake in the training.

Content:

The content development process involved need assessment and accessing resources from where content could be derived. Need assessment was done by the Operations team on field, to support the Content team, in order to understand the kind of content that would be required. This was followed up by a meeting to discuss which sources to use, for example, Circulars, previous reports etc.

On the basis of the information procured from field and fund related circulars, the first draft of content for the training was prepared. A few Heads of Schools and School Management Committee members were interviewed to understand lacunae in content. The second version of content was created and shared with Mr. NT Krishna, Joint Director of Planning Branch. His inputs were incorporated into the content to make it more comprehensive.

All the inputs were compiled and structured together to create the final content, which was presented before the Advisor to the Director of Education. After going through the final content, the Director agreed to provide his video snippet for the training. The final content was then shared with RTE department and school branch before making it accessible to SMC members through the web portal. The department released a circular citing the dates of the training and Heads of Schools were requested to make sure the school had the requisite logistics – computer, projector, internet connection and speakers, to view the training content.

The training could be undertaken by logging on to the website: www.saajhatraining.com by entering the school ID. All videos and training content were uploaded here, prior to the day of the training. The SMC members had to go to their own school and attend the training. The entire session was designed in a way, so as to encourage group learning, and after each video, members were given an activity to do in their group. Each activity was followed by one or two questions, to strengthen their learning from the previous video and activity.

Design:

The training began with a video of the Director of Education, Mr. Binay Bhushan, who explained the use of the fund and the changes brought in after the VKS fund was replaced by SMC Fund. The training had 6 steps, each explaining a facet of the SMC fund:

Step 1: - The previous funds (VKS, BALA), the changes brought in, need for funds and role of SMC in decision making regarding funds

Step 2: - Basics of SMC fund, allotment to schools, planning for School Development Plan, and the 2 major heads under which funds have been divided - maintenance/general civil repairs and necessary needs that SMC identifies

Step 3: - Understanding the 'others' section and its subparts - medical, lab

Step 4: - Guidelines to be followed while spending on various facilities or resources

Step 5: - the need for transparent use of funds and how SMC members can ensure that

Step 6: - planning ahead for how the funds will be used in the next year

After watching the videos, the participants had to fill in a feedback form to share their experience of the training on online portal. The results from responses at each step and the feedback received have been explained below.

SMC FUNDS TRAINING DATA

This section presents the results obtained by analyzing the data entered by participants (answer to questions after each video and feedback provided in the end). The online video content was divided in 6 parts dealing with different aspects of SMC funds. Data was collected to get general information of schools, details of attendance and understanding of the participants about the content and overall feedback of the training.

Schools had to enter their school ID at the start and at the end of the training. It was seen that several schools had not done so, hence, the data analyzed below shows varying numbers under the total category.

Attendance during training:

Out of the total **1028** Government schools in Delhi, a total of **974** schools began the training but the data shows only **904** schools as having finished the training. Attendance of participants is available for 899 schools.

The lowest attendance during the training was **1** (excluding 1 school recording 0 attendance) in **6** schools, and highest attendance was **16**, in **6** schools. Most schools recorded an average attendance of 5 to 9 members.

Training completion numbers

Training completion

District	School in which Training was started and finished	%age completion
North	54	90%
North East	114	94%
North West A	94	93%
North West B	100	91%
South	61	91%
South East	71	95%
South West A	32	91%
South West B	74	94%
East	89	88%
West A	54	98%
West B	69	97%
Central	31	89%
New Delhi	4	100%

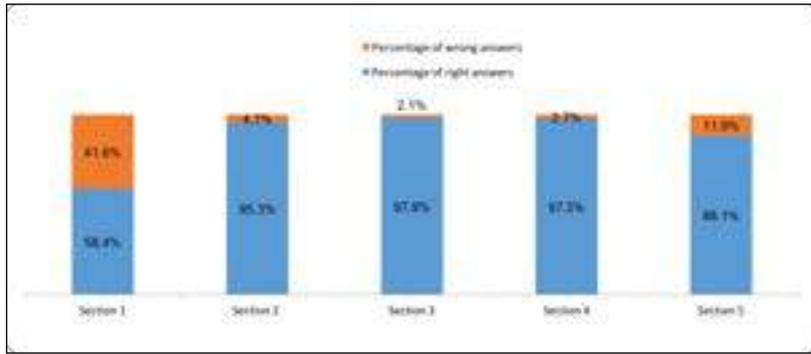
All Schools from New Delhi, Central, and West A districts completed the training while North West B had the maximum number of schools (6%) not completing the training.

Several schools have not entered their IDs properly or have entered random numbers; this leaves a gap in the data about schools. The maximum numbers of schools that have no data about starting the training are from East district (8%).

Break up of answers of the questions:

The responses to the questions and group activities have varied. The questions were based on the content displayed and explained through the videos. Group activity was intended for peer learning so that the SMC could plan and take decisions together. There were 5 steps in the training and each step had a video, followed by 2 Multiple choice Questions and a group activity. After doing the group activity the schools had to mark 'yes/no' in response to whether they had conducted the activity. Hence, only responses from the questions have been analyzed to understand how much the content has been understood by the schools.

Section no.	Theme of section	Number of Questions and Activities
Section 1	Distribution of SMC fund and it's expenditure	2 questions & 1 activity
Section 2	Fund expenditure for maintenance	2 questions & 1 activity
Section 3	Fund use for emergency and miscellaneous purposes	2 questions & 1 activity
Section 4	Fund use to pay labour and employ resource persons	2 questions & 1 activity
Section 5	Transparency in Fund use	2 questions & 1 activity



Section 2, 3 and 4 pertaining to expenditure for maintenance, emergency and miscellaneous purposes and fund use to pay labor and employ resource persons, elicited the most correct responses. This has been taken as a positive indication of the understanding created by the training.

FEEDBACK FROM PARTICIPANTS

The general response of participants was positive towards the training. Feedback received from the Google form filled by Schools after the training put forward the challenges faced by them while conducting the training. These have been compiled under themes so as to make it easier to mitigate them in future training.

CONTENT/ INFORMATION:

- There is a need for more elaborate information about not only SMC funds, but other funds that are provided to schools. There needs to be clarity on how to maintain records of these funds also.
- If more examples had been used in the training then it would have been better to understand fund usage
- More information is needed on how to make School Development Plan
- There should be proper data of which resource persons can be hired by the school
- The PAO demands bills but this is not available in the case of daily wage labourers hired for various purposes in the school. The same issue arises when the school has to spend money on petty expenses. There needs to be clarification on the procedure for managing this issue. Along with this, the wage that can be paid to personnel like plumbers or electricians on a per day basis should be clarified.
- There needs to be clarity on the process of E-registering and GFR rules need to be explained in the training
- Several times there are items to be purchased, which are not available on GEM. There needs to be clarity on the steps to be taken in such a scenario.
- More clarity needs to be provided on the procedure of submission of bills and the requirement of getting the bills signed from SMC members. Further the process of sending the bills to the DDE or Zone office for clearance must be explained. Clarity is also required regarding the processing and sanctioning of bills.

- More attention needs to be paid to practical aspects of utilization of funds e.g. in case of delay in arrival of an ambulance can a private cab be called. In such a scenario how can the payments be made and will the bills be valid.

Most feedback regarding content has been regarding the procedures and steps involved in expenditure. Practical aspects of fund usage were another concern, as policy recommendations when implemented on ground level vary due to the gap in understanding clauses.

LOGISTICAL:

- Information of the training must be given at least a week in advance, so that more attendance and participation can be ensured.
- There should be provision for other parents to also participate in such trainings
- Training should start at earlier hours like 8/9 AM. At the same time flexibility should be present for schools to conduct training according the availability of members.
- Videos used in the training can be shared on WhatsApp for future reference. The provision of Booklets or notes would also be helpful.
- A checklist can be provided for the maintenance of SMC Fund Record for Audit Purpose.
- There should be a toll free Helpline to address queries.

Though the training was considered helpful, logistical issues like absence of prior information, audio quality, timing of training etc hindered the full assimilation of information. It can also be understood that the partial participation, due to various reasons, impedes the learning of the team as information passed on from a secondary source gets diluted.

POST TRAINING

Apart from the use of feedback forms to gain insights, field visits were also conducted by the team to assess the effectiveness of the trainings. Interactions with SMC members revealed increased knowledge regarding SMC funds and its utilization. Basic knowledge about the categories of funds and processes associated with hiring a Resource person were more prominent.

There is also increased clarity among parent members of SMC regarding their role in decision making pertaining to fund usage. There is increased interest in maintaining transparency and ensuring that their approval is taken before expenditure; if spent, the sharing of information regarding this is also considered important.

CHALLENGES

The process associated with providing in-depth knowledge to schools regarding SMC funds entailed several challenges:

- It was difficult to analyze data cohesively as several schools dropped out at different stages of the module. This affected inputs to the extent that there was no end to end data available.
- Answers to the questions after videos were to be filled by the SMC team together, but it is difficult to ensure this.
- HOS/Convenor was to act as facilitators in the trainings, but this can't be ensured that they play this role in schools.
- A flaw realized in online training is the absence of handholding support for schools. The doubts of participants could not be addressed in real time.
- Impact analysis of training was solely based on field visits
- No data on usage of funds post training is collected.

LEARNINGS

- A major learning was the ability of the team to plan and implement an intervention which is able to reach a large number of audiences in a short time period. The online training was planned as an alternative to offline training where lot of logistical arrangements and planning among schools was required.
- The need for in-built support during training was identified.

NEXT STEPS

In order to ensure implementation of objective of the training, next steps have been planned that are based on the feedback received and learning from responses.

- Detailed feedback shall be taken especially from those who have given a low rating – to understand shortcomings
- In the training participants were unable to clarify doubts regarding funds, hence, the next training would have the option of in-built support system in the form of a chat window.
- A report on the challenges faced will be submitted to RTE department, to ensure ways to mitigate the challenges are discussed and not repeated in the future.
- A tracking of the expenditure incurred in creating content, filming the videos, field visits etc. is to be done.
- A repository of Resource Persons for schools will be requested from RTE department.
- A second training will be planned wherein the content would pertain to SDP, queries received etc. in order to create deeper understanding among school stakeholders regarding use of funds for school development.
- A Quarterly/ Monthly follow up on fund expenditure will be suggested to the department. This can help in understanding how schools are expending funds. Generally, schools spend funds on infrastructure but it needs to be seen how much is spent on resource persons, especially in schools with shortage of staff. This will also help in understanding further on, the reasons that drive decision making on funds.
- Feedback has been received regarding areas where more knowledge is required, especially GEM, requirements in bills etc. These need to be addressed in the next training.
- SMC app (Circle In) will be linked with SMC funds. A copy of meeting minutes will be attached with bills sent to the department. This will ensure transparency and make the process more democratic. SMC member will be able to know the exact expenditure through the App.
- Even after extension of time to conduct the training several schools have not complied with the circulars. The underlying reason for this is unknown. There needs to be follow up of schools that have not conducted the training to understand the reason.

ANNEXURES

Annexure A

DIRECTORATE OF EDUCATION
GOVT OF NATIONAL CAPITAL TERRITORY OF DELHI

ORDER

F.No.F.De-23(70)/RTE/2017/PF-III/3026-32

Dated:- 09 October 2018

Sub: Scheme for implementation of School Management Committee (SMC) Programmes and initiatives.

In an effort to increase availability of resources, widen the scope of activities and utilization so as to bring in tune with the current needs of school the Council of Ministers, GNCTD vide decision No-2639 in the Cabinet Meeting held on 15.09.2018 decided to re-structure the scheme of Vidyalaya Kalyan Samiti (VKS) as follows:-

1. The scheme of VKS is re-named as "SMC FUND".
2. School Development Plan (SDP) shall form the basis for implementation of SMC related programmes/initiatives.
3. Allocation of funds under the revised scheme will be de-linked from the building in-charge concept and will be linked to the enrolment of students of the school as on 1st Sept. of the previous year.
4. The rates of allocation of funds under the scheme shall be as follows:-

Range of enrolment (As on 1 st Sept of previous year)	Amount of allocation per annum/ per school (Rs in lakh)
Upto 1500	5.00
1501-2500	6.00
2501 and above	7.00

5. The fund allocation made to a school in a financial year on the basis of enrolment of the school on 1st Sept. of the previous year (UDISE data) shall remain unchanged throughout that year even though strength increases/decreases mid way, except in the following situations:-
 - 5.1 Merger of a school-the fund allocation in respect of the school into which the other school is merged (due to low enrolment, functional convenience, ideal use of resources etc) will be revised as savings will be available from the school getting merged.



Annexure B

GOVERNMENT OF NATIONAL CAPITAL TERRITORY OF DELHI
Directorate of Education; Right to Education Branch,
Room No. 252, Old Secretariat, Delhi 110054: Ph. 23890097

No. F.DE.23(70)/RTE/2017/Pt.File/ 219

Dated: 5/4/19

CIRCULAR

Sub: Online Training regarding Utilization of SMC funds

Please refer to the order No. DE.23(70)/RTE/2017/PF-11/3626-32 dated 09.10.2018 vide which detailed guidelines and various sub-heads were given for proper utilization of SMC fund.

It has come to the notice that the utilisation of SMC funds in some cases, during the session 2018-2019, has not been upto the mark. On discussion with the HoSs of the schools, it is found that there are some areas where there is little ambiguity and there are some grey areas which require clarification.

To clarify the same, an online training has been scheduled for the HoSs and SMC members of all the Government schools on 06.04.2019 (Saturday) in collaboration with Saajha (NGO). The HoSs can access it through the website www.sajhatraining.com by entering the school ID. The objective of the training is to orient all the members about the proper utilisation of the SMC Funds and give them clarity on how to utilise funds in the school.

The timings of the training will be from 10.00 AM to 11.30 AM (For morning shift schools) and it will be from 2.00 PM to 3.30 PM (For evening shift schools).

Thus, the HoSs of all the Government Schools are hereby directed to ensure the following:-

1. Arrange a Computer System, Projector and Speakers in working condition along with internet connection in the room where the meeting of SMC Members is arranged to view the online training.
2. Inform all the SMC Members about this training, so that they can attend the training positively.
3. Complete the training within the stipulated time frame on the scheduled date. In case, a school is not able to conduct this



Annexure C

Table A

Attendance during trainings	Number of schools
10-15 members present (301)	301
5-9 members present (516)	516
less than 5 members present (76)	76
all 16 members present (6)	6

Table C

	Correct Answer	Wrong Answer
Question 1	833	101
Question 2	258	676
Question 3	919	12
Question 4	855	76
Question 5	889	34
Question 6	918	5
Question 7	891	35
Question 8	911	15
Question 9	923	0
Question 10	703	220

Table B

District	Training started and finished	Training started but not finished	No data for start of training
North	54	3	3
North East	114	4	3
North West A	94	3	4
North West B	100	7	3
South	61	1	5
South East	71	0	4
South West A	32	1	2
South West B	74	3	2
East	89	3	9
West A	54	1	0
West B	69	1	1

District	Training started and finished	Training started but not finished	No data for start of training
Central	31	4	0
New Delhi	4	0	0

Part V

SMC Sabha



EXECUTIVE SUMMARY

A typical Government school in Delhi needs various Government departments to work together for the school to function well. Thus, resolution of grievances becomes difficult due to involvement of multiple departments. SMC Sabhas were envisioned as a platform which would bring together all relevant departments on a common platform for resolving issues. The process of organizing a SMC Sabha is divided into three phases – Pre-Sabha, During Sabha and Post-Sabha.

During the Pre-Sabha phase, the key actions include finalization of date, orientation of MLAs, Deputy Directors of Education, Head of Schools, Teachers and SMC Members and collation of the grievances. During the Sabha, the key actions undertaken are resolution of the grievances, and a keynote speech by the MLAs, and Guest-of-Honor if available. Subsequently, during the Post-Sabha phase, the focus is on reviewing the actions taken against the grievances.

A successful organization of the SMC Sabha entails coming together of 10 key stakeholders – the MLA, Ministry of Education, Head of Schools, Deputy Director of Education, SMC members, Relevant Government departments, Teaching staff, Non-teaching staff, Directorate of Education and Saajha. Specific roles are allocated to each of the stakeholders during the Pre, During and the Post phase. Each role can be further divided into one of the five following categories – Responsible, Accountable, Support, Consult, or Inform. For example, SMC Members need to be *informed* about the orientation session of the HoS, could be *consulted* for filling grievances, and can *support* in sending grievances to relevant departments.

During the SMC Sabhas, a total of 1,257 grievances have been raised in about 41 Sabhas in 535 schools. More than 5,000 SMC Members have participated in the Sabhas and 30% grievances raised during the Sabhas have been resolved. The key bottlenecks for the grievances are primarily related to school, process or departments.

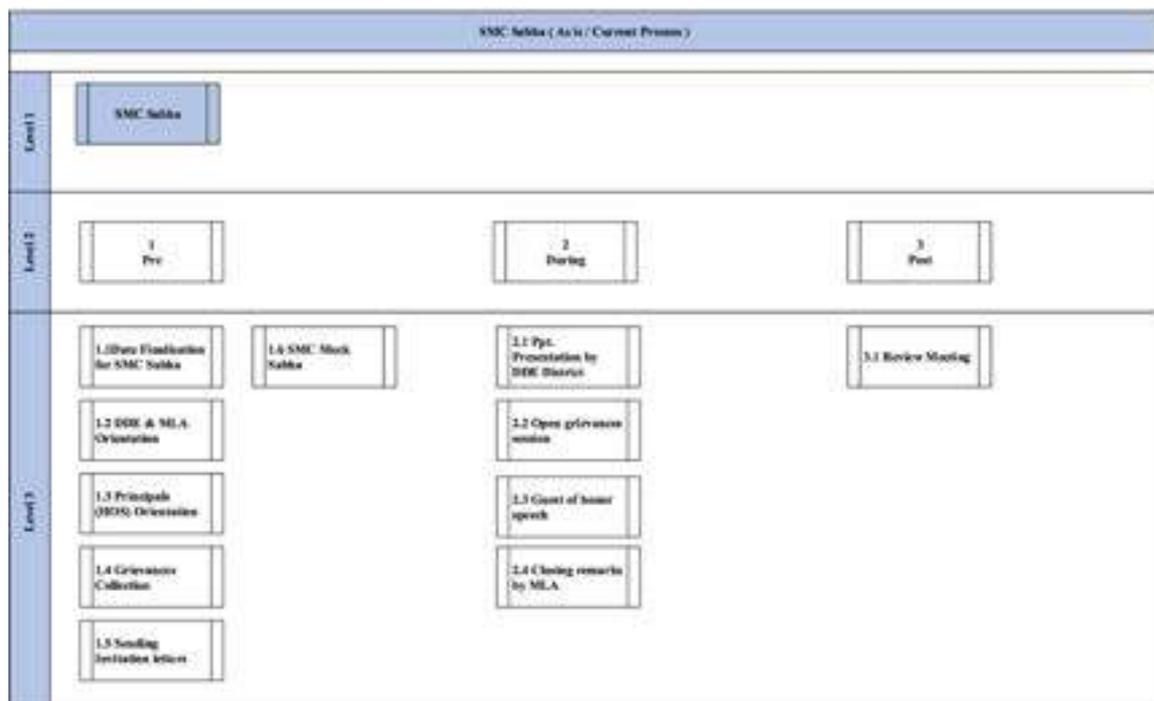
In addition, a smaller study of 15 schools was conducted to track resolution of 61 grievances. Out of 61, 12 were resolved, 6 were under progress, and 17 were unresolved. Status for the remaining could not be ascertained.

As next steps, about 30 constituencies, where SMC Sabhas have not been organized yet would be covered, followed by possible integration with the SMC app to further streamline the process.

CONTEXT

SMC Sabha is a tool to solve varying long pending grievances of the schools in a constituency. The nature of grievance may vary from the infrastructure, mid-day meals, sanitation to academics. A school is dependent on various departments to carry out its day to day functioning and these departments could be based in different Ministries and Departments in the government like the department of education, Ministry of Education, Public Works Department (PWD), Municipal Corporation of Delhi (MCD), Police Department, Horticulture Department, and contractors for different tasks among others. It is often seen that a school suffers because of lack of coordination between different departments that are linked with the schools. In order to solve this issue, a platform of dialogue was conceptualised wherein all the departments and school SMC team could meet. The entire responsibility of organising the Sabha lies with Deputy Director of Education of the constituency wherein all the schools of one constituency along with the concerned departments are invited at one place to discuss and deliberate upon the issues that a school is facing.

The entire process of SMC Sabha is categorised into three broad Phases viz. Pre-Sabha, During-Sabha and Post Sabha. There are various actions by different stakeholders involved in each of the three phases of the Sabha. The following figure (Figure 1.1) demonstrates a simple process map of the SMC Sabha. The detailed processes will be discussed in a later chapter.



In the above process map Level 1 shows the outcome of the intervention which is SMC Sabha. Level 2 outlines the overall process categories viz. Pre, During and Post phases of the Sabha and consequently, level 3 defines the major actions to be taken in the overall process categories.

The primary actions to be taken in the Pre- Sabha are:

- A. Date Finalisation: With the involvement of stakeholders and officers, coordination to finalise a common suitable date to organise a Sabha is the foremost vital task as hand.
- B. DDE& MLA orientation: After a date is finalised, an orientation session is organised for the Deputy Director Of Education (DDE) and the local MLA of the constituency. At the orientation sessions, the overall process of SMC Sabha and their role in the Sabha is explained to them.
- C. Principals (HOS) orientation: An orientation session for all Head of Schools (HOSs) is also organised, wherein the structure of the SMC Sabha and their role in the same is explained to the HOSs.
- D. Grievance collection: All HOSs submit long term grievances of the school which the SMC team of their respective schools would discuss at the SMC Sabha. The DDE collects and collates all the grievances.
- E. Invitations are sent to the various attendees of the SMC Sabha via the DDE office.
- F. Mock Sabha: Before the day of SMC Sabha, a mock Sabha is organised to ensure that the different teams/ stakeholders are ready for the Sabha.

The main tasks to be undertaken in the During-phase of the SMC Sabha are:

- A. Presentation by the DDE: Herein, the DDE provides a short presentation about the schools and their progress.
- B. Open grievances session: Each school presents their grievances before the department officials in order to resolve them and note an update about any previous grievance raised.
- C. Guest of honour's speech: After the aforementioned grievance session, the guest of honour for the Sabha is invited for a closing speech.

D. Speech by MLA: A closing speech is also delivered by the locally elected Member of Legislative Assembly (MLA).

The main actions which comprise the Post-phase of the Sabha process are:

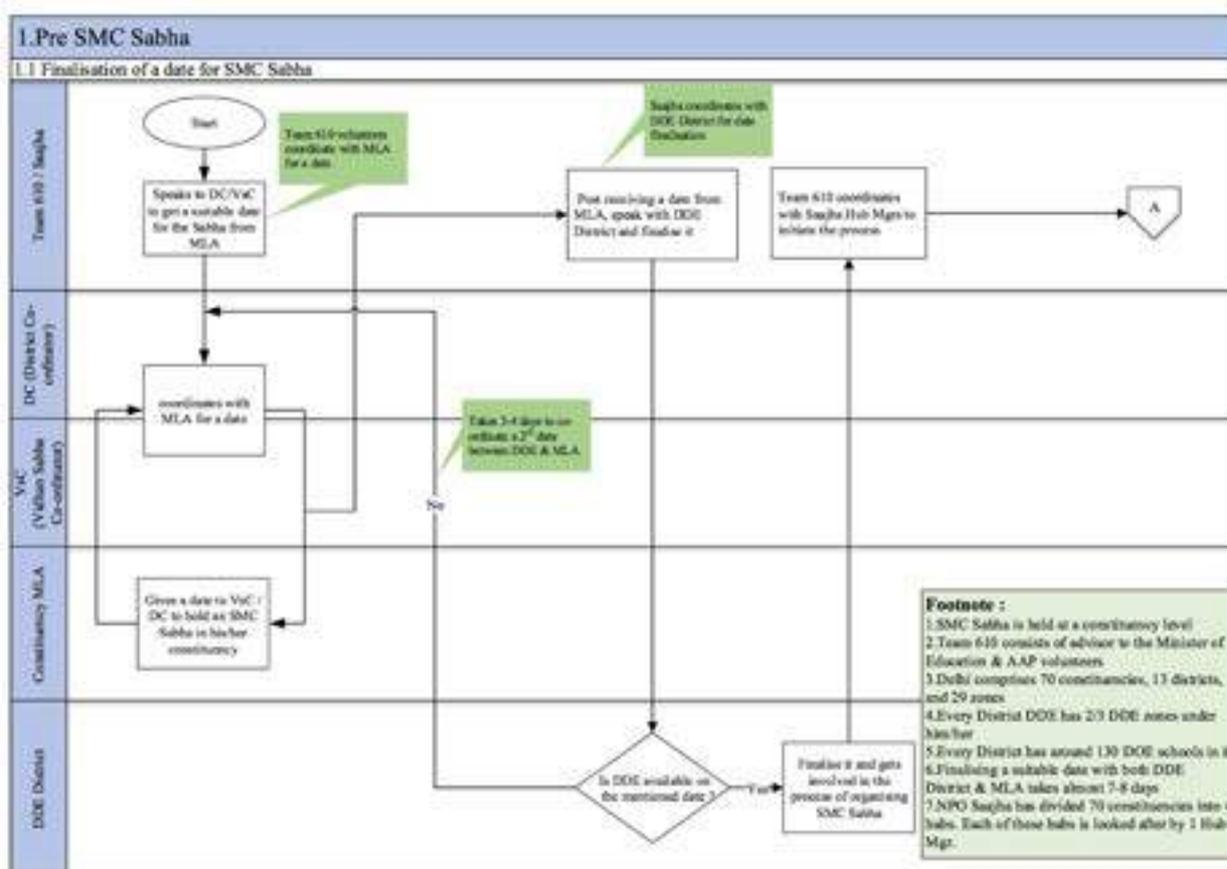
A. Review meeting: A review meeting is held after one month of the Sabha to see the progress of the grievances which were raised in the SMC Sabha.

DETAILED PROCESS OF SMC SABHA

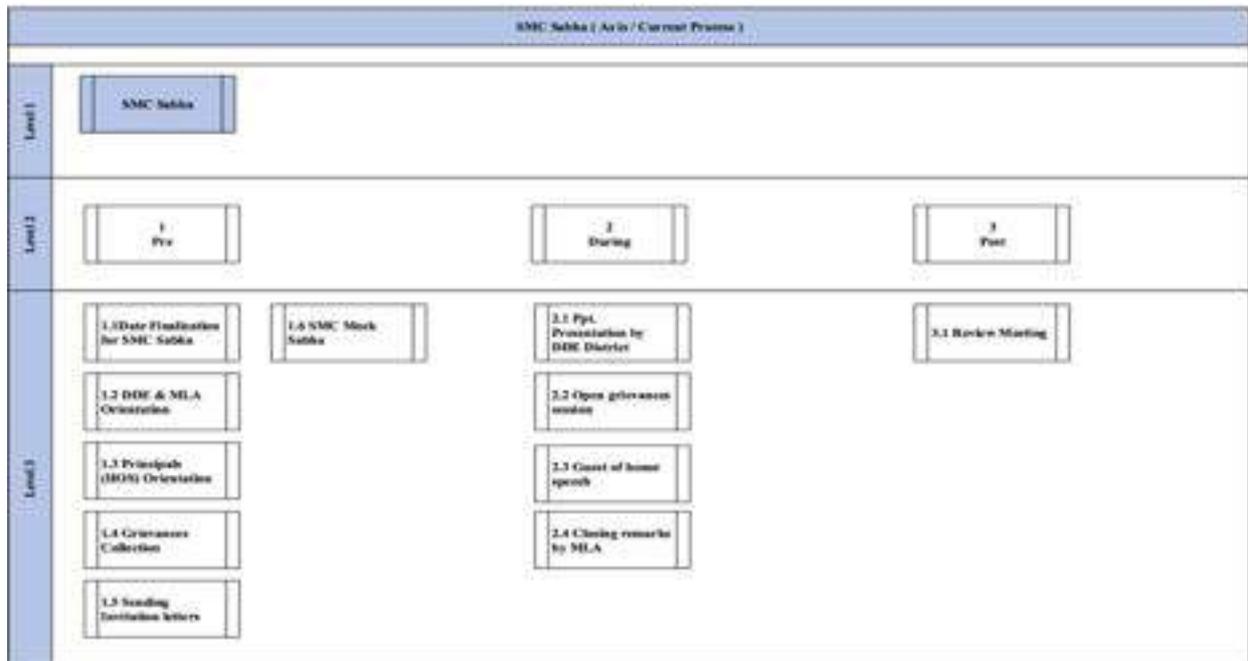
This section describes the process of the SMC Sabha in detail. The process actions meant to be undertaken in the Pre-Sabha, During-Sabha and Post-Sabha are explained in below.

Pre-SMC Sabha Actions

The Pre-Sabha phase of the SMC Sabha starts with the finalisation of date by intense coordination between all stakeholders. It starts with consulting with the MLA and champion SMC members. Once the DDE confirms the date with the local MLA, it communicates the same to all departments and Ministry of Education. After receiving confirmation from the MLA and MOE, it becomes the final date set for the SMC Sabha. (Figure)



Current Process of SMC Sabha



After the date to hold the SMC Sabha is finalised by the DDE, the next steps include the following:

A. A tentative date is fixed with the DDE for the following purposes:

- HOS orientation on SMC Sabha and their roles and responsibility in it
- Collation of grievances from all schools in the constituency
- Sending invitation letters to all Government officials concerned
- Conduct SMC Mock Sabha

B. The DDE directs the DDE zone/s to float a circular/ circulate an invitation asking all school HOS of that constituency to be present for the SMC Sabha orientation. The DDE zone sends a circular or an e-mail to all concerned stakeholders and HOS.

C. DDE & Saajha orients all school HOS about the importance and functioning of Sabha and further discusses/finalises:

- SMC Sabha day flow/ agenda

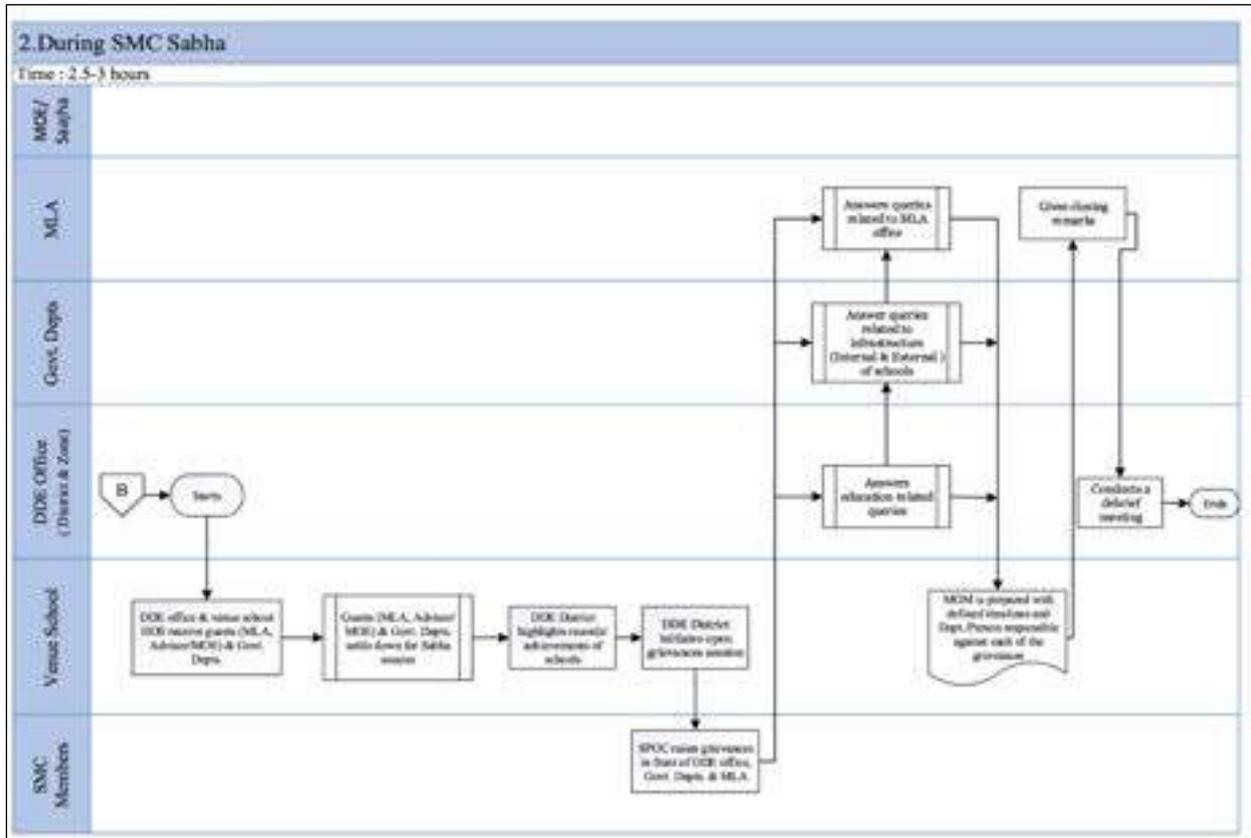
- A date for conducting the SMC meeting in their respective schools in order to collate grievances
 - Roles and responsibilities of the HOS
 - The date to hold the SMC Mock Sabha
 - A school which will serve as the venue
- D. The DDE sends relevant formats of information (ATRs, roles and responsibilities etc.) to all HOS via e-mail.
- E. The HOSs convene a meeting of SMC members in their schools to discuss grievances of schools.
- F. The HOS documents the grievances in the format shared by Saajha and sends it to the DDE office 11 days prior to the Sabha.
- G. The DDE collates grievances from all HOSs of that constituency 9 days prior to the Sabha.
- H. The DDE then categorises the grievances received from school according to different department. Simultaneously, the DDE moves the budget file to the planning branch for ADE's approval and drafts invitation letters/cards to be sent to Government officers.
- I. The DDE chairs the SMC Mock Sabha with the HOS and SMC members as participants. No official from the department would attend the SMC Mock Sabha. Herein, the following is discussed/finalised.
- Finalisation on the representative from every school to raise grievances in the SMC Sabha
 - Decision on the final flow of Sabha
 - Finalisation of critical departments that are to be present mandatorily
 - Supervision of logistics & other arrangements
- J. The DDE then sends invitation letters along with the list of grievances to the concerned Departments & Government officers

During SMC Sabha Actions

The During-SMC Sabha process (Figure 1.4) consists of actions that are undertaken on the day the SMC Sabha is held. The Sabha is usually organised on a Sunday from 10 am to 1 pm. The following is a glimpse of the SMC Sabha proceedings:

- A. The DDE official and venue school receives the guests (SMC members and department officials).
- B. Guests (MOE officials, DOE officials, and other department officials) settle down for the Sabha.
- C. The DDE district highlights the achievements of the schools of the constituency, and consequently presents the report to the audience.
- D. Basic etiquette of a dialogue platform are announced to the attendees of the meeting.
- E. The name of each school is called out one after the other by the compere of the Sabha, following which the single point of contact/representative of the school stands up to present the grievance of their school. After one grievance is presented, it is directed to the department concerned by the DDE or the MLA and a deadline is decided upon for the resolution of the grievance of the school. The same is documented in the meeting minutes, which are taken by the official assigned by DDE office. After getting a satisfactory reply, the school representative goes on to the next grievance and so on. After the grievances of one school is heard, the next school is called upon to do the same; so on and so forth.
- F. All grievances and deadlines discussed and decided upon are documented.
- G. The closing remarks are presented by the MLA. This is followed by setting a date for holding a review meeting with the officials.
- H. Final closing remarks are delivered by the DDE.
- I. The event /Sabha is followed by the venue school giving refreshment to all those present.

During Sabha Process



Post SMC Sabha Actions

The Post-Sabha phase includes the review meeting and grievance tracking efforts as a follow-up of the During-phase of the SMC Sabha.

- A. Review meeting: It is a meeting organised by the DDE and chaired by the MLA. All the officials of department who were present in the SMC Sabha are to attend the meeting. Herein, the status of each grievance is discussed and a plan of action is deliberated upon.
- B. Grievance tracking: The DoE tracks the grievances and presents a report to the MOE on the Actions taken thus far on grievances by the various departments.

ROLES AND RESPONSIBILITIES OF STAKEHOLDERS IN AN SMC SABHA SABHA

There are 10 major stakeholders associated with an SMC Sabha. This section lists and explains the roles and responsibilities of different stakeholders vital for the conduct of an SMC Sabha. Primarily, following is a list of the stakeholders involved:

1. Member of Legislative Assembly (MLA) (the locally elected representative of a constituency)
2. Ministry of Education (MOE)
3. Head of the school (HOS) (for example, the Principal)
4. Deputy Director of Education (DDE)
5. Relevant Government Departments (PWD, MCD, Jal board, etc.)
6. School Management Committee (SMC) Parent member
7. Teaching staff
8. Non-Teaching staff
9. Directorate of Education (DoE)
10. Saajha (Not-for-profit organisation)

All the above mentioned stakeholders have a role in each of the three phases (viz. Pre, During and Post) for the successful conduct of the SMC Sabha.

Role of MLA in all three phases of SMC Sabha

Pre Sabha:

- Co-ordination with the district DDE, who initiates the process of finalising a date to hold the SMC Sabha in her/his constituency.
- Dispatching of invitation letters to all governmental departments concerned with the functioning of schools seven days prior to the SMC Sabha.

- Follow up on invitation letters sent and ensure full attendance of officers during the Sabha.
- Browsing through the list of grievances that each of the schools in her/his constituency has raised.
- The MLA also gets oriented about the Sabha and the means to moderate it. Saajha is responsible to facilitate this.

During Sabha:

- It is utmost important that the MLA arrives on time on the scheduled day for the SMC Sabha.
- The MLA moderates the SMC Sabha in collaboration with the District DDE & Ministry of Education.
- The MLA ensures all grievances are directed to the right Departments and tight deadlines are sought from the officers present in order to resolve them.
- The MLA is also responsible to deliver the closing address towards the end of the Sabha.
- Also a date is proposed to conduct the review meeting to be held within 30 days from the SMC Sabha.

Post Sabha:

- The MLA ensures that the DDE District conducts the SMC Sabha review meeting within 30 days.
- The MLA becomes an active contributor in the review process by following up on grievances.
- It is important that the MLA takes appropriate action against officials in case they are failing or lagging behind in their duty.

Role of MOE in all three phases of SMC Sabha

Pre Sabha:

- To give a nudge/push to the DOE, if required, to organize the SMC Sabha in various constituencies across Delhi.

- The MOE co-ordinates with Saajha to oversee the preparation and timely conduct of the SMC Sabha.
- It receives policy recommendations from Saajha about the Sabha
- It takes ground level updates from a team of SMC members & Hub Managers of Saajha.
- The MOE follows up with Saajha to ensure that the SMC Sabha is held on time with maximum participation of SMC Parent members.

During Sabha:

- The MOE facilitates/moderates the SMC Sabha.
- MOE ensures that grievances are directed to the right Department and tighter deadlines are sought from the concerned officers.

Post Sabha:

- The MOE follows up with the DDEs through the DOE to guarantee resolution of grievances.

Role of HOS in all three phases of SMC Sabha

Pre Sabha:

- Attend HOS meeting with DDE District & Saajha staff to gather information about SMC Sabha and to discuss bifurcation of responsibilities
- Convene SMC meeting in their schools to share SMC Sabha information among SMC members.
- In the SMC meeting, along with SMC parent members, the HoS is responsible to select/nominate 3 or 4 champion/active SMC parent members who will attend the SMC Mock Sabha.
- An HoS is expected to take the help of the Estate Manager to compile grievances from all SMC members and other school stakeholders in a designated format.
- Subsequently, the HoS need to send the list of grievances to the Zonal DDE/ District DDE after 5 days of the SMC meeting.

- HoS attends the SMC Mock Sabha, generally scheduled 2-3 days prior to the SMC Sabha with the following tasks:
 - ❖ Select one active SMC parent member in SMC Mock Sabha who will raise the grievances on behalf of the school during SMC Sabha
 - ❖ Train the SPOC parent member so that she/he raises grievances effectively during Sabha
 - ❖ The HoS needs to carry to the SMC Sabha, all relevant supporting documents, if any, for the grievances raised/collated.
 - ❖ The additional responsibilities for the HoS of the venue school are to:
 1. Ensure logistics and other arrangements are in place prior to the Sabha.
 2. Nominate a teacher as SPOC responsible for writing the minutes of the Sabha.
 3. Ensure all SMC parent members attend the Sabha on the day it is scheduled

During Sabha:

- Every HoS is expected to arrive at the venue on time along with the other SMC members.
- Take attendance of the SMC members present on behalf of school.
- Provide additional information on any grievance raised by the SMC parent member.

Post Sabha:

- The HoS needs to follow up with the concerned Department officials to ensure speedy resolution of grievances.
- Inform/ escalate the grievances to the DDE/ MLA in case one finds delay/receives no response on the resolution status from any officer.
- It is the responsibility of the HoS to inform the SMC members of the school about the resolution status of each of the grievances raised in the SMC meeting.

Role of DDE in all three phases of SMC Sabha

Pre Sabha:

- Initiate the process of conducting the SMC Sabha by finalising a date based on the MLA's availability.
- The DDE is responsible to call a meeting of all Heads of Schools (HoSs) to orient them about the SMC Sabha and:
 - I. Decide on the venue of the Sabha.
 - II. Decide on a date to conduct the Mock Sabha (at least 2 days prior to the SMC Sabha).
 - III. Select a person to note the minutes of the meeting (MoM) at the SMC Sabha.
 - IV. Discuss budget of SMC Sabha with the HoS of the venue school.
 - V. Instruct all HoS to convene an SMC meeting to collate grievances on behalf of their school.
 - VI. Assign a school/HOS the responsibility of preparing a consolidated presentation (PPT) highlighting the achievements of each of the schools in the constituency. This PPT is to be presented before the audience during the Sabha.
- Assign Zonal DDEs the responsibility of collecting grievances from all DOE schools in her/his district.
- After finalization of a date for the SMC Sabha, move the budget file to the planning branch to seek approval of the budget (INR 1100) per school.
- Send invitation cards to all officers/ departments along with the list of their department specific grievances attached.
- The responsibility to conduct of the SMC Mock Sabha with HOS & champion SMC parent members from all schools 2 days prior to the Sabha also lies with the DDE. At the mock Sabha, the DDE needs to:
 - ❖ Finalise on the agenda of the Sabha.
 - ❖ Orient school POCs who would be raising grievances
 - ❖ Ensure that logistics/ arrangements for the SMC Sabha are in place

- It is the DDE that allocates responsibilities among different school HoS about the marquee, bouquets and refreshments, and constantly follows up with them.
- DDE also needs to send reminders to numerous officers/ departments about the SMC Sabha date and further ensure each department has right and hundred per cent representation.

During Sabha:

- Cross-check all arrangements/logistics before the SMC Sabha begins.
- Moderate/ facilitate the Sabha along with the constituency MLA.
- The DDE is responsible to answer all grievances related to education.
- Make sure that all the other grievances are directed to concerned officers present and that strict deadlines are sought from them for resolution.
- Finalise and announce the date for the consequent review meeting to be held 15 days post the SMC Sabha.

Post Sabha:

- Send meeting minutes (MoM) & 'Thank You' letters to all the officials who participated in the Sabha.
- Convene a review meeting based on the MLA's availability to discuss the resolution status of each of the grievances raised and finalise on a date for a next SMC Sabha in the same constituency.
- Maintain MOM of the review meeting to be discussed in the following SMC Sabha.
- Send updated status/ a dashboard about the resolution of grievances to all HOS of the constituency, and suggest that it be displayed on their respective notice boards.

Role of all departments in all three phases of SMC Sabha

Pre Sabha:

- Go through the list of grievances that come attached with the invitation letter from DDE & MLA office and prepare responses/current status for the list.
- Inform DDE Office of the right representation from the department expected to attend the Sabha.

During Sabha:

- Reach on time to the venue on the day the SMC Sabha is held.
- Respond to all the grievances objectively in a specific and time-bound manner.
- Take proper notes of the grievances discussed and provide strict timelines for its resolution along with the name of authority concerned.

Post Sabha:

- Work on the grievances regarding their respective departments.
- Attend the review meeting held with the District DDE post 15 days after the SMC Sabha and share the resolution status of grievances.

Role of SMC parent members in all three phases of SMC Sabha

Pre Sabha:

- Speak to parents to collate issues/grievances they have in the school.
- Attend SMC Meeting with school HOS and discuss issues to be raised by the school at the SMC Sabha.
- Select/nominate one SMC parent member as SPOC to raise grievances during the Sabha.
- Carry supporting documents, if any, to the Sabha for the grievances collated.

During Sabha:

- SPOC: During the SMC Sabha, raise grievances objectively in a specific and time-bound manner as oriented to do so in the SMC Mock Sabha.
- Maintain decorum of the Sabha, as it is organized to have a meaningful dialogue over issues and seek stringent deadlines for its redressal from the officers present.
- Leverage the platform to build relationships with SMC parent members from other schools and learn of the best practices from them.

Post Sabha:

- Follow up with the school HOS, District DDE, and constituency MLA on the status of the grievances post SMC Sabha.

Role of teaching staff of venue school in all three phases of SMC Sabha**Pre Sabha:**

- Raise grievances with the SMC members. The grievances could be around any of the following:
 - ❖ Toilets
 - ❖ Bathrooms
 - ❖ Books
 - ❖ Staffroom
 - ❖ Classrooms
 - ❖ Teacher Vacancies
- Assist/support HOS & Estate Manager of the school in drafting the invitation letters to be sent to different officers.

During Sabha:

- Teaching staff of the venue school: Assist/Support HOS and Estate Manager in creating the PPT slides meant to be presented during the SMC Sabha.
- Venue school teaching staff: On the day of the SMC Sabha need to volunteer in:
- Arranging logistics at the school
- Noting minutes of the meeting (MoM)

Post Sabha:

- Support the school HoS in creating Dashboard of grievances resolved, to be sent to DDE Zone & DDE District

Role of Non-teaching staff of venue school in all three phases of SMC Sabha

Non-teaching staff consists of - Estate Manager, IT SPOC, cleaning staff, security guards, Mid-Day Meal contractor, Gardener.

Pre Sabha:

- Raise school related grievances with SMC members.
- Estate Manager:
 - ❖ On behalf of the school, document the grievances in the designated format that is to be sent as an attachment to the invitation letters sent to all the officers concerned.
 - ❖ Maintain a record of/ file supporting documents for the grievances raised/ collated. This file is referred to during the conduct of the SMC Sabha.

During Sabha:

- Volunteer for Sabha

Role of DOE in all three phases of SMC Sabha**Pre Sabha:**

- Issue circulars to DDE office and Heads of Schools regarding SMC Sabha.
- Take recommendations/suggestions from Not for Profit such as Saajha while making policies to strengthen the SMC Sabha.
- Planning Branch: Approve disbursal of budget of INR 1100 allocated to each of the DOE schools for the Sabha.
- Ensure DDE Office completely takes the responsibility of organizing the SMC Sabhas in their respective constituencies.

Post Sabha:

- Solve grievances directed to the Right to Education (RTE) & care taking branch
- Prepare an impact evaluation report of SMC Sabha
- Ensure that the DDE office keeps a track of ATRs & MoMs

Role of Saajha in all three phases of SMC Sabha

Pre Sabha:

- Design the process framework highlighting the flow of events.
- Build capacity of SMC members, Heads of Schools, and DDE District and Zone officials through training and orientation sessions.
- Constantly follow up with the DDE on preparations.

During Sabha:

- Design the process framework highlighting the flow of events.

Post Sabha:

- Design the process framework highlighting the flow of events.
- Do impact evaluation of the Sabha highlighting the percentage of grievances resolved

KEY ACTIVITIES AND STAKEHOLDERS INVOLVED IN AN SMC SABHA

This section describes the RASCI (Responsible Accountable Support Consult Inform) Model which allocates various roles to stakeholders for the Sabha; that is which stakeholder is responsible, accountable, consulted, informed and required for support at which step and procedure.

For example, SMC members should be informed about the orientation session of their HoS, disbursing of MoMs to all stakeholders, they should even be consulted when grievances are filled in the tracker and should be reached out to, to support the process of collating grievances and sending invitations to critical departments.

The DDE office is accountable for maximum number of processes – six processes in total, amongst all the other stakeholders. The processes include finalising a date for Sabha (both the DDE and MLA have the responsibility of selecting a common date); orientation of HoS (DDE finalises the date for this meeting and facilitates it along with a member of Saajha); collating grievances (this is generally done at DDE's office, she/he ensures that all grievances are written in a comprehensive manner and all the information asked is entered in the ATR sheet); organise mock Sabha (he/she ensures that HoS and speaker SMC member are present from all the schools and all SMC members are oriented about the the processes to be followed on the day of the Sabha); sending invitations to critical departments (so that they necessarily attend the Sabha); facilitating the Sabha (that is, they have to ensure the Sabha is conducted smoothly and all grievances get an appropriate time and solution); and sending MoMs to all stakeholders (this ensures all departments are on the same page with respect to the grievances raised, solutions given and timelines committed for the resolution of issues).

Similarly, the departments should support the process of effectively conducting the Sabha (by responding to grievances and providing a solution for the same) and should be informed when MoMs are sent to all stakeholders, so that they also have a record of the various grievances raised.

RASCI MODEL

Governance Framework (To Be Process)										
KEY ACTIVITIES	SMC Members	DDE Office (District & Zone)	Govt. Depts. (DJB, MCD, etc)	Ministry of Edn. (MOE)	Constituency MLA	Directorate of Edn. (DOE)	Head of School (HOS)	Sasjha		
Prioritize constituencies where Sabhas need to be held	I	I		C S	I	R A		R A		
D-15 to -18 days Finalise a date for SMC Sabha		R A		I	C	C	I	R		
D-14 Orient Constituency/Area MLA		I		R A				R A		
Orient District/Zone DDE of the constituency		C		S		S		R A		
D-13 Orient Heads of School of the constituency on sabha	I	R A						C S		
D-11 Fill out grievance tracker at school level	C	S I					R A	S I		
D-9 Collate grievance tracker from all schools	S	R A						I		
D-7 Organize SMC mock sabha		A					S	R		
D-5 Send invitation letters to critical Depts. identified	S	R A			C		I	S I		
0 Facilitate Sabha to discuss grievances & its resolution timelines		R A	S	I	R	I		C S		
D 0 to +2 days Send out MOM to all key stakeholders	I	R	I	I	I	I	I	I		

R	RESPONSIBLE The person assigned to do the task	A	ACCOUNTABLE The person who makes the final decision and has the ultimate ownership
C	CONSULTED The person who must be consulted before a decision is taken	I	INFORMED The person who must be informed that a decision has been taken
S	SUPPORT The person who needs to be reached out to for any support/guidance	S	



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IMPACT OF SMC SABHAS

This section elucidates the impact of SMC Sabhas conducted thus far. The impacts observed have been categorised under three broad heads- impact in terms of setting accountability, participation of parents and collective forum. These are described in details below:

Impact in terms of grievance resolution

The SMC Sabha functions as a platform for SMC members to achieve quick resolution of their grievances. These grievances which would have otherwise taken a longer period of time as well as involved a tedious apparatus of channels to get resolved are addressed more effectively through the Sabha's platform. Till now, approximately 30 per cent of the grievances have been resolved.

Impact in terms of setting accountability

SMC Sabha acts as a platform to address collective grievances where various stakeholders from the school put forth their grievances to department officials. Accountability is set on departments and the officials present commit to timelines for resolution of the grievances. With respect to particular problems, inter-departmental lags, if any, are also addressed (e.g. if more than two departments have to solve a grievance, they discuss how they will proceed forward to resolve the issue). The presence of various stakeholders - HOS, SMC members, MLA, DDE and all department officials creates a synergy, as well as lays timely accountability on departments to resolve issues.

Impact in terms of Parental Participation

Unlike other states in India, Delhi brings together an effective model of governance where parents play a vital role. It has been substantiated that 54 per cent of SMC Parent members express their grievances at school level SMC meetings that are further addressed in the SMC Sabhas. The process of grievance resolution becomes more democratic and participative with the involvement of parents, as generally it's the school HOS, Estate Manager that liaise with departments for resolution of grievances.

BOTTLENECKS IN RESOLUTION OF GRIEVANCES

Multiple reasons were found for bottlenecks in resolution of grievances during SMC Sabha. These have been categorised under three groupings below – school-related, departmental and process-related bottlenecks.

A. School-related bottlenecks:

- In the schools, there is no clarity about which grievance should be addressed to which department and a lack of information about relevant officials mapped to the schools from various departments amplifies this bottleneck.
- At the school level, there is no strong mechanism to get updates about the status of grievance resolution.

B. Departmental bottlenecks

- Inter-departmental communication does not take place, and presently there is no mechanism for it. This impacts the effectiveness and efficiency of the redressal process.
- The right representation from departments has not been identified to influence and impact resolution of grievance. For example, in case of PWD, only the Junior Engineer attended but the issue required a representation from Executive Engineer. and Junior Engineer together.
- Department Representatives which attended Sabha did not commit to realistic timelines. For example, unrealistic timelines of 2-15 days were committed for resolving issues.
- PWD department which is the direct service provider was present at the time of review meeting, post the SMC Sabha at DDE's office. However, the MLA also did not attend the follow-up meetings which negatively affected other departments like the MCD, SDM, that are not directly accountable to the education department.

C. Process related bottlenecks

As there is no uniform grievance tracker being used across departments and schools to capture the grievances and their resolution as per timelines, there is a leakage in the system (in terms of number of grievances at each level in the tracker).

Time required to solve a grievance is generally overshoot as there is no standard operating procedure outlining timelines required to solve a particular type of problem. This overshooting in solving grievances causes a lot of procedural delays.

Also, Deputy Directors of Education at District level expect a new circular to be released every year, for conducting Sabhas. The process of issuing circulars involves coordination between several departments, which gets very time consuming.

RECOMMENDATIONS

1. In the year 2016, it was anticipated that an SMC Sabha needs to be organised for each constituency once in three months. However, a thorough examination has shown that it is unrealistic from the point of view of coordination, arrangement and resolution. Moving forward, at least one round of the Sabha needs to be accomplished within this year in order to develop a deeper understanding of issues that the schools face.
2. To ensure accuracy in the process of filling the tracker, it is recommended to orient teachers and the IT operators within the DDE office prior to the Sabha. The department must ensure that all grievances received by it are as per the given format.
3. Post an SMC Sabha, review meetings need to be compulsorily held at the office of DDEs in coordination with the MLA. For this, the DDE office needs to confirm the date of review meeting towards the end of the SMC Sabha and ensure attendance of critical departments by sending official invites and status of grievance resolution after the SMC Sabha. Such review meetings will ensure all grievances are solved according to timelines decided upon in Sabha, and all stakeholders (HoS, SMC members, DDEs etc.) are updated about the grievance resolution status.
4. HoS should be required to display the clear status of the grievances on the school pin board of notices after the ATR meeting is held. Further, they should be required to discuss it at the SMC meeting in order to keep all members informed about the progress on each grievance.
5. A technological intervention to the SMC Sabhas has come in the form of the launch of the web-based SMC Application (SMC App); both the Sabha and the app aim to capture and resolve issues faced by schools. Though the app is at a nascent stage for this purpose, the SMC Sabha is an established platform to capture, categorise and map issues to concerned departments.
6. The SMC Sabha serves as a platform for problem-solving with an objective of grievance resolution. The issues are complex that involve individual government departments that follow unique processes (established through some of process maps). The SMC Sabha serves as an opportunity for different government departments to discuss and resolve issues jointly, thereby making government systems more transparent and clearer to the parent partners.

7. In order to ensure the continuity of the SMC Sabha process across the remaining 493 DoE schools, the system needs to ensure:

- ❖ Ease in the disbursement of budgets i.e. remaining INR 5,42,300 for the remaining 493 DoE schools
- ❖ Completion of 1st round of SMC Sabha across 30 constituencies by next state elections, which are to be held in February-March 2020.
- ❖ Tracking of long-pending grievances of the 493 schools and consequent grievance classification into Resolved, Unresolved and/or Work-In-Progress

WHAT HAS BEEN DONE TILL NOW AND NEXT STEPS

SMC Sabhas have been conducted in 41 constituencies till date, and twelve district DDEs and approximately twenty-four zonal DDEs have been trained in the process. In all the Sabhas, a total of 535 schools (approximately) have raised more than 1257 grievances, of these, 30 per cent grievances have been resolved. These 41 Sabhas that have conducted provide for a platform to about 5,184 SMC members to table the problems they face; the Sabhas have trained nearly 324 SMC members on the methods to put forth their issues in front of government officials in an effective manner so as to reach a resolution. The Sabhas have served as a strong medium in training and capacity building of the various stakeholders (DDEs, SMC members, HOS, school staff and more) involved. SMC Sabhas are now shaping into a community engagement platform as it engages with diverse stakeholders from the community – inside and outside the school, to redress grievances.

A structuring of the processes and an ATR format had been developed in collaboration with GSIF(Genpact initiative) between August 2017 and March 2018. This collaboration also paved a roadmap for revamping the process in the future towards improvement. Detailed process maps for all the procedures have been created, and various departments have been mapped with schools to understand the role of different stakeholders answerable to schools and DoE.

Impact Study

An impact study was done across approximately 15 schools, covering 61 grievances to understand the trend for grievance resolution.

Out of the 61 grievances, we could not get an update for 35 grievances, as either the HOS was not available, or could not give an update about the grievance. Out of the remaining 35 grievances, 12 were resolved (33.33%), 6 were under process (17%) and 17 were unresolved (48.5%).

Next Steps

SMC Sabha in 30 constituencies has not been conducted yet. We're now expecting to resume the next set of Sabhas as soon as the department issues the circular. We'll be conducting Sabhas in these 30 constituencies first, post which we'll cover constituencies where Sabhas have been conducted previously.

The plan in the next Sabhas will also be to integrate SMC app in it. Each school will enter grievances to be raised in Sabha, in SMC App and flag it. This will help keep a track of such grievances to understand exactly when does each issue get resolved. The list of red flag issues will be can also be viewed by DDEs and other officials in DOE and Ministry of Education.

ANNEXURES

Grievances raised in different categories.

Categories, Issues and Responsible Departments

S. No.	Infrastructure	Infra Related Dept.
1. a	Construction of Classrooms	PWD Civil
1. b	No laboratory in the school	PWD Horticulture
1. c	Upgradation of total school building	PWD Electrical
1. d	Delay in construction work	PWD Maintenance
1. e	Request for second gate	DoE
1. f	No playground in the school	Estate Branch
1. g	Less number of toilets in the school	DDE/DTE
1. h	Over crowded classrooms	HQ Level
		BSES
		Fire
		MoE
		DDA
		Estate Manager
		HoS
2	Problem of flood lights	PWD Electrical
		Estate Branch
		DDE/DTE
		HQ Level
		HoS

Categories, Issues and Responsible Departments-1

3	Water tank is to be installed	Contractor
		DoE
		DJB Civil
		Care Taking Branch
		Estate Branch
		DDE/DTE
		HoS
4	Maintenance of RO system	PWD Maintenance
		DDE/DTE
5	Faulty wire connection of bore well	PWD Electrical
		DDE/DTE
6	Water and Sewer Connection	DJB Civil
7	CCTV Cameras	Contractor
		DoE
		DDE/DTE
8	Problem of blackboards in the school	Care Taking Branch
		DDE/DTE
9	Desk shortage	Care Taking Branch
		DDE/DTE
10	Installation of fire fighting system	Fire Dept.
		DDE/DTE
11	Procurement of water meter	DJB Revenue
		DDE/DTE
12	No authorised DJB connection	DJB Revenue
		DDE/DTE

Category, Issues and Responsible Departments

S. No.	Security	Security Related Dept.
1	Provision of safety of girl students	Police Department/SHO
		Traffic Police
		MLA
		DDE/DTE
		HoS
2	Wine shop in front of the school	SDM
		Excise
		MLA
		HoS
3	Monkey menace in the school	Monkey Catchers
		MCD
		MLA
		HoS
4	Earthing problem in the school	BSES
		PWD Electrical
		HoS
5	Unauthorized parking	SDM
		MLA
		DDE/DTE
		HoS

Category, Issues and Responsible Departments-1

S.No.	Welfare Scheme	Welfare Scheme Dept.
1	Bank Account and Aadhar No. issues	Bank
		DDE/DTE
		HoS
2	Mid-Day Meal	MDM Contractor
		DDE/DTE
		HoS

Category, Issues and Responsible Departments-2

S.No.	Teacher Vacancy	Teacher Vacancy Dept.
1	Shortage/Vacancy of teachers	DDE/DTE
		DoE
		MoE
		SSA
		HoS

Category, Issues and Responsible Departments-3

S.No.	Learning	Learning Dept.
1	Initiate commerce and science stream	DDE/DTE
		DoE
		HoS

Category, Issues and Responsible Departments-4

S. No.	Others	Other Dept.
1	Non Co-operation of HOS with SMC Members	School
		SMC
		DDE/DTE



Saajha began as a small project covering 60 municipal schools in North and East Delhi. Today, Saajha's creche has grown to include 1,300 schools across Delhi, Jharkand and Karnataka. In the process, we have also partnered with State Council of Educational Research and Training (SCERT, Delhi) and the Tribal Development Department (TDD), Maharashtra for building systemic capabilities for state-wide projects. .

Partnerships form the core of our vision to enhance parental involvement by creating 10 million parent partners by 2025. Invigorating parental participation has only been made possible through various partners in Delhi, Jharkand (Tata Trusts, CInI) and Karnataka (Deshpande foundation, Mantra4Change) - whose support has been essential to our success.

As we take a moment to celebrate the change which the parents could facilitate, we would like to thank each and every partner, mentor and well-wisher who has helped us along our journey.

Our Partners

