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# REFINING MONITORING MECHANISMS THROUGH SCHOOL MANAGEMENT COMMITTEES IN GOVERNMENT SCHOOLS

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## ABSTRACT

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***“Education is an imprecise process, a dance, and a collaborative experience.”***

**- SIVA VAIDHYANATHAN**

The ideation of this research paper is an effort to reflect upon the present functioning of SMC's and provide a framework to improve the same that might lead to the successful future of approximately 150 million children in K-12 government schools in India.

While a lot has already been done in terms of designing, reviewing and implementing the policies of education in the largest democracy of the world, now is the time to look into the follow-ups and monitoring aspect of the same. With this motivation, this paper seeks to highlight the effectiveness of monitoring of government schools, through the detailed understanding of role of School Management Committees (SMCs) under the Right of Children to Free and Compulsory Education Act, 2009 (RTE). A study of existing school inspection framework to identify the gaps in school evaluation was conducted through interviews and narratives from each stakeholder- students, teachers, parents, principals, and education officer from a quality government school- Sarvodaya Kanya Vidyalaya, Green Park. The final product of the paper is a segment that compares the envisaged and the actual role of SMCs analyzing the gaps and outlining the good practices across different states in India.

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# INTRODUCTION

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## ***Research Objective:***

Refining the effectiveness of existing monitoring mechanism through the involvement and improvement of School Management Committees (SMCs) in government schools

A study of existing literature on monitoring, what it means in education and how it is conducted, reveals that the multitude of monitoring bodies at various levels of governance as mandated under the Right to Education Act'09 have jumbled the accountability routes for main stakeholders like parents, teachers and principals. The composition of the SMC as under RTE Act is a mix of diverse and significant advisors who directly or indirectly affect the school functioning, quality of learning and overall worth of a government school. The Act broadly defines the responsibilities of an SMC, however the specific detailed contribution of each member under the committee is left untouched. The paper seeks to focus on the root of government school evaluation- SMCs by incorporating all aspects that contribute towards improving the quality of education in government schools.

After understanding the functions and mechanisms of each hierarchical level through secondary research in literature review, the next section elaborates on the methodology followed in the field. This paper pursues to bridge the gap between implementation and follow-up stages of various bodies and interpret the limitations and loopholes through experiences of interviewees under Core Analysis. Special section on the role of mohalla sabhas further the scope of this research paper. Finally the last section concludes on how the role of SMCs and mohalla sabhas can suit monitoring in government schools.

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## LITERATURE REVIEW

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***The Right to Education Act:*** This Act, that makes education a fundamental right, provides a detailed framework for the inputs required in primary education and have provisions related to almost every aspect of education such as accessibility, infrastructure, curriculum, teachers, school management committees and guarantees free and compulsory primary education as a responsibility of the state government.<sup>1</sup>

To ensure that the provisions under this act are followed by schools, the following bodies are held accountable:

- National Commission for Protection of Child Rights (NCPCR)
- State Commission for Protection of Child Rights (SCPCR)
- Local Authority and State Government
- District Education Officer
- School Management Committee

School is the basic and the most important level of monitoring education, thus understanding the roles of each stakeholder within the school organization, parameters of assessment, accountability hierarchy above the school is crucial for the success of this research agenda.

***Directorate of Education (DOE):***The Directorate envisions to impart **free** education from Class 1-12 under the Ministry of Human Resource Development (MHRD). The DOE is the watchdog of varied schools (MCD, Sarvodaya Vidyalaya, NDMC, KVS etc) but the scope of this paper is limited to Sarvodaya Vidyalayas.

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<sup>1</sup> The Right of Children to Education of Free and Compulsory Education and the model rules can be accessed at - [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/rte.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/rte.pdf)

The Act as well as the rules are quite detailed in nature and hence only a brief description is provided above.

## WHAT DO THEY EVALUATE IN THE INSPECTION PROFORMA<sup>2</sup>?

- Attendance and enrolment of teachers and students
- Infrastructure
- Parent Involvement
- Records maintained
- Library
- Co-Curricular Activities
- Academic results
- Teacher quality evaluation

The aforementioned parameters of assessment require a lot of heads and hands working simultaneously within the school. The RTE subsumes the formation of all these heads and hands together under a School Management Committee (SMC), which is directly assessing a government school's functioning at the root level.

**School management committee** :These committees have to be constituted in every elementary government and government-aided school within six months of notification of the RTE Act. They are, by large, responsible for monitoring, enrolment and retention of children in government schools; implementation of Midday Meal scheme and also devising School Development Plan. Basically it is an improvised amalgamation of Vidyalaya Kalyan Samiti (VKS) and Parent Teacher Association (PTA). The following table shows an SMC's composition:

CATEGORY	POSITION	NUMBER	PREFERENCE
Parents	Member+ Vice- Chairperson	11+1	
Local MLA	Member	1	
Head of School	Ex-officio Chairperson	1	
Teacher	Convenor	1	
Social worker/educationist/philanthropist	Member	1	
TOTAL		16	50% must be women

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<sup>2</sup>Inspection proforma of a Sarvodaya Kanya Vidyalaya in Delhi is attached in the Appendix section.

According to 2012-13 District Information System for Education (DISE) statistics, 88% of government and government-aided schools have formed SMCs and 95% of those schools with SMCs have made the President of the committee a joint bank account holder with the head of school (principal) to maintain the grant expenditure under the committee.

After 68 years of independence, twelve five year plans and the main Acts and policies that govern our education system, the analysis shows that the next level after implementation i.e. follow-up seems to be hazy because of the above mentioned reasons. The committees and councils for monitoring are in place and yet a basic roadmap of where to report an issue faced by children and/or parents isn't clear. An NGO Pratham conducted research on the Grievance Redressal under RTE and through a case study based in Delhi, the following observations deserve attention:

- Monitoring bodies in place are multi-jurisdictional
- Clash of functions performed under different bodies (Example: SWC under NCPCR and SMC under DOE)
- Multiple windows of hierarchy and documentation of grievances
- Lack of information about various government monitoring bodies(RTE Cell, DCPCR) at ground level

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## CORE ANALYSIS: LEARNING FROM THE FIELD

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This section examines the key findings from the interviews with SMC members at Sarvodaya Kanya Vidyalaya (SKV) at Green Park and Rohini and government officers at the Directorate of Education (DOE) in Delhi. The details of the interviewees are listed in the Appendix section. The interviews and discussions were helpful in gauging the role of the SMC members, both from the perspective of the school and community as well as the government.

**RESEARCH METHODOLOGY** mainly employed interviews with students, parents, teachers, principals and officers. A questionnaire (attached in appendix) specific to each type and suited to the defined role of every single stakeholder aided this process. A broad analysis of factors affecting school functioning and evaluation specific to the respondents is presented below.

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## PARENTS

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***“Funds kaise aur kahan allocate hote hain, yahi sab discuss hota hai. Taps, doors, benches vagerah...(How and where are funds allocated is discussed in the committee; things like taps, doors, benches etc)”- Parent A***

In the light of the above statement, most of the parents narrated about the discussion of infrastructure in SMC meetings and how they meet up occasionally to visit their child’s school and monitor infrastructure and midday meals. However, they are mostly the listeners of how and where were the budget funds spent and what things were repaired.

Another issue that emerged was, parents were told to motivate out-of-school children with free education till grade 8 and mid-day meals so as to increase enrolment in SKV. One parent was skeptical about the kids who are working in her locality earning livelihood for their family back home and therefore had no guardian to take responsibility even if they were enrolled in school.

One of the parents put perspective on the accountability mechanism being followed in the government school, where she drew a comparison between private and government schools. Her daughter shifted from a private to government school and according to the parent private schools are better managed and it is easier in private schools to get problems noticed and solved eventually. She cited the struggle of getting her daughter enrolled for the ‘Ladli Scheme’ but ended up in the hassles of hierarchy in government school where she was redirected from one teacher in charge to another and after days of running around she found out that the forms were filled and sent to the DOE; ultimately her child couldn’t utilize her rightful benefits of the scheme.

Generally the cycle followed within school is parent-teacher-principal wherein in case of any problem, the parent first approaches the class or subject teacher; if the teacher is unable to fix the issue, the parent can directly go to the principal. In case of a discrepancy with a teacher, the parent can approach the principal. However, it backfired in a particular instance shared by one of the parents interviewed, where the teacher rebuked her daughter for not talking directly to her. Thus, there are gaps at the hierarchical levels of grievance redressal procedure where even if one doesn’t perform dutifully, the issue doesn’t get solved.

Currently our education system faces two major problems: access and quality. The concept of evaluating learning outcomes isn’t applicable to government schools where one of the parent’s class 12<sup>th</sup> daughter mentioned about the quality of teaching being average and how the teachers were missing during elections or census duty, and the parent looked clueless about it. Subsequently he confessed about the lack of discussion on teaching and how the parents don’t talk openly in the meetings. Also the male parents are working for livelihood during the day which clashes with the SMC meetings that are held every third Friday; this increases the ambiguity of how involved or aware they are of their responsibilities under the SMC.

***“Gyanvani radio pe batate hain sab- ye RTE, bachon ke liye yojana...iss se hee pata chala tha humko, achi cheez hai. (The Gyanvani FM station made us aware about RTE and child welfare schemes; it is a good thing.)”- Parent B***

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## **PRINCIPAL**

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***“Schools me performance audit jaisa system nai hai... agar aisa kuch ho aur uske basis pe punishments diye jaayen toh evaluation better hoga (There is no system like performance audit in schools. If it existed and punishments were given on account of these audits, the school evaluation would be better.)”- Principal***

Justifying the above statement, the principal mentioned about the loopholes in the school inspection system, one example being superficial questions like “Are there clubs in place?” with YES/NO options; which doesn’t give information about how are those clubs actually functioning in school. There is no **performance audit** for the activities and courses conducted in schools.

Nevertheless all schools follow the U-DISE (Unified District Information System for School Education), an offline application software that observes and puts together Elementary, Secondary and Higher Secondary school level data related to School Infrastructure, Enrolment by age and Social Category, Subject wise teacher details, Examination results for class I to XII. This data is analysed to make education indicators, prepare plan of action for projects and schemes like SSA, Rashtriya Madhyamik Shiksha Abhiyan. After talking to principals/Head of School, it was noted that there is no information uploaded about the budget allocations. Also the students are awarded welfare schemes for students being meritorious, SC, ST etc which are put up on the display board of the school (attached in Appendix), however the number of students benefitted from it and budget allocated to each scheme is nowhere mentioned.

Similarly after RTE, the enrolment has increased and there are around 70 students in a class of this school. Infrastructural space is therefore an issue for which, the government is asking weekly reports on square feet area used and available to figure out solutions for this problem. There isn’t just deficiency of space but also deficiency of school staff in place. In one of the schools, the principal was directly approachable, even for a leave application, but this good factor hid under the lack of administrative staff to lessen her duties.

This fact highlights one of the many functions of staff recruitment by the Directorate of Education. But the staff they recruit, especially the teachers aren’t just recruited for teaching in a school; they are liable to complete their Election and Census Duty. Adding to the plight of teachers is the practice of employing more guest teachers than permanent teachers that helps cut costs for the government because the salary for permanent teachers under the sixth pay commission begins at ₹24,000 while guest teachers are paid ₹250 per lecture with a limit of five thousand per month.

Another main function is school inspection wherein there is a separate wing under DOE called the Inspection Cell which is responsible for scheduling school inspections in different zones under Delhi. Each school receives the notification online, however it is not necessary that the school's name is enlisted i.e. it doesn't happen regularly.

As mentioned before, access and quality are the key focus areas in which increasing access or enrolment for students shouldn't hamper the quality of education they receive. But that is unfortunately the case in reality. One example of which cropped up in the interview: No detention policy. A pattern was noticed where if the girls failed in a particular class, they were forced to drop out of school right away. However the 'no detention policy' plugged this gap. Under RTE, there is 'No Detention Policy' up to Class VIII to achieve the goal of Universalisation of Elementary Education (UEE) and to increase retention of children in schools by way of 'no pass – fail' system. Nevertheless it might increase retention of children in school, but not retention of learning in mind.

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## ADDITIONAL DIRECTOR OF EDUCATION (SOUTH ZONE)

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***“Teachers are doing their JBT from correspondence courses in Madhya Pradesh. If I take teachers from the last 5 years and ask them to show me where they passed their JBT from, they won't be able to show it. They can show me the examination center but not the institution they passed from. Now that is faulty and an unfair practice. It reflects in the poor quality of the teachers.”*** Additional Director of Education, South Zone

The government official shed some light on the quality of the key stakeholder who impart education to students in schools: teachers. Teacher hiring is governed by Delhi Education Act and Delhi Subordinate Services Selection Board (DSSSB). Teacher recruitment process is the key to monitor quality of teachers in government schools. The selection process selects teachers based on merit. However they can select meritorious teachers, not efficient teachers. DSSSB handles over 100 departments' recruitment and can't put special focus on teacher recruitment which consequently results in low quality of teachers.

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## SMC RESIDENTS WELFARE ASSOCIATION(RWA) MEMBER

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The role of this stakeholder, just like the others, is not defined under the Act. However, the attribute of self-motivation emerged from this interview. He was the President of RWA, Green Park Extension; now senior Vice-President. This member enriched the committee meetings with ideas of maintaining effective infrastructure which is conducive for child's development like involving students to make the map of India using plaster of paris, displaying students' activities on bulletin boards, in exhibitions et al. His self-interest brings out the importance of having proper guidelines for people who aim to do good work in schools.

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## SMC NGO MEMBER

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***“Bachon ko agar dalia ki jagah kadhi chawal khaana hai toh school vahi provide karega, nutritional menu toh banayi hui hai poore week ki par bachon ki pasand ka dhyaan rakhna zaruri hai (If kids prefer yoghurt curry with rice instead of oatmeal, the school shall provide rice only. The menu made for the week is nutritional however the preference of kids has to be kept in mind.)” - SMC NGO Member***

His perspective on the midday meals seeks a significant limitation of a quantitative audit that was conducted by CAG (report attached in Appendix) where low nutritive value of these meals was quoted. A weekly menu is in place for students, which is monitored (tasted) by SMC members. While the school has tried its best to provide the most balanced nutritional menu, but the students have personal preferences which may or may not reflect a nutritious diet.

Other than the shared responsibility of monitoring midday meals and school functioning, NGO member is specifically responsible for exam counselling and student welfare in general. He cited from his experiences that now since the SKV was co-ed and not just girls, recruitment of male staff was essential. Drawing a comparison between private and government schools, he mentioned the necessity of a counsellor and special educator for handling day-to-day children issues and differently-abled children in school respectively.

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## SMC STUDENT MEMBERS

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Students are the direct beneficiaries of education and they bring a new outlook to institution's decision-making. Although the RTE doesn't consider students as an integral part of the committee, Sarvodaya Kanya Vidyalaya at Green Park believes and involves its children. Currently their role is that of a class monitor where they share details about class functioning, activities conducted and general student behavior in class. Specifically, they distribute the

medicines (iron and albendazole) to the students and in case of problems like students not consuming them, they report to the teacher and discuss in SMC meetings.

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## DEPUTY DIRECTOR OF EDUCATION (DDE), DOE

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***“Sab vyasth hain par kaam ho kahan raha hai? August tak admission hee karte rehte hain...bacche padhenge kab (Everyone is busy but where is the work being done? When will the kids study if their admission procedure is delayed till August)” –Deputy Director of Education (DDE)***

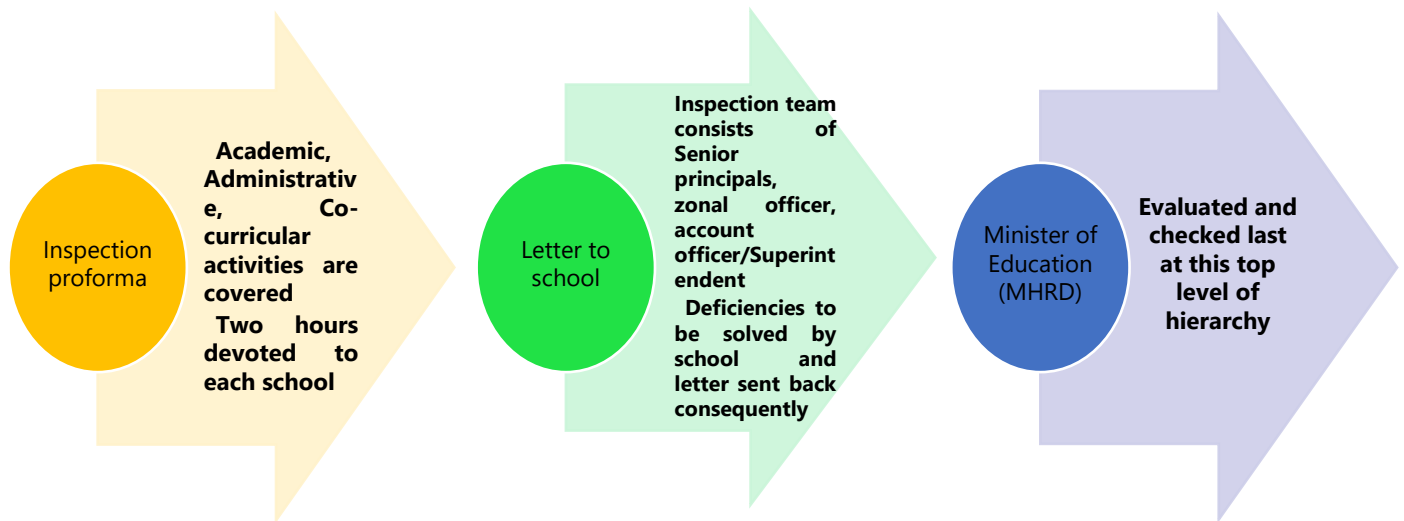
Amidst the pile of papers on his desk, the deputy director quotes the above statement underlining the inadequacy of admission planning which directly hampers the learning at school. Enrolment is too high in the government schools because of which the complete admission process is delayed till almost mid-academic session in August. There are schools in the area with around ten classrooms and 3000 children, which shows how limited infrastructure is and how difficult it is to maintain maximum enrolment. Majority of the children who enroll are the first generation in the family to pursue education, so parents lack any information about their kid’s schooling. They enquire and reach out to the Directorate (if they can) only in two cases- when the kid’s name is removed from school and when students fail.

The conversational dialogue with the official paved way to one of the most important recommendation for SMC training. There is no clarity on the role of each member within a school management committee. RTE specifies the functions of an SMC, however it doesn’t talk about how the committee will fulfil those objectives. Thus a regular training loop is essential to increase the effectiveness of the committee. In these schools mostly teachers are promoted to the position of vice-principal and then principal, thus they need to learn the art and skill of being an administrator, a leader and a principal simultaneously. SCERT is proposing training manuals and workshops for principals’ orientation and SMC members.

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# EXPLORING INSPECTION

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- Two types of inspection are conducted (Annexure B & C):
- Central level: This is done by the Deputy Director of Education (DDE) who is specifically in charge of Inspection. Under this, the schedule of schools to be inspected is charted and sent to the officer on a monthly basis.
- Field: This is inspection of schools under own jurisdiction (or own zones), usually conducted four times in a month.

U-DISE information covers most aspects of school inspection proforma and therefore eases the process altogether.

## FUND PLANNING

The funds are divided in two sectors: plan and non-plan. Under the plan fund, construction or anything related to infrastructure is covered. While the non-plan fund comprises of staff salaries, contingency requirements etc.

The planning branch under Directorate allocates budget in the month of May. According to the enrolment numbers of school, funds are distributed to each school by and before August 30.

Although the Directorate of Education is responsible for most part of the government school functioning, the head of school has the autonomy to decide on matters above and after fulfilling RTE requirements like tenders and contracts for midday meals, infrastructure et al. So there is corruption involved at the school level, as the DDE puts it.

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## EDUCATION OFFICER, DOE

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***"I will tell you how it should be and how it is done..." - Education Officer, DOE***

A very random schedule is followed for school inspection wherein about 5-6 schools are inspected in a month. Surprise inspections are rare however whenever there is one, the concerned authority tries to buy the officials off in case of any irregularities found. However, when and if an inspection diligently happens, the entire protocol is followed and it usually is a 90 minute affair. Also the funds allocated to a school don't reach in full considering that there are number of officials who end up embezzling funds from there.

### **ON PAPER V/S IN ACTION**

#### **On paper**

Once inspection is done the highest authority of the concerned school is informed of the irregularities who has to act upon the same and fix them within 15 days and report back to the inspector. If not, then the higher authority is informed of the continued irregularity and needed action is taken. If the school informs of correcting the irregularity then a surprise visit within 7 working days has to be done.

#### **In action**

The inspector usually accepts adequate sum of money in order to conceal the shortcomings. This sum depends on number of shortcomings and how grave they turn out to be. Conclusively he advised on a one-stop solution for plugging the gaps within school inspection system: Parent. According to the officer, the parent in an SMC is the most important and the key to good and transparent inspection. They need to voice the irregularities that occur and demand changes after the entire inspection is complete. Subsequently the report should be sent to the directorate or seniors of corruption if the authorities try to bail themselves using money.

## ADAPTING BEST PRACTICES

Documenting and learning from good practices from across different states in India will ensure better implementation and successful realization of the role of SMCs. The following table briefly draws a comparison of the gaps and corrections with footnotes of detailed action plans in various states that are successfully practicing and implementing elementary education.

Existing functioning of SMCs	Gaps	Learning from best practices
As defined under RTE, the SMC broadly is responsible to monitor the school functioning. These SMC meetings can be monitored only through the 'Minutes of the meeting' made available.	Immediate attention to designing manual of need analysis, recruitment, roles & responsibilities of each SMC member	States like Assam <sup>3</sup> , Gujarat <sup>4</sup> and Kerala charted out training modules for empowering and enlightening SMC members about their roles as envisaged under RTE.
The other main function of an SMC is the preparation, recommendation, implementation and monitoring of the School Development Plan (SDP)	No clarity on the preparation and usage of SDPs	Maharashtra Prathamik Shikshan Parishad formed a detailed SDP <sup>5</sup> covering the prime aspects: Access & Infrastructural development, Equity, Quality and Community participation
The motive behind the formation of SMCs was to increase people participation and pioneer into a bottom-up approach in education	Lack of awareness and community mobilization of students, parents and other stakeholders poses as a hindrance to this objective	<ul style="list-style-type: none"> <li>• Social audit and community training<sup>6</sup> under SSA in Delhi can be adapted in other states.</li> <li>• Odisha Primary Education Programme Authority (OPEPA)<sup>7</sup> has actively involved community for</li> </ul>

<sup>3</sup> -The Secondary Education Department of Assam developed a comprehensive Training Manual for School Management and Development Committee members. The Manual covers the RMSA Programme- its objectives, power and functions of SMDCs and its committees, preparation of school Development Plan, utilization of School Annual and Minor Repair Grant, UDISE maintenance of Accounts, etc. It also provides for a feedback form.

<sup>4</sup> [http://gujarat-education.gov.in/ssa/modules/special\\_training\\_programme\\_module.htm](http://gujarat-education.gov.in/ssa/modules/special_training_programme_module.htm)

<sup>5</sup> <https://mpsp.maharashtra.gov.in/SITE/Pdf/Forms/SDPform.pdf>

<sup>6</sup> <http://edudel.nic.in/ssa/5.pdf>

<sup>7</sup> <http://www.opepa.in/website/Mobilization1.aspx>



		<p>school development and devised many activities that encourage their participation.</p> <ul style="list-style-type: none"><li>• SSA-APF joint initiative with Azim Premji Foundation in the state of Karnataka <sup>8</sup> exemplify community engagement practices that build a sense of belongingness and ensure quality.</li></ul>
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<sup>8</sup><http://eruindia.org/files/school-management-09-04-13.pdf>

# PROPOSING MOHALLA SABHAS IN EDUCATION

A political initiative pioneered by Aam Aadmi Party under Swaraj Abhiyan, mohalla sabha (MS) is a general body of residents of a particular area or mohalla. The meetings are held once in two months. Other than the residents, the councilor and local municipal officials are an integral part of MS. The meetings decide how and where the municipal funds shall be allocated. Basically this body eases out the process of reaching out to local authorities for complaints and concerns. Currently the sabha discusses issues of roads, electricity, old-age pensions, budget allocations etc. The significant part that deserves applause and attention is the follow-up mechanism that is to be followed after the meeting.

Suiting the scenario in the education segment, the mohalla sabha could be a council of residents as parents, zonal education officers, principals, representatives of various government bodies that affect a school's functioning namely DCPCR, DSSSB, NCERT etc. It may or may not facilitate the effectiveness of monitoring government schools.

A SWOT analysis and views directly from the field below shall help us gauge the essentiality of mohalla sabha:

<p><b>STRENGTHS</b></p> <ul style="list-style-type: none"> <li>• Easy communication between parents and government bodies will ensure quick redressal for children's education</li> <li>• Motivation for all members to work for mutual benefits</li> <li>• Improved involvement and awareness among parents</li> <li>• Localization and mobilization of resources</li> </ul>	<p><b>WEAKNESSES</b></p> <ul style="list-style-type: none"> <li>• New concept may or may not suit the education sector</li> <li>• Accountability may dilute because of lobbying</li> <li>• Disassociation of various government bodies like DCPCR, DSSSB etc may backfire, in case of decision-making</li> </ul>
<p><b>OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>• Image makeover for all government bodies involved</li> <li>• Effective functioning and achievement of goals of RTE, EFA (education for all)</li> <li>• Performance audits can be standardized, if effective</li> </ul>	<p><b>THREATS</b></p> <ul style="list-style-type: none"> <li>• Individualistic approach of each member within the MS</li> <li>• Politicizing of education</li> <li>• Over decentralization may reduce accountability and increase monopolization</li> </ul>

- *Having attended a couple of mohalla sabhas, the agenda of the last sabha was: budget discussion (as announced by Aam Aadmi Party). However the sabha was more of overpowering complaints of residents of varied issues like roads, electricity, pensions etc. Until the residents' dialogue move in unison with sabha's agenda, the purpose of having it in the first place stands nullified. – Deputy Director of Education, DOE*
- *Mohalla Sabhas hold no significance considering the already existing presence of the Directorate of education. It will only turn out to be the scapegoats if the policies of the directorate fails to implement the policies. When one body fails the government tries to find its problems by forming a sub-ordinate body which, if fails, would only result in forming another body. If the Directorate focused on implementation of the laws rather than making completely new bodies that do not have an established mandate, our education system would work better. – Education Officer, DOE*

Though a newly introduced concept, Mohalla Sabhas can cater to the micro-specific level for education with respect to the socio-economic status, culture and motivation level of the parents of the area and bring out the desired outcomes.

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## CONCLUSION

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Education is a complex process in India which is trying to manage 1.3 million schools across 30 states and 640 districts that are supposed to benefit 220 million children. While the government mandates the role of different entities within the gamut of elementary education, the degree of planning, efficiency and monitoring is fragile. Moreover constant interference of political class, extensive lobbying and red-tapism, lack of reward system to promote accountability and many other issues erode the soil of quality education. In order to give effect to its policies, the idea of School Management Committees (SMCs) was introduced. However the unfamiliarity of the roles and responsibilities of the members under this Committee couldn't create the impact of effective government school monitoring. This paper is, thus, an effort to acquaint the stakeholders of their functions and working closely with DOE in future may result into a blueprint of how each can contribute to improve the monitoring mechanism. India's education sector boasts of a rich fabric of government institutions and NGOs that can collectively work to mobilize and monitor schools at grassroot level in order to nurture young minds and thereby improve country indicators of quality education.

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## ANNEXURE A

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After acquainting with the monitoring structure in place and paper, it takes one CAG audit to raise questions on the effectiveness of these mechanisms.


The following observations were presented by the Comptroller and Auditor General (CAG) in the annual report for 2013-14 tabled in the Delhi Assembly in July'15:

- 89% of the samples of midday meals failed tests for nutritive value. Moreover the service providers were not licensed from the Food Safety Department, yet were running kitchens without NOCs from civic and fire agencies.
- 1154 out of 18000 children were covered in Education Guarantee Scheme and Alternative and Innovative Education centres under SSA.
- In selected primary schools, the average attendance decreased from 74 per cent in 2009-10 to 66 per cent in 2013-14

Reference Link: <http://indianexpress.com/article/cities/delhi/cag-raps-delhi-govt-for-discrepancies-not-obtaining-fund-proof/#sthash.pqEkJWuG.dpuf>

# ANNEXURE B

## CENTRAL INSPECTION PROFORMA

  
एक सत्य सर्वज्ञानं विद्महे

**GOVT. OF NATIONAL CAPITAL TERRITORY OF DELHI  
DIRECTORATE OF EDUCATION, INSPECTION CELL (H Q)  
S V LANCER ROAD BUILDING, II FLOOR, LUCKNOW ROAD,  
TIMARPUR, DELHI-54**

No.F.PA/DDE/C.Insp./2015-16/ 935-940      Dated 24/06/2015

The DDE Zone (as per the Inspection schedule enclosed), are directed to inspect the Govt./ Govt Aided Schools of various Districts under the Directorate of Education, along with Superintendent/DDO and Two Heads of Schools ( Not below the rank of Vice Principal ) of their respective Zones.

Focus area for the month of **JULY- 2015** for **Central Inspection** will be on Inspection of Poor Performing Govt. Schools in r/o CBSE class XII result 2014-15:-

- (i) Only one school has to be inspected in a day by Inspecting Team in July 2015.
- (ii) Inspecting Officers have to focus more on Academic & ATR for the improvement of result of low achieving schools.
- (iii) Methodology and content of lesson supervision should be focussed for class XII on priority and other classes if possible.
- (iv) Team leader will discuss the result of class XII 2014-15 analysed by the HOS and will also be ensured that HOS do not shift his/her responsibility to other Officers or teachers. Inspecting Team should hold a micro meeting with teachers of class XII after the Inspection and should interact for result and ATR for improvement.

1. **Academics -**

(A) Identification of students requiring more academic support, class wise and subject wise, as per following categories by the teachers and record maintained by HoS -(Sample testing by Inspecting Team may be done)

- (a) Unsuccessful students
- (b) Passed in Compartment Exam
- (c) Promoted with grace marks
- (d) Marks below 40%

And Action plan of HoS and subject teachers for improvement of result of class XII. (Hard copy c/s by HOS/ Inspecting Officer to be submitted)





- 9280
- (B) (i) Analysis of result of class XII (2014-15) by HOS- Overall , Stream wise, Teacher's wise, Subject wise.
  - (ii) Reason for low result (In case the result is less than the average result of DoE ie. 88.11%) by HOS and subject teachers.
  - (iii) Action plan drafted by subject teacher with low result towards improvement of result.
  - (iv) Good practices adopted by HOS resulting in better performance. (Hard copy c/s by HOS/ Inspecting Officer to be submitted)
  - (C) Preparation of various Time Tables- (Class wise, Teachers wise, Lab time table, Zero Period, Remedial etc) and their effective implementation. (To be verified only)
  - (D) Attendance –Monitoring and timely submission of students and staff attendance on MIS and attendance of students is properly marked in class attendance register. Long absence case of staff, if any and action taken by HoS should be checked. **Irregular students should be monitored strictly and written communication should be sent to their parents through post (Copy of attendance of staff and students to be submitted)**

2. Infrastructure. - Maintenance and Improvement of school building with basic amenities-

- (A) Condition of toilets including girls' toilets and their closing mechanism (chitakani), their status of hygiene and cleanliness and availability of water, mug and dustbin in the toilets.
- (B) Cleanliness in the school premises.
- (C) Availability of Drinking Water DJB / Ground Water / RO / Aqua Guard and whether RO/Aqua Guard in working condition.
- (D) Availability and condition of Tube Lights, Fans, Window panes, Blackboards, Dustbin and desks in the class rooms.
- (E) **Progress of action Plan drafted /designed by the HOS for maintenance and improvement of school building with basic amenities. (Hard copy c/s by HOS/ Inspecting Officer to be submitted)**

3. Administration -

- (A) Maintenance and updation of Service books and Cash books.
- (B) Supervision of Monitor's diary and Teacher's diary by HOS.
- (C) Maintenance of HOS Supervision diary and recording of daily supervision report by HOS.

- 9277
- (D) No pendency in respect of terminal benefits (retired and death cases) . (Certificate c/s by HOS/ Inspecting Officer to be submitted)
  - (E) Compliance of any Advisory / Communication issued to HOS in t/o last inspections. (Hard copy c/s by HOS/ Inspecting Officer to be submitted)
  - (F) Status of admission of class XI students, updation and up gradation of students of all classes.
  - (G) Report regarding participation and achievement of students in Sports, Yoga and other co-curricular activities in the last session 2014-15.
  - (H) Whether third language advance register for class sixth admission seekers maintained by HOS. (Certificate c/s by HOS/ Inspecting Officer to be submitted)
  - (I) Verification of work undertaken in VKS, RMSA, SSA/ UEEM and Plan Scheme utilization in the session 2014-15. (Certificate c/s by HOS/ Inspecting Officer to be submitted)
  - (J) Compliance of circulars-No.DE 23(555)/Sch.Br./2014/747 Dated:09/06/2015 regarding Duties of Head of Schools and No.DE.5/Exam/43/Pt-II2015/1484-1489 Dated: 15/06/2015 regarding Parent Teacher Meeting.

If the deployed officers/officials are on leave on the day of inspection, another DDE ZONE /DEO/Addl .DEO will be deployed for this purpose with prior intimation to this branch by the concerned DDE. The complete Online Inspection Report should be submitted on the same day on MIS & the hard copy with supporting documents to be submitted at Inspection Cell HQ, SV Lancer Road School Building II floor, Lucknow Road, Timarpur Delhi 110054 latest by the next day of **Inspection**.

Non compliance will be viewed seriously.

This issues with the prior approval of the Competent Authority.

**Important- 1-** HoS of the school where Inspection is planned has to provide the part of the Inspection Proforma filled at the school level to the Inspecting Officer for verification.

- 2-** Inspecting Officer should submit the enclosures (documentary evidence) for the mentioned points along with duly signed ONLINE submitted hard copy of Inspection Report of HOS and Inspection Team in a file with a note sheet latest by the next day of Inspection.

*MS*  
23.6.2015  
Madhu Singh  
DDE Inspection (HQ)

INSPECTION PROFORMA TO BE FILLED BY INSPECTION TEAM(2015-16)			
1.	Date of Inspection	20/05/2015	
	TypeOfInspection	Central Inspection	
a)	Name of the School Name	[REDACTED]	
b)	School Id	[REDACTED]	
c)	Building ID	[REDACTED]	
d)	Is any other school running in the same school building	Yes	
e)	School Address	[REDACTED]	
f)	School building has some damaged part /decalred dangerous by PWD which need immediate repair		Yes
g)	Zone	3	
h)	District	East	
i)	Name of school building in-charge	1003033	
j)	Shift	Morning	
k)	HoS Name	[REDACTED]	
l)	Date of joining as HoS in Present School	10/25/2012	
m)	Telephone No of school	[REDACTED]	
n)	Mobile No of the HoS	[REDACTED]	
o)	Residential Phone No of HoS	[REDACTED]	
p)	E-mail ID of school	[REDACTED]	
2.	ATTENDANCE		
		Regular Staff	Guest & Contract
a)	Total	0	25
b)	Present	0	5
c)	On Leave	0	20
d)	DETAILS OF ABSENTEE		
e)	Number of long absence case		No
3.	Overall Discipline of the school		Good
PART(B)INFRASTRUCTURE -ADEQUACY,FUNCTIONALITY & AESTHETICS			
	SCHOOL INFORMATION	REPORT SUBMITTED BY HoS	To BE REPORTED BY TEA
4.			
a)	Total No. of Rooms in the Building	48	0
b)	Total No. of Class rooms	21	0
c)	Total No. of Others rooms	27	0
d)	Total No. of Sections		0

[http://edudel.nic.in/MIS/sis\\_sol/sis/Inspection/InspectionPrintPage.aspx?sclid=1003033](http://edudel.nic.in/MIS/sis_sol/sis/Inspection/InspectionPrintPage.aspx?sclid=1003033)

5/20/2015

e)	Whether Classes sitting outside of classrooms		No
f)	If yes, No. of sections sitting in open		0
5.	PHYSICAL CONDITIONS		
a)	School building	satisfactory	Satisfactory
b)	Entry and Exit	satisfactory	Satisfactory
c)	Staircase	Poor	Satisfactory
d)	Electrical Points	satisfactory	Satisfactory
e)	Electric wires	satisfactory	Satisfactory
f)	Classrooms & Blackboards	satisfactory	Good
g)	Corridors	satisfactory	Satisfactory
h)	School Ground	Poor	Good
i)	School Office	satisfactory	Good
j)	Boundary wall	Good	Good
k)	Ramps for differently able staff/student	satisfactory	Satisfactory
l)	Condition of windows panes	Broken	Broken
m)	If broken, number thereof	75	025
6.	Number of rooms where tube/others lights are not adequate/not working	1	0
7.			
a)	Drinking Water	Tap Water	DJB
b)	Storage type	Overhead Tank	Overhead
c)	Number of RO/Aquaguard/Water Purifier	0	0
d)	Non Funtional		0
8.	STATUS OF DUAL DESK		
a)	Total Desk in stock		275
b)	Additonal Required		0120
9.	HEALTH CARD OF THE SCHOOL (SANITATION CONDITION)		
a)	School building		Satisfactory
b)	Staircase		Satisfactory
c)	Corridors		Good
d)	Laboratory		Satisfactory
e)	School Ground		Good
f)	Office		Good
g)	Staff Toilet(s)		Good
h)	Students Toilets(s)/Urinals		Good
i)	CWSN's Toites		Satisfactory
j)	Separate Toilets/Urinals for Boys/Girls		Yes

k)	Number of toilets		
l)	Number of urinals		026
m)	Water Available		4
n)	Doors available with lock facility		Yes
o)	Mugs available		Yes
p)	Dustbin		Yes
q)	Ramp and railing in CWSN toilet		Yes
10.	Number of sanitary workers present on inspection day		02
11.	SECURITY AND SAFETY		
a)	Security guards provided by		Private
b)	No of Security guards deployed		4
c)	Whether additional female security guards required		No
d)	Whether Visitor's Register is maintain by Security Guards		No
e)	Number of security gaurds present on inspection day		02
f)	Whether CCTV Camera available		Yes
g)	If yes,No of CCTV camera		8
h)	Number of CCTV in working Condition		8
i)	Whether recording time facility available in CCTV Camera		Yes
j)	If yes,Duration of recording facility in days		15days
12.	FIRE SAFETY		
a)	NOC Obtained		Yes
b)	Availbility of fire Extinguisher		Yes
c)	Availbility of sand buckets		Yes
d)	Display of evacuation plan at prominent places		Yes
e)	Date of Last Mock Drill conducted		07/04/2015
f)	Remarks		0
<b>PART (C) CURRICULUM PLANNING(ACADEMIC)</b>			
13.			
a)	Main	Yes	Yes
b)	Date Of Implementation	01/04/2015	04/01/2015
c)	Remedial	Yes	Yes
d)	Date Of Implimentation	01/04/2015	04/01/2015
e)	Zero Period	Yes	Yes

	MOORTY - (LECTURER HOME SCIENCE)						
3	19850644- SANDHYA RANI - (LECTURER POLITICAL SCIENCE)	XI	B	IV	DEMONSTRATIVE	YES	GOOD

32.	FUNCTIONALITY OF LABORATORY (s)						
a)	Physics						NA
b)	Chemistry						NA
c)	Biology						NA
d)	Integrated Science						Functional
e)	Home Science						Non Functional
f)	Social Science						Functional
g)	Math						Non Functional
h)	Computer						Functional
i)	Cal Lab						Functional

33.	RESULT OF LAST THREE YEARS IN %(XI & XII)						
	Class XIth (Before Compartment)						
		2012-2013	2013-2014	2014-2015			
	Appeared	173	147	0			
	Passed	88	87	18			
	Pass %	0	0	0			

34.	Class XIIth (Before Compartment)						
		2012-2013	2013-2014	2014-2015			
	Appeared	108	80	95			
	Passed	100	78	89			
	Pass %	92.59	97.50	93.68			

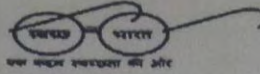
**PART(D) DATA AND RECORD MAINTENANCE (MANAGEMENT & ADMINISTRATIO**

35.	MID, Day Meal is Checked by monitoring committee before distribution	Yes	No
36.	MDM Service Provider is following the guide lines issued by DoE at the Time of Distribution of MDM	Yes	No
37.	service Books have been updated and maintained properly	Yes	Yes
38.	CASE BOOK/RECORD HAVE BEEN MAINTAINED,UPDATED AND TALLIED WITH THE BOOK.		

a)	PTA	Yes	
b)	PWF	Yes	Yes
c)	Govt(DDO)	Yes	Yes
d)	SSA	Yes	Yes
e)	RMSA	Yes	Yes
f)	VKS	Yes	Yes
g)	Eco Club	Yes	Yes
39.	Number of Pending Audit Para	99	Yes
40.	Pending retirement/terminal benefit of any staff	0	Yes
41.	EOR Pending	Yes	No
42.	Date of Last Condemnation of different Stocks		01/01/1900
a)	property/Furniture	10/10/2014	Verified
b)	Library/Books	28/04/2010	Verified
c)	Games & Sports	11/10/07	Verified
d)	Scout Fund		Verified
e)	Science	22/12/2014	Verified
f)	VKS	10/12/2014	Verified
g)	Others		Verified
43.	Date of Last Electricity Bill Paid		26/02/2015
44.	Date of Last Water Bill Paid		23/04/2015
45.	PEN PICTURE WITH SPECIAL OBSERVATION INCLUDING AREAS OF IMPROVEMENT STRENGTH OF HoS,IF ANY		
1)	SCHOOL IS SITUATED IN THE DENSE VICINITY OF KAILASH NAGAR GANDHI NAG, DELHI 31		
2)	IT IS FOUR STOREYED BUILDING WITH A NEW BLOCK OF SPS CLASS ROOMS		
3)	IT IS GREENERY ALONG THE BOUNDARY WALL .THE SCHOOL HAS PLENTY OF GR PLANTS		
4)	SATISFACTORY CLEANLINES IN GALLERIES AND TOILETS PRESENT A BEAUTIFUL LOOK TO THE SCHOOL		
5)	SMOOTH ENTRY AND EXIT POINT THROUGH A SINGLE MAIN GATE		
46.	BASED ON INSPECTION REMEDIAL ACTION TO BE TAKEN SCHOOL		
	ACTION TO BE TAKEN SCHOOL	TIME FRAME	
1)	WATER FACILITIES ON 1ST,2ND AND 3RD FLOORS	ONE MONTH	
2)	REMOVAL OF COB WEBS AND PIGEON NESTS	ONE WEEK	
3)	SHORTAGE OF TUBE LIGHTS IN SOME ROOMS	15 DAYS	

# ANNEXURE C

## FIELD INSPECTION PROFORMA



GOVT. OF NATIONAL CAPITAL TERRITORY OF DELHI  
DIRECTORATE OF EDUCATION, INSPECTION CELL (H Q)  
S V LANCER ROAD BUILDING, II FLOOR, LUCKNOW ROAD,  
TIMARPUR, DELHI-54

No.F.PA/DDE/Field Insp./2015-16/ 941-946 Dated:24/06/2015

**Subject- Schedule of Inspection for Field Officer for the month July-2015**

DDE ZONE (Field Officers) has to inspect one school every week of their respective Zone on the same **Focus Points** as prescribed for Central Inspection for the month July-2015

One copy of the Inspection Report with a brief manual report regarding the deficiencies/ good points observed devoid of supporting documents will be submitted to Inspection Branch on the same day or latest by the next working day for record.

DDE Zone and DDE District has to take further action on this Inspection Report at their on level for removal of deficiencies.

### SCHEDULE OF INSPECTION BY FIELD OFFICERS/DDE ZONES FOR THE MONTH JULY-2015

SN	Name of Inspecting Officer	DDE zone	ID AND NAME OF SCHOOL			
			First Week	Second Week	Third Week	Fourth Week
1	Mr. Anil kumar Vashista	1	1001010:-Bhola Nath Nagar, No.3-GBSSS	1001024-Kanti Nagar-GGSSS	1001006:- Surajmal Vihar-SBV	1001009 -Anand Vihar-SKV
2	Mr. M.L. Ambhore	2	1002020:- Kalyanpuri - GBSSS	1002190-Mandawali , No.3 - SKV	1002369:- Khichripur Village, J.J.Colony- SBV	1002368- Mandawali, No.2- SKV
3	Mrs. Sarita Rai	3	1003004-Kailash Nagar-SBV	1003264:-Lalita Park-GBSSS	1003204-Old Seelampur-SKV	1003260-Lalita Park-GGSSS
4	Mr. Surender Kumar	4	1104021Gokalpur Village-SKV	1104150:- Bhajanpura-GBSSS (RDJK)	1104008:-Yamuna Vihar, Block C, No.2-GBSSS	1104011- Sabhapur-GGSSS





INSPECTION PROFORMA TO BE FILLED BY INSPECTION TEAM(2015-16)			
Date of Inspection		28/05/2015	
Type Of Inspection		By Field Officer	
a)	Name of the School Name	[REDACTED]	
b)	School Id	[REDACTED]	
c)	Building ID	[REDACTED]	
d)	Is any other school running in the same school building	Yes	
e)	School Address	[REDACTED]	
f)	School building has some damaged part /decalred dangerous by PWD which need immediate repair	Yes	
g)	Zone	4	
h)	District	North East	
i)	Name of school building in-charge	1104025	
j)	Shift	Morning	
k)	HoS Name	[REDACTED]	
l)	Date of joining as HoS in Present School	7/4/2009	
m)	Telephone No of school	[REDACTED]	
n)	Mobile No of the HoS	[REDACTED]	
o)	Residential Phone No of HoS	[REDACTED]	
p)	E-mail ID of school	[REDACTED]	
2. ATTENDANCE			
		Regular Staff	Guest & Contract Staff
a)	Total	0	57
b)	Present	0	3
c)	On Leave	0	54
d) DETAILS OF ABSENTEE			
e)	Number of long absence case	Yes	
3.	Overall Discipline of the school	Good	
PART (B) INFRASTRUCTURE -ADEQUACY,FUNCTIONALITY & AESTHETICS			
SCHOOL INFORMATION		REPORT SUBMITTED BY HoS	To BE REPORTED BY TEAM
4.			
a)	Total No. of Rooms in the Building	49	0
b)	Total No. of Class rooms	31	0
c)	Total No. of Others rooms	18	0
d)	Total No. of Sections		0

[http://edudel.nic.in/MIS/sis\\_sol/sis/Inspection/InspectionPrintPage.aspx?sclid=1104025](http://edudel.nic.in/MIS/sis_sol/sis/Inspection/InspectionPrintPage.aspx?sclid=1104025) 6/9/2015

e	Whether Classes sitting outside of classrooms		No
f)	If yes, No. of sections sitting in open		0
5.	PHYSICAL CONDITIONS		
a)	School building	satisfactory	Good
b)	Entry and Exit	satisfactory	Good
c)	Staircase	Poor	Good
d)	Electrical Points	satisfactory	Very Good
e)	Electric wires	satisfactory	Good
f)	Classrooms & Blackboards	satisfactory	Good
g)	Corridors	satisfactory	Good
h)	School Ground	Poor	Good
i)	School Office	satisfactory	Good
j)	Boundary wall	Good	Good
k)	Ramps for differently able staff/student	satisfactory	Satisfactory
l)	Condition of windows panes	Broken	Broken
m)	If broken, number thereof	75	172
6.	Number of rooms where tube/others lights are not adequate/not working	1	1
7.			
a)	Drinking Water	Tap Water	DJB
b)	Storage type	Overhead Tank	Overhead
c)	Number of RO/Aquaguard/Water Purifier	0	2
d)	Non Funtional		0
8.	STATUS OF DUAL DESK		
a)	Total Desk in stock		800
b)	Additonal Required		200
9.	HEALTH CARD OF THE SCHOOL (SANITATION CONDITION)		
a)	School building		Good
b)	Staircase		Good
c)	Corridors		Good
d)	Laboratory		Good
e)	School Ground		Good
f)	Office		Very Good
g)	Staff Toilet(s)		Good
h)	Students Toilets(s)/Urinals		Good
i)	CWSN's Toites		Satisfactory
j)	Separate Toilets/Urinals for Boys/Girls		Yes

	Number of toilets		14
f)	Number of urinals		14
m)	Water Availble		Yes
n)	Doors available with lock facility		Yes
o)	Mugs available		Yes
p)	Dustbin		Yes
q)	Ramp and railing in CWSN toilet		Yes
10.	Number of sanitary workers present on inspection day		2
11.	SECURITY AND SAFETY		
a)	Security guards provided by		Private
b)	No of Security guards deployed		6
c)	Whether additional female security guards required		No
d)	Whether Visitor's Register is maintain by Security Guards		Yes
e)	Number of security gaurds present on inspection day		2
f)	Whether CCTV Camera available		Yes
g)	If yes,No of CCTV camera		6
h)	Number of CCTV in working Condition		6
i)	Whether recording time facility available in CCTV Camera		Yes
j)	If yes,Duration of recording facility in days		0
12.	FIRE SAFETY		
a)	NOC Obtained		Yes
b)	Availibility of fire Extinguisher		Yes
c)	Availibility of sand buckets		Yes
d)	Display of evacuation plan at prominent places		Yes
e)	Date of Last Mock Drill conducted		07/04/2015
f)	Remarks		Filling date of Extinguisher 02/06/2014
PART (C) CURRICULUM PLANNING(AC AID MIC)			
13.			
a)	Main	Yes	Yes
	Date Of Implementation	01/04/2015	04/01/2015
b)	Remedial	Yes	Yes
	Date Of Implimentation	01/04/2015	04/01/2015
c)	Zero Period	Yes	Yes
	Date Of Implementation	01/04/2015	14/01/2015

	Block Teaching	Yes	Yes					
	Date Of Implementation	01/09/2015	09/01/2015					
14.	Whether Weak students of class XIth identified		Yes					
15.	Special Classes held for Weak		Yes					
16.	Students and Teacher Aware of The Change of Syllabus		Yes					
17.	Teacher' Diary Maintained	Yes	Yes					
18.	HOS Supervision Diary Maintained	Yes	Yes					
19.	CCE Record Maintained.	Yes	Yes					
20.	Library Issue Register and Accession Registers are Maintained up to Date.	Good	Yes					
21.	Sport Issue Register is Maintained up to Date		Yes					
22.	Movement Register for Staff Maintained		Yes					
23.	Monitors' Diary Maintained		Yes					
24.	Students' Diary is Distributed to all Students	No	Yes					
25.	Books from class 6th to 8th Received and Distributed		Yes					
26.	HOS is Checking The Classes Regularly.		Yes					
27.	Staff and Students Attendance is Marked in The Registers/MIS in time as per direction of DoE		Yes					
28.	Unit Tests Checked , Records Entered and Answer sheets Shown to Students	Yes	Yes					
29.	STUDENT ATTENDANCE							
	Total Students	Total Present	Total absent					
	1918	0	0					
30.	Whether Truancy Noted		No					
31.	Teaching Learning Performance by Inspection Team							
S.No.	EmployeeID	Class	Section	Period	Methodofteaching	Useofteaching	Responceofstudents	Discussion
32.	FUNCTIONALITY OF LABORATORY (s)							
a)	Physics						NA	
b)	Chemistry						NA	
c)	Biology						NA	
d)	Integrated Science						Functional	
e)	Home Science						Functional	
f)	Social Science						Functional	

	Math		
	Computer		Functional
	Cal Lab		Functional
			Functional
33.	RESULT OF LAST THREE YEARS IN %(XI & XII)		
	Class XIth (Before Compartment)		
	2012-2013	2013-2014	2014-2015
Appeared	283	258 255	278
Passed	217	181	180
Pass %	77.37	70.18%	64.75
34.	Class XIIth (Before Compartment)		
	2012-2013	2013-2014	2014-2015
Appeared	269	239 238	197
Passed	269	234 233	193
Pass %	100.00	97.91 97.89%	97.97
PART (D) DATA AND RECORD MAINTENANCE (MANAGEMENT & ADMINISTRATION)			
35.	MID, Day Meal is Checked by monitoring committee before distribution	Yes	Yes
36.	MDM Service Provider is following the guide lines issued by DoE at the Time of Distribution of MDM	Yes	Yes
37.	service Books have been updated and maintained properly	Yes	Yes
38.	CASE BOOK/RECORD HAVE BEEN MAINTAINED,UPDATED AND TALLIED WITH THE PASS BOOK.		
a)	PTA	Yes	Yes
b)	PWF	Yes	Yes
c)	Govt(DDO)	No	No
d)	SSA	No	Yes
e)	RMSA	Yes	Yes
f)	VKS	Yes	Yes
g)	Eco Club	Yes	Yes
39.	Number of Pending Audit Para	43	Yes
40.	Pending retirement/terminal benefit of any staff	0	No
41.	EOR Pending	Yes	Yes
42.	Date of Last Condemnation of different Stocks		
a)	property/Furniture		Not Verified
1)	Details of property/Furniture		
b)	Library/Books	04/03/2013	Verified
c)	Games & Sports	23/03/2015	Verified

	Scout Fund		
	Science	08/08/2011	Verified
	VKS		Verified
	Others		Verified
43.	Date of Last Electricity Bill Paid		Verified
44.	Date of Last Water Bill Paid		13/03/2015
45.	PEN PICTURE WITH SPECIAL OBSERVATION INCLUDING AREAS OF IMPROVEMENT AND STRENGTH OF HoS,IF ANY		
1)	The school is situated in dense area of Ghonda and Noori Lai- a double storied SPS building running in 2 shifts.		
2)	The school is fitted with all sorts of facilities provided to students for a better learning teaching environment.		
3)	It has a spacious play ground with lush green trees and plants.		
4)	The school has improved by .07% in CBSE examination with efforts made by the HOS and the Teachers as well.		
5)	The Strength of HOS is do provide and idle environment to both teachers and students in order to improve the CBSE result by qualitative and quantitative in future.		
46.	BASED ON INSPECTION REMEDIAL ACTION TO BE TAKEN SCHOOL		
	ACTION TO BE TAKEN SCHOOL	TIME FRAME	
1)	Completion of DDO Cash Book.	One Week	
2)	Tube lights and fans	15 days	
3)	refilling of fire safty extinguishers	one week	
4)	Dual desk repairing	One week	
47.	INSPECTION OFFICER DETAILS		
a)	Employee Id of Inspecting Officer	[REDACTED]	
b)	Name of Inspecting Officer	[REDACTED]	
c)	Designation of Inspecting Officer	[REDACTED]	
d)	Mobile No. of Inspecting Officer	[REDACTED]	
e)	E mail ID of Inspecting Officer	[REDACTED]n	
f)	Zone No. of Inspecting Officer	[REDACTED]	