

Third Party Evaluation of ICT@Schools Scheme in Delhi



**Central Institute of Educational Technology
National Council of Educational Research and Training
New Delhi – 110016**

2018-19

**Third Party Evaluation of
ICT@Schools Scheme in Delhi**

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Foreword

The ICT@Schools Scheme was launched in 2004 with a view to provide opportunities for teachers and students to develop ICT skills as well as use ICT in teaching-learning. The scheme was revised in 2010 and implemented. Now all the 28 States and all 07 Union Territories (UTs) of India have coverage of 96,007 Government and Government aided secondary and senior secondary schools. The Government of India has made it mandatory to have a Third Party Evaluation of the Implementation of ICT@Schools Scheme in all the States and UTs with the objectives to establish an enabling environment to promote the usage of ICT, to ensure the availability of quality e-content online and offline, to enrich the existing curriculum and pedagogy by employing ICT tools for teaching and learning, to enable students and teachers to acquire skills needed for their personal and professional empowerment, to provide effective learning environment for children with special needs through ICT tools. The Central Institute of Educational Technology (CIET), a constituent unit of NCERT, involved with the promotion and utilization of education technologies viz radio, TV, films, satellite communication and cyber media either separate or in combination. The institute undertakes activities to widen educational opportunities promote equity and improve quality of educational process at school level. Third Party Evaluation of ICT@Schools Scheme is one of the activities which CIET undertakes on regular intervals. In the past years CIET has carried out third party evaluation for Karnataka, Chandigarh, Kendriya Vidyalayas Sanghathan, EDUSAT network of Rehabilitation Council of India (RCI) and Rajasthan state. Keeping in view the expertise and experience of CIET, Government of NCT of Delhi (Directorate of Education) proposed to carry out **‘Third Party Evaluation on the schools covered under ICT@Schools Scheme in Delhi’**. The proposal was accepted by CIET-NCERT. A mobile app PARAKH was developed under the branding of ePathshala to automate the process of data collection for the evaluation/implementation of ICT@Schools Scheme. The data collected was triangulated by field visit in the sample schools and also through carrying out focus group discussions with the stakeholders. The evaluation report is a result of data gathered and analyzed through PARAKH mobile app, field visits in sample schools, focus group discussions with principals, teachers and students.

Acknowledgements

I express my gratitude to the Govt. of NCT of Delhi especially Shri K. Murugan, Joint Director (CEP/IT), Govt. of NCT of Delhi and Rashtriya Madhyamik Shiksha Abhiyan Delhi for entrusting the responsibility of this evaluation work with CIET, NCERT. I extend my gratitude to the Prof. S.K. Yadav, Head of the Department of Teacher Education in NCERT, New Delhi who also served as Academic Consultant in National Council of Teacher Education (NCTE), New Delhi, Prof. Jessy Abraham, Department of Teachers & Non-Formal Education (IASE), Jamia Millia Islamia, New Delhi and Prof. Silima Nanda, Director International Division, Indira Gandhi National Open University, New Delhi for their suggestions in the finalization of the Questionnaires. I extend my thanks to Prof. (Dr.) Alka Muddgal, Head, Amity Institute of Education, Faculty members, Ph.D. Scholars and M. Ed. Students of the Amity Institute of Education, Amity University, Gautam Budh Nagar, Uttar Pradesh for their cooperation in collecting data from sample schools of the State. I am thankful to the principals, teachers and students of the schools covered under ICT@School scheme for their support in providing the data. I am thankful to Ms. Ajita Biswas, Mr. Chandra Mauli, Dr. Prachi Sharma, Mr. Devashish Kumar Jaiswal and Mr. Vivek Gupta for their active involvement in the technical design development of PARAKH mobile app. I thank Dr. Ranjan Kumar Biswas, Dr. Anjula Sagar, Dr. Monica Nagpal, Dr. Yash Paul Sharma, Dr. Deepty Gupta, Dr. Prachi Sharma, Ms. Richa Prasad, Ms. Sabeela Rasheed, Mr. Anil Paraste and other technical staff of the CIET for heartily cooperating in data collection and analysis. I thank Dr. Ramakant Barua, ICT Consultant for coordinating the field visit for data collection, tabulation and for providing assistance in the preparation of report.

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Abbreviations and Acronyms

1	AMC	Annual Maintenance Contract
2	AV	Audio Visual
3	BOOT	Build, Own, Operate, Transfer
4	CABE	Central Advisory Board of Education
5	CAL	Computer Aided Learning
6	CD-RW	Compact Disc-Rewritable
7	CIET	Central Institute of Educational Technology
8	CLASS	Computer Literacy and Studies in Schools
9	DOE	Directorate of Education
10	ET	Educational Technology
11	FGD	Focus Group Discussion
12	FI	Field Investigator
13	HM	Head Master/Mistress
14	ICT	Information and Communication Technology
15	IT	Information Technology
16	MHRD	Ministry of Human Resource Development
17	NCT	National Capital Territory
18	NCF	National Curriculum Framework

19	NCERT	National Council of Educational Research and Training
20	RMSA	Rashtriya Madhyamik Shiksha Abhiyan
21	RoT	Receive Only Terminals
22	TCIL	Telecommunications Consultants India Limited
23	UPS	Uninterruptible Power Supply
24	UT	Union Territory

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Introduction

Delhi is located on the bank of the River Yamuna, a tributary of the Ganges (Gang), about 100 miles (160 km) south of the Himalayas. The national capital territory embraces Old and New Delhi and the surrounding metropolitan region, as well as adjacent rural areas. The territory is surrounded by the State of Uttar Pradesh to the east and to the north, west, and south it is bounded by the state of Haryana. The National Capital Territory of Delhi is spread over an area of 573 square miles (1,483 square km), population of Old Delhi is 11,0074,835 and that of National Capital Territory is 16,753,325 people(source: census 2011). Literacy rate in Delhi has seen upward trend and is 86.21 percent as per 2011 population census. The male literacy in Delhi is 90.94 percent while female literacy is 80.76 percent. The schools in Delhi are run by Govt. of National Capital Territory of Delhi (NCT), Delhi Municipal Corporation (MCD), New Delhi Municipal Council (NDMC), Central Government run schools i.e. Kendriya Vidyalaya Sangathan (KVS) and Jawahar Navodaya Vidyalayas (JNV). More than 2,798 schools in Delhi fall under the schools run by Delhi Cantonment Board (DCB), Department of Social Welfare (DSW), Jamia Millia Islamia, Municipal Corporation of Delhi (MCD) aided and unaided schools, New Delhi Municipal Council (NDMC) aided and unaided schools and unaided Public Schools.



Fig: 1.0

1. ICT@School Implementation in Delhi

The Directorate of Education, Government of NCT of Delhi manages the State School Education system. The State has a total of 1244 (1028 Govt. + 216 Govt. Aided) Secondary and Senior Secondary Schools. The Department of Education is expected to provide quality education to children from Classes I to XII, in all there are 1,244 schools, with 40,000 staff and 11 lakh children.

In NCT of Delhi, 1228 Govt. and Govt. Aided Secondary and Senior Secondary schools are covered under ICT@School Scheme. The Govt. of Delhi has developed computer labs in all the above schools, located in different educational zones/ districts. Now, the ICT@school scheme has been subsumed in the Samagra Shikshya. The ICT@ Scheme, Delhi provides opportunities to secondary and senior secondary stage students and teachers to build their capacity in ICT for enhancing teaching learning and assessment process. The Scheme is a major catalyst to bridge the digital divide amongst students of various socio- economic status and geographic allocations.

2. What is ICT

Information and Communication Technology (ICT) encompasses a range of human-devised hardware, software and telecommunication technologies and facilitates communication and sharing of information, hence enabling to cross all the boundaries. It represents a ‘diverse set of technological tools and resources, used to communicate and to create, disseminate, store and manage information’. Proper utilization of these technologies can bring revolutionise to re-establish educational goals, curriculum contents and effective teaching-learning methods. The importance of using ET/ICT for improving quality of education has been emphasized in India, right from NPE-1986. ICT has also figured comprehensively in the norms for schooling recommended by Central Advisory Board of Education (CABE), in its report on Universal Secondary Education in 2005, NCF-2005, NCFTE-2009, National ICT Policy for School Education – 2012 and Digital India Campaign (2015). Consequently, major government schemes have a component of fund allocation for using ICT.

3. ICT@School Scheme

The ICT@Schools Scheme was launched in 2004 with a view to provide opportunities for students to develop ICT skills as well as use ICT to aid the teaching and learning process. Under ICT@School scheme, support has been provided for procurement of Computers, peripherals, software, internet connectivity and so on. The scheme is currently being implemented in all the 29 States and 06 Union Territories (UTs) of India with a coverage of about 96,007 government and government-aided

secondary and higher secondary schools. Regarding this, the Govt. of India has made it mandatory to have a Third-Party Evaluation of the implementation of ICT@Schools Scheme in all the States and UTs. Keeping in view the above the Directorate of Education proposed to CIET-NCERT to have a Third Party Evaluation of ICT@School implementation.

As per data received from the Directorate of Education, Government of NCT of Delhi, ICT labs have been successfully installed in all the schools. ICT Lab equipment includes; 1 Computer Server, 10 Shared Computing Terminals, UPS, 1 Generator, 1 Laser Printer, 1 Scanner and 1 Projector in all the schools along with tables, chairs (with 5-year onsite warranty). Infrastructure works include the latest LAN cabling, Power cabling, painting of room, lighting, exhaust fan and earthing. One Computer instructor has been provided in each school with IT / Computer background for conducting Computer Education and Computer Aided learning. The computers were procured by the Government of NCT of Delhi and implemented under BOOT (Build, Operate, Own and Transfer) model with TCIL as the implementing agency.

Scope and Objectives of the Evaluation

While the government has endeavored to provide ICT infrastructure and facilities across a large number of schools, the effective utilization of the facilities depends on a range of factors including the definition of a scope • a document which defines the expectations from the implementing school for instance. Articulation of the expectations helps the school evolve a programme, make suitable adjustments where necessary, plan and monitor the activities and aim at success in the implementation. The availability of support for the maintenance and upkeep of the system; availability of teachers for ICT; an explicit mandate (a curricular programme for ICT); provision for other subject teachers to utilize the ICT facilities; training support to these teachers; and a general integration of ICT into the day to day functioning of the school are integral to the effective utilization of the infrastructure and the realization of the objectives of the ICT@Schools scheme.

In NCT of Delhi there are 1228 schools covered under the ICT@Schools scheme. The scheme was implemented in Directorate of Education schools in NCT of Delhi under BOOT Model involving Telecommunications Consultants India Limited (TCIL), within the terms and conditions agreed between the parties i.e. DOE & TCIL.

The utilization and effect of these ICT infrastructure and resources provided by TCIL need to be assessed. In this regard, the institute has been supporting the MHRD in the articulation & implementation of the ICT@Schools scheme by carrying out and assessing third party evaluation of ICT@School implementation. With regard to Directorate of Education, NCT of Delhi; CIET-NCERT has been entrusted with the responsibility of Evaluation of ICT @School implementation with the following Terms of Reference (ToR):

- The functionality of infrastructure provided by TCIL in 1228 government and government aided schools.
- The impact and effectiveness of ICT@Schools scheme implementation on teachers and students.
- Teacher-related interventions and innovations of using ICT.

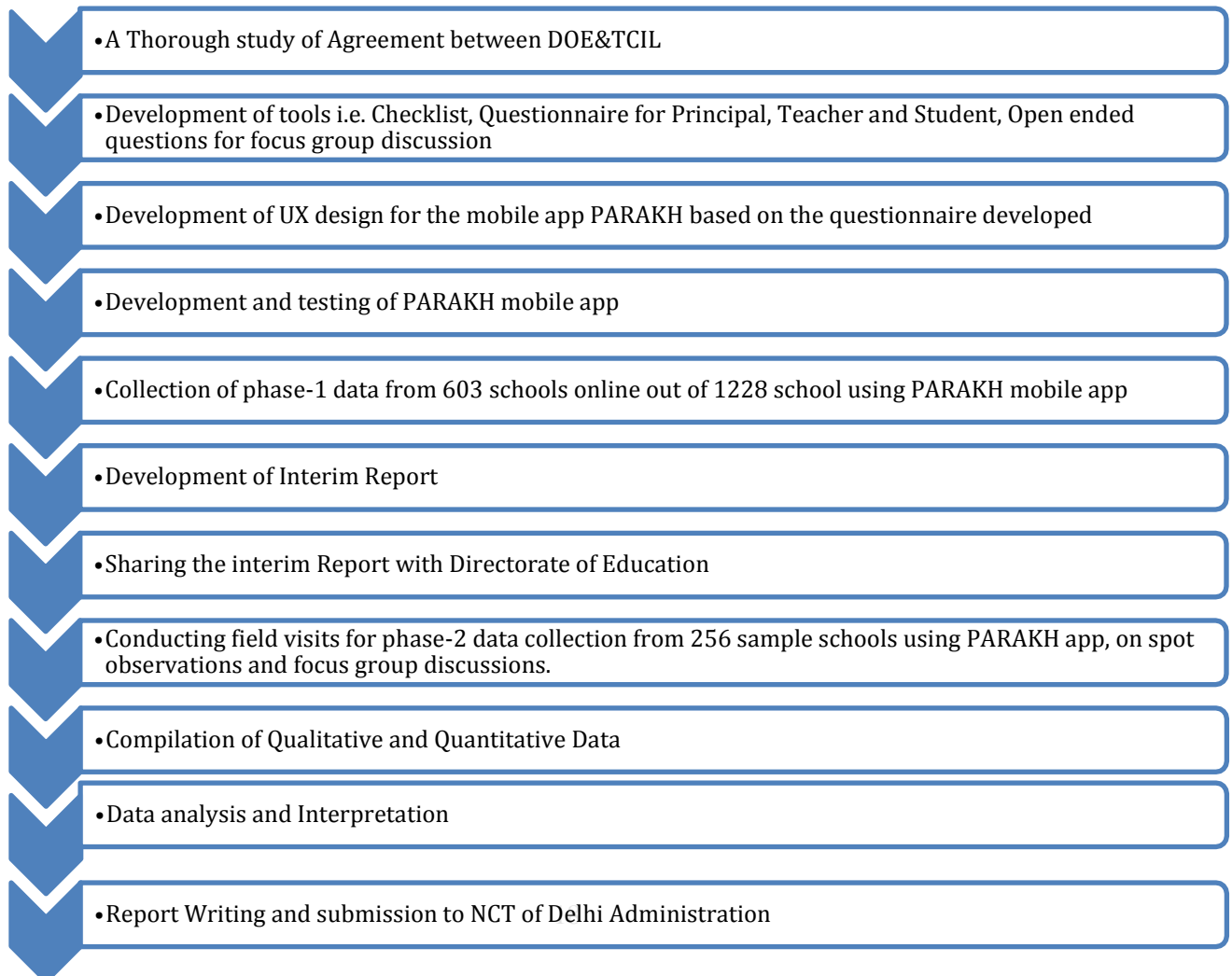
Objectives: Based on the above terms of reference (ToR) the following objectives have been formulated:

- To evaluate the implementation of ICT policy for school education and ICT@Schools Scheme.
- To ascertain the extent of ICT use in general and pedagogical use of ICT in specific.
- To ascertain the leadership styles applied in schools.
- To determine the collaboration and general support offered to schools (NCT of Delhi, BOOT Agency etc.)
- To determine the level of professional development and expertise available to schools.
- To explore how teachers, integrate ICT in classroom to enhance learning.
- To identify innovative practices followed in classroom.
- To identify factor that affects ICT implementation in schools
- To make recommendations for consideration by policymakers.

Methodology

A descriptive survey method was adopted for conducting this study. Purposive sampling was adopted to identify the schools. Details of population and sampling are discussed on succeeding pages. The procedural steps followed to conduct the study are as follows:

Procedural steps followed for the study



Population

There are 11 revenue districts in Delhi (which are divided into 13 Educational Divisions of the Govt. of NCT of Delhi). At present Govt. of NCT of Delhi have 1228 ICT labs in govt secondary and senior secondary schools across the state. Hence 1228 Higher & Senior Secondary Schools covered under ICT@ Schools Scheme in these 13 Educational Division and 11 revenue districts constituted the population of the present study.

Sampling

In the first phase it was planned to collect data from all 1228 Schools covered under ICT@Schools scheme through PARAKH mobile app, out of these 1228 schools 603 schools responded and submit data. In the second phase 256 schools out of these 1228 schools were selected as sample through purposive sampling.

Purposive sampling technique was adopted keeping in view the coverage of each district in Delhi.

Data collection

Both online and offline procedures were adopted to collect data. In the first phase, the data were collected through PARAKH mob app from 1228 ICT schools focusing on the availability and functionality of infrastructure provided by TCIL as per the agreement between TCIL and Directorate of Education as per the ICT@Schools Scheme. After the collection of online data in phase-I an interim report was prepared and shared with Directorate of Education. In the second phase data were collected from 256 schools field visits to 256sample schools were planned. PARAKH mobile app was used to gather data on the availability and functionality of infrastructure in these 256 schools. PARAKH also comprised questionnaires for school principal, 5 teachers from each school and 10 students as well submitted data through PARAKH on the various aspects as reflected in the objectives.

The data submitted through PARAKH was triangulated through on the spot observation and focus group discussion with principal, teachers and students.

Analysis and Interpretation of Data

In the first phase, data were collected through online mode using PARAKH mobile App. Out of total, 1228 schools covered under ICT@School scheme the data were submitted by 603 schools on voluntary basis.

3.1 Status of infrastructure in schools covered under ICT@Schools scheme:

Phase-I

ICT@Schools Scheme recommends that every secondary and senior secondary schools should be provided with the ICT infrastructure which comprises of a minimum 10 PCs connected through a server/or stand-alone systems along with accessories like- printer, projector, scanner, web camera, internet connection, modem, UPS and generator.

3.1.1 Functional status of Hardware supplied under ICT@Schools Scheme: It is evident from figure 3.1.1 that 75.4% of the servers, 59.86% of generators, 86.33% of the scanners, and 77.50% of printers are in functional condition. It may further be noted that 58.82% video cameras and 67.64% of web cameras are in working condition. Further, nearly 47.40% of modem and 87.02% of projectors are reported to be functional. Whereas 19% of the server, 36.8% of generators, 11.2% of the scanners, 20.7% of printers, 30.8% of video cameras, 25.2% of the web cameras, 43.6% of modems and 9.9% of projectors were reported to be non-functional. The data also indicates that 5.8% of the servers, 4.1 % of the generators, 3.1% of scanners, 1.9% of printers, 11.2% of the video cameras, 7.4% of web camera, 9.6% of the modems and 3.1 % of the projectors are not available.

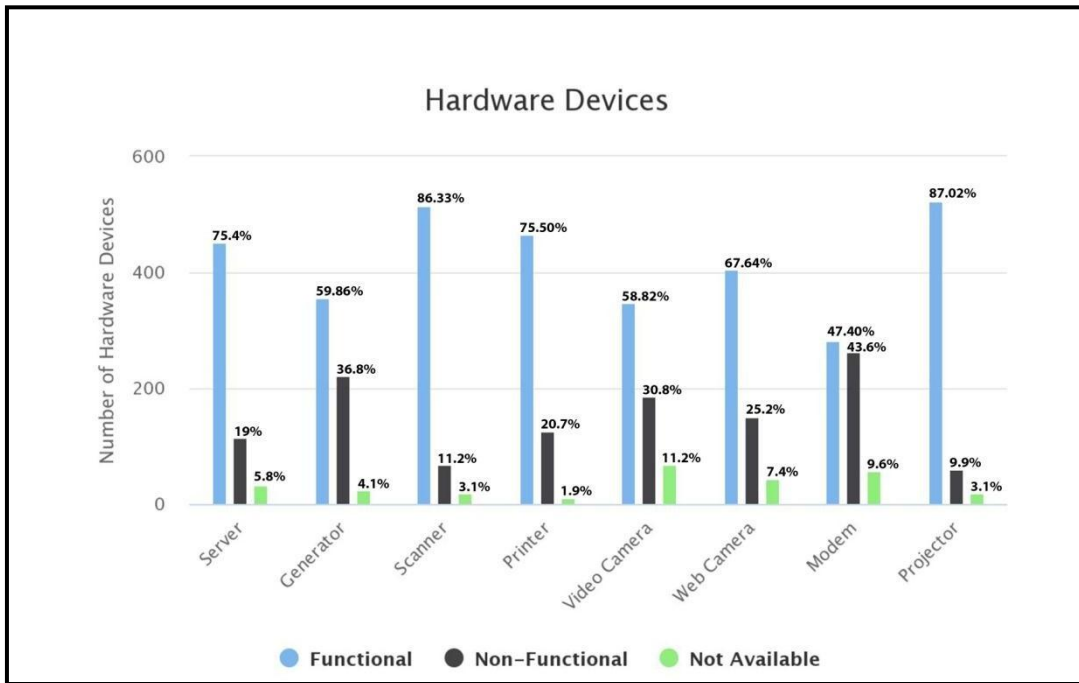


Fig: 3.1.1

3.1.2 Functional Position of Shared Computing Terminals: From the data collected, it is evident that 90% of the shared computer terminals are reported to be functional. Whereas 10% of the computing terminals are not functional.(Fig:3.1.2)

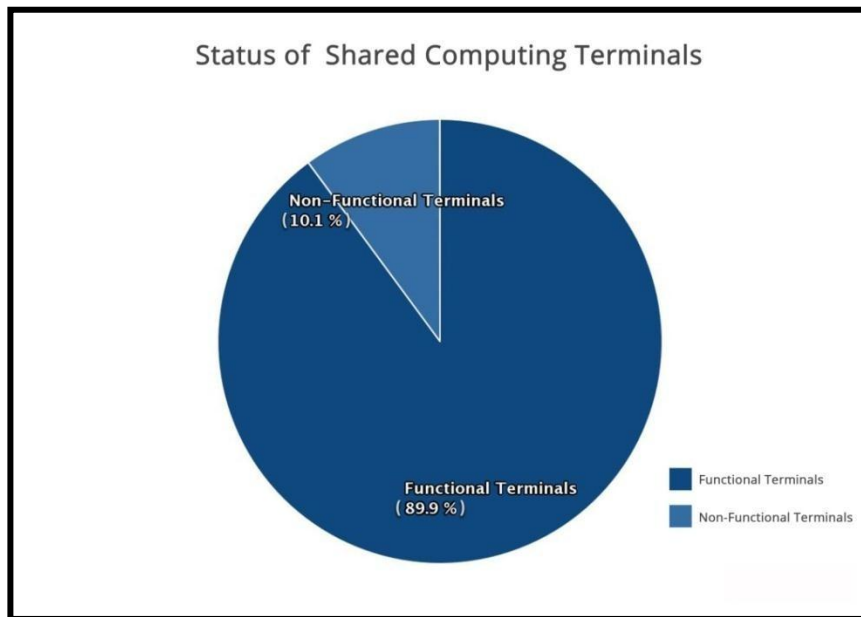


Fig: 3.1.2

3.1.3 Working Status of UPS Supplied: The data indicates that 87.20% of UPS supplied are functional. (Fig: 3.1.3)

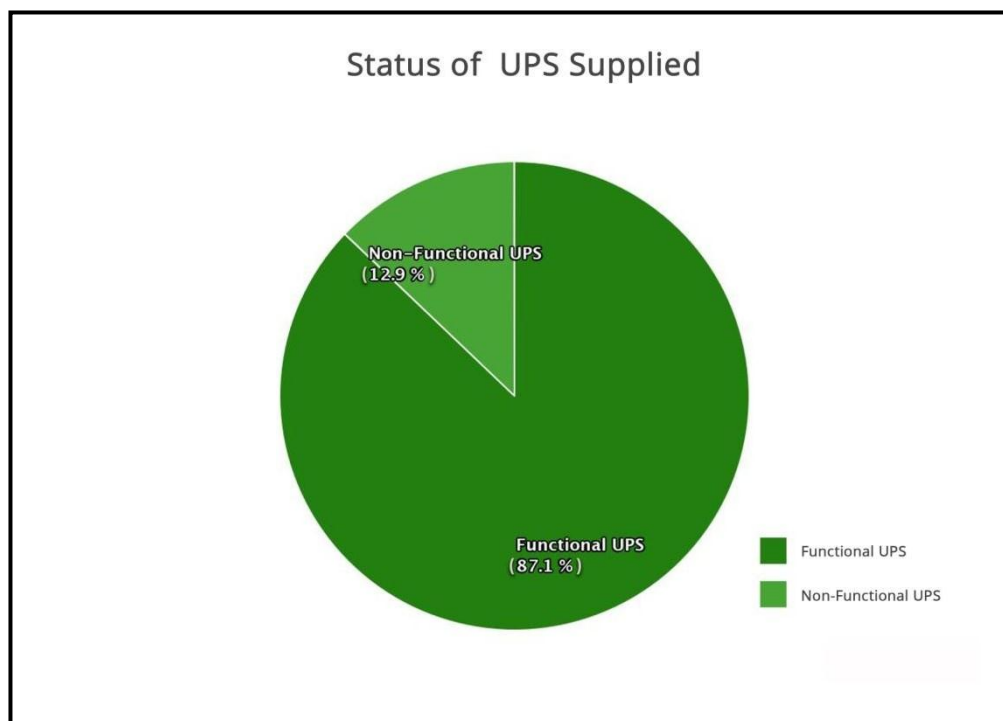


Fig: 3.1.3

3.1.4 Details of Computer Instructor in Schools: The online survey questionnaire also comprised of questions related to Human Resource and Training. Given below is the status of human resource and training provided by the vendor.

The data collected reveals that 53.5% schools computer instructors were appointed by TCIL and 24.5% schools reported to have no computer instructor at all appointed in the schools. It may be noted that the vendor has claimed to have provided computer teacher in every school covered under the scheme. (Fig: 3.1.4)

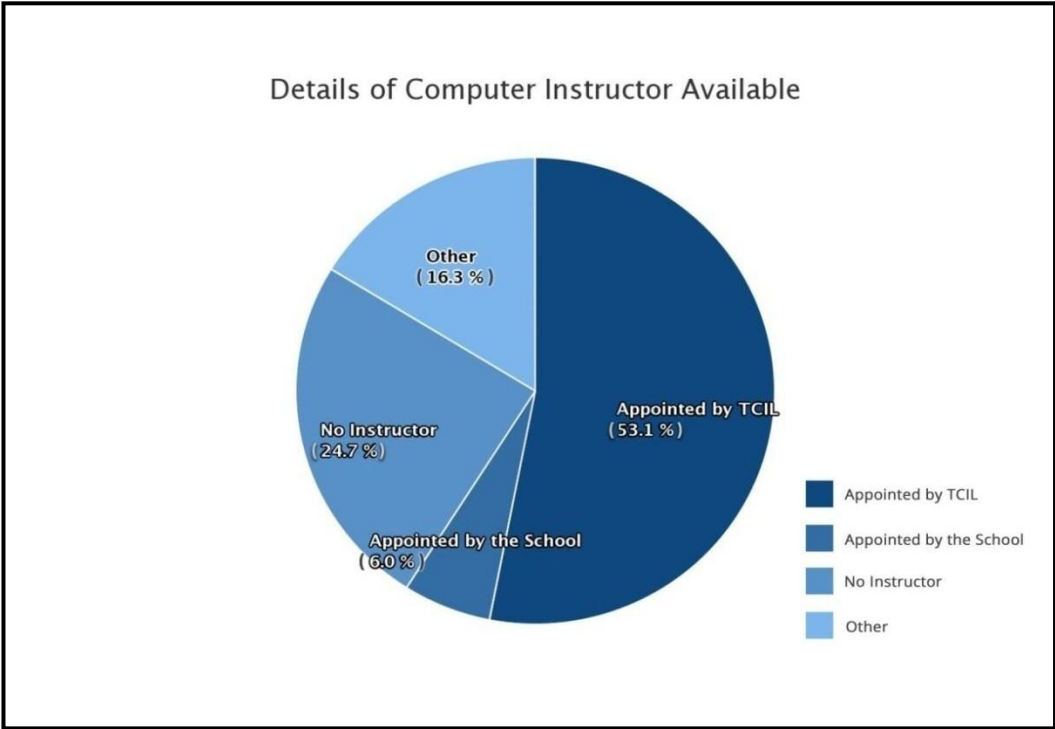


Fig: 3.1.4

3.1.5 Status of Training to Teaching Staff provided by TCIL: While the Vendor –TCIL claimed to have provided training to the teachers in schools, only 59.4% of the schools reported that ICT training for teachers was conducted.(Fig:3.1.5)

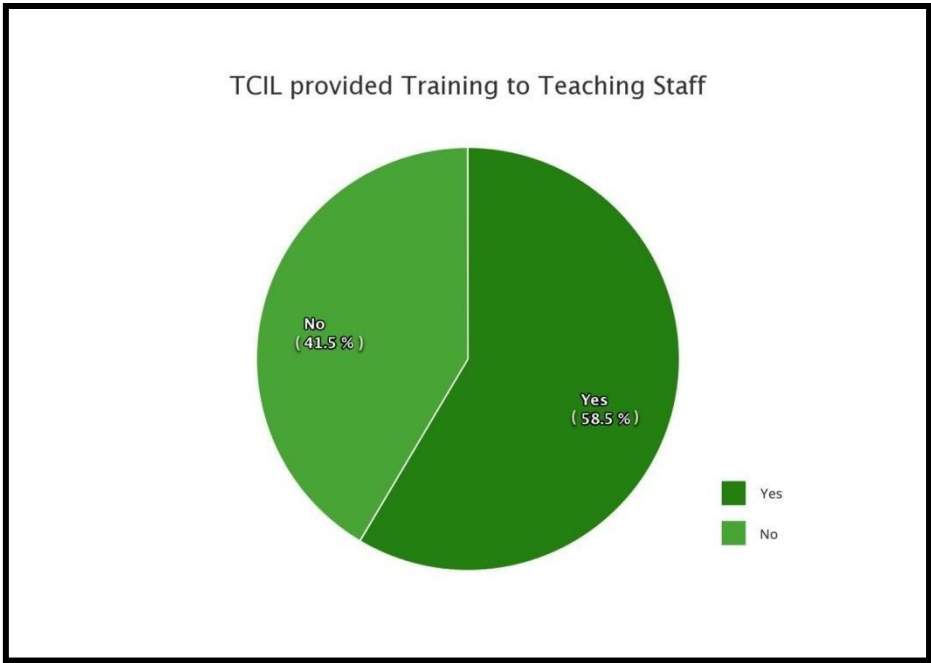


Fig: 3.1.5

3.1.6 Aspects covered in the ICT Training: The MoU signed under the BOOT model states that the vendor, TCIL in this case would cover the components like word processing, graphics, animation and video in the training. Data collected reveals that 37.71 % teachers have been trained for using word processing while 41% reported that this aspect was not covered during the training. Similarly, 54.33% reported that they were not trained in graphics, 63.84% informed that the aspect of animation was not covered in the training imparted and 54.33% reported that the aspect of video programme development was not covered in the training. (Fig:3.1.6)

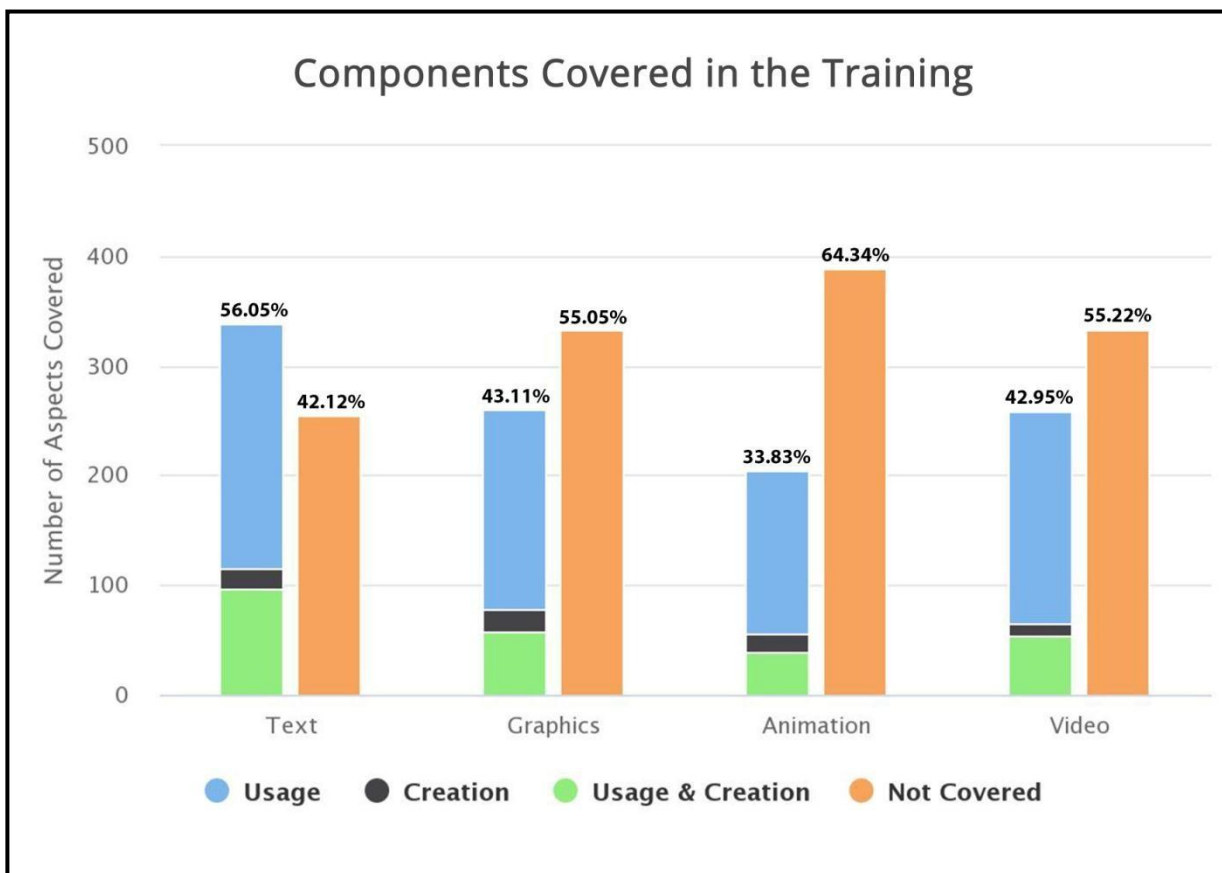


Fig: 3.1.6

3.1.7 Software available for Secondary Classes: The vendor also has claimed to have supplied the software for various subjects for the schools but almost 50% the schools have reported that they have not been provided any such software. (Fig:3.1.7)

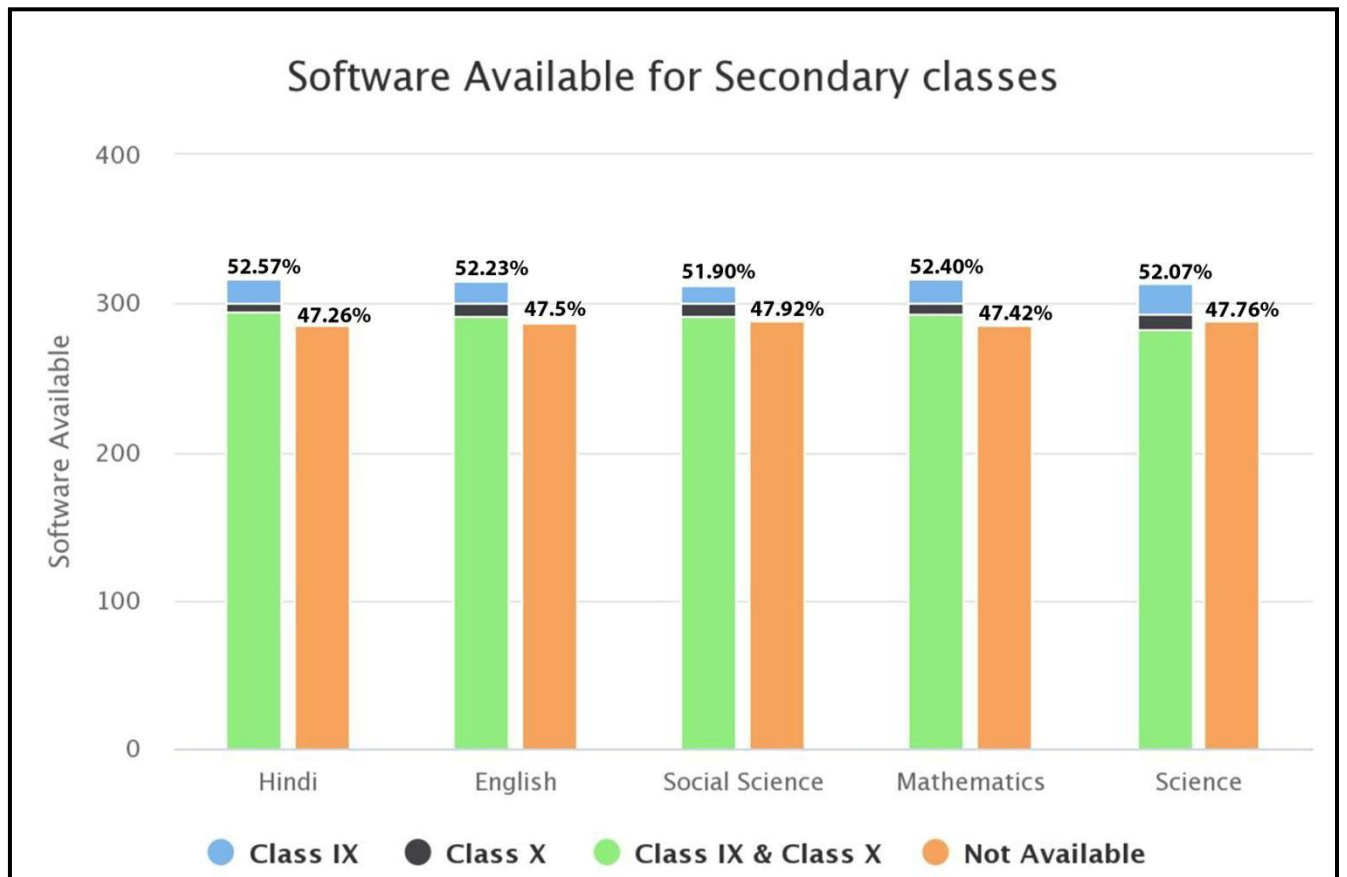


Fig: 3.1.7

3.1.8 Software available for Higher/ Senior Secondary Classes: It is evident from bar diagrams that for the senior secondary classes, the subject specific software's were not provided. In all 69.20% on an average reported the availability of subject specific software's where as 21.63% reported for having software in the subject of biology. (Fig:3.1.8)

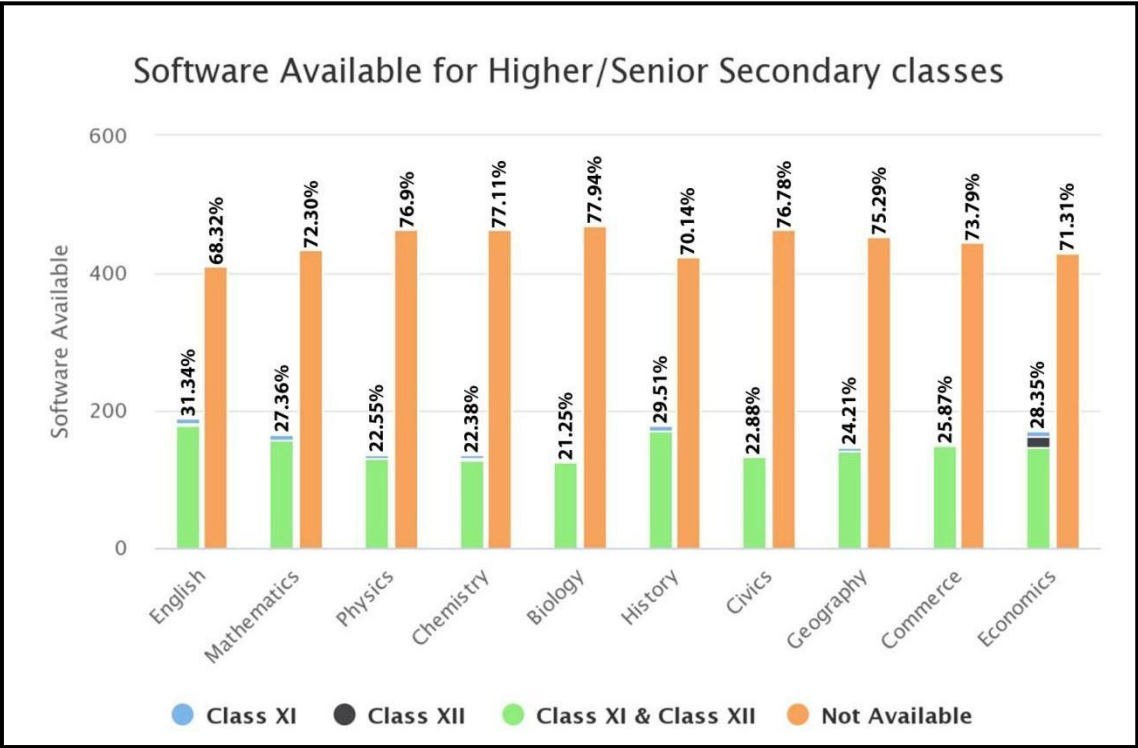


Fig: 3 1.8

3.1.9 Availability of CD-RW for Students & Teachers: The BOOT model also claims to have provided stationery items for schools. Out of the schools who have taken part in the online survey, 66.9% have reported to have been supplied with the CD-RW.33.1 % schools have not been provided stationary items (Fig:3.1.9)

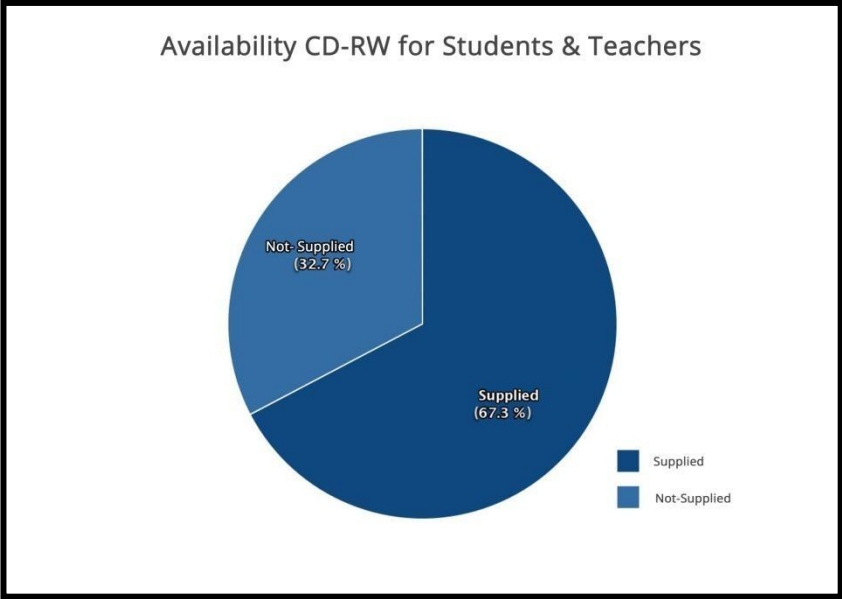


Fig: 3.1.9

3.1.10 Status of Reams of Paper: Out of the schools surveyed, 66 % reported to have been supplied with reams of paper in accordance with the MoU. 34.0% schools have reports about non supply of reams of papers. (Fig:3.1.10)

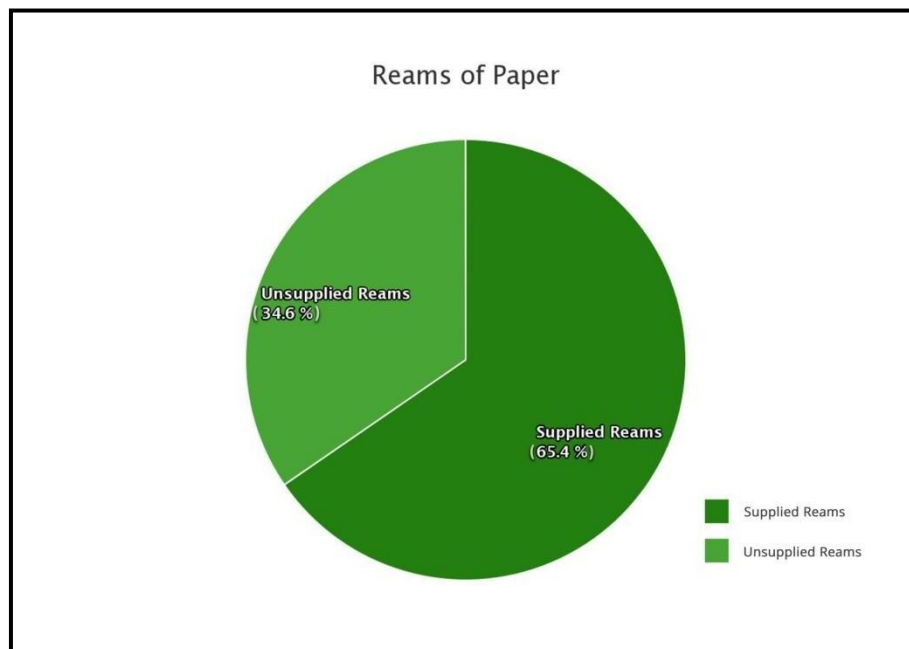


Fig: 3.1.10

3.1.11 Status of Printer Cartridges: The MoU between Vendor and the Directorate of Education Delhi shows that the Vendor was supposed to supply printer cartridges regularly but 53.2% affirm the claim.46.8% schools have not been provided with the printer cartridge. (Fig:3.1.11)

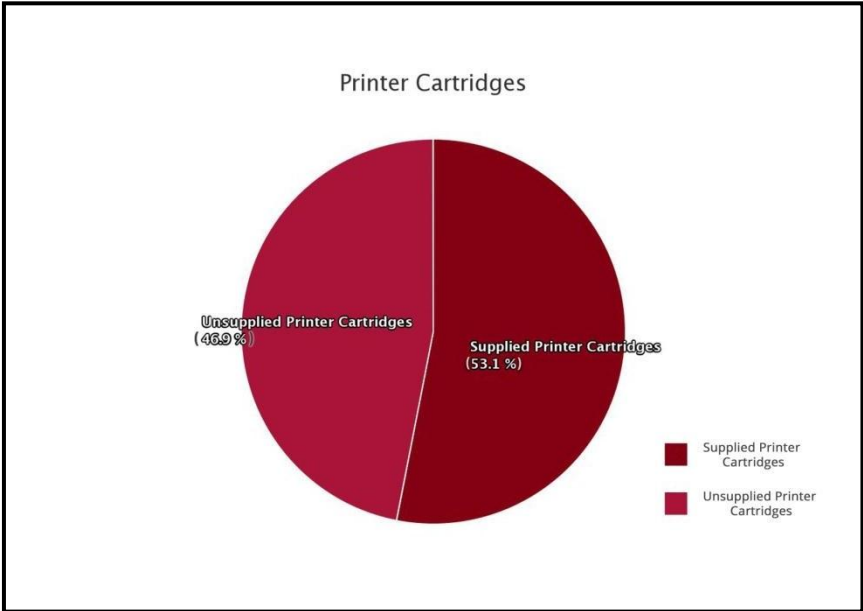


Fig: 3.1.11

3.1.12 Status of Computer Tables: The questionnaire also aimed to evaluate the furniture supplied by the vendor under the BOOT model of ICT @ School Scheme. From the data collected, 97% schools reported to have computer tables in good conditions. (Fig: 3.1.12)

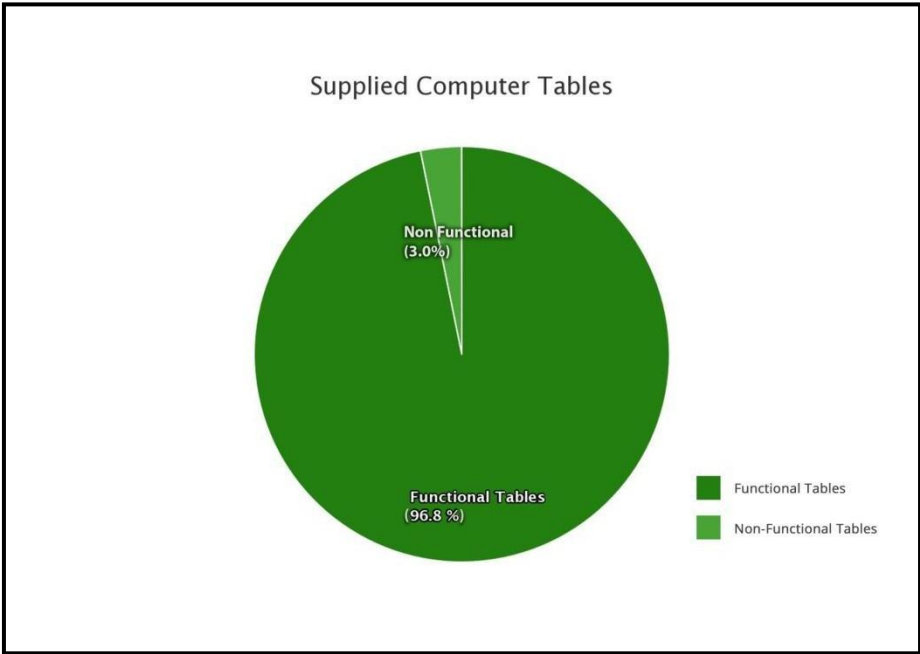


Fig: 3.1.12

3.1.13 Status of Computer Chairs: The schools have reported to have 96.9% chairs in good condition out of the total supplied chairs. (Fig:3.1.13)

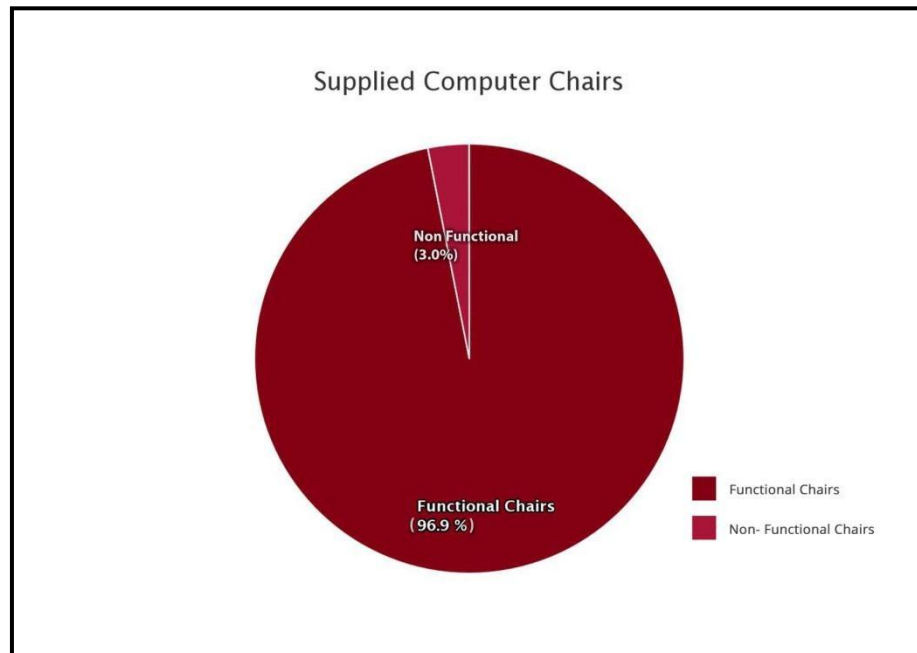


Fig: 3.1.13

3.1.14 Provision of Networking in Schools: Nearby 65.2% of the schools reported that the vendor– TCIL has provided the networking and electrical connections while 19.7% reported that they had the required networking and electrical connections already existing in the schools. Also 15.1% schools have reported that there was no networking and electrical connections, which has been claimed by the Vendor. (Fig:3.1.14)

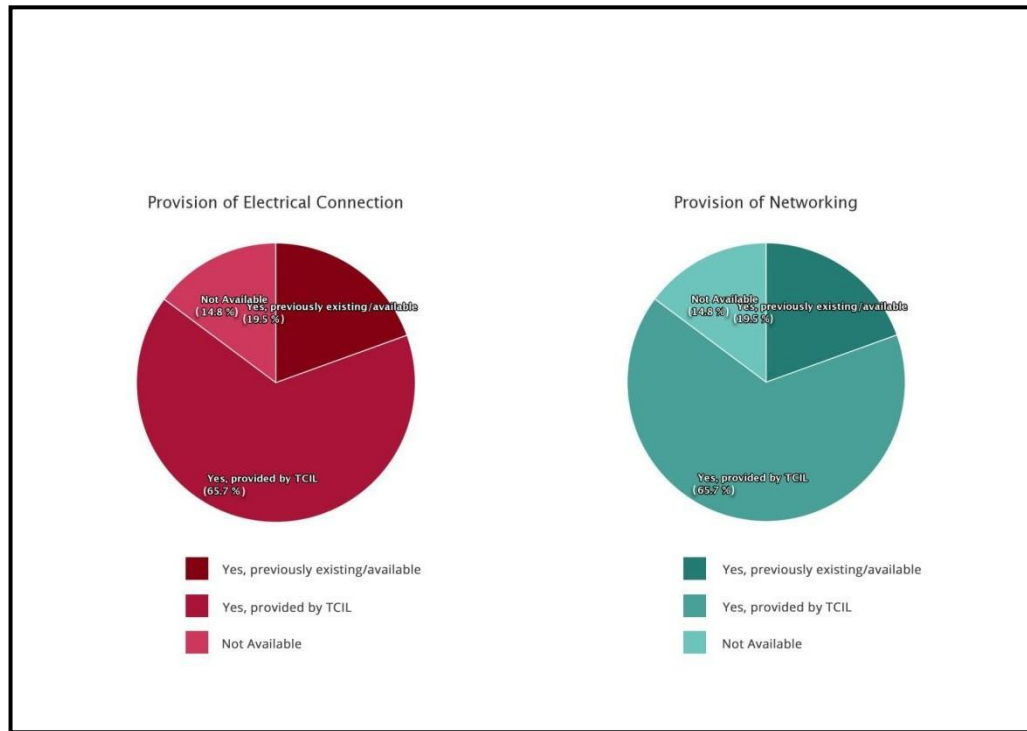


Fig: 3.1.14

Conclusion:

The data collected in the phase-I indicates that though the establishment of infrastructure is somewhat satisfactory, there is a need to concentrate on certain aspects especially the human resource in terms of appointing ICT teacher in schools as per MoU and training of the subject teachers and enhance their skills for content ICT-pedagogy integration, as well as for the proper implementation of ICT@School Scheme. For going to unfold interesting results, the 2nd phase data collection from the 256 sample schools has been completed in the month of December 2018 through field investigation and using PARAKH mobile app.

ICT Infrastructure in Under Phase-II

In the second phase, out of total, 1228 ICT schools of the state, 20 % (i.e. 256) schools of thirteen educational divisions of the UT has been selected for data collection. The data were collected from principals, subject teachers, ICT teachers, parents and students of those schools by online (PARAKH mobile app) mode and physical survey techniques.

Status of Infrastructure in sample schools: Phase-II

In order to have a complete picture of the sample schools, the availability of different ICT peripherals in the school was studied. As per the information provided by the Headmasters and through on the spot observation by the field investigators, it was found except for two Schools (School ID No. 1106112, 1412291), in the rest of the sampled Schools (254), Computer Lab was available for ICT.

3.2.0 **Availability and Functionality of ICT peripherals@ ICT Lab:** It may be seen from the data that all the schools included in the sample have been provided with very good computer labs. The most frequently used peripherals at ICT lab were *Server, Generator, Scanner, Printers, Video Cameras, Web Cameras, Modem, and Projector*; these being used at least two or three times a week by computer teachers and students. The availability, functionality, and use of these peripherals and other facilities were found as follows:

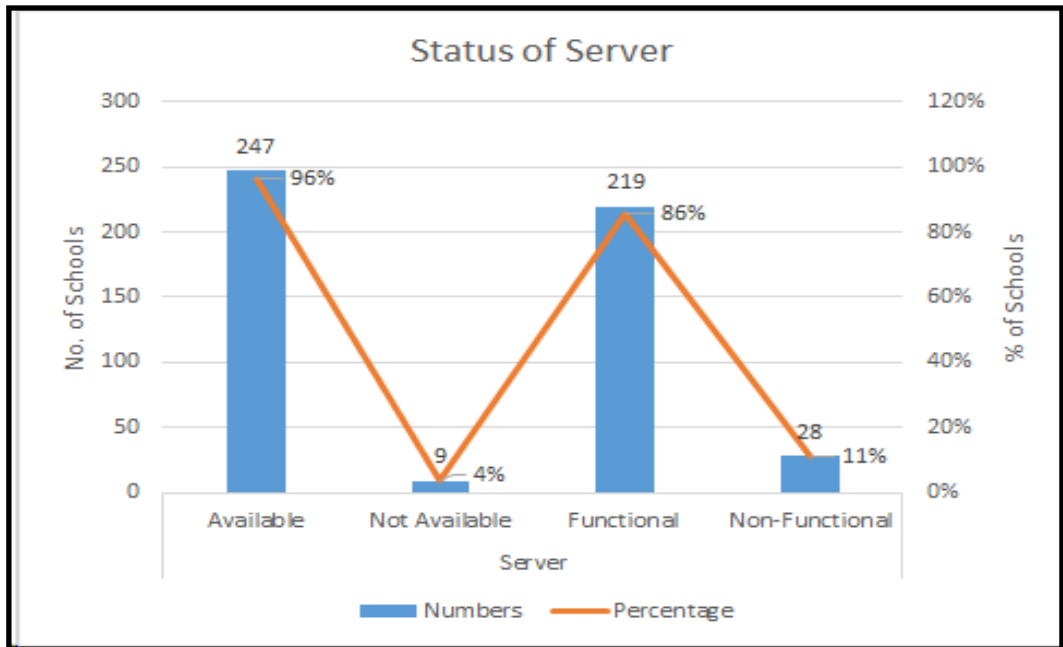


Fig: 3.2.1

Server was found to be the most commonly used ICT peripheral, and it was available in majority of the schools 96% (247), both, Secondary and Higher Secondary. However, the computer teachers reported, the server is functional in lesser number that is, in 86% (219) Schools (Fig. 3.2.1).

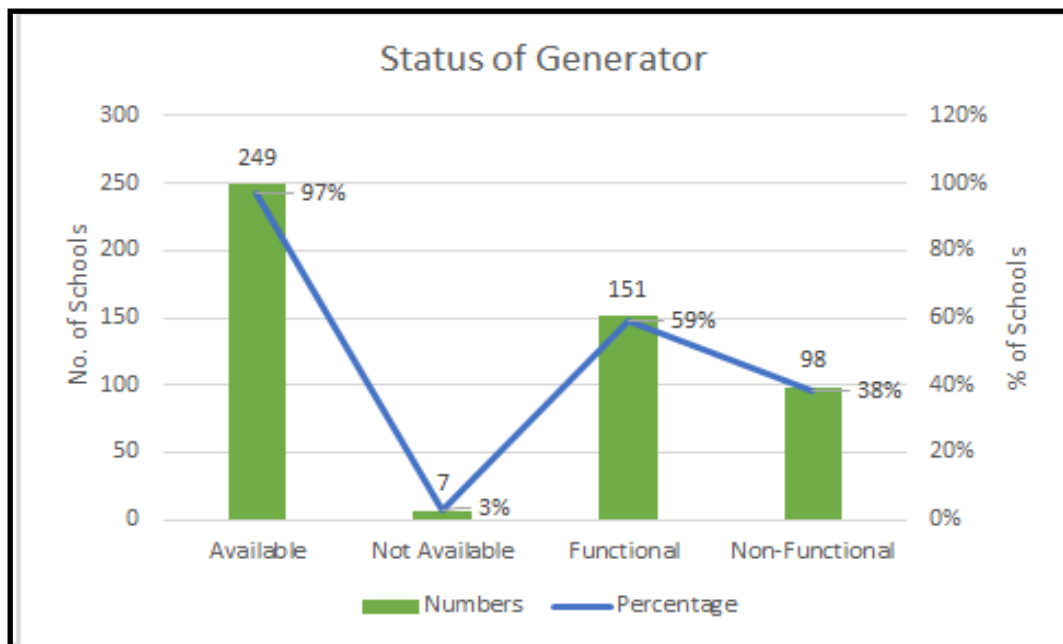


Fig: 3.2.2

Generator is available in 97% (249) Schools and out of these only 59 % (151) School's generator are functional (Fig. 3.2.2).

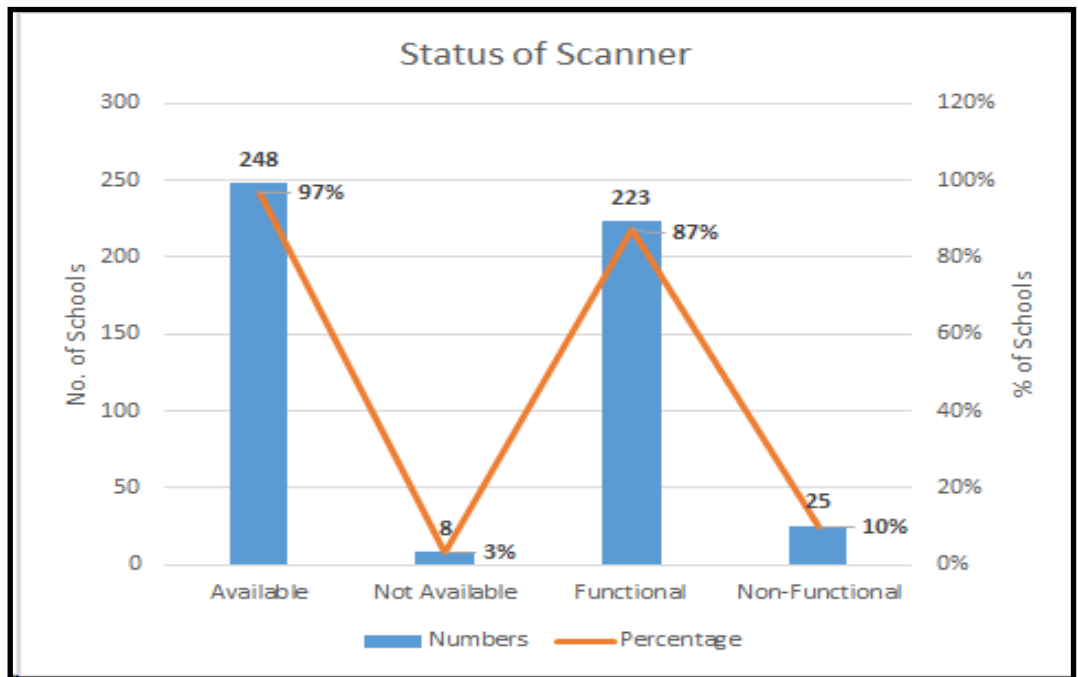


Fig: 3.2.3

About 97% (248) schools reported the availability of Scanner in ICT lab. However, the scanners are functional in 87% (223) schools (Fig. 3.2.3).

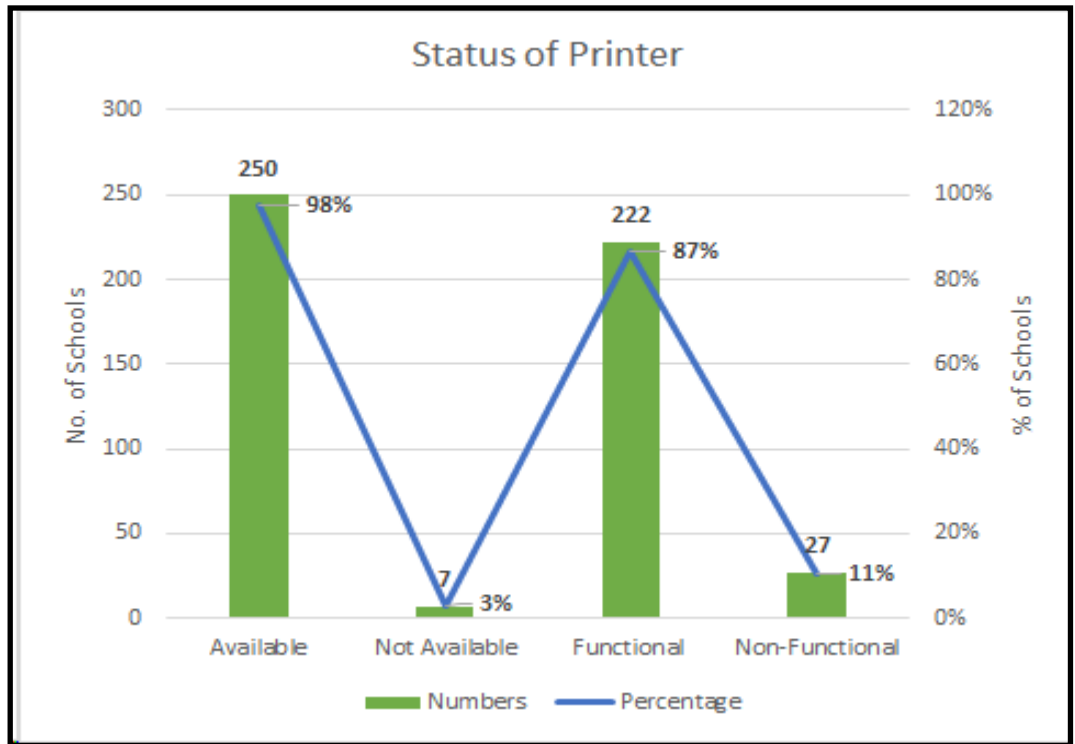


Fig: 3.2.4

Printers are available in 98% (250) schools, but 87% (222) schools' printer is functional and it has been used in ICT lab for different purposes (Fig. 3.2.4).

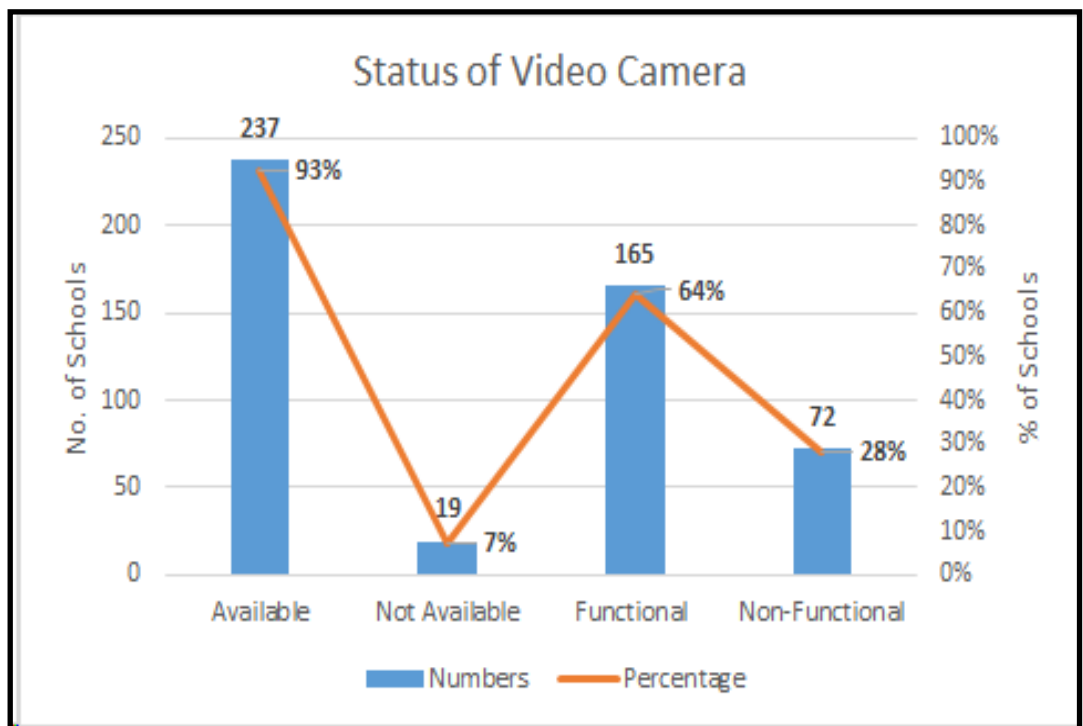


Fig: 3.2.5

Video Camera is available in 93% (237) schools, but 64% (165) schools' Video Camera is functional and it has been used in ICT lab to teach students (Fig. 3.2.5).

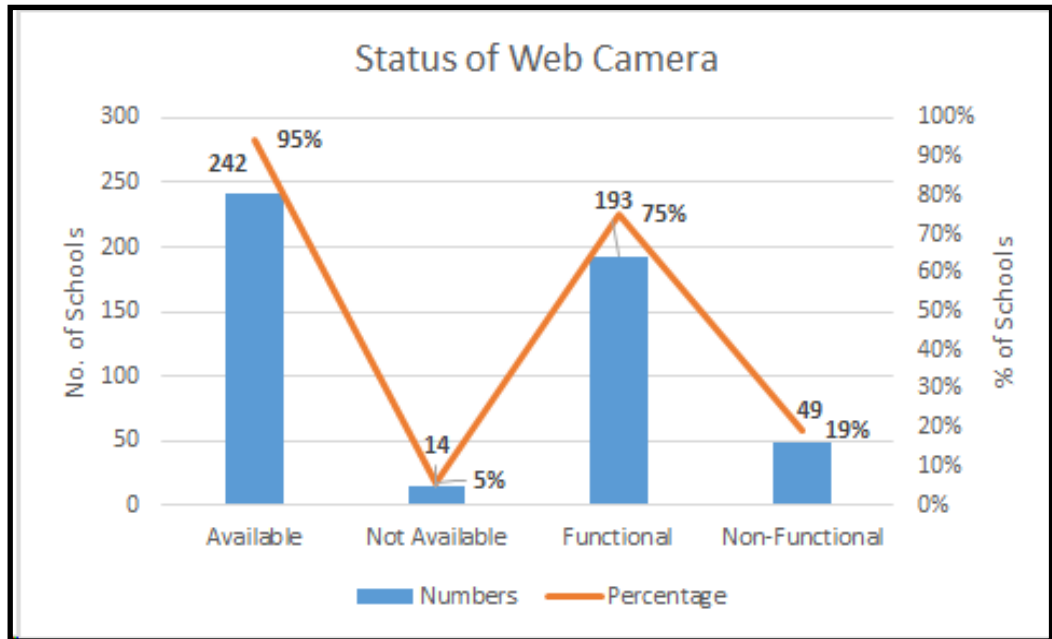


Fig: 3.2.6

Web Cameras are existed in 95% (242) schools, but 75% (193) schools reported Web Cameras is functional and it has been used in ICT lab to teach students (Fig. 3.2.6).

The Modem connection is available in 92% (235) Schools, but 68% (175) schools reported Modem is functional and it has been used in ICT lab (Fig. 3.2.7).

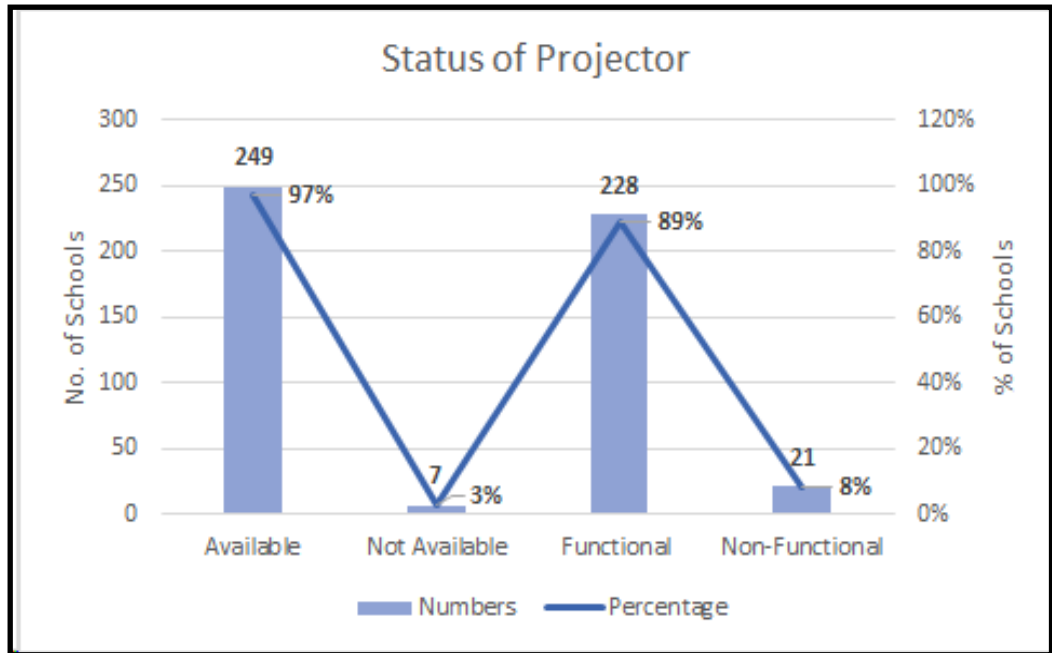


Fig: 3.2.8

As per the information provided by the Headmasters and on the spot observation of the field investigators, Projector is the next most commonly used peripheral at Secondary-Senior Secondary level in 97% (249) Schools. About 89% (228) schools reported projector in functional condition and it has been used in ICT lab for various purposes.(Fig.3.2.8).

3.2.9 Functional Position of Shared Computing Terminals: Data reveals that, shared computer terminals are reported to be functional in 97% (248) schools. (Fig.3.2.9).

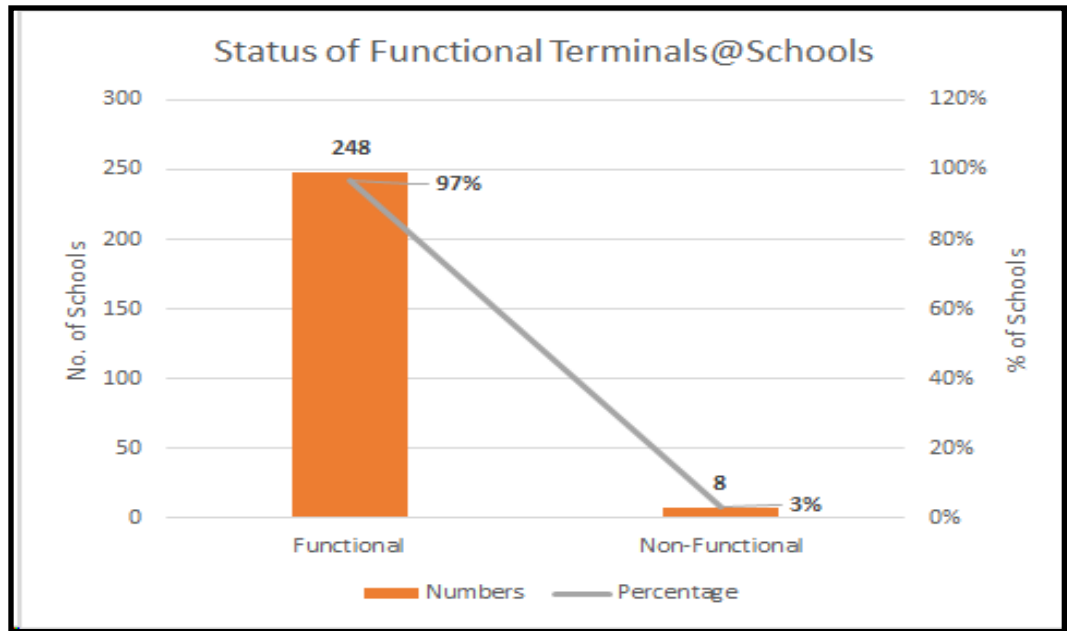


Fig: 3.2.9

3.2.10 **Working Status of UPS Supplied:** The data analyzed in *figure 3.2.10* reveals that the UPS are supplied only in 242 Schools. About 94% (241) schools reported UPS were found to be functional only 1 School was Non-functional and 5% (14) of Schools reported the Non-availability of UPS.

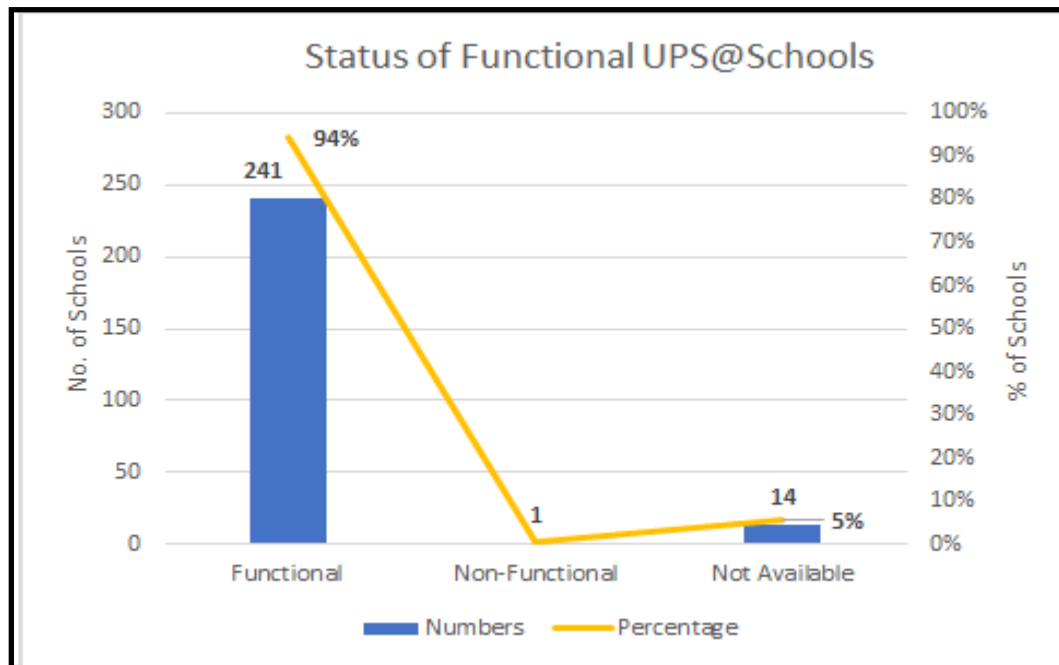


Fig: 3.2.10

3.2.1 **Details of Computer Instructor in Schools:** The data reveals that only in 6% (15) schools reported computer instructors were appointed by TCIL and 21%(54)schools reported to have

no computer instructor at all. However, 24% (62) schools are reported having computer teacher from Directorate of Education. About 49% (125) schools reported other sources, which were conducting the role of computer instructor. It may be noted that the vendor (TCIL) and Directorate of Education, Delhi has claimed to have provided computer teacher in every school covered under the scheme (Fig. 3.2.11).

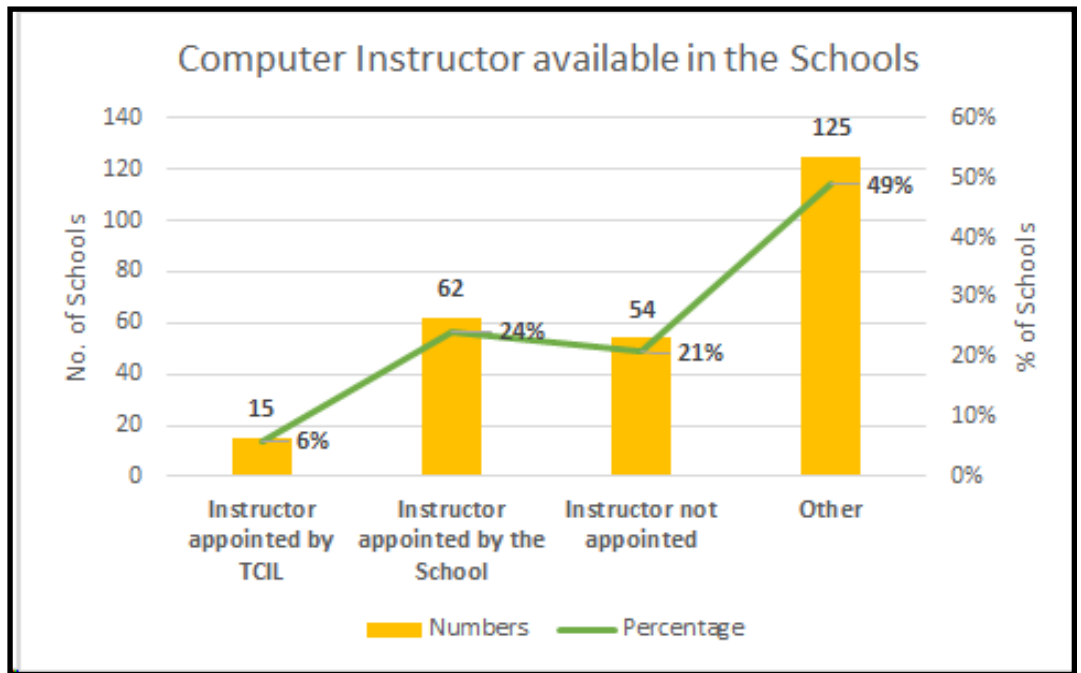


Fig: 3.2.11

3.2.12 **Status of Training to Teaching Staff provided by TCIL:** Computer Teacher/ Instructor and Teaching Staff play an important role in effective school management. Their awareness and proactive action can motivate all stakeholders and enhance the performance of the school. In the present context, an ICT savvy/ Computer Teacher/ Instructor can lead the school for effectively using ICT for achieving quality.

As far as the computer-related exposure training is concerned the data entered in the **Figure 3.2.12** reveals that about 17% (43) School's Computer Instructor/Teacher and 3% (7) School's teaching staff have received computer education-related training. It may be noted that the vendor (TCIL) and Directorate

of Education, Delhi has claimed to have provided ICT training to the teachers in every school covered under the scheme, but 80% (206) schools Staff reported that they were not provided any ICT training. ICT training of Computer Instructor/Teacher and Teaching Staff needs to be done on priority and on regular intervals.

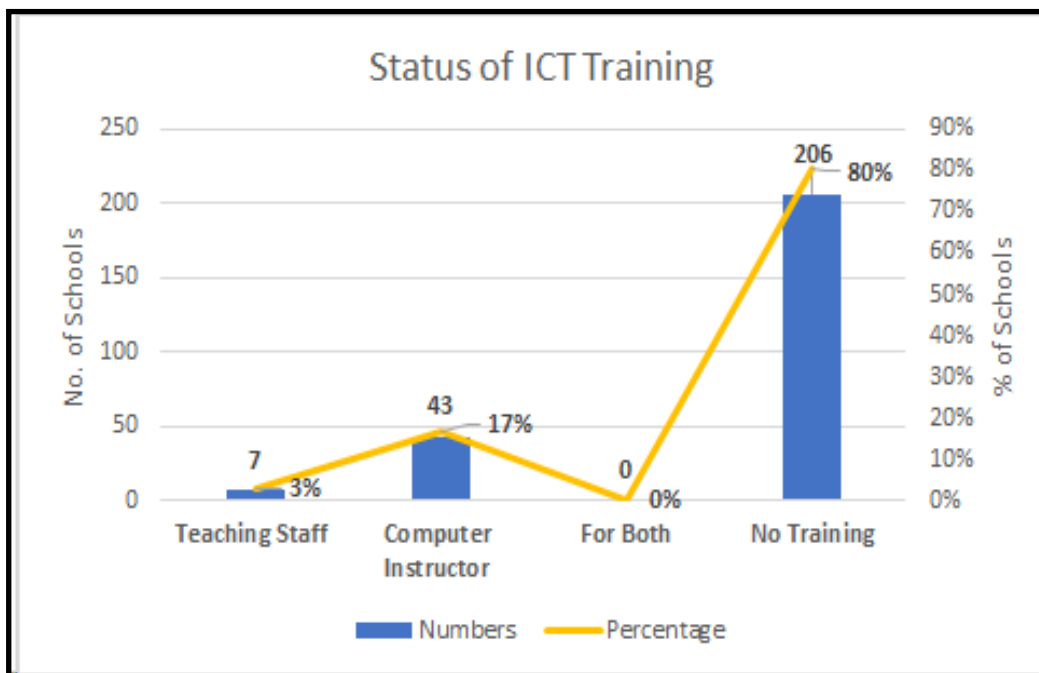


Fig: 3.2.12

3.2.13 Aspects were covered in the ICT Training: The MoU signed under the BOOT model states that the vendor, TCIL, in this case, would cover the components like word processing (Text), graphics, animation and video/audio in the training. Data collected reveals that 34% (87) schools' teachers have been covered the aspect, however, 8% (20) schools teachers reported they were fully trained in using /creation of word processing (Text), while 66% (169) schools teachers reported that this aspect was not covered during the training. Similarly, 76% (194) schools' teachers reported that they were not trained in Graphics, 83% (213) schools teachers informed that the aspect of animation was not covered during the training and 75% (192) schools' teachers reported that the aspect of Audio/Video was not covered in the training. Therefore, continuous professional development programmes may be conducted for ICT teacher regularly (Fig.3.2.13).

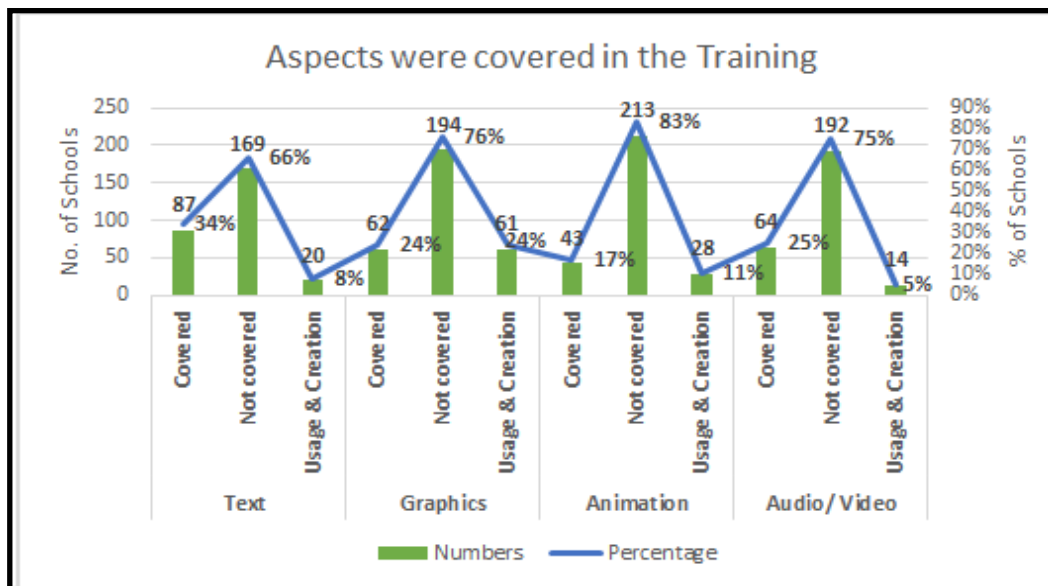


Fig: 3.2.13

3.2.14 **Software available for Secondary Classes:** The vendor also has claimed to have supplied the software for various subjects for the schools and it may be noted that different subject teachers were included in the sample. Figure 3.2.14 shows that 17% (Class-IX) and 16% (Class-X) on Hindi, 16% (Class-IX & X) of English, 46% (Class-IX) and 45% (Class-X) of Social Sciences, 16% (Class-IX) and 15% (Class-X) of Mathematics, 15% (Class-IX) and 14% (Class-X) of Science teachers respectively have informed about the availability of subject software in ICT lab to facilitate teaching-learning process. But, almost of the schools have reported that they have not been provided any such software.

A composite effort and demand on teachers may facilitate in better participation of teacher in use of ICTs for development of diverse skills among young students and their own professional development. But the teachers themselves need more training and exposure on various ICT tools for creating, collaborating and sharing of resources and ICT Pedagogy Integration. This will help them to use the e-class and computer labs in a better manner.

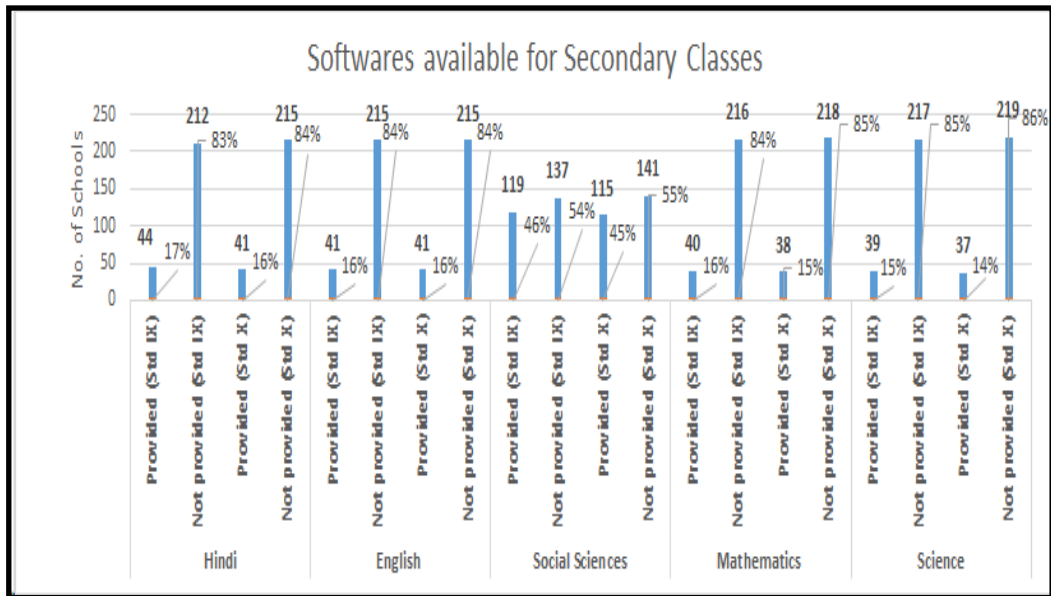


Fig: 3.2.14

3.2.15 **Software available for Higher/ Senior Secondary Classes:** It is evident from the following bar diagram (*Figure 3.2.15*) that for the Secondary and Senior Secondary Classes, most of the schools have reported that the subject-specific software is not provided. In 8% of schools on an average reported the availability of subject-specific software for teachers, whereas 31% of schools reported for having software in the subject of English.

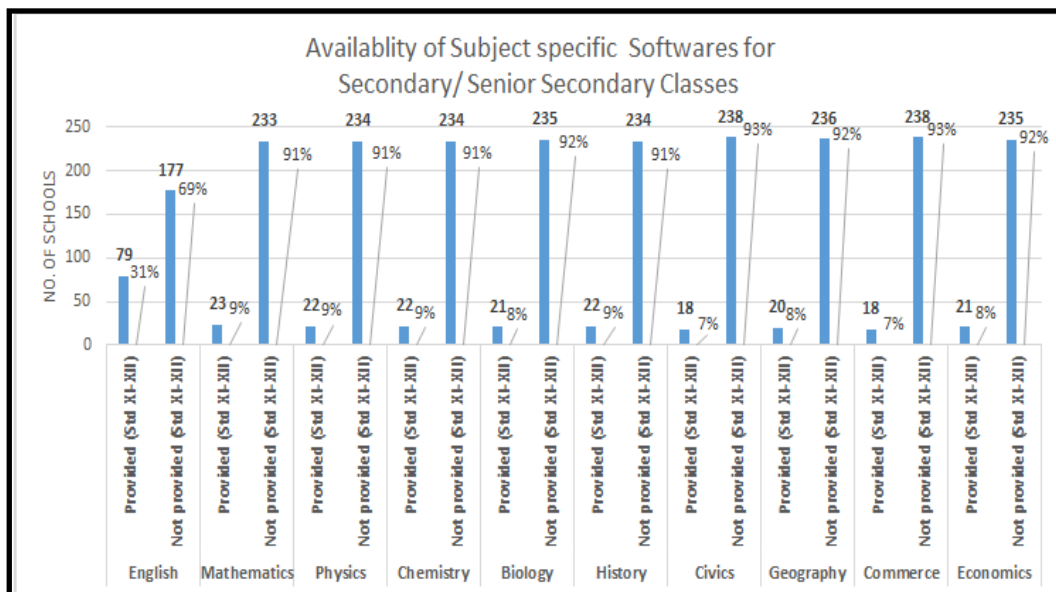


Fig: 3.2.15

3.2.16 **Availability of CD-RW for Students & Teachers:** The BOOT model also claims to have provided stationery items for schools. Out of the 256 schools who have taken

part for the physical survey, 70% (179) Schools have reported having been supplied Re-writable Compact Discs (Fig. 3.2.16).

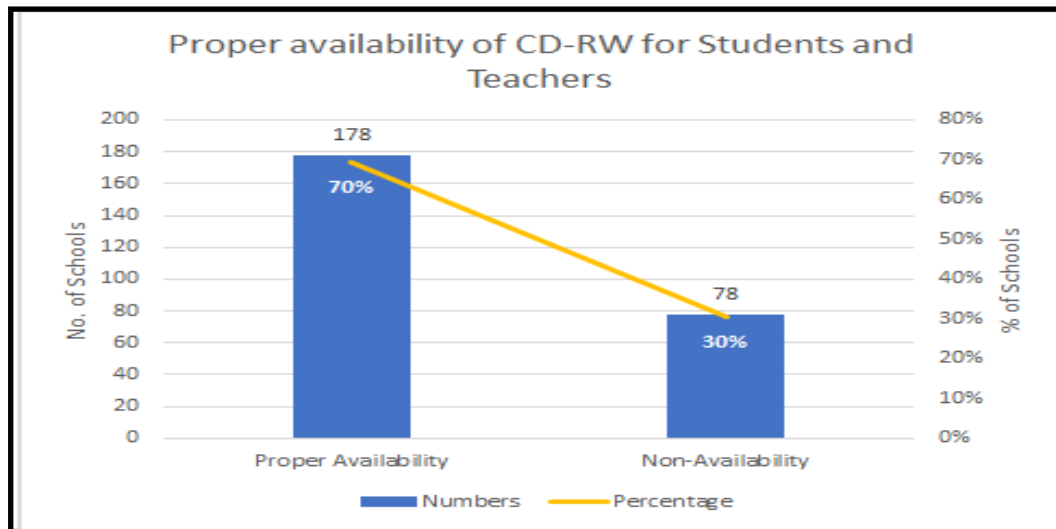


Fig: 3.2.16

3.2.17 **Status of Reams of Paper:** Out of the schools that undertook the survey, 91% (232) of Schools reported to have been supplied with reams of paper in accordance with the MoU (Fig. 3.2.17).

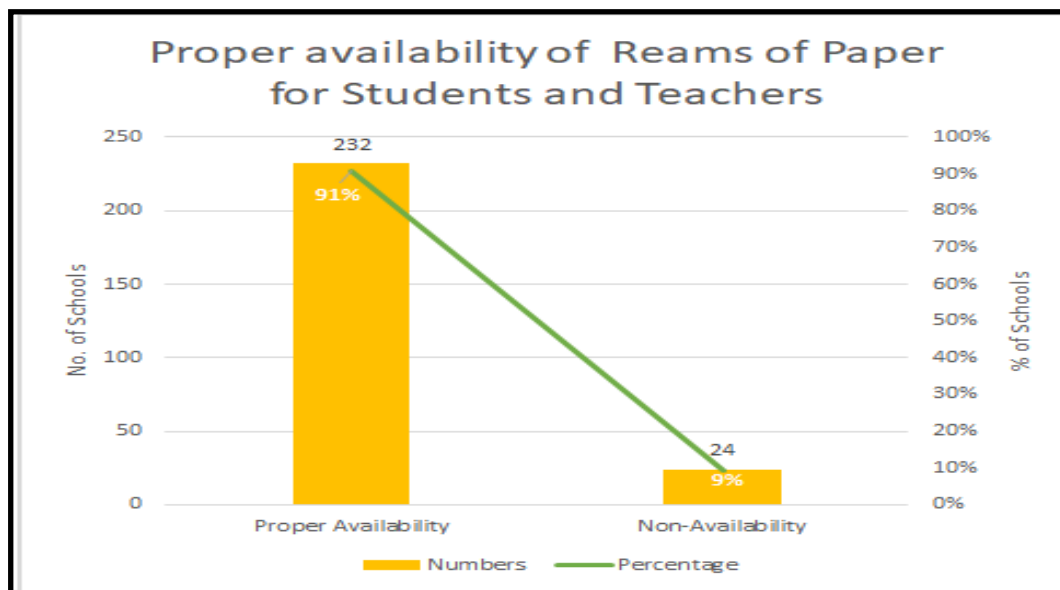


Fig: 3.2.17

3.2.18 **Status of Printer Cartridges:** The MoU of the vendor and the State of Delhi shows that the Vendor was supposed to supply printer cartridges regularly but only 86% (220) Schools affirm the claim (Fig. 3.2.18).

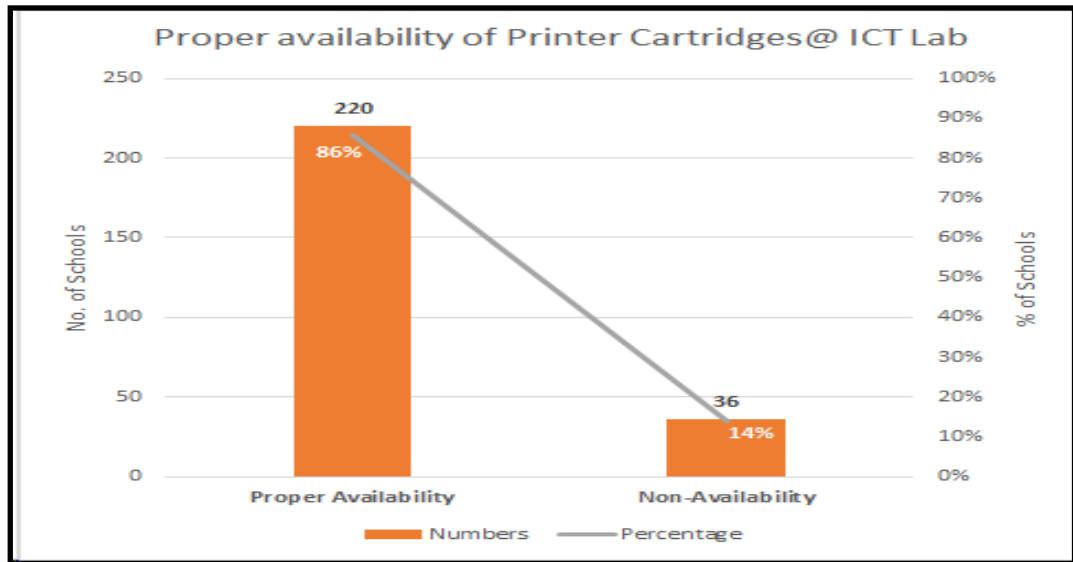


Fig: 3.2.18

3.2.19 Status of Computer Tables: The questionnaire also comprised to evaluate the furniture supplied by the vendor under the BOOT model of ICT @ School Scheme. The vendor also committed to providing 11 Computer Tables for each school. It may be noted that 2802 (99.50%) Computer Tables have been supplied by the vendor (TCIL) in 254 (99.22%) Schools. The data reveals that 2723 (96.70%) Computer Tables are in working condition.

Further, it is worth to mention that the FIs visited 256 sample schools and out of these 02 schools were found without ICT lab (School IDs: 1106112, 1412291). Hence, the Directorate of Education, Delhi will need to take immediate action for the establishment of the ICT lab in these schools (Fig. 3.2.19).

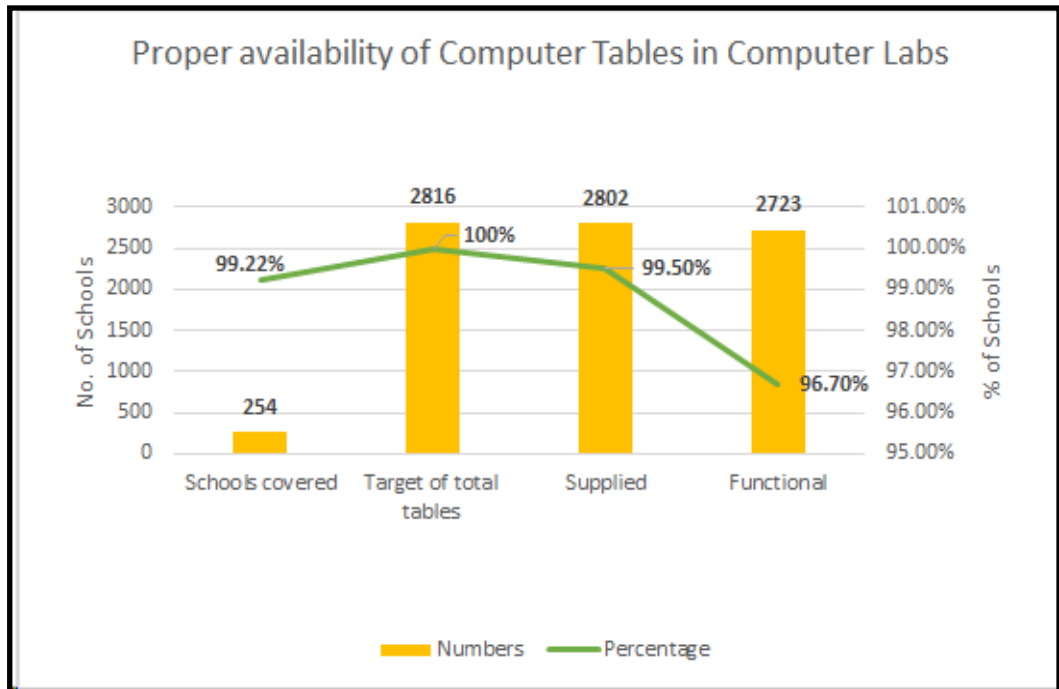


Fig: 3.2.19

3.2.20 **Status of Computer Chairs:** Under the BOOT model of ICT @ School Scheme, vendor (TCIL) committed to provide 20 Computer Chairs for each school. It may be noted that 4908 (95.86%) Computer Chairs have been supplied by the vendor (TCIL) in 252 (98.44%) Schools. The schools have reported having 4767 (93.11%) Chairs in good condition out of the total supplied chairs (Fig.3.2.20).

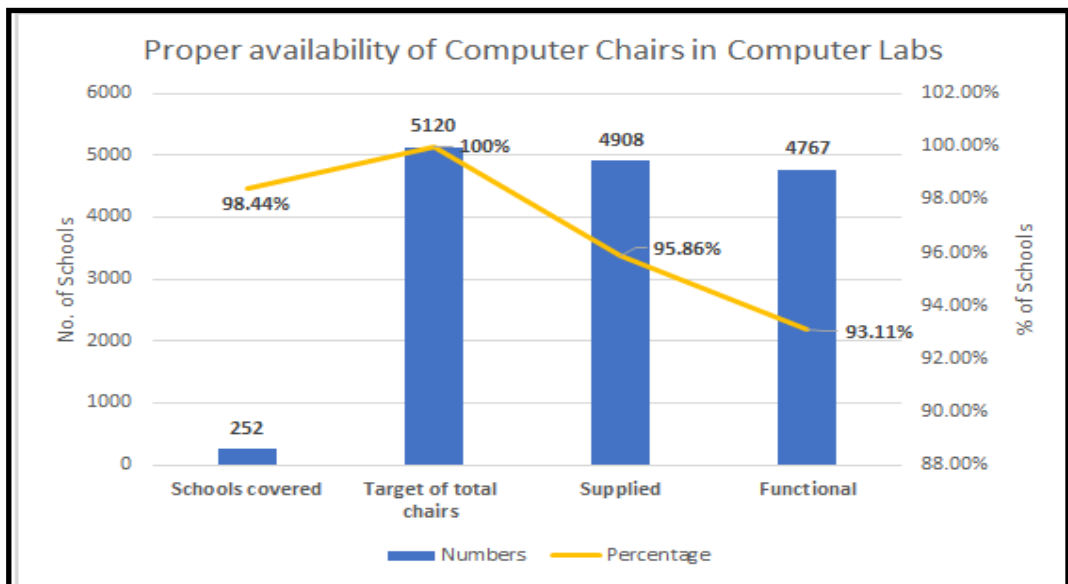


Fig: 3.2.20

3.2.21 **Availability of Devices in Computer Lab:** A computer lab is normally used for teaching computer skills to an entire class group, ICT lab devices are generally intended to support the classroom environment. Out of 256 sampled schools; the availability and functionality of these devices in Computer Lab under this scheme are as follows (Fig.3.2.21):

- **Printer Tables** were supplied by the vendor (TCIL) in 243 (95%) schools and 240 (94%) schools have reported having Printer Tables in good condition out of the total supplied. Non-availability of Printer Tables is in 13 sampled Schools.
- The availability of **instructor chair** is in 235 (92%) schools, but 229 (89%) schools' Instructor Chair is functional and it has been used in ICT lab to teach students.
- The availability of **instructor table** is in 218 (85%) schools, but 212 (83%) schools' Instructor Table is functional and it has been used in ICT lab to teach students.
- The **CFL (18 watt) bulb** connection is available in 212 (83%) Schools, but 199 (78%) schools' CFL bulb is functional.
- The **exhaust fan** is available in 223 (87%) Schools, but 203(79%) schools' exhaust fan is functional.
- The **ceiling fan** is available in 237 (93%) Schools, but 219 (86%) schools' ceiling fan is functional.
- The availability of **electric sub meter** is in 236 (92%) schools, but 225 (88%) schools' electric sub meter is functional.
- The availability of **wall clock** at ICT lab is in 191 (75%) schools, but 174 (68%) schools' wall clock is functional.

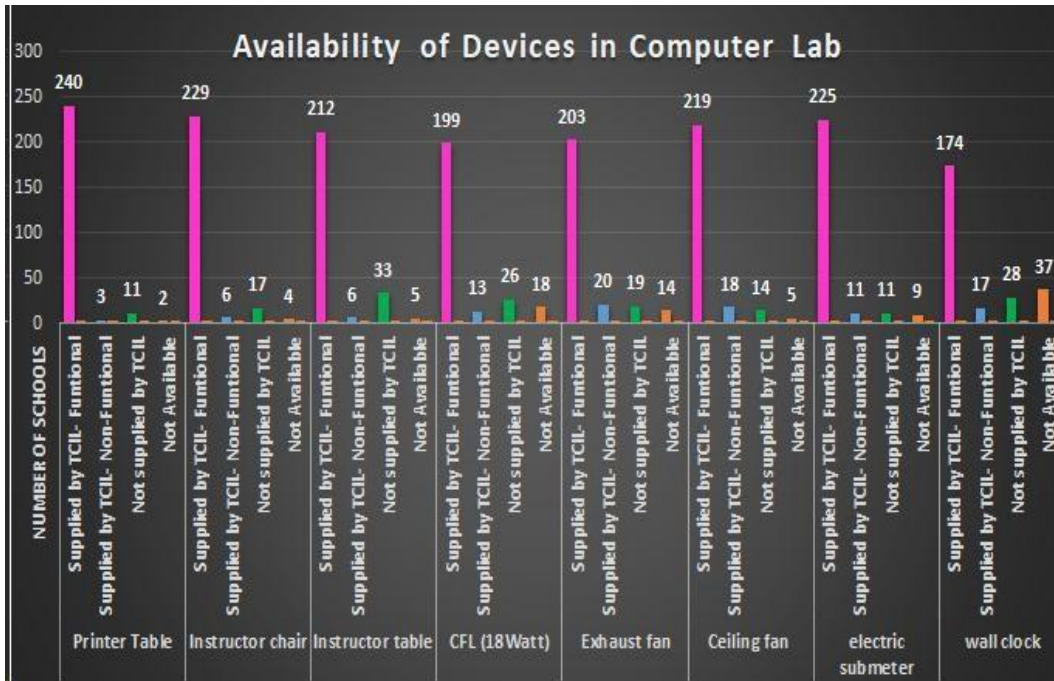


Fig: 3.2.21

3.2.22 **Provision of Networking in Schools:** Nearly 65% (166) schools have reported that the vendor (TCIL) has provided the appropriate networking, while 21% (55) schools reported that they had the required networking already exist in the schools. 14% (35) schools reported that there is no networking. It ought to be completed by the vendors (TCIL) (Fig.3.2.22).

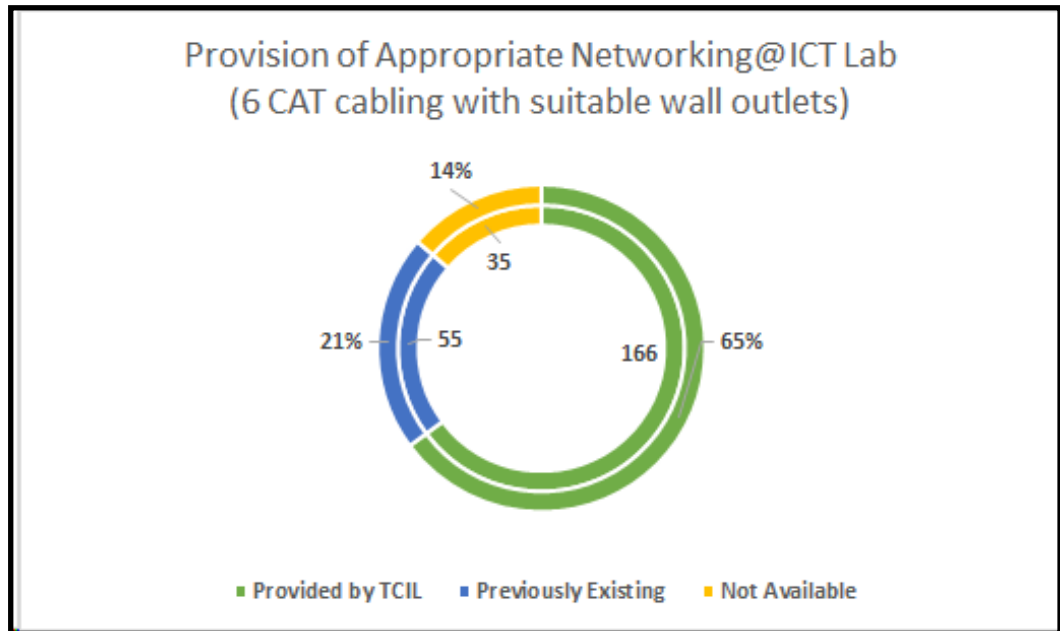


Fig: 3.2.22

3.2.23 **Provision of Electrical Connections in Schools:** About 70% (179) schools have reported that the vendor (TCIL) has provided the appropriate electrical connection, while 20% (52) schools reported that they had the required electrical connection already existing. 10% (25) schools reported that there is no electrical connection at ICT Lab (Fig.3.2.23).

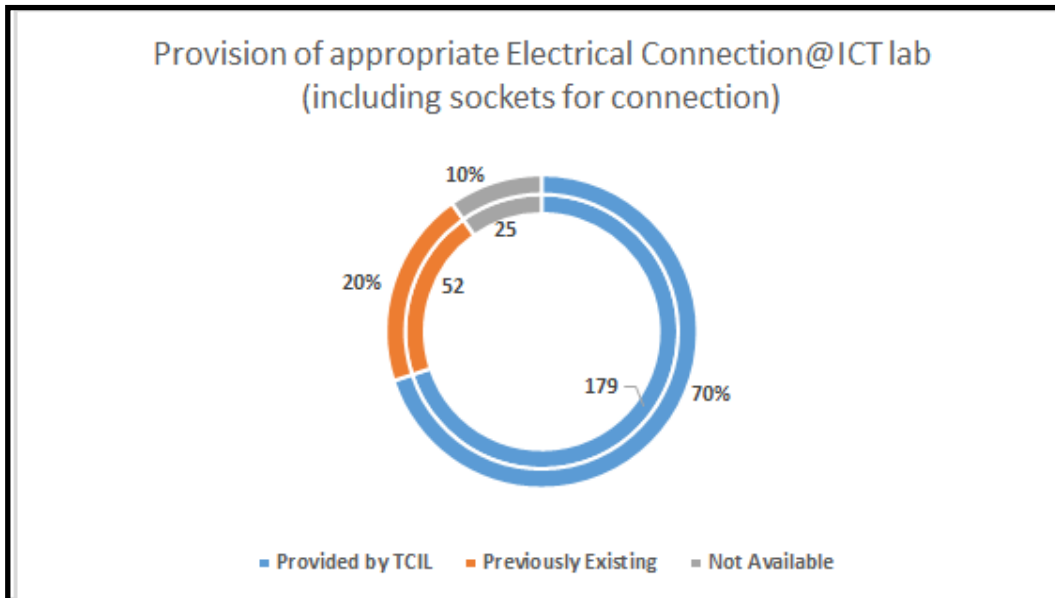


Fig: 3.2.23

3.3 Analysis of feedback from the Principals

In the second phase, data has been collected from the Principals/ I/c Headmasters of all the 256 schools by online mode using PARAKH mobile app and survey through field investigation.

3.3.1 **Details of Computer Instructor in Schools:** The data collected reveals that only in 6% (15) schools computer instructors were appointed by TCIL and 21% (54) schools reported to have no computer instructor at all. However, 24% (62) schools reported having computer teacher from Directorate of Education. 49% (125) schools reported other sources, which were conducting the role of computer instructor. It may be noted that the vendor (TCIL) and Directorate of Education, Delhi has claimed to have provided computer teacher in every school covered under the scheme. Deployment of such teachers may be done on priority (Fig.3.3.1).

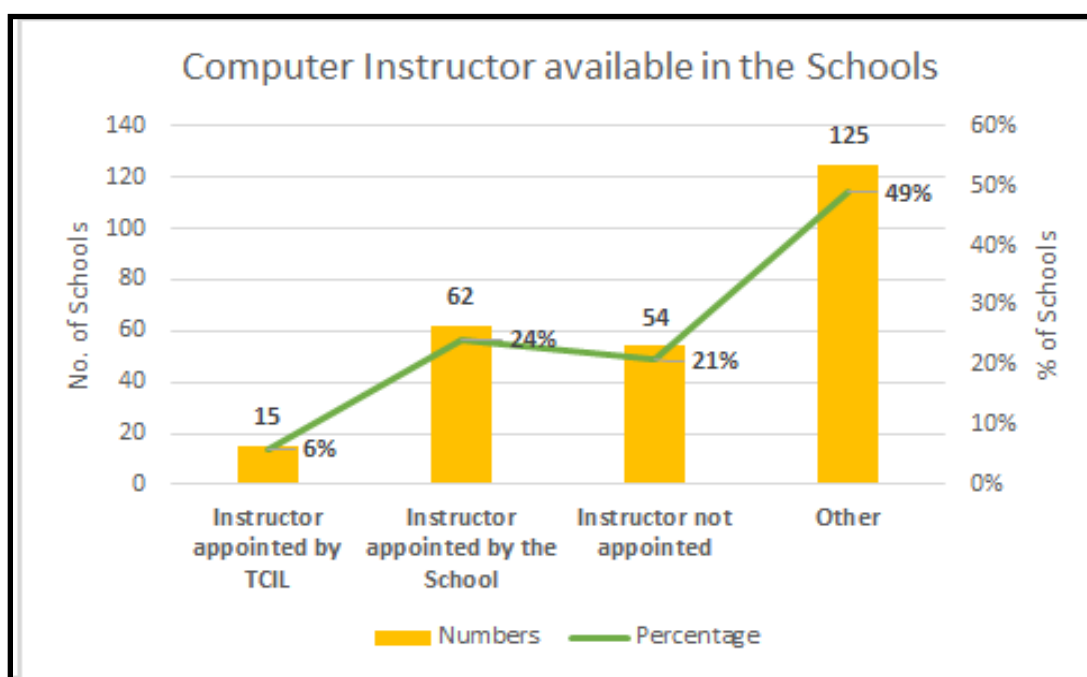


Fig: 3.3.1

3.3.2 **Nature of appointment of Computer Instructor in the selected Schools:** In 64.5% schools computer instructors were appointed as regular basis and 28.6% schools reported to have computer instructor from other sources, which were performing the role of computer instructor. It may be noted that the vendor (TCIL)

appointed only 7% computer instructors on contractual basis in sample schools.

(Fig. 3.3.2)

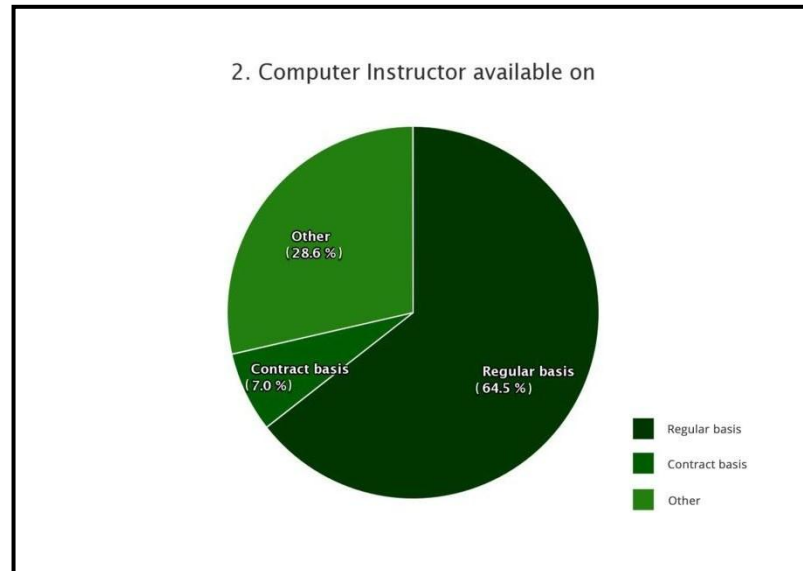


Fig: 3.3.2

3.3.3 **Repair and Maintenance of Computer & Network in the Computer Lab:** The data reveals that 49.4% of schools computer & network repair & maintenance are done by the vendor (TCIL) in ICT lab whereas 4.6% schools do on their own. Further, it is worth to mention that in 45.9% schools computer & network repairs and maintenance are done through by other sources. Poor response of vendors has been reported to cause the delay in repairing of computers (Fig.3.3.3).

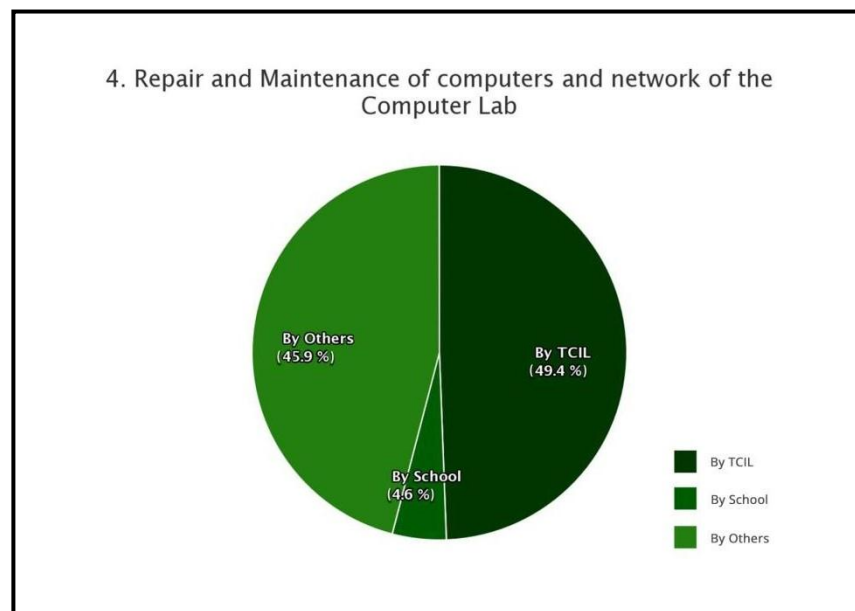


Fig: 3.3.3

3.3.4 **Feedback of problem encountered in the Computer Lab:** The headmasters have enlisted a number of problems encountered in successful implementation of the project. The teachers have given high priority to repair & maintenance in 29.2% schools, *hardware* related problems at 28.9% schools and software related problems found in 24.6% schools. Besides, the principals have reported that a considerable number of untrained teachers are adding to problem and are a hurdle in smooth functioning of the project. These are also considered stumbling block for its impact on student's performance (Fig.3.3.4).

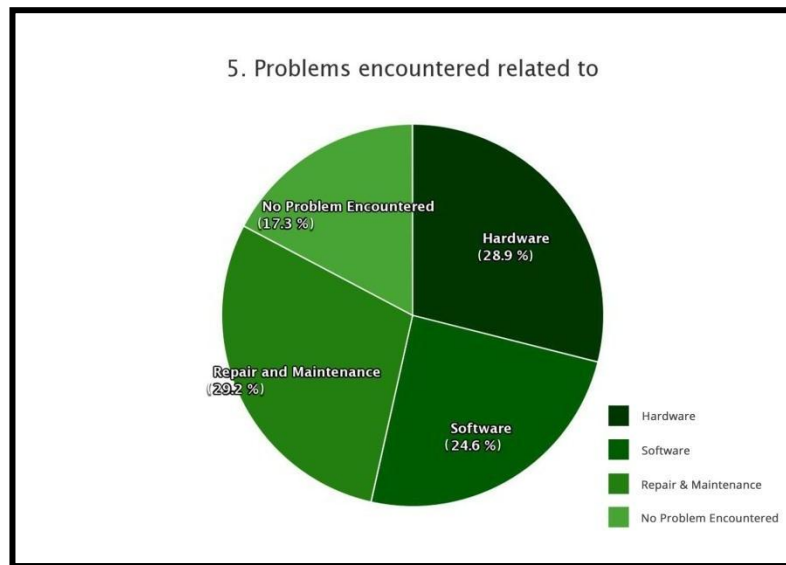


Fig: 3.3.4

3.3.5 **Availability & satisfaction of the subject specific software in the Computer Lab:** In all 256 schools' headmasters and teachers were included in the sample and the research team interacted with all these HMs and teachers. It may be seen from figure 3.3.5 that 14% (36) of schools headmaster and subject teachers are satisfied in the use of subject-specific software. In a way, 25% (63) schools headmaster and subject teachers are not satisfied in use of subject-specific software in the computer lab. Further, it was noticed that most of the schools' headmaster i.e. 61% (157) have reported non-availability of subject-specific software in ICT lab. Therefore, more

intensive training on how to use computer lab and teach with subject tools needs to be conducted for all subject teachers of the above schools.

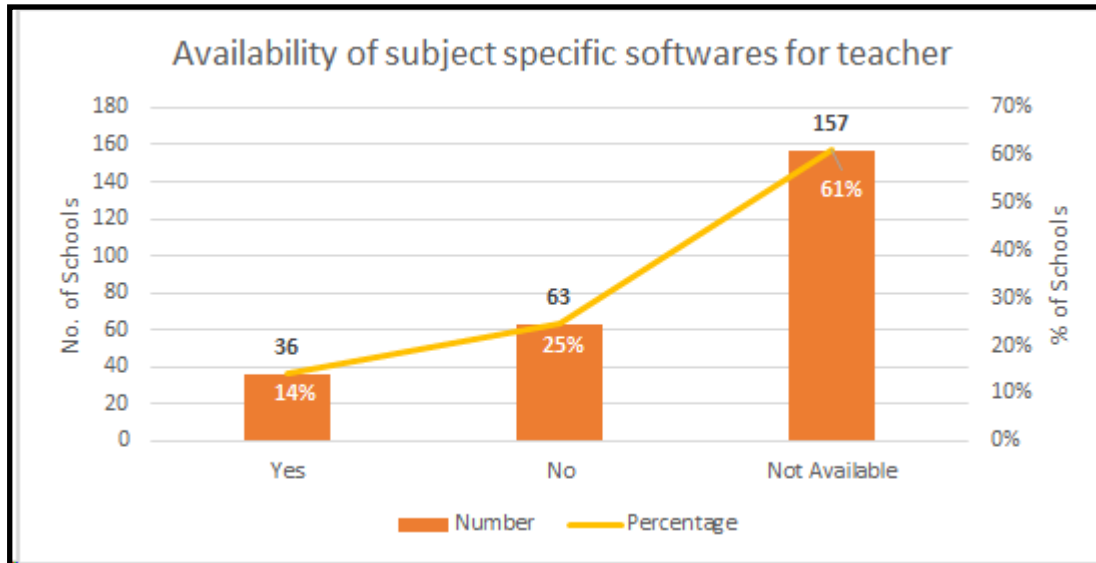


Fig: 3.3.5

3.3.6 Status of the course material available to the students in the ICT Lab: Figure

336 Reveals that in 84% (216) schools' headmasters and teachers were satisfied with the course material available to the students in the ICT Lab. In 16% (40) schools' headmasters and teachers, across all the districts, were not satisfied with the course material.

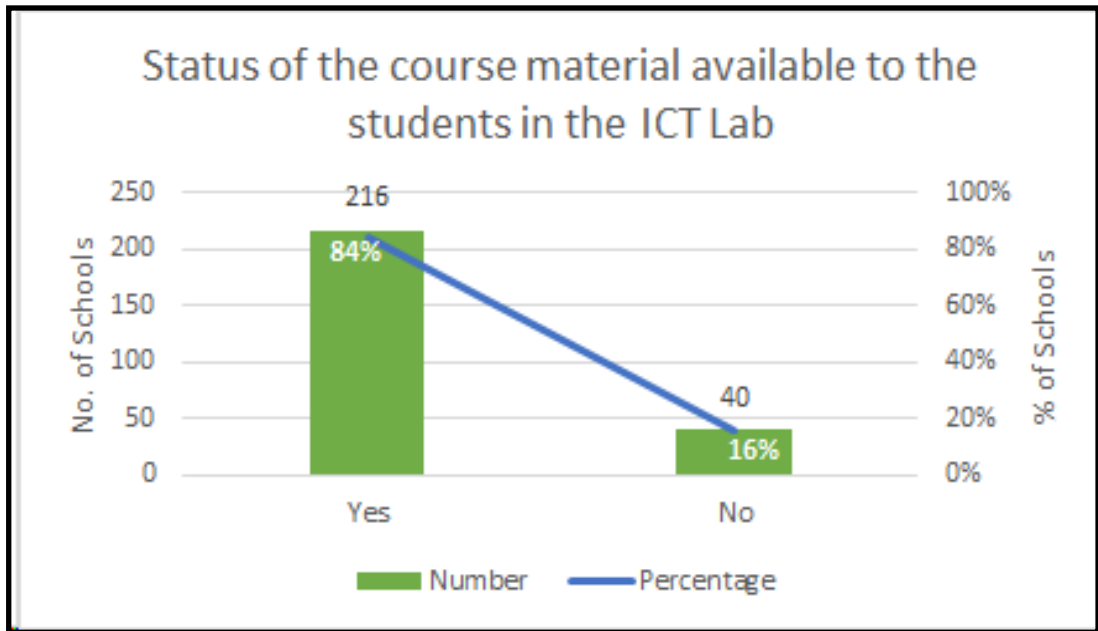


Fig: 3.3.6

- 337 **Details of ICT integrated teaching periods allocated in time-table (Class-wise):** ICT is taught as a subject only to the Students who have opted for Computer Science as their elective subject. The other subject is added to their everyday timetable and structured as 8 periods in a week which also includes practical sessions. Each period will last for 45 minutes and totally it is allocated as 360 minutes a week. Out of the 8 periods in a week, 2 periods are dedicated to Practical classes. To ensure effective use of e-classrooms, it is pertinent to develop ICT curriculum and accommodate periods in day to day teaching. The class-wise data reveals that maximum periods have focused on math, science and other activities. Therefore, necessary instructions to Principals may be given to allot periods for different subjects in an equal manner and ensure use of computer lab for the teaching-learning process (Fig.3.3.7).

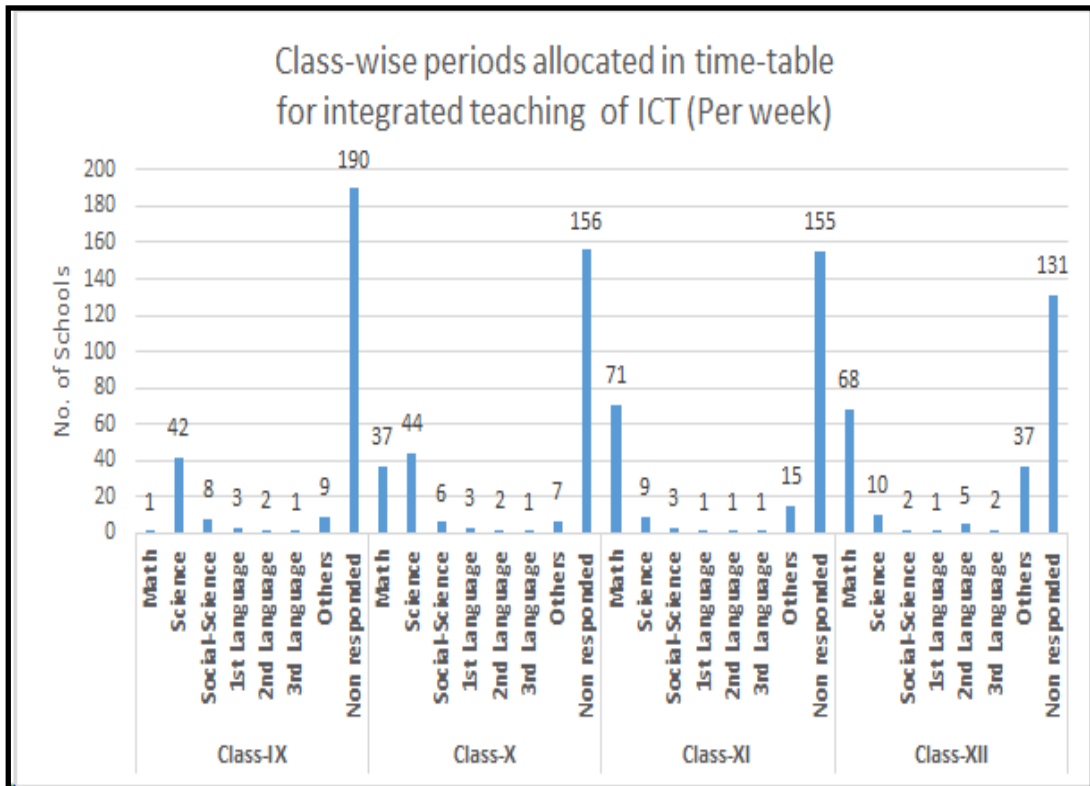


Fig: 3.3.7

338 **Accessibility of the computer and internet to the students in the ICT Lab:** The computer and internet use by students in the school, it has been observed in figure 3.3.8. Adequate facilities may be provided along with training support to use computer & internet for teaching-learning process.

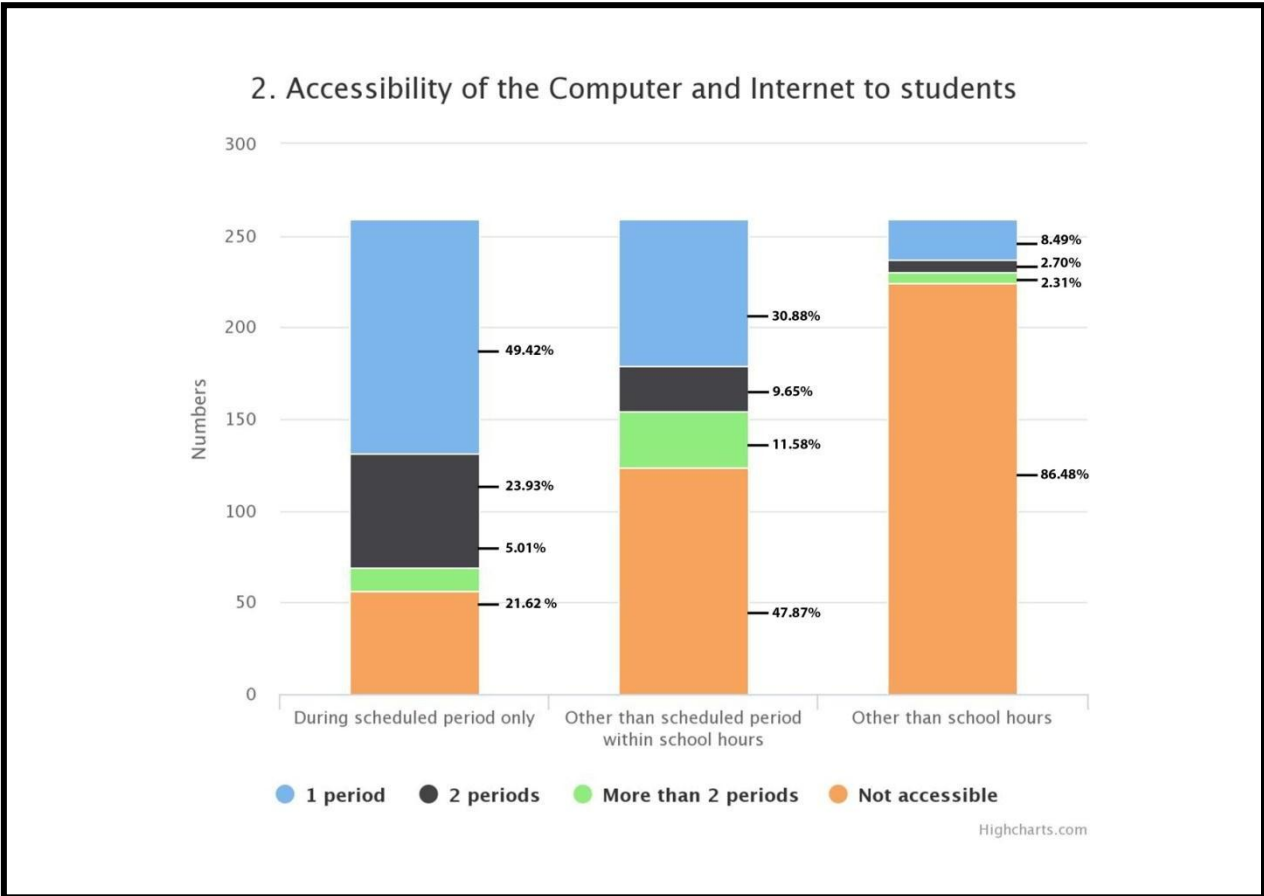


Fig: 3.3.8

339 **Knowledge in ICT of Principals:** While talking about computer and internet use, it has been observed that only 5% Principals use computer and internet with excellent knowledge, 32.8% are good in use, 48.3% have average knowledge and 6.2% Principals have poor knowledge and they do not use computers and internet in school hours. Further 2.3% Principals did not respond to the question. (Fig.3.3.9).

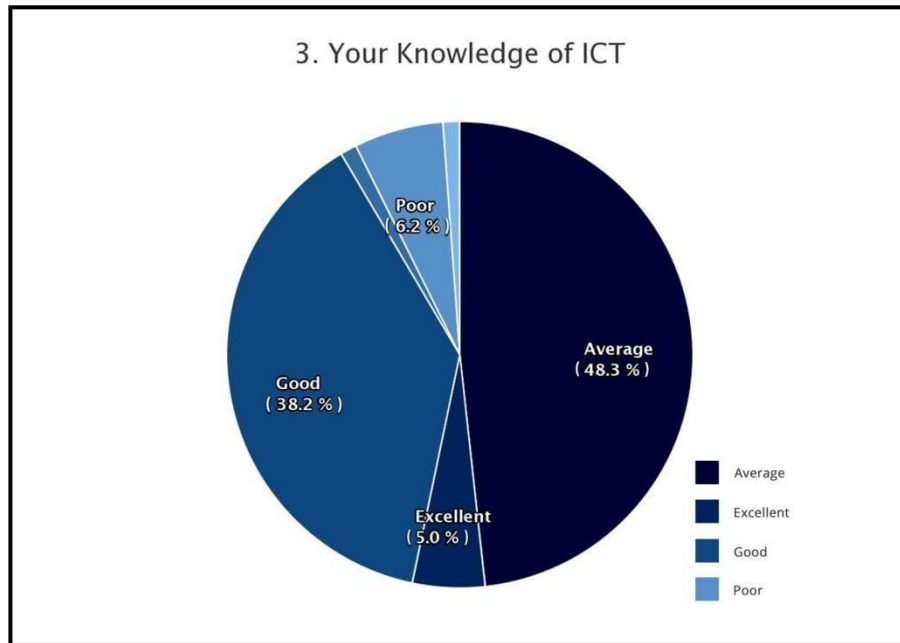


Fig: 3.3.9

33.10 **Use of ICT/Computers by Principals & teachers in the school under the ICT@School scheme:** The figure 3.3.10 reveals that the principals & teachers are using ICT applications for about 14 different ranges of tasks. Principals & teachers use these facilities to create Professional Development, Remedial teaching, Enrichment of lessons, Accounting, Record-keeping, Admission, Examination, Correspondence, Library Management, Time Management, Space Management, Personnel Management, Laboratory Management and Other activities.

The Highest number of tasks includes Professional Development, Enrichment of lessons, Admission, Examination and Correspondence, and low scoring tasks include creating library management, time management, remedial teaching, accounting, and record-keeping. A composite effort and demand may facilitate to principals and teachers in use of ICTs for development of diverse skills and professional development. But the principals and teachers themselves need more training and exposure on various ICT tools for creating, collaborating and sharing of resources and ICT Pedagogy Integration.

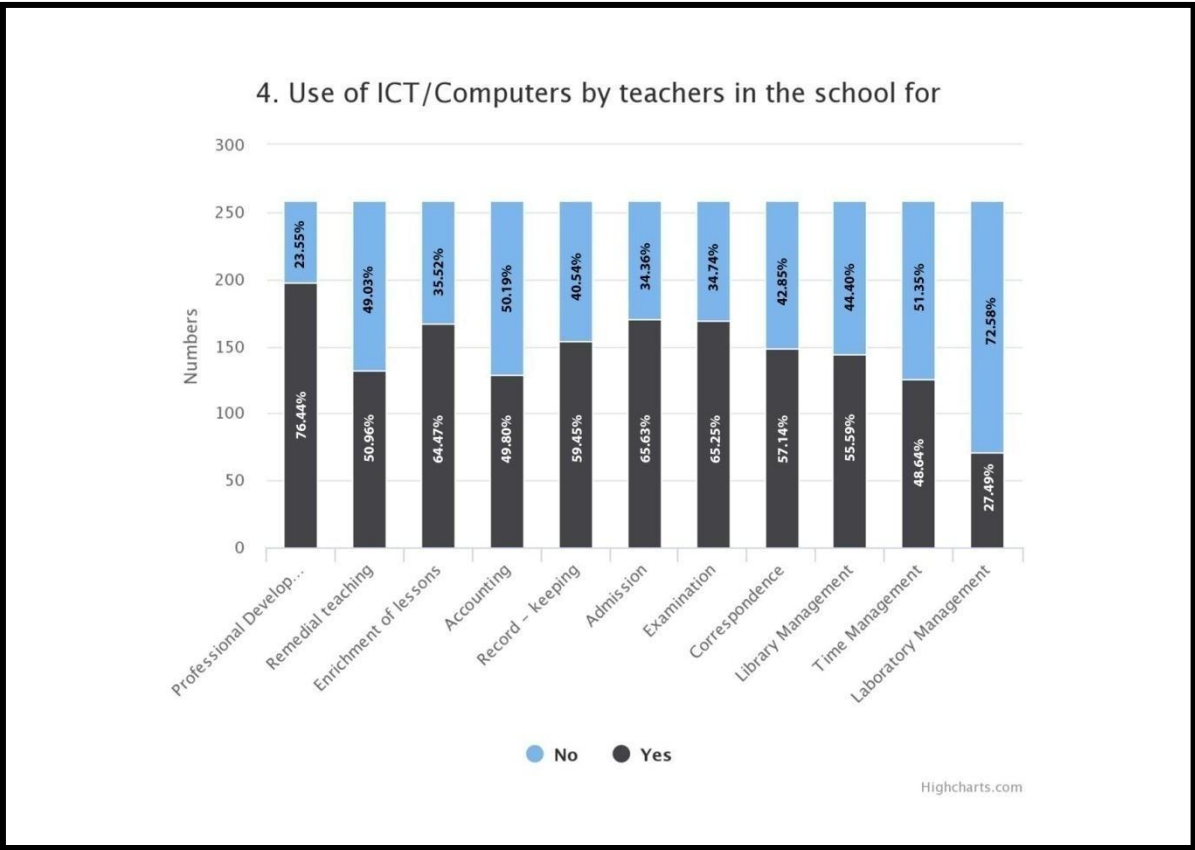


Fig: 3.3.10

33.11 **Security issues (theft) of ICT equipment and materials in the lab:** Every school is concerned to adopt their own strategy of security measures to save the installed ICT devices. However, field investigator has observed some cases of theft in 16.6% schools. It is due to the negligence of the schools. FIR lodged but no outcomes (Fig. 3.3.11).

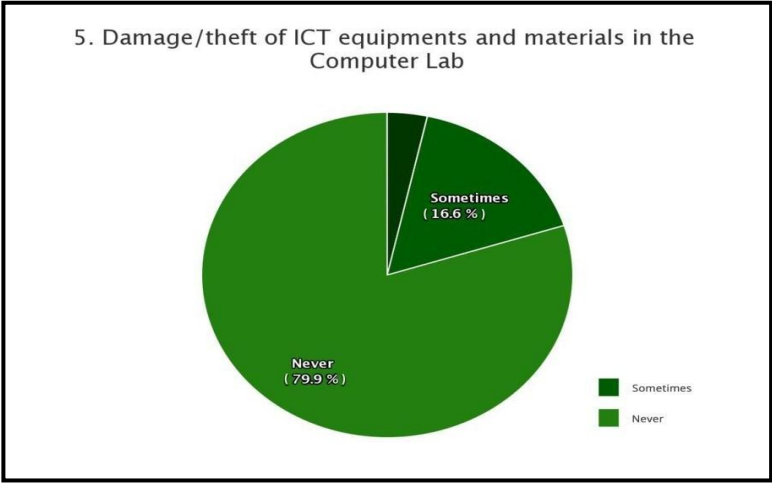


Fig: 3.3.11

33.12 **Annual Maintenance Contract with TCIL:** 61.6% of schools principals have reported that they do not have Annual Maintenance Contract (AMC) with TCIL, whereas 38.4% have a positive response (Fig.3.3.12).

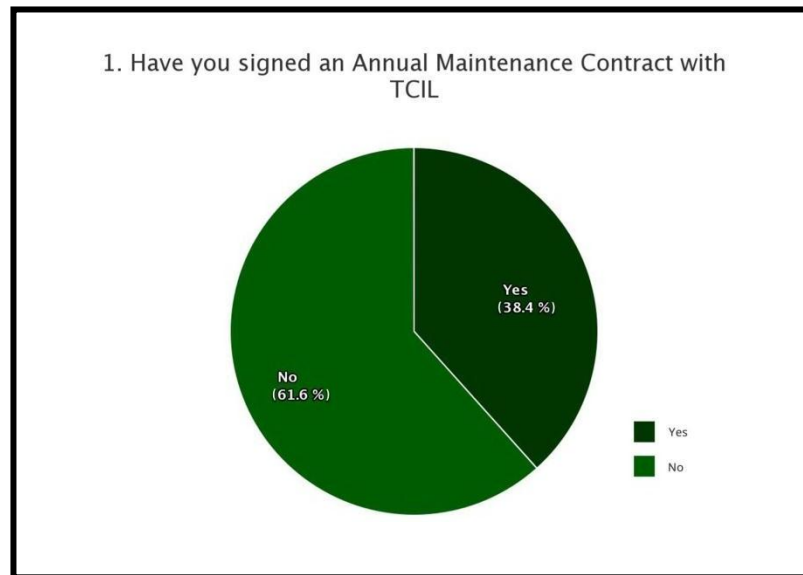


Fig: 3.3.12

33.13 **Satisfaction level with the service rendered by the service provider having Annual Maintenance Contract (AMC):** It is evident from the Fig. 3.3.12 that repair and maintenance are the major issues which have been reported by most of the Principals. Maintenance is mainly done by many of them and also by teachers who have somewhat ICT background, particularly in the absence of technical persons. In school, only 27.8% of principals have reported good response under Annual Maintenance Contract (AMC) with TCIL, whereas 38.2% have the average response (Fig.3.3.13).

2. Are you satisfied with the service rendered by the service provider having Annual Maintenance Contract (AMC)?

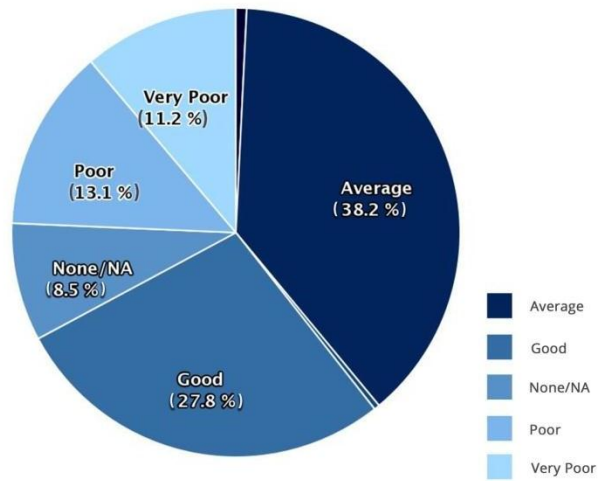


Fig: 3.3.13

3.4 Analysis of feedback from the ICT Teachers/ Subject Teachers

In the second phase, in all 1280 ICT teachers/ Subject teachers were included in the sample and direct interactions were done with them during school visits. Data has been collected by online mode using PARAKH mobile app and survey through field investigation.

3.4.1 **Status and Nature of the ICT training programmes of Teachers:** It may be seen from figure 3.4.1 that only 2% (5) of the subject teachers are trained in use of basic training in general, capacity building programme and the certificate in ICT, respectively in selected schools. However, 5% of school teachers were trained under ICT training. In a way, 89% (227) subject teachers are not trained in use of ICTs in classrooms. Further, it was noticed that teachers were mostly using their PPTs and video's during their classes. But very few teachers were using subject-specific software's i.e. Geogebra, PhET and Stellarium etc. Therefore, more intensive training on how to use e-class and teach with subject tools needs to be designed for all subject teachers under ICT@School scheme.

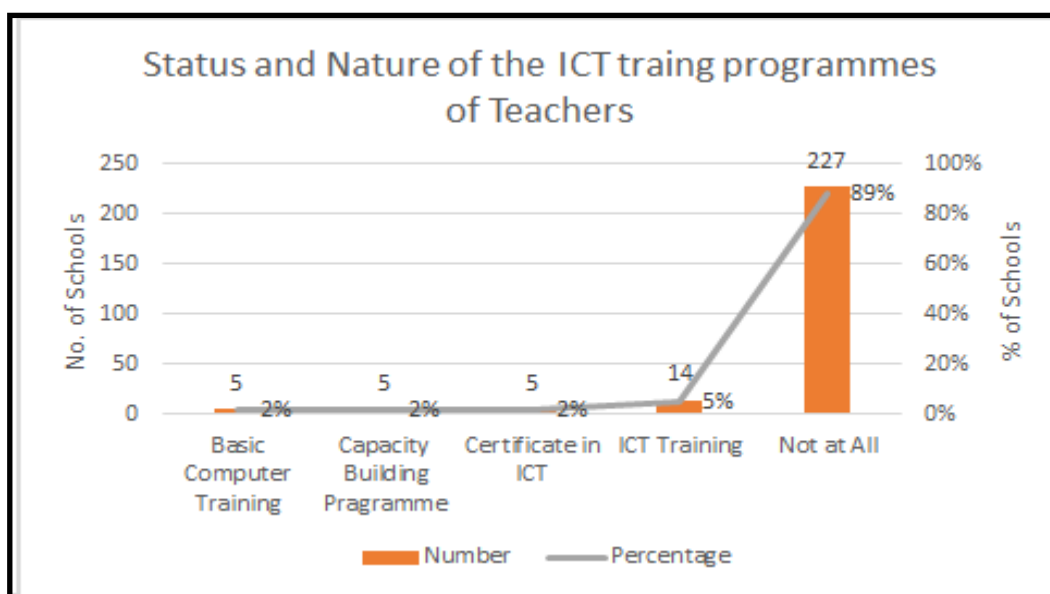


Fig: 3.4.1

3.4.2 **Computer Experience of ICT/ Subject Teachers:** It may be observed from Figure 3.4.2 that 12% (31) ICT teacher had a working experience of more than 10 years and above. However, 6% (16) of school's teachers were found as newly recruited with less than 1 year experience, 5% (14) of school teachers with 1-3-year experience, 5% (13) of school teacher with 3-5 years, 2% (4) of school teacher with

5-8 years of experience and 5% (13) of school teachers reported 8-10 years' experience in ICT respectively. 64% (165) of school ICT/ subject teacher have not any experience in ICT. With more experienced ICT teachers there is always the possibility of getting better results from the students.

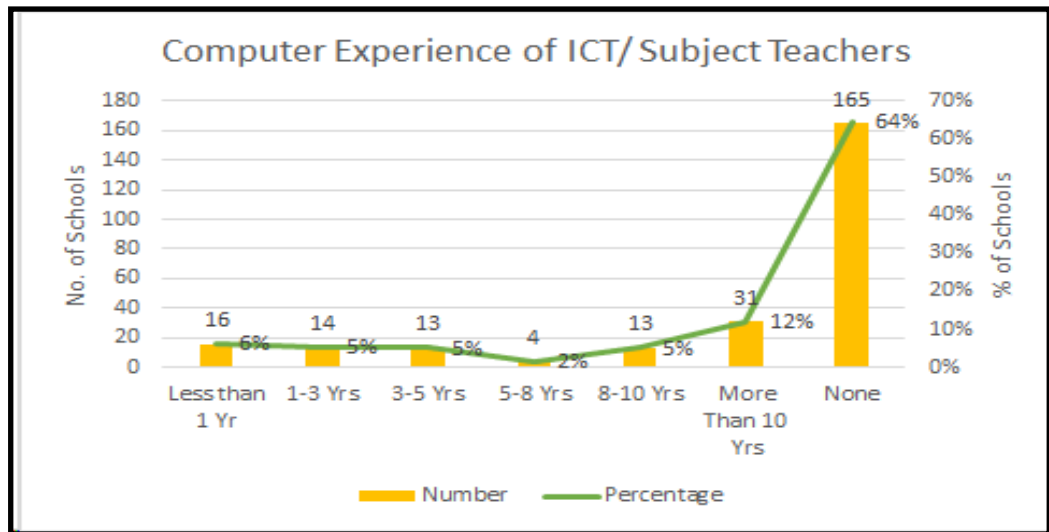


Fig: 3.4.2

3.4.3 **Software Skills BEFORE / AFTER ICT training:** When the subject teachers were asked about their expertise of using ICT in teaching, the analysis of data in figure 3.4.3 reveals that the ICT/subject teachers are using ICT applications for about 12 different ranges of tasks (MS Word, MS Excel, MS PowerPoint (PPT), MS Access, Blogs, Wikipedia/Wikimedia/Google, Docs, Search engines, Social Networking, Archiving, Software, installation/ updation). Out of 256 sampled schools, that about only 1% schools teachers reported as advanced in software skills before training and after training it is 4%, 12% of schools teachers reported as intermediate in before training and after training its 16%. 9% of teachers reported having basic expertise in use of ICT, but after training their skill were increased 19 % in the subjects. Also, about 62% of teachers responded to none of this question.

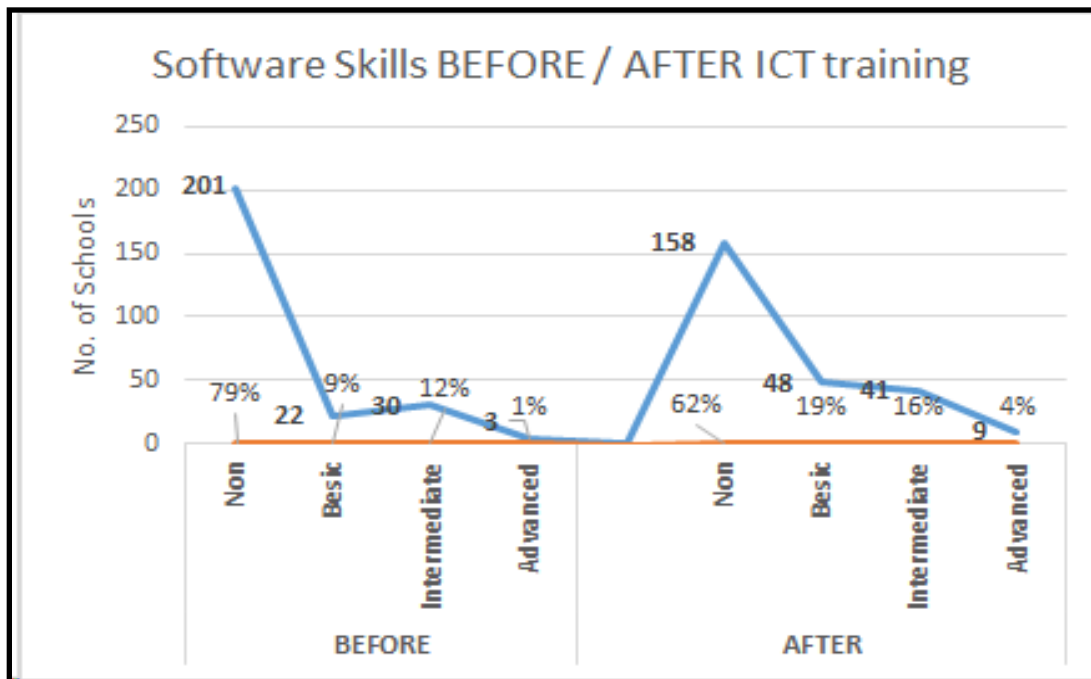


Fig: 3.4.3

3.4.4 **Hardware Skills BEFORE / AFTER ICT training:** The analysis of data in figure 3.4.4 reveals that the ICT/subject teachers are using various ICT devices in the computer lab (Connecting CPU, monitor, mouse, keyboard, connecting projector, printer, scanner, using pen/ hard drive, Burning CD/DVD, using printer, using scanner, using projector, Connecting and using camera, Using Audio / Video player). Out of 256 sampled schools, that about only 4% schools' teachers reported as advanced in hardware skills before training and after training it is seen 7%, 9% of school's teachers reported as intermediate in before training and after training its 18%. 10% of teachers reported having basic expertise in the use of ICT devices, but after training their skill increased up to 20 % in the lab. Also, about 54% of teachers responded to none of this question.

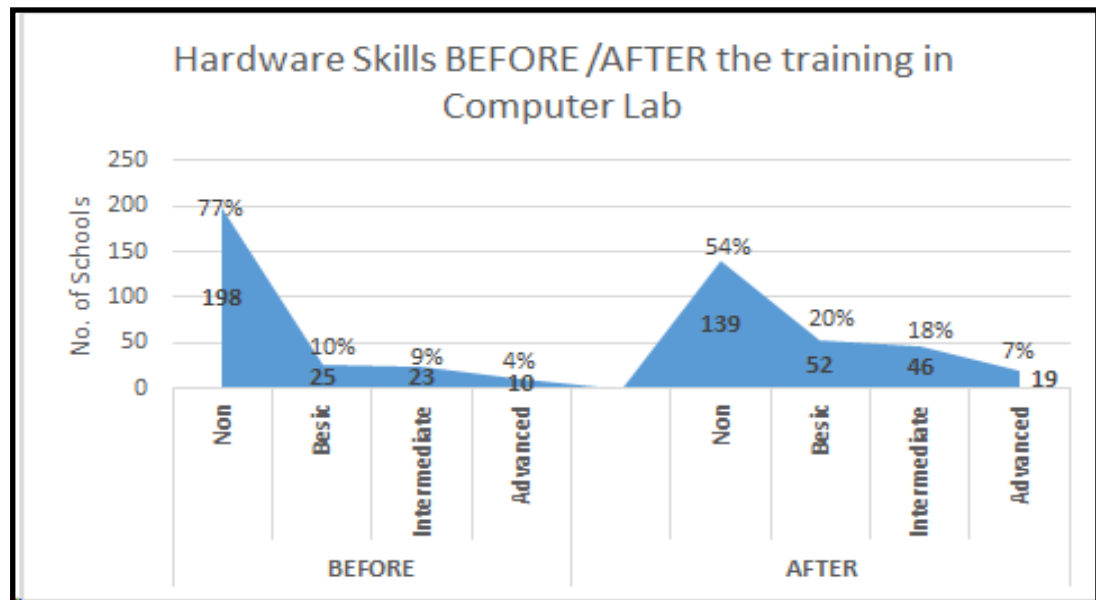


Fig: 3.4.4

- 345 **Usage of various tools by ICT/ Subject Teachers BEFORE/AFTER ICT training:** It may be seen from the figure 3.3.5 that the ICT/ Subject teachers are using various ICT tools in the computer lab (Communicating with parents, Timetable and online calendar, Log book/Teacher diary, Administrative tasks, recording marks, developing teaching-learning material, exploring through search engines, Downloading / Uploading content, Developing Presentations, Preparation of online assessments/ quizzes/activities etc.). Out of 256 sampled schools, that about only 4% schools' teachers reported as advanced in uses of various ICT tools before training and after training it is seen 7%, before training 13% schools teachers reported the use of ICT tools as intermediate but after training it is reflect 14%. 9% of teachers reported having basic expertise in the use of ICT tools, but after training their uses increased up to 19 % in the lab. Also, about 61% of teachers responded to none of this question. Therefore, continuous professional development programmes may be conducted for ICT teacher on regular.

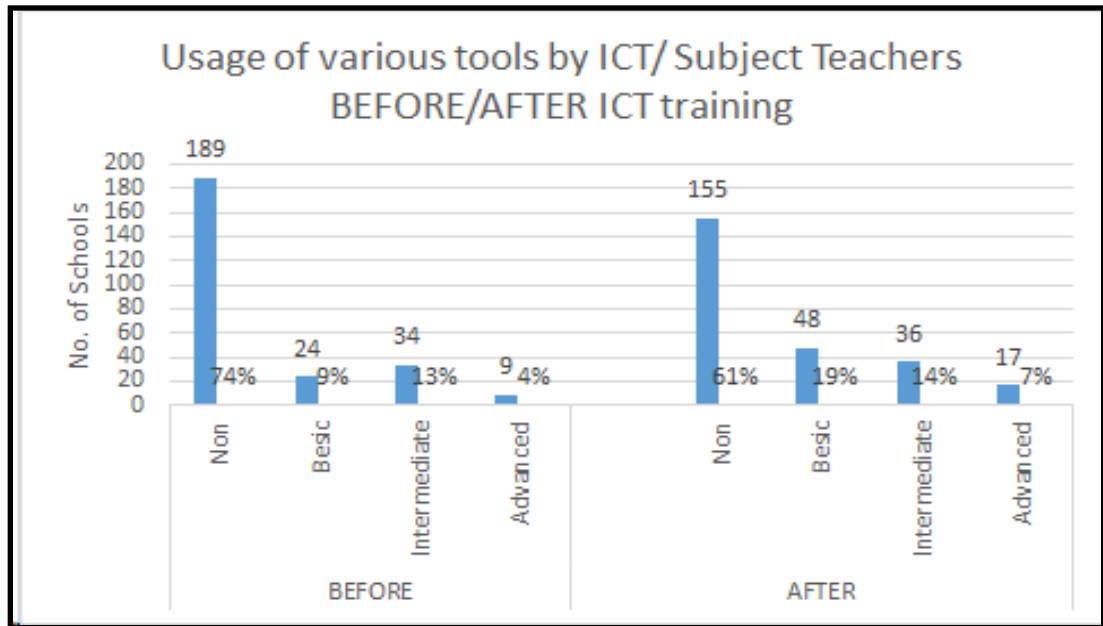


Fig: 3.4.5

346 **Use of Computer Lab per week by Computer Instructor/ Subject Teachers in Schools:** It may be observed from Figure 3.4.1 that 39.4% Computer Instructor/ Subject Teachers reported the use of computer 1-2hrs per week. However, 6.9% of teachers have spent 2-3hrs per week, and 19.9% of teachers with more than 3hrs per week. 33.8% of teachers do not use at all.

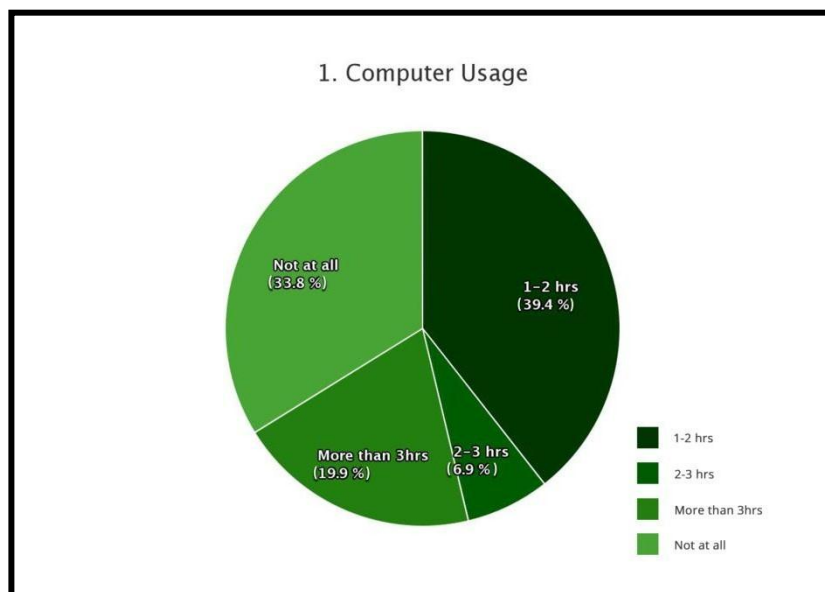


Fig: 3.4.6

347 **Internet usages by Computer Instructor/ Subject Teachers in Schools:** It may be observed from Figure 3.4.7 that 37.2% Computer Instructor/ Subject Teachers

reported the use of Internet 1-2hrs per week. However, 6.8% of teachers have spent 2-3hrs per week, and 18.5% of teachers with more than 3hrs per week. 37.4% of teachers do not use at all.

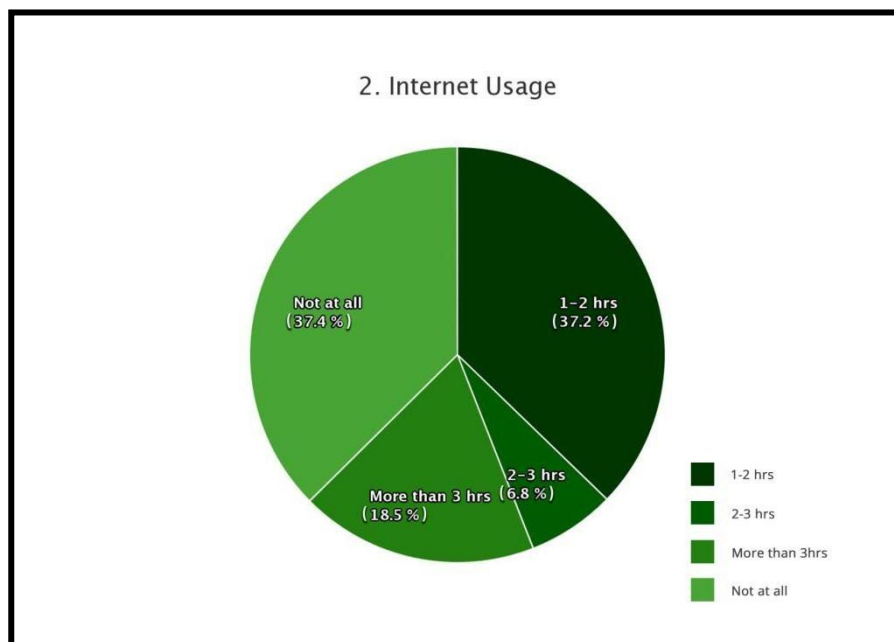


Fig: 3.4.7

348 **Resolving hardware & software related issues at ICT Lab:** From figure 3.4.8, it is evident that the hardware & software related competency of computer teachers was found to be well versed 69.8%. However, 17.6% of teachers have found competent to resolve the issues at their level, and 12.6% of school teachers report to the vendor (TCIL).

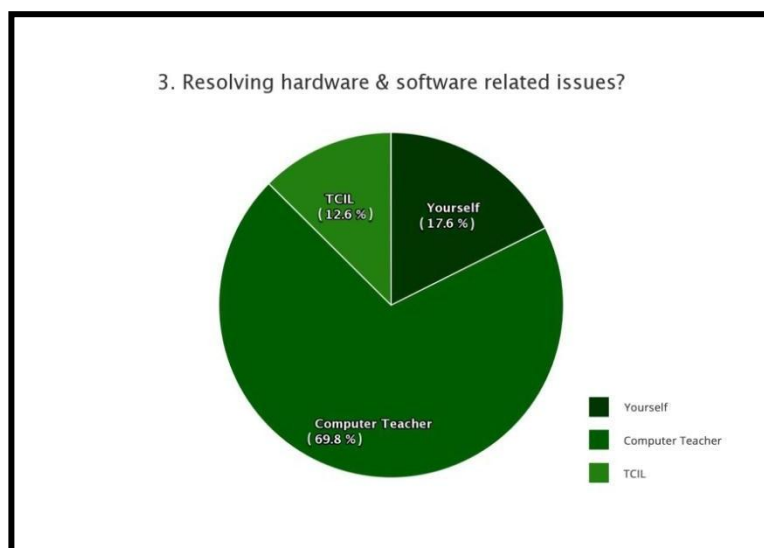


Fig: 3.4.8

349 **Incentive/ award for use of ICT:** It may be observed from figure 3.4.9 that only 4.9% of schools Computer Instructor/ Subject Teachers reported the incentive or award for use of ICT at School.

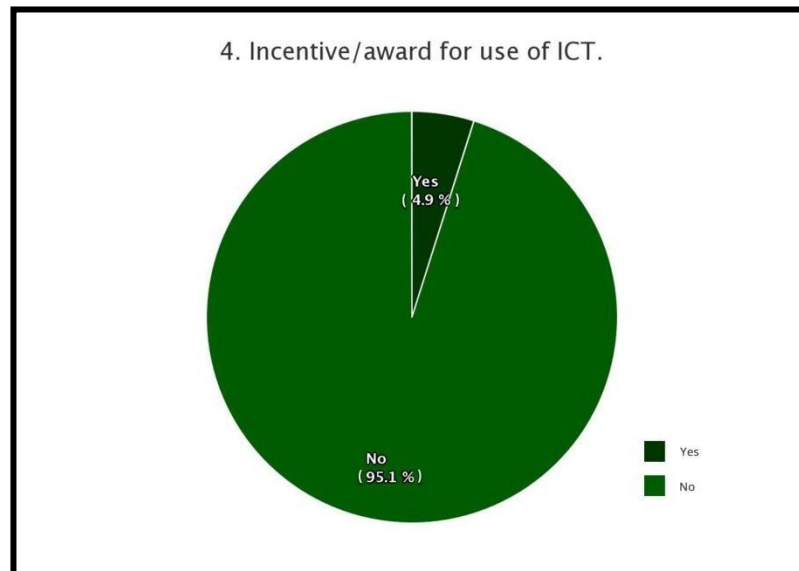


Fig: 3.4.9

34.10 **Problem encountered @ ICT lab:** The principals have enlisted non-availability of basic infrastructure (Hardware, software, internet facility, e-contents etc.) as impediments to successful implementation of ICT@School scheme in 25.2% of selected schools. Besides, 25.5 % of school principals adding to problem of subject-specific software and its put a major hurdle in smooth functioning of the computer lab. Repair and maintenance related problems reported by 26.3% of School Principals. However, 22.9% of schools functioning smoothly without any hurdle. These are also considered stumbling block for impact of student's performance (Fig.3.4.10).

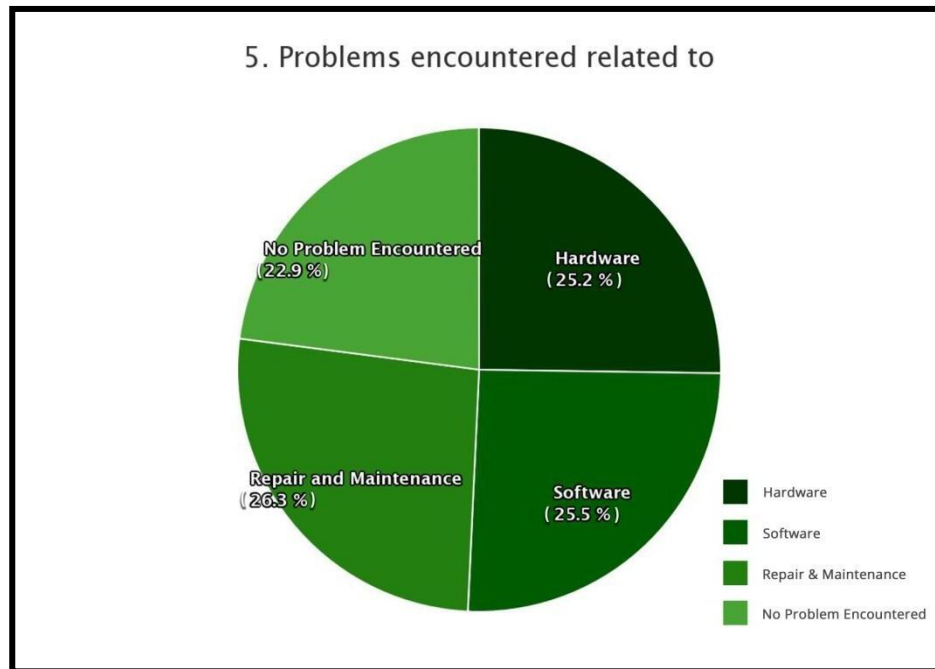


Fig: 3.4.10

3411 **Impact of ICT Usage in Classroom:** Figure 3.4.11 shows that the teachers have acquired a number of skills, though their level varies. The skill which has been mastered by majority of ICT/ Subject Teachers include improves teaching effectiveness, increase student motivation, increases student achievement, makes work simple, improves professional competency and improves subject understanding.

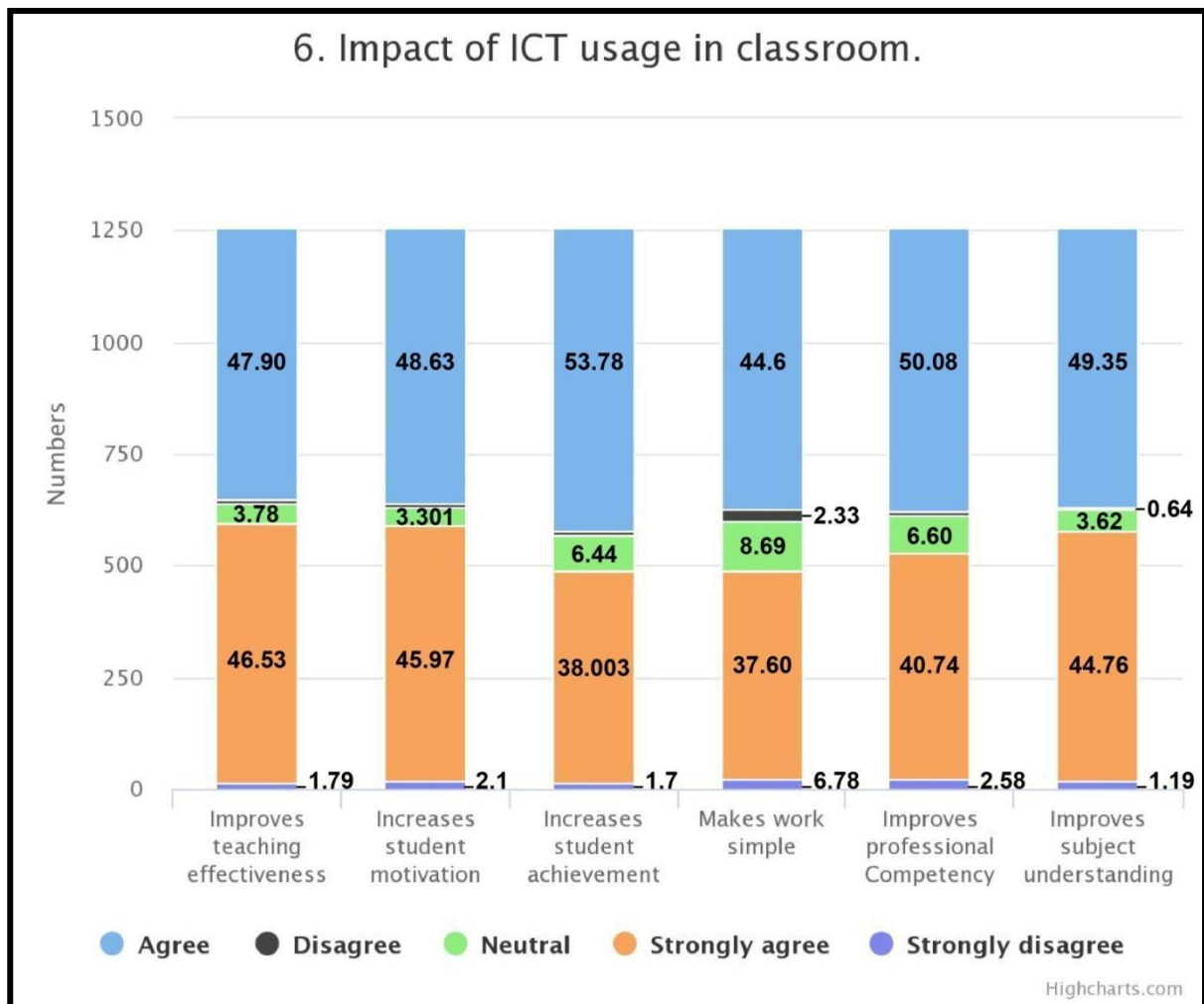


Fig: 3.4.11

34.12 **Satisfaction level with the service rendered by the service provider having Annual Maintenance Contract (AMC):** It is evident from the Fig. 3.4.12 that repair and maintenance are the major issues which have been reported by most of the Teachers also. Only 17.5% of schools ICT/ Subject Teachers have reported good response under Annual Maintenance Contract (AMC) with TCIL, whereas 30.3% have the average response. Also, about 54% of teachers responded to none of this question.

1. Level of satisfaction with the service rendered by the service provider having Annual Maintenance Contract (AMC)?

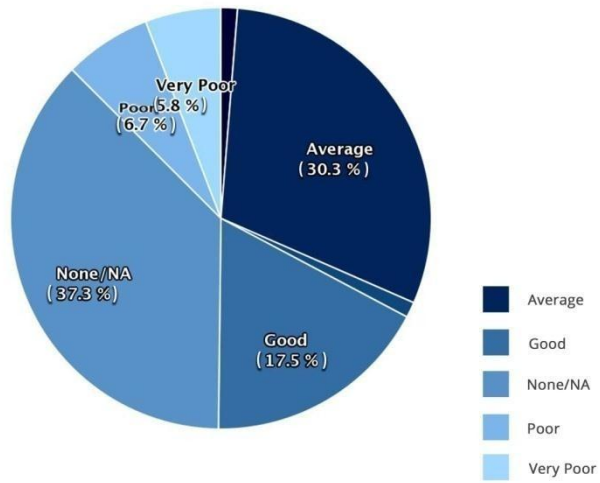


Fig: 3.4.12

3.5 Analysis of feedback from the Students

In the second phase, all 2560 students were involved in this study and the research staff had a detailed discussion on use of computer lab during sampled school visits. data has been collected through online using PARAKH mobile app and survey through field investigation.

3.5.1 Impact of ICT tools among students skills: Students are considered as the ultimate user of ICT Lab facilities and learn. In all 2560 students were interviewed to assess the effect of this project. The figure 3.5.1 shows that the students have acquired a number of skills, though their level varied. The impact of the resources provided under ICT@School scheme is encouraging but one-fourth of students seem to be deprived of such skills. Hence, urgent attention to the issue may be given at the appropriate level, with provision for expansion of E-classes to every classroom and section and training of ICT and subject teachers for effective use of such gazettes.

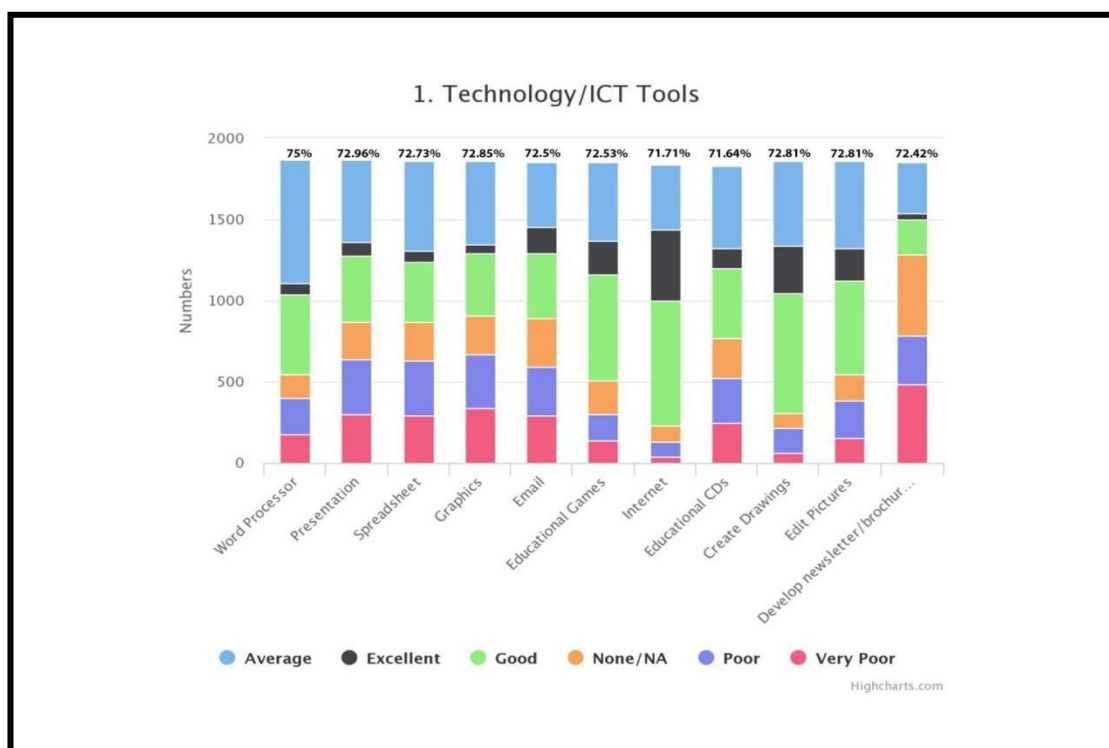


Fig: 3.5.1

3.5.2 Use of Social Media by Students: The study reflects that a large group of students use social media for searching, such as Facebook 24%, Whatsapp 32.3%, Google 20.5%, and Instagram are done 11.0% by them. The study further finds out that 6.3% of students of schools searching for other activities (Fig.3.5.2).

2. Tick the appropriate Social Networking Sites that you use.

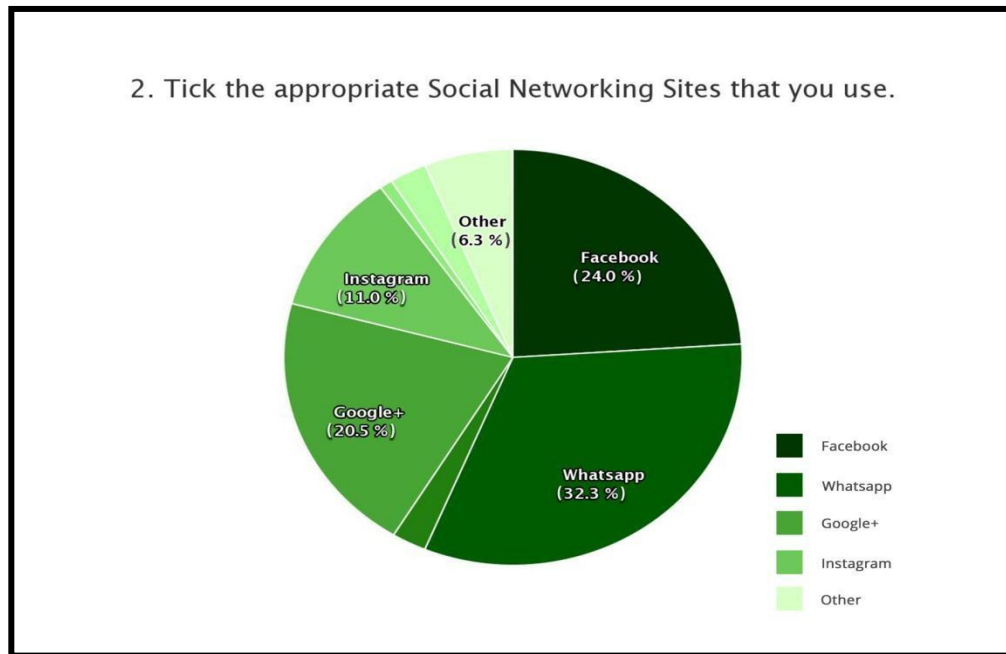


Fig: 3.5.2

3.5.3 Use of Internet by Students @ ICT lab: It may be observed from Figure 3.5.3 that students reported the use of Internet always respectively for surfing (9%), for accessing the information (8%), for creating (7%), for uploading (8%), for downloading (8%), for Accessing learning (8%) and 5% of schools students use of internet for resources. Most of the students are interested to operate internet and computers installed in the Computer Lab. But because of less number of computer sets in Lab, they do not have enough scope to practice computer regularly. In most of the cases, they are getting the chance to practice computer exercise by rotation or by an interval of one or two days. In some of the schools, computers Labs existed but were not functional.

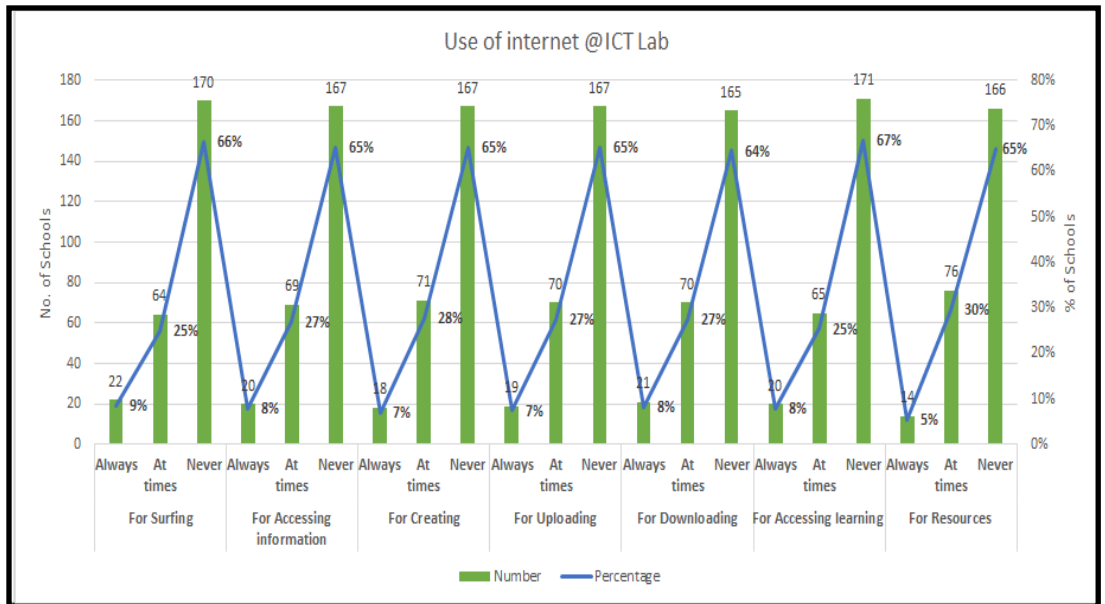


Fig: 3.5.3

3.5.4 **Use of Computer Lab per week by Students in Schools:** It may be observed from Figure 3.5.4 that 62.1% of schools students reported the use of computer 1-hrs per week. However, 11.1% of students have spent 2-3hrs per week, and 6.3% of students with more than 3hrs per week. 20.5% of students do not use at all.

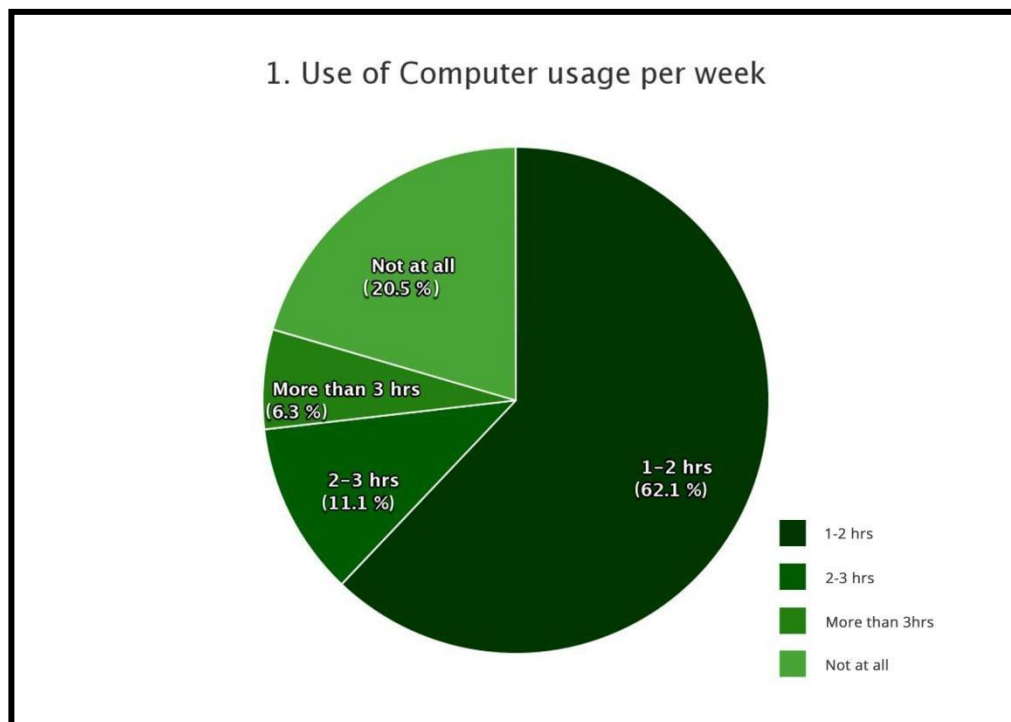


Fig: 3.5.4

3.5.5 **Internet usages by Students in Schools:** It may be observed from Figure 3.5.5 that 31.8% of schools students reported the use of Internet 1-2hrs per week. However, 6.3% of students have spent 2-3hrs per week, and 6.1% of students with more than 3hrs per week. 55.8% of teachers do not use at all.

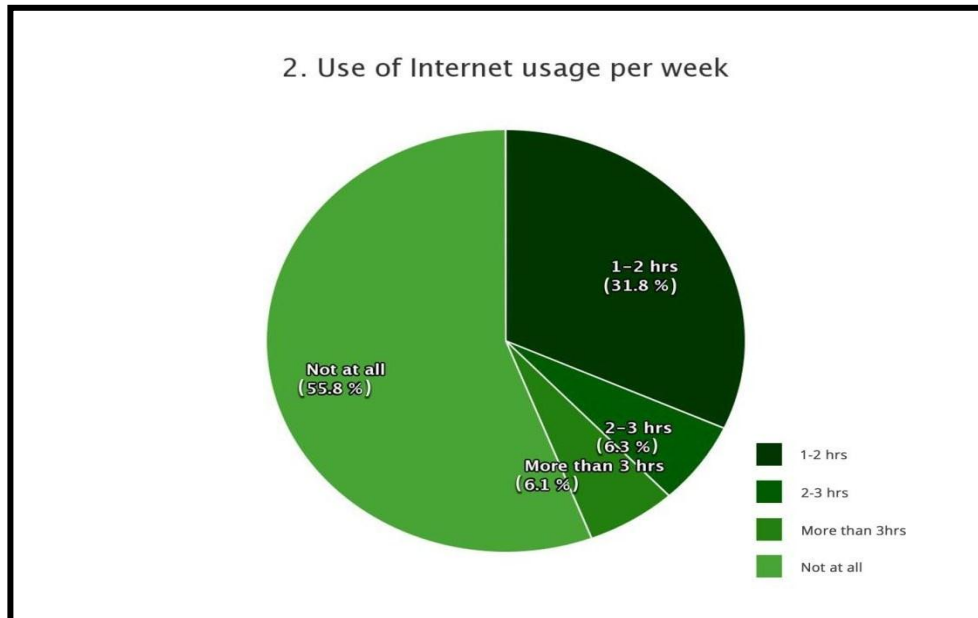
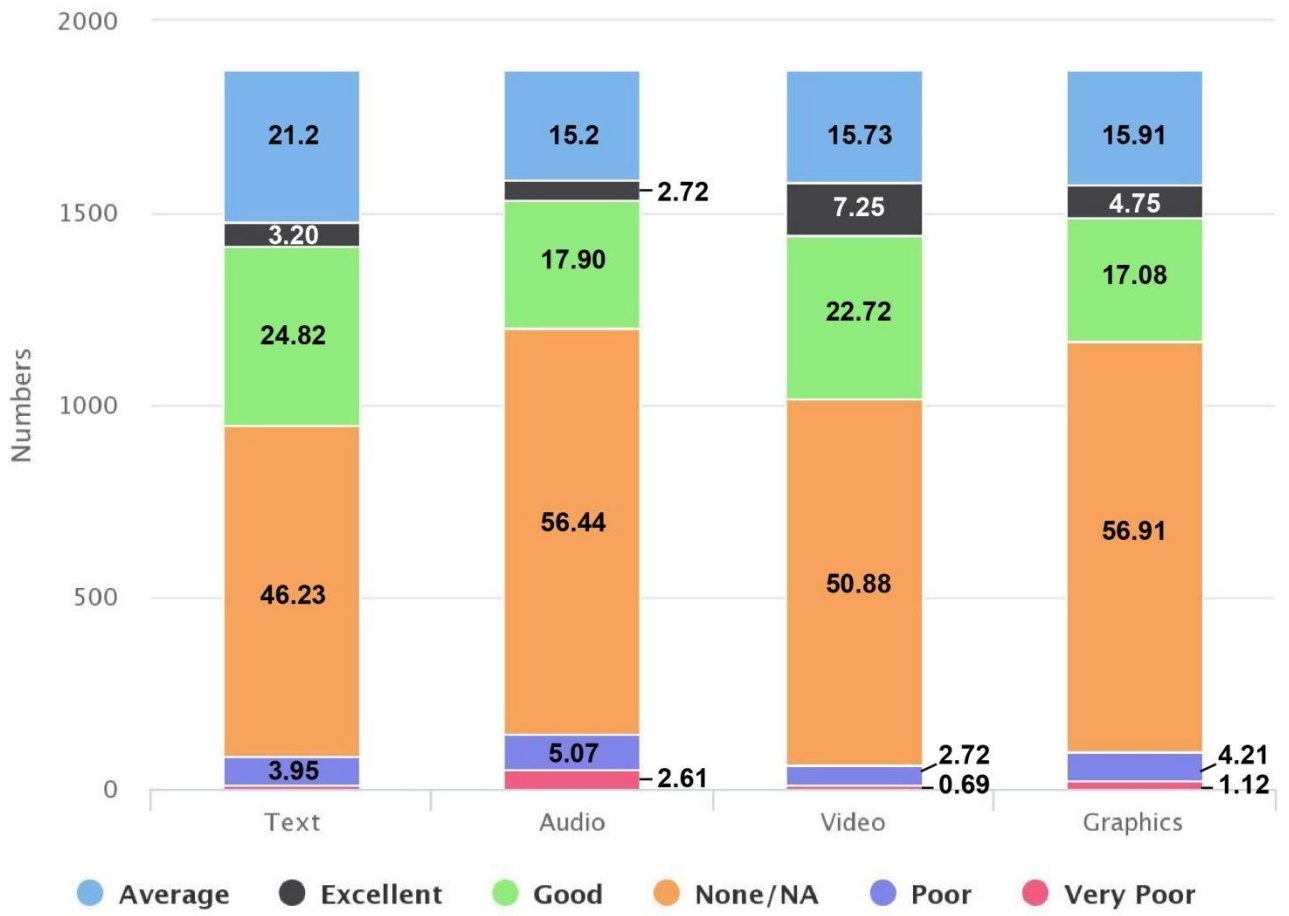


Fig: 3.5.5

3.5.6 **Satisfaction level of students with the course material provided for computer education in Classroom:** The data, collected from the students specify (Fig. 3.5.6) that most of the students have basic ICT skills in the word processor, audio, video, and graphics. Most of the students' satisfaction level with the course material provided in the computer lab on is average. Further, it was noticed that most of the schools' students has reported non-availability of subject-specific software in ICT lab.

3. Satisfaction with the course material provided for computer education



Highcharts.com

Findings and Interpretation

The findings below are based on the analysis data collected in two phases

In the first phase, out of the total, 1228 schools covered under ICT@Schools, the data was submitted by 603 schools. Further using purposive sampling 256 Schools spread across all the districts and educational divisions of the Delhi were selected for field investigation and data collection in phase-II.

1. The Directorate of Education, Delhi has successfully deployed ICT@School scheme in most of the schools and almost in all the sample schools the computer lab was found to be in a good condition. As per the information provided by the Headmasters and on the basis of on spot observation by the field investigators, except for 02 schools (ID No. 1106112, 1412291) the fully furnished Computer Lab for ICT integration was established in all the other schools (254 Schools).
2. There were 254 ICT labs in all sample schools. Out of these 75.4% of the servers, 59.86% of generators, 86.33% of the scanners, 77.50% of printers are functional. It may further be noted that 58.82% video cameras and 67.64% of web cameras are in working condition. Further, nearly 47.40% of modem is functional while 87.02% of projectors are reported to be functional. Whereas 19% of the server, 36.8% of generators, 11.2% of the scanners, 20.7% of printers, 30.8% of video cameras, 25.2% of the web cameras, 43.6% of modems and 9.9% of projectors are non-functional. The data also indicates that 5.8% of the servers, 4.1 % of the generators, 3.1% of scanners, 1.9% of printers, 11.2% of the video cameras, 7.4% of web camera, 9.6% of the modems and 3.1 % of the projectors are not available.
3. The UPS is supplied only in 242 Schools. Of these 94% (241) UPS were found to be functional. About 5% (14) of Schools reported the non-availability of UPS. From the data collected, 90% of the shared computer terminals are reported to be functional. Whereas 10% of the computing terminals are not functional.
4. The data reveals that in 6% (15) schools computer instructors were appointed by TCIL and 21% (54) schools reported to have no computer instructor at all. However, 24% (62) schools reported of having computer teachers appointed by Directorate of Education. Besides, 49% (125) schools reported computer teachers hired from other sources. It may be noted that as per agreement the vendor (TCIL) had to provide computer teacher in every school covered under the scheme.

5. As far as the training in the uses of ICT is concerned, only 17% (in 43 Schools) Computer Instructor/Teacher and 3% (in 7Schools) other subject teachers have received ICT training. It may be noted that the vendor (TCIL) had to provide ICT training to the teachers in every school covered under the scheme, but 80% (in 206 schools)have reported not having attended any ICT training. Training of teaching Staff needs to be done on priority and at regular intervals.
6. The vendor also has claimed to have supplied the software for various subjects to the schools and it may be noted that different subject teachers reported in the survey that only 17% schools have been provided with software for class -IX, 16% for class-X. The software for English for class IX & X has been supplied only in 16% schools, in social science software for class-IX 46% and class -X 45% schools have been provided. The software for Mathematic has been provided for class-IX in 16% and Class- X in 15% schools. The software in Science has been provided to 15% schools for Class-IX and to 14% schools for Class-X. The data reveals that majority of schools have not been provided with subject specific software for teaching learning.
7. The vendor also committed to provide 11 Computer Tables to each school. The data collected in phase 1 and phase 2 reveals that in 99.50% schools Computer Tables have been supplied by the vendor.
8. The vendor (TCIL) committed to provide 20 Computer Chairs to each school. It may be noted that Computer Chairs have been supplied by the vendor in98.44%Schools.
9. Nearby 65% (166) schools have reported that the vendor (TCIL) has provided the appropriate network connectivity, while 21% (55) schools reported that they already had network connectivity available in the schools.14% (35) schools reported that there is no network connectivity in their schools.
10. Nearly 10% schools have reported that there is no electricity connection at ICT Lab, whereas 90% schools have been provided with electricity connection by the vendor.
11. About 80% of Principals reported that computer and internet facilities is used in their schools during school hours whereas 20% of principals reported that computer and internet facility in their schools are also provided beyond school hours.
12. The data reveals that 49.4% of school's computer & network repair & maintenance in the ICT labs are done by the vendor (TCIL) whereas; only 4.6% schools arrange for repair and maintenance on their own. 45.9% schools reported that computer& network repairs and maintenance are done through other sources. Poor response from vendors has caused the delay in repairing and maintenance.

13. The headmasters have enlisted a number of problems encountered in successful implementation of the scheme. The teachers have reported repair & maintenance problems in 29.2% schools, hardware related problems in 28.9% schools and software related problems found in 24.6% schools. Besides, the principals have reported that a considerable number of untrained teachers are adding to problem and put major hurdle in smooth functioning of the project.
14. It may be seen that 14% (36) of schools headmaster and subject teachers are satisfied with the quality of subject-specific software. 25% (63) schools headmaster and subject teachers are not satisfied with the quality of subject-specific software in the computer lab. Further, it was noticed that most of the schools' headmaster i.e. 61% (157) have reported non-availability of subject-specific software in ICT lab.
15. While talking about computer and internet use, it has been observed that only 5% Principals use computer and internet with excellent knowledge, 32.8% are good in use, 48.3% have average knowledge and 6.2% Principals have poor knowledge and they do not use computers and internet at all.
16. About 61.6% of school principals have reported that they do not have Annual Maintenance Contract (AMC) with TCIL.
17. It may be observed that about 12% (31) ICT teachers had a working experience of more than 10 years and above. However, 6% (16) of school teachers were found as newly recruited with less than 1-year experience, 5% (14) of school teachers with about 1-3-year experience, 5% (13) of school teacher with 3-5 years, 2% (4) of school teacher with 5-8 years of experience and 5% (13) of school teachers reported 8-10 years' experience. About 64% (165) of school subject teachers do not have any experience in uses of ICT in teaching learning.
18. Data reveals that 34% (87) school teachers have been trained in all the aspect mention in the agreement, whereas 66% (169) schools reported that all the aspects were not covered during the training. 8% (20) schools teachers reported they were not fully trained in using of Word Processing (Text), Similarly, 76% (194) schools' teachers reported that they were not trained in Graphics, 83% (213) schools teachers informed that the aspect of animation was not covered during the training and 75% (192) schools' teachers reported that the aspect of Audio/Video was not covered in the training.
19. It was observed that only 19.9% teachers reported using computer more than 3hrs per week. In all, 18.5% teachers use internet more than 3hrs per week.

20. As for the uses of internet majority of the students used it for social media, it is revealed that Facebook is used by 24% of students, Whatsapp used by 32.3% of students, Google search by 20.5% of students, and Instagram used by 11.0% of students. Only 6.3% of students use internet for activities other than social media.
21. About 9% Students reported that internet for general surfing, 8% for accessing the information, 7% for creating, 8% for uploading, 8% for downloading , 8% for learning (8%) and 5% of students use internet for accessing resources. Most of the students are interested to operate internet and computers installed in the Computer Lab. But because of less number of computer sets in Lab, they do not have enough scope to practice computer regularly. In most of the cases, they are getting the chance to practice computer by rotation or by an interval of one or two days. In some of the schools, computer Labs existed but was not functional.
22. Nearly 7% of ICT teachers are well versed (Advanced) hardware and devices.
23. Out of the 1280 subject teachers covered for survey only 5% have undergone ICT training. Only 41% of teachers have reported that ICT based lessons are imparted for the teaching of different subjects. As far as the expertise of using the computer lab and ICT use in subject teaching is concerned, only 3% of teachers have very good expertise in the use of such skills.
24. The data collected from the schools revealed that most of the students have basic ICT skills in the word processor, audio, video, and graphics. Most of the students' satisfaction level with the course material provided in the computer lab on an average. Further, most of the schools' students have reported non-availability of subject-specific software in ICT lab.
25. In all the 2560 students were included in the survey and all of them reported that they have accessed to computer lab. 76% of students also use computer and internet at home followed by 10% in a cyber cafe and 14% at friend's home respectively.
26. The state has put in place a mechanism to train/orient teachers into ICT; but the coverage is weak, almost all the teachers are yet to be covered. Further, the training appears to be limited to a ICT literacy programme. Differentiated programmes for the head teachers, ICT teachers, and subject teachers of different subjects do not appear to have been articulated, although the needs of each of these groups are distinct. The model of ICT teachers doubling up as trainers within the school is not delivering, as the ICT teachers themselves appear to be novice beginners. Most teachers, including the ICT teachers and the Head teacher, have not demonstrated awareness of the possibilities of ICT particularly in enhancing their own skill set and leveraging ICT to improve teaching-learning.

27. Slow internet connection, less time for delivery of e-content in classroom, timely maintenance of the computer hardware by the vendor, proper training of ICT etc. are reported as main constraints for implementation by ICT teachers as well as sub-subject teachers.
28. Every school is concerned to adopt their own strategy of security measures to save the installed ICT devices. However, field investigators have observed some cases of theft in 16.6% schools. FIR lodged but no outcomes.
29. More intensive training on how to use computer lab and teach with subject tools needs to be designed for all subject teachers of the above schools.
30. Continuous professional development programmes may be conducted for ICT teachers and other teachers regularly.
31. FIs visited 256 sample schools and out of these 02 schools were found without ICT lab (School IDs: 1106112, 1412291). Hence, the Directorate of Education, Delhi needs to promptly act for the establishment of the ICT lab in these schools.
32. It was also revealed from on spot observation and discussions that TCIL has further delegated the responsibility of fulfilling the agreement to another vendor i.e. KARVY, most of the HMs were not aware of the terms and condition of agreement between TCIL and Directorate of Education, hence were not able to monitor the implementation as per the agreement

Recommendations

1. Adequate ICT infrastructure needs to be created to strength teaching learning of students and teachers in each School.
2. Class-wise periods available per week may be taken into consideration for preparation of yearly calendar for ICT integration.
3. The ICT Curriculum and online courses for students developed by the CIET-NCERT could be implemented in all the schools.
4. E-contents available on NROER and e-Pathshala may be meaningfully used and integrated with the subject teaching and planning in computer lab.
5. Training Module may be developed and used for large scale training of computer/ICT and subject teachers on regular intervals. Training on subject-specific tools i.e. Geogebra, Ph- ET, Stellarium, and Google Earth/Map needs to be organized for teachers.
6. The Principals need a more intensive training on Management/Monitoring and up keeping of the ICT infrastructure. The training programme in ICT should systematically cover all teachers irrespective of their subject specializations and should be designed to make them self-sufficient in using ICT resources for their teaching learning.
7. A mechanism for systematic and regular monitoring of ICT@School programme should be established and tracked online to save time and energy. This should include hardware, software, internet connectivity, school time table, training of functionaries, actual use of the system and its effect on students through ane-MIS.
8. In order to ensure adequacy of the ICT infrastructure, the strength of the school and the number of periods available to the students per week may be assessed and suitable enhancements made. Classrooms with projection devices and libraries of appropriate digital resources will facilitate their use in subject teaching.
9. As suggested in the guidelines to the States released by the Ministry of Human Resource Development, a tripartite arrangement involving the Heads of schools in the service level agreement with the service provider is essential for timely redressal of repair and maintenance issues.
10. The qualifications and capabilities of the ICT teacher must be ensured to derive the benefits envisaged. This would also require tracking of the pay and allowances made to the ICT teacher and the overall control exercised by the school over the work schedule of these teachers.

11. Diverting the efforts of this teacher to fulfill the administrative requirements – data entry and book keeping would dilute the programme.
12. The Directorate of Education, Delhi may draw up policy guidelines articulating the expectations from the ICT@School scheme in specific and e-Contents and ICT Pedagogy integration in general.
13. The ICT@School scheme needs to be expanded to all classrooms across the schools and ensure its full utilization on a day-to-day basis.

Annexures:
Annexure-I:
Tools used for the Study

Checklist for Evaluation of ICT@School Scheme in Delhi

(To be filled up by The Principal /Vice-Principal/Computer Teacher)

1. School Name
2. U-Dise Code of School
3. Name of the concerned person and Contact Number
4. Designation (*Mark only one oval.*)
 - Principal
 - Vice Principal
 - Computer Teacher / ICT Lab-in-charge
 - Subject teacher
6. School Address
7. Block/Zone
8. District
9. Pin Code
10. Email ID
11. Official contact number of the school

Infrastructure- Hardware

11. Tick the appropriate

Device	Available	Not available	Functional	Non functional
Server				
Generator				
Scanner				
Printer				
Video Camera				
Web camera				
Modem				
Projector				

Enter two digit numbers only (example 01, 02 ...10 etc.)

12. No. of functional terminals out of 10 shared computing terminals (Enter number)

13. The number of functional out of 2 UPS supplied (Enter number)

Human resource and Training

16. Details of computer instructor available in the school *Mark only one oval.*

- Instructor appointed by TCIL
- Instructor appointed by the school
- No instructor
- Other (Please Specify)

17. Has TCIL provided training to

- Teaching staff

- Computer instructor.
- Both
- No (Please Specify the reason)

18. Aspects were covered in the training- (Tick Suitable)

Aspect	covered	not covered	Usage	creation
text				
graphics				
animation				
video				
Audio				
Any other				

19. Other software available for secondary classes

Subject	Std IX Provided	Std IX Not provided	Std X Provided	Std X Not Provided
Hindi				
English				
Social Sciences				
Mathematics				
Science				

20. Software available for higher/senior secondary classes:

Subject	Std XI Provided	Std XI Not provided	Std XII Provided	Std XII Not Provided
English				
Mathematics				
Physics				
Chemistry				
Biology				
History				
Civics				
Geography				
Commerce				
Economics				

Materials Supplied: Supply of Stationery (per year)

21. Enter the number (out of 400) of CD-RW for students and teachers

22. Enter the number of reams (out of 20) of paper

23. Enter two digit number the number (out of 4) of Printer Cartridges (words in red should be pop out instruction)

Furniture

Sl	Furniture	Supplied	Functional
1.	Computer Tables (Enter number out of 11)		
2.	Computer Chairs(Enter number out of 20)		

26. Choose appropriately

<i>Device</i>	<i>Supplied by TCIL</i>		<i>Not supplied by TCIL</i>
	<i>Functional</i>	<i>Non Functional</i>	
<i>Printer Table</i>			
<i>Instructor chair</i>			
<i>Instructor table</i>			
<i>CFL (18Watt)</i>			
<i>Exhaust fan</i>			
<i>Ceiling fan</i>			
<i>electric sub meter</i>			
<i>wall clock</i>			

Network and Electricity

27. (i) Provision of Appropriate Networking (6 CAT cabling with suitable wall outlets)

Yes

No .

28. (ii) If Yes,

Previously existing/available
provided by TCIL

29. Provision of appropriate Electrical Connection (including sockets for connection)

Yes

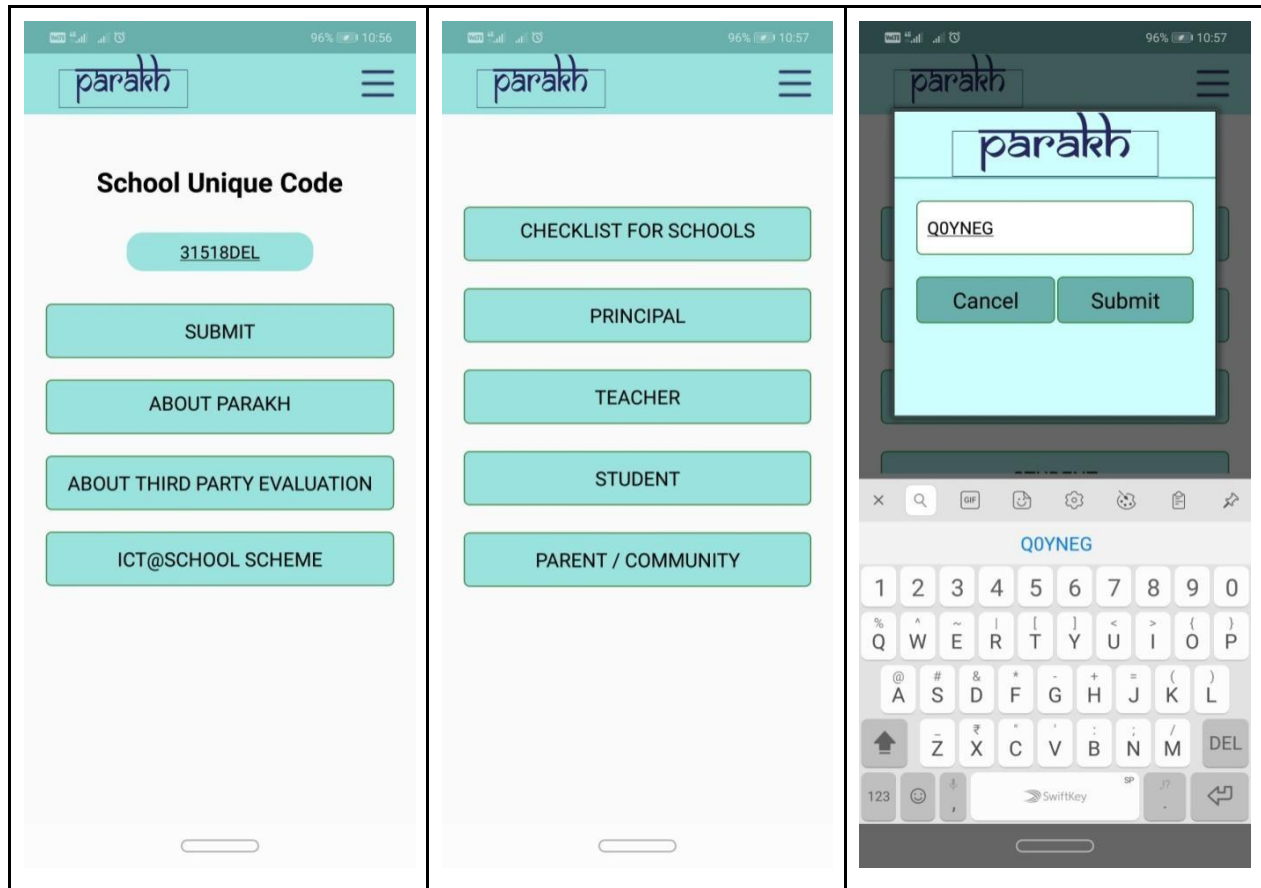
No

30. If yes,

Previously existing/ Available
Provided by TCIL

Annexure-II: Questionnaire for Principals

(Online by PARAKH mobile app)



94% 11:14

Questionnaire For Principal

1. Name*
abc

2. Designation*
 Principal
 Principal In Charge

3. Gender*
 Male
 Female
 Transgender

4. Educational Qualification
B. Tech

5. Experience (In Years):
5
5

6. Name Of School*

94% 11:14

5. Experience (In Years):
5
5

6. Name Of School*
Adarsh Nagar, No.1-GBSSS

7. Place(Rural/Urban)*
Enter Rural/Urban

8. Village
Village

9. Block
Block

10. Zone
9

11. Cluster
Custer

93% 11:14

12. District*
North West A

13. Pincode
Pin Code

14. School Telephone / Landline Number
9968893757

15. Mobile
8376990756

16. School Email-Id
jaijan786@gmail.com

17. Does school have its own website*
 Yes
 No

Please mention the Website Link

Next

93% 11:19

Training Related

18. ICT/ET Training received ? *
As per M..

19. Details of ICT/ET Training by TCIL *
Induction

Instructor & Maintenance

20. Availability of computer Instructor *
Appointe..

21. Computer Instructor available on *
Regular b..

22. Monthly Salary of Computer Instructor
Enter max number is 99999
99999

23. Repair and Maintenance of computers and network of the Computer Lab *

93% 11:19

23. Repair and Maintenance of computers and network of the Computer Lab *
By TCIL

24. Problems encountered related to *
 Hardware
 Software
 Repair and Maintenance
 No Problem Encountered

Software Related

25. Are you satisfied with the subject specific software provided?
Yes

26. Satisfaction with the Educational content provided in CD/DVD.
Audio
Very Poor
Video
Very Poor

93% 11:19

26. Satisfaction with the Educational content provided in CD/DVD.
Audio
Very Poor
Video
Very Poor
Text
Very Poor
Graphics
Very Poor

27. Course material supplied to the students for computer education
Yes

28. Periods allocated in the timetable for ICT as a subject in Class IX *
Enter max number is 20

29. Periods allocated in the timetable for ICT as a subject in Class X *
Enter max number is 20

93% 11:19

28. Periods allocated in the timetable for ICT as a subject in Class IX *
Enter max number is 20

29. Periods allocated in the timetable for ICT as a subject in Class X *
Enter max number is 20

30. Periods allocated in the timetable for ICT as a subject in Class XI *
Enter max number is 20

31. Periods allocated in the timetable for ICT as a subject in Class XII *
Enter max number is 20

32. ICT Integrated teaching periods allocated in timetable for class IX & class X *

	Class IX	Class X	None
English	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Social Science	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Art	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Second Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Third Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

32. ICT Integrated teaching periods allocated in timetable for class IX & class X *

	Class IX	Class X	None
English	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

93% 11:19

32. ICT Integrated teaching periods allocated in timetable for class IX & class X *

	Class IX	Class X	None
English	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Social Science	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Art	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Second Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Third Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

33. ICT Integrated teaching periods allocated in timetable for Class XI & Class XII *

	Class XI	Class XII	None
English	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Social Science	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Art	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Second Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Third Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

33. ICT Integrated teaching periods allocated in timetable for Class XI & Class XII *

	Class XI	Class XII	None
English	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

93% 11:19

33. ICT Integrated teaching periods allocated in timetable for Class XI & Class XII *

	Class XI	Class XII	None
English	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Social Science	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Art	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Second Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Third Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Additional Information

34. Accessibility of the Computer to students ? *

During Scheduled period only

1 period

Other than Scheduled period within

93% 11:20

Additional Information

34. Accessibility of the Computer to students ? *

During Scheduled period only

1 period

Other than Scheduled period within School hours

1 period

Other than School hours

1 period

35. Accessibility of the Computer and Internet to students *

During scheduled period only

1 period

Other than scheduled period within school hours

1 period

Other than school hours

2 periods

36. Your Knowledge of ICT *

Very Poor

37. Use of ICT/Computers by teachers in

92% 11:20

36. Your Knowledge of ICT *

Very Poor

37. Use of ICT/Computers by teachers in the school for *

Professional Development

Yes

Remedial teaching

Yes

Enrichment of lessons

Yes

Accounting

Yes

Record - keeping

Yes

Admission

Yes

Examination

Yes

Correspondence

Yes

Library Management

Yes

Time Management

Yes

92% 11:20

Time Management

Yes

Laboratory Management

Yes

38. Damage/theft of ICT equipments and materials in the Computer Lab *

Often

Annual Maintenance Contract (AMC)

39. Have you signed an Annual Maintenance Contract with TCIL

Yes

40. Are you satisfied with the service rendered by the service provider having Annual Maintenance Contract (AMC)?

Very Poor

41. Suggestions for enhancing the use of ICT in your School

Submit

Annexure-III: Questionnaire for Teachers

(Online by PARAKH mobile app)

90% 11:33	90% 11:33	90% 11:33
Questionnaire For Teachers 1. School Name* Adarsh Nagar, No.1-G 2. Name* abcd 3. Gender* <input checked="" type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Transgender 4. Place(Rural/Urban)* rural 5. Village Village 6. Block Block 7. Zone	Block 7. Zone 9 8. Cluster Cluster 9. District* North West A 10. Pincode Pin Code 11. School Telephone / Landline Number 9968893757 13. Mobile 8376990732 14. Email-Id Of The Teacher abc@gmail.com 15. Designation* <input checked="" type="radio"/> Computer Teacher <input type="radio"/> Subject Teacher 16. Total Teaching Experience: 4 17. Have you received any computer related training after 2012? * <input type="radio"/> Yes <input checked="" type="radio"/> No	Pin Code 11. School Telephone / Landline Number 9968893757 13. Mobile 8376990732 14. Email-Id Of The Teacher abc@gmail.com 15. Designation* <input checked="" type="radio"/> Computer Teacher <input type="radio"/> Subject Teacher 16. Total Teaching Experience: 4 17. Have you received any computer related training after 2012? * <input type="radio"/> Yes <input checked="" type="radio"/> No NEXT

89% 11:37

Use of classroom in various subjects

18. Subjects that you teach in Class IX ? *

	Traditional	ICT	None
English	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Science	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Art	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Second Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Third Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

19. Subjects that you teach in Class X ? *

	Traditional	ICT	None
English	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Social Science	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

89% 11:37

19. Subjects that you teach in Class X ? *

	Traditional	ICT	None
English	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Social Science	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Art	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Second Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Third Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

20. Subjects that you teach in Class XI ? *

	Traditional	ICT	None
English	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Physics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Chemistry	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Biology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Business	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

89% 11:37

20. Subjects that you teach in Class XI ? *

	Traditional	ICT	None
English	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Physics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Chemistry	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Biology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Business Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Accounts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Economics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
History	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Geography	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Political Science	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Informatic Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

21. Subjects that you teach in Class XII ? *

	Traditional	ICT	None
--	-------------	-----	------

89% 11:37

21. Subjects that you teach in Class XII ? *

	Traditional	ICT	None
English	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Physics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Chemistry	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Biology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Business Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Accounts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Economics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
History	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Geography	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Political Science	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Informatic Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Physical Education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

22. Number of years you have been using computers *

1-3 years

89% 11:37

22. Number of years you have been using computers *

1-3 years

Competency of various tools of computer lab

23. Software Skills BEFORE / AFTER ICT training.

Social Networking

Before Training	After Training
Very Poor	Very Poor

Blogs

Before Training	After Training
Very Poor	Poor

Wikipedia/Wikimedia/Google Docs

Before Training	After Training
Very Poor	Very Poor

Internet Surfing

Before Training	After Training
Very Poor	Very Poor

Antivirus

Before Training	After Training
Very Poor	Very Poor

Online Forum

89% 11:37

23. Software Skills BEFORE / AFTER ICT training.

Social Networking

Before Training	After Training
Very Poor	Very Poor

Blogs

Before Training	After Training
Very Poor	Poor

Wikipedia/Wikimedia/Google Docs

Before Training	After Training
Very Poor	Very Poor

Internet Surfing

Before Training	After Training
Very Poor	Very Poor

Antivirus

Before Training	After Training
Very Poor	Very Poor

Online Forum

Before Training	After Training
Very Poor	Very Poor

E-mail

Before Training	After Training
Very Poor	Very Poor

Conversion to PDF

89% 11:38

Before Training After Training

Very Poor Very Poor

Conversion to PDF

Before Training After Training

Very Poor Very Poor

Software Installation/ Updation

Before Training After Training

Very Poor Very Poor

WORD

Before Training After Training

Very Poor Very Poor

Power Point (ppt)

Before Training After Training

Very Poor Very Poor

Excel

Before Training After Training

Very Poor Very Poor

24. Hardware Skills BEFORE /AFTER the training of computer lab *

Connecting PC (CPU, monitor,mouse,keyboard)

Before Training After Training

Very Poor Very Poor

Connecting projector, printer,scanner

Before Training After Training

Very Poor Very Poor

89% 11:38

24. Hardware Skills BEFORE /AFTER the training of computer lab *

Connecting PC (CPU, monitor,mouse,keyboard)

Before Training After Training

Very Poor Very Poor

Connecting projector, printer,scanner

Before Training After Training

Very Poor Very Poor

Using pen/hard drive

Before Training After Training

Very Poor Very Poor

Burning CD/DVD

Before Training After Training

Very Poor Very Poor

Using printer

Before Training After Training

Very Poor Very Poor

Using scanner

Before Training After Training

Very Poor Very Poor

Using projector

Before Training After Training

Very Poor Very Poor

Connecting and using Camera

89% 11:38

Using scanner

Before Training After Training

Very Poor Very Poor

Using projector

Before Training After Training

Very Poor Very Poor

Connecting and using Camera

Before Training After Training

Very Poor Very Poor

Using media player (audio/video)

Before Training After Training

Very Poor Very Poor

25. Indicate usage of various tools BEFORE/AFTER ICT training. *

Communicating with parents

Before Training After Training

Very Poor Very Poor

Timetable and Online calender

Before Training After Training

Very Poor Very Poor

Log book/Teacher diary

Before Training After Training

Very Poor Very Poor

Administrative tasks

Before Training After Training

89% 11:38

25. Indicate usage of various tools BEFORE/AFTER ICT training. *

Communicating with parents

Before Training After Training

Very Poor Very Poor

Timetable and Online calender

Before Training After Training

Very Poor Very Poor

Log book/Teacher diary

Before Training After Training

Very Poor Very Poor

Administrative tasks

Before Training After Training

Very Poor Very Poor

Recording marks

Before Training After Training

Very Poor Very Poor

Developing teaching-learning material

Before Training After Training

Very Poor Very Poor

Exploring through search engines

Before Training After Training

Very Poor Very Poor

Downloading / Uploading content

89% 11:38

Downloading / Uploading content

Before Training After Training

Very Poor Very Poor

Developing Presentations

Before Training After Training

Very Poor Very Poor

Preparation of online assessments/ quizzes/activities

Before Training After Training

Very Poor Very Poor

Creating and using blog in education

Before Training After Training

Very Poor Very Poor

Graphics editing-editing photos and albums

Before Training After Training

Very Poor Very Poor

Recording video, editing and streaming

Before Training After Training

Very Poor Very Poor

Collaborative activities

Before Training After Training

Very Poor Very Poor

Conferencing (audio/video)

89% 11:38

Conferencing (audio/video)

Before Training After Training

Very Poor Very Poor

Using publishing software for newsletter, brochure etc

Before Training After Training

Very Poor Very Poor

Use of computer lab per week

26. Computer Usage

1-2 hrs

27. Internet Usage

1-2 hrs

28. Resolving hardware & software related issues?

Yourself

29. Incentive/award for use of ICT.

Yes

30. Problems encountered related to *

Hardware

Software

Repair and Maintenance

No Problem Encountered

<p>89% 11:38</p> <p>30. Problems encountered related to *</p> <p><input checked="" type="checkbox"/> Hardware</p> <p><input checked="" type="checkbox"/> Software</p> <p><input type="checkbox"/> Repair and Maintenance</p> <p><input type="checkbox"/> No Problem Encountered</p> <p>31. Impact of ICT usage in classroom. *</p> <p>Improves teaching effectiveness Strongly..</p> <p>Increases student motivation Strongly..</p> <p>Increases student achievement Strongly..</p> <p>Makes work simple Strongly..</p> <p>Improves professional Competency Strongly..</p> <p>Improves subject understanding Strongly..</p> <p>Annual Maintenance Contract (AMC)</p> <p>32. Level of satisfaction with the service rendered by the service provider having Annual Maintenance Contract (AMC)?</p> <p>Very Poor</p>	<p>89% 11:39</p> <p>32. Level of satisfaction with the service rendered by the service provider having Annual Maintenance Contract (AMC)?</p> <p>Very Poor</p> <p>33. Specify challenges/ problems with respect to Student Learning.</p> <p>bb</p> <p>34. Specify challenges/ problems with respect to Subject teaching.</p> <p>vvb</p> <p>35. Specify challenges/ problems with respect to Administrative Work.</p> <p>qw</p> <p>36. Specify challenges/ problems with respect to capacity building training for effective ICT integration.</p> <p>ww</p> <p>37. Suggestions for enhancing the use of ICT in your school.</p> <p>www</p> <p>Submit</p>	
--	---	--

Annexure-IV: Questionnaire for Students

(Online by PARAKH mobile app)

The image displays three sequential screenshots of a mobile application questionnaire for students. Each screenshot shows a different section of the form, with a teal header and a white background. The status bar at the top of each screen shows 88% battery and the time 11:40.

Screenshot 1: Questionnaire For Student

- 1. Name: stu
- 2. Gender*: Male, Female, Transgender
- 3. Date of Birth: 4 January 2002
- 4. Class*: 4
- 5. Name of the School*: Adarsh Nagar, No.1-GBSSS
- 6. Village: Village
- 7. Block: [Blank]

Screenshot 2: Village, Block, Zone, Cluster, District, Email, Computers

- 6. Village: Village
- 7. Block: Block
- 8. Zone: 9
- 9. Cluster: Cluster
- 10. District*: North West A
- 11. Email: Enter Email
- 12. Number of years you have been using computers*: 1

Next

Screenshot 3: Level of Skills

13. Technology/ICT Tools

- Word Processor: Very Poor
- Presentation: Very Poor
- Spreadsheet: Very Poor
- Graphics: Very Poor
- Email: Very Poor
- Educational Games: Very Poor
- Internet: Very Poor
- Educational CDs: Very Poor
- Create Drawings: Very Poor

internet

Very Poor

Educational CDs

Very Poor

Create Drawings

Very Poor

Edit Pictures

Very Poor

Develop newsletter/brochure/invitation/ notices using ICT tools

Very Poor

14. Tick the appropriate Social Networking Sites that you use.

Facebook

Whatsapp

Twitter

Google+

Instagram

Blogs

None

Other

15. Use of Internet for *

Surfing

Always

Accessing Information

Always

Analyzing

Always

Creating

Always

Uploading

Always

Downloading

Always

Accessing Audio Programs

Always

Accessing Video Programs

Always

Computer Lab Related

16. Use of lab computers and internet for learning

Computer Lab Related

16. Use of lab computers and internet for learning

	Computer	Internet	None
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Social Science	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
English	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hindi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other Lanouaæ	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Art	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other Subiect	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

17. Activities you enjoy most in computer class

vvb

18. Use of Computer usage per week

2-3 hrs

19. Use of Internet usage per week

1-2 hrs

Other Subiect

17. Activities you enjoy most in computer class

vvb

18. Use of Computer usage per week

2-3 hrs

19. Use of Internet usage per week

1-2 hrs

20. Satisfaction with the course material provided for computer education

Text

Very Poor

Audio

Very Poor

Video

Excellent

Graphics

Good

Submit

Other Subiect

17. Activities you enjoy most in computer class

vvb

18. Use of Computer usage per week

2-3 hrs

19. Use of Internet usage per week

1-2 hrs

20. p

Are you sure you want to Submit form?

EDIT SUBMIT

Audio

Very Poor

Video

Excellent

Graphics

Good

Required Fields Entered!

Submit

Annexure-V

List of Schools included in the Evaluation

S. NO.	SCHOOL ID	SCHOOL NAME	ADDRESS
1	2127003	DARYA GANJ, PATAUDI HOUSE-SBV	PATAUDI HOUSE, DARYA GANJ
2	2127001	ROUSE AVENUE-SBV	DEEN DAYAL UPADHYAY MARG
3	2127002	JAMA MASJID, NO.1(URDU MEDIUM)-SBV	JAMA MASJID
4	2128008	RANI JHANSI ROAD-SBV	RANI JHANSI ROAD
5	2127014	KAMLA MARKET, ZEENAT MAHAL-SKV NO.1	KAMLA MARKET, NEW DELHI
6	2127021	BULBULI KHANA-SKV	BULBULI KHANA, ASAF ALI ROAD
7	2127180	LAL KUAN, NO.1-GGSS	ZEENAT MAHAL, LAL KUAND
8	2127031	LAMBI GALI- GGSS	LAMBI GALI, HAUZ KAZI
9	2128025	EAST PARK ROAD-GGSS	EAST PARK ROAD, KAROL BAGH
10	2128032	NEW RAJINDER NAGAR- SV (RANA PRATAP)	NEW RAJINDER NAGAR
11	2127101	BAZAR SITA RAM, HAUZ RANI-RAMJAS NO. 6 SEC. SCHOOL	BAZAR SITA RAM, HAUZ RANI-RAMJAS NO. 6 SEC. SCHOOL
12	2128080	NEW RAJINDER NAGAR-BAPU ADARSH VIDYALAYA	NEW RAJINDER NAGAR-BAPU ADARSH VIDYALAYA

13	2128089	OLD RAJINDER NAGAR- MULTAN DAV SEC. SCHOOL	OLD RAJINDER NAGAR- MULTAN DAV SEC. SCHOOL
14	2127005	MATA SUNDRI ROAD-GBSSS	MATA SUNDRI ROAD, OPP GOVT. PRESS
15	2127080	DARYA GANJ-ASVJ SR. SEC. SCHOOL	DARYA GANJ-ASVJ SR. SEC. SCHOOL
16	2127095	NAI SARAK-MARWARI SR. SEC. SCHOOL	NAI SARAK-MARWARI SR. SEC. SCHOOL
17	2127100	DARYA GANJ-RAMJAS NO. 1 SR. SEC. SCHOOL	DARYA GANJ-RAMJAS NO. 1 SR. SEC. SCHOOL
18	2127104	NAI SARAK, CHOWK RAIJI- ROHTAGI A. V. H. S. SR. SEC. SCHOOL	NAI SARAK, CHOWK RAIJI- ROHTAGI A. V. H. S. SR. SEC. SCHOOL
19	2128093	CHITRA GUPTA ROAD-RAMJAS NO. 4 SR. SEC. SCHOOL	CHITRA GUPTA ROAD-RAMJAS NO. 4 SR. SEC. SCHOOL
20	2127103	DARYA GANJ-RANI DUTTA ARYA VIDYALAYA	DARYA GANJ-RANI DUTTA ARYA VIDYALAYA
21	2128091	PAHAR GANJ-NUTAN MARATHI SR. SEC. SCHOOL	PAHAR GANJ-NUTAN MARATHI SR. SEC. SCHOOL
22	2127083	CHAWRI BAZAR-ARYA SAMAJ GIRLS SR. SEC. SCHOOL	CHAWRI BAZAR-ARYA SAMAJ GIRLS SR. SEC. SCHOOL
23	2128078	KAROL BAGH, REGHAR PURA- ARYA GIRLS SR. SEC. SCHOOL	KAROL BAGH, REGHAR PURA- ARYA GIRLS SR. SEC. SCHOOL
24	2128090	NEW ROHTAK ROAD-NAV HIND GIRLS SR. SEC. SCHOOL	NEW ROHTAK ROAD-NAV HIND GIRLS SR. SEC. SCHOOL
25	2128100	KAROL BAGH, ARYA SAMAJ ROAD-SATBHRAWAN GIRLS SR. SEC. SCHOOL	KAROL BAGH, ARYA SAMAJ ROAD- SATBHRAWAN GIRLS SR. SEC. SCHOOL
26	1001008	SBV NO.1, BHOLA NATH NAGAR	BHOLA NATH NAGAR SHAHDARA DELHI-32

27	1001002	VIVEK VIHAR-SBV	NEAR RAM MANDI, VIVEK VIHAR
28	1001004	KANTI NAGAR-SBV	KANTI NAGAR
29	1001109	KIRAN VIHAR-SBV	KIRAN VIHAR
30	1001208	ANAND VIHAR - SBV	ANAND VIHAR, DELHI
31	1002001	MANDAWALI-SBV (VEER UDHAM SINGH)	INDRAPRASTHA VISTAR SAMUHIK AWAS, MANDAWALI
32	1002003	KALYANVAS-SBV (RAJ BIHARI BOSE)	KALYANVAS
33	1002007	EAST VINOD NAGAR-SBV (JAI PRAKASH NARAYAN)	EAST VINOD NAGAR, DELHI-91
34	1002198	KONDLI-SBV	KONDLI
35	1003001	LAXMI NAGAR-SBV	LAXMI NAGAR
36	1003152	RADHEY SHYAM PARK-SBV	RADHEY SHYAM PARK
37	1003012	GANDHI NAGAR-SBV	GANDHI NAGAR
38	1003026	SHANKAR NAGAR-SKV	SHANKAR NAGAR
39	1001102	SURAJMAL VIHAR-SKV	SURAJMAL VIHAR-DELHI
40	1002024	TRILOKPURI, BLOCK 27-SKV	TRILOKPURI, BLOCK -27

41	1002032	WEST VINOD NAGAR-SKV	WEST VINOD NAGAR
42	1002360	KHICHRI PUR VILLAGE, J.J COLONY - SKV	KHICHRI PUR VILLAGE, J.J COLONY
43	1003204	OLD SEELAMPUR-SKV	OLD SEELAMPUR
44	1003205	SHIVPURI-G(CO-ED) SSS	SHIV PURI DELHI-51
45	1001204	VISHWAS NAGAR-GBSSS	VISHWAS NAGAR
46	1002014	NEW KONDLI-GBSSS	B-BLOCK, NEW KONDLI DELHI - 110096
47	1002197	TRILOKPURI, BLOCK 27-GBSSS	BLOCK-27, TRILOKPURI
48	1002185	VASUNDHRA ENCLAVE-GGSSS	VASUNDHRA ENCLAVE
49	1002186	NEW KONDLI-GGSSS	NEW KONDLI-DELHI
50	1001146	SHAHDARA, ANAJ MANDI-LALITA PD GIRLS SR. SEC. SCHOOL	SHAHDARA, ANAJ MANDI-LALITA PD GIRLS SR. SEC. SCHOOL
51	2026001	PRESIDENT ESTATE-SV (DR. RAJENDRA PRASAD)	PRESIDENT ESTATE
52	2026002	KITCHNER ROAD-SV	KITCHNER ROAD, MALCHA MARG
53	2026004	PANDARA ROAD-SKV	PANDARA ROAD
54	2026003	PANDARA ROAD-GBSSS	PANDARA ROAD

55	1207108	RAJ NIWAS MARG, RPVV	LUDLOW CASTLE, RAJNIWAS MARG
56	1208017	CHANDNI CHOWK, DIWAN HALL, SKV	GALI JOG DHIAN
57	1207005	JAGAT PUR- SKV (MAHAVIR SINGH)	JAGATPUR
58	1207015	ROSHANARA ROAD-SBV	ROSHANARA ROAD
59	1207022	MORI GATE, NO.1-SBV	MORI GATE
60	1208002	QUTAB ROAD-SBV	OPP. TANGA STAND, QUTAB ROAD
61	1207011	GOVT. SARVODAYA VIDYALAYA NO.3, SHAKTI NAGAR	SHAKTI NAGAR, DELHI
62	1207033	SABZI MANDI, KEDAR BUILDING, AMAR SHAHEED MATADEEN LODHA-SKV	SABZI MANDI, KEDAR BUILDING
63	1208016	IDGAH ROAD-SKV	AHATA KIDARA, IDGAH ROAD
64	1208025	PUL BANGASH-SKV	PUL BANGASH
65	1208090	INDERLOK-SKV	INDER LOK
66	1207032	LANCER ROAD NEAR MALL ROAD	LANCER ROAD, NEAR MALL ROAD
67	1207236	MUKUND PUR VILLAGE - GBSS	MUKUNDPUR VILLAGE, DELHI-110042
68	1208011	CHANDNI CHOWK-G(CO-ED) SS	KUCHA KABIL ATTAR, NEAR TOWN HALL, CHANDNI CHOWK

69	1208091	NAYA BAZAR, SUSHILA MOHAN MARG-(CO-ED) SEC. SCHOOL	SUSHILA MOHAN MARG, NAYA BAZAR, DELHI-6
70	1208029	IDGAH ROAD-GGSS	IDGAH ROAD
71	1207230	MUKUND PUR VILLAGE - GGSS	MUKUNDPUR VILLAGE, DELHI-110042
72	1207017	ROOP NAGAR, NO.1-GBSSS	ROOP NAGAR
73	1207110	NATHUPURA-GBSSS	BURARI, NATHUPURA
74	1208006	PADAM NAGAR-GBSSS	PADAM NAGAR
75	1208219	TULSI NAGAR- GBSSS	TULSI NAGAR
76	1207038	SHAKTI NAGAR, NO.2-GGSSS	SHAKTI NAGAR; DELHI-7
77	1208027	QURESH NAGAR, GGSSS	QURESH NAGAR
78	1208232	PRATAP NAGAR-GBSSS	GBSSS, PRATAP NAGAR, DELHI
79	1208021	TULSI NAGAR-GGSSS	TULSI NAGAR
80	1104002	KHAJOORI KHAS-SBV	KHAJOORI KHAS
81	1104003	YAMUNA VIHAR, BLOCK B, NO.2-SBV	YAMUNA VIHAR, B-BLOCK
82	1105242	SHASTRI PARK, BULAND MASJID, SBV	BULAND MASJID SHASTRI PARK, DELHI 110053

83	1104018	YAMUNA VIHAR, BLOCK C, NO.1-SKV	YAMUNA VIHAR, C-BLOCK
84	1105019	BABARPUR-SKV	BABARPUR, SHAHDARA
85	1105021	SHASTRI PARK-SKV	SHASTRI PARK
86	1105110	SHAHDARA, G.T. ROAD-SKV (MANI BEN PATEL BHARTI MAHILA)	G.T. ROAD, SHAHDARA
87	1105014	NEW SEELAMPUR, MARGINAL BAND-GBSS	NEW SEELAMPUR, DELHI
88	1105015	WELCOME COLONY-GBSS	WELCOME COLONY, NEW SEELAMPUR
89	1106010	ASHOK NAGAR-GBSS	MANDOLI ROAD, ASHOK NAGAR
90	1106014	NAND NAGRI EXTN., F-1, F-2, GBSS	NAND NAGRI
91	1106026	NAND NAGRI EXTN., F-1, F-2, GGSS	NAND NAGRI, FI-II
92	1106112	ASHOK NAGAR-GGSS	ASHOK NAGAR, MANDOLI ROAD,
93	1104005	GOKALPURI-GBSSS	GOKAL PURI
94	1104151	VIJAY PARK-GBSSS	MAUJPUR, VIJAY PARK
95	1104336	SONIA VIHAR-GBSSS	SONIA VIHAR, DELHI-94
96	1104406	LONI ROAD, EAST GOKUL PUR, GOVT. BOYS SR.SEC.SCHOOL	LONI ROAD, EAST GOKUL PUR,

97	1105009	NEW SEELAMPUR, NO.2-GBSSS	NEW SEELAMPUR
98	1106012	DILSHAD GARDEN, BLOCK J&K-GBSSS	J&K DILSHAD GARDEN
99	1104011	SABHAPUR-GGSSS	SABHAPUR
100	1104023	YAMUNA VIHAR, BLOCK B, NO.1-GGSSS	B-BLOCK, YAMUNA VIHAR
101	1104027	YAMUNA VIHAR, BLOCK B, NO.2-GGSSS	YAMUNA VIHAR, DELHI-53
102	1106116	NAND NAGRI, BLOCK A-GGSSS	BLOCK-A, NAND NAGRI
103	1106259	MANDOLI EXTENSION-GGSSS	MANDOLI EXTENSION, DELHI.
104	1106261	MEET NAGAR-B-BLOCK, DELHI-94, GOVT. BOYS SEC. SCHOOL	MEET NAGAR-B-BLOCK, DELHI-94, GOVT. BOYS SEC. SCHOOL
105	1309012	RANA PRATAP BAGH-SBV	RANA PRATAP BAGH
106	1310408	NARELA SECTOR B-4, SV-1310408	SECT. B-4, NARELA
107	1309254	JAHANGIRPURI, BLOCK A, NO.2 - SKV	JAHANGIRPURI, BLOCK-A
108	1309272	HAIDER PUR-GBSS	HAIDER PUR, DELHI
109	1309024	HAIDER PUR-GGSS	HAIDERPUR- DELHI
110	1309005	SHALIMAR BAGH, BLOCK BL-GBSSS	BL-BLOCK, SHALIMAR BAGH

111	1309124	SHALIMAR BAGH, BLOCK BT-RPVV	BLOCK-BT, SHALIMAR BAGH
112	1310431	SHAHBAD DAULATPUR- GBSSS	GBSSS, SHAHBAD DAULATPUR, DELHI-110042
113	1309017	KEWAL PARK-G(CO-ED) SSS	KEWAL PARK AZADPUR DELHI
114	1309269	PALLA MAJRA-GBSSS	PALLA MAJRA, DELHI-36
115	1310009	BADLI-GBSSS	BADLI, DELHI 42
116	1310161	BARWALA-G(CO-ED) SSS	BARWALA
117	1310400	GHOGA G(CO-ED) SSS	GHOGA
118	1310410	NARELA, SECT. A-6, POCKET-2-GGSSS	SECT. A-6, POCKET-2, NARELA
119	1310206	SAMAYPUR BADLI-DAV SR. SEC. SCHOOL	SAMAYPUR BADLI-DAV SR. SEC. SCHOOL
120	1309023	SHALAMAR VILLAGE-GGSSS	SHALIMAR VILLAGE-DELHI
121	1309126	MODEL TOWN, NO.2-GGSSS	BLOCK-R, MODEL TOWN
122	1412291	ROHINI, PHASE-II, SEC-21- RPVV	RPVV, SEC-21, PHASE-II, ROHINI, NEW DELHI
123	1412005	SULTANPURI, BLOCK C- SBV	SULTANPURI
124	1413002	ROHINI, SECTOR 3-SV	ROHINI, SECT.3

125	1413074	ROHINI, SECTOR 7-SV	SECTOR-7, ROHINI
126	1413336	ROHINI, SEC-4- GOVT. CO-ED SARVODAYA VIDYALAYA	GOVT. CO-ED SARVODAYA VIDYALAYA, ROHINI, SEC-4, NEW DELHI
127	1413028	QUTABGARH-SKV	QUTABGARH
128	1412001	SULTANPURI, BLOCK-C, SARVODAYA SR. SEC. VIDYALAYA	BLOCK-C, SULTANPURI
129	1411021	KESHAVPURAM, BLOCK A-SKV	KESHAV PURAM
130	1412026	SULTANPURI, BLOCK C-SKV	BLOCK-C, SULTANPURI
131	1413078	KARALA-SKV	KARALA
132	1413022	LADPUR-GBSS	LADPUR
133	1412091	MUBARAKPUR DABAS, NO.1-GBSSS	MUBARAKPUR DABAS
134	1412016	SULTANPUR MAJRA- G (CO-ED) SENIOR SECONDARY SCHOOL	SULTANPUR MAJRA
135	1411046	ANANDWAS- GGSSS	GGSSS(ANANDVAS), KOHAT ENCLAVE
136	1412089	SULTANPURI, BLOCK F-GGSSS	BLOCK-F, SULTANPURI
137	1412253	MUBARAKPUR DABAS, NO-2, GGSSS-1412253	MUBARAKPUR DABAS
138	1413030	ROHINI, AVANTIKA, SECTOR 1-SKV	AVANTIKA, ROHINI, SECT-I

139	1413069	ROHINI, AVANTIKA, SECTOR 1-GGSSS	OPP. BLOCK-D, SECTOR-I, AVANTIKA
140	1720031	VASANT KUNJ, B1-RPVV	B-1, VASANT KUNJ
141	1923004	MEHRAULI QUTAB, SARVODAYA BAL SR. SEC. VIDYALAYA	QUTUB, MEHRAULI
142	1719013	R.K. PURAM, SECTOR 2-SARVODAYA CO-ED VIDYALAYA	SEC-2. R. K. PURAM
143	1719069	R.K. PURAM, SECTOR 2, NO.1-SV	SECTOR-II, R. K. PURAM
144	1719106	SAFDARJUNG ENCLAVE-SARVODAYA(CO-ED) SSS	SAFDARJUNG ENCLAVE
145	1923062	KHANPUR-SKV (HAKIKAT RAI)	KHANPUR
146	1923063	AYA NAGAR-SKV	AYA NAGAR
147	1923070	MEHRAULI, NO.3-GBSS	DESU OFFICE ROAD, MEHRAULI
148	1923072	BEGUMPUR, MMTc/STC COLONY-GGSS	MMTC/STC COLONY
149	1923012	CHIRAG DELHI-GBSSS	SWAMI NAGAR, CHIRAG DELHI
150	1923021	HAUZ RANI-GBSSS	NEAR MALVIYA NAGAR, HAUZ KHAS
151	1923058	PUSHP VIHAR, M.B. ROAD-GBSSS	PUSHP VIHAR, SECT-1, M. B. ROAD
152	1923074	SAKET, BLOCK J-GBSSS	BLOCK-J, SAKET

153	1720173	VASANT KUNJ- GBSSS	B-1, VASANT KUNJ
154	1923027	SANGAM VIHAR-GBSSS	SANGAM VIHAR
155	1923355	SULTANPUR-GBSSS	SULTANPUR, DELHI
156	1923360	DERA- GBSSS	GOVT. BOYS SR.SEC.SCHOOL, DERA VILLAGE, NEW DELHI-110074
157	1923026	BHATTI MINES-G(CO-ED) SSS	SANJAY COLONY, BHATTI MINES
158	1923354	GBSSS, AYA NAGAR	AYA NAGAR - DELHI
159	1719103	R. K. PURAM, SEC-3-GBSSS	SEC-3, R. K. PURAM
160	1923023	DERA- GGSSS	DERA VILLAGE
161	1923060	DR. AMBEDKAR NAGAR, SECTOR IV, NO.3-GGSSS	SECT-IV, DR. AMBEDKAR NAGAR
162	1923080	DR. AMBEDKAR NAGAR, TIGRI-GGSSS	TIGRI, DR. AMBEDKAR NAGAR
163	1720026	VASANT KUNJ- GGSSS	B-1, VASANT KUNJ
164	1923064	MANDI VILLAGE -GGSSS	VILLAGE MANDI, MEHRAULI
165	1924001	SRINIWASPURI-SBV (GOVIND BALLABH PANT)	SRI NIWASPURI
166	1925003	CHIRAG ENCLAVE-SBV (KAUTILYA)	CHIRAG ENCLAVE

167	1924043	HARI NAGAR ASHRAM-SKV	HARI NAGAR, ASHRAM
168	1925037	MOLAR BAND- SKV	MOLAR BAND, BADARPUR
169	1925060	CHITRANJAN PARK-SKV (SHYAMA PRASAD MUKHERJEE)	CHITRANJAN PARK
170	1925061	TUGHLAKABAD EXTN., NO.1- SKV (ARUNA ASIF ALI)	TUGHLAKABAD EXTN.
171	1924018	SARAI KALE KHAN-GBSS	SARAI KALE KHAN
172	1924042	GARHI, JHARIA MARIA-GBSS	GARHI JHARIA MARIA
173	1925192	LAJPAT NAGAR-SHRI GURU SINGH SABHA SEC. SCHOOL	LAJPAT NAGAR 1-SHRI GURU SINGH SABHA SEC. SCHOOL
174	1925045	KALKAJI, DDA FLATS, PHASE II- GGSS	DDA FLATS, PHASE-II, KALKA JI
175	1925340	MADANPUR KHADAR EXTN. J.J. COLONY GGSS	J.J. COLONY
176	1925016	KALKAJI, DDA FLATS, PHASE II- GBSSS	DDA FLATS, PHASE-II, KALKA JI
177	1925051	BADARPUR, NO.2-GBSSS	NEAR DDA FLATS, BADARPUR
178	1925249	TUGHLAKABAD EXTN. -GBSSS NO.3	TUGHLAKABAD EXTN.
179	1925399	MOLAR BAND, NO.3- GBSSS	GBSSS, NO.3, MOLAR BAND, NEW DELHI
180	1925403	MADANPUR KHADAR- GBSSS	GBSSS, MADANPUR KHADAR, NEW DELHI

181	1924014	DEFENCE COLONY, VARUN MARG-GBSSS	VARUN MARG, DEFENCE COLONY
182	1924032	EAST OF KAILASH, NO.1-GGSSS	EAST OF KAILASH
183	1924116	EAST NIZAMUDDIN-G. A. QUETTA D. A. V. SR. SEC. SCHOOL	EAST NIZAMUDDIN-G. A. QUETTA D. A. V. SR. SEC. SCHOOL
184	1925042	BADARPUR, NO.1-GGSSS	BADARPUR
185	1925046	TUGLAKABAD, RAILWAY COLONY, NO.2-GGSSS	RAILWAY COLONY, TUGHLAKABAD
186	1925053	MOLAR BAND, NO.2- GGSSS	MOLAR BAND, BADARPUR
187	1925054	BADARPUR, NO.2-GGSSS	BADARPUR
188	1925190	MOLAR BAND-GGSSS NO. 3	MOLAR BAND
189	1924117	EAST NIZAMUDDIN-SATYAWATI SOOD ARYA GIRLS SR. SEC. SCHOOL	EAST NIZAMUDDIN-SATYAWATI SOOD ARYA GIRLS SR. SEC. SCHOOL
190	1720001	DELHI CANTT. -SBV	TIGRI ROAD, SADAR BAZAR, DELHI CANTT
191	1719022	R.K. PURAM, SECTOR 7, NO.3-SV	SECTOR-7, R. K. PURAM
192	1720018	DELHI CANTT. -SKV	DELHI CANTT.
193	1720033	GHITORNI-SKV	GHITORNI
194	1720014	JANAK PURI, BLOCK D, NO.1-SKV	BLOCK-D, JANAKPURI

195	1720015	INDERPURI, BUDH NAGAR, F-BLOCK- SKV	SKV, F-BLOCK, BUDH NAGAR, INDERPURI, NEW DELHI-110012
196	1720017	PUSA, IARI-SKV	IARI, PUSA
197	1720010	NARAINA, 2ND SHIFT-GBSSS	NARAINA
198	1720023	GBSSS, F BLOCK, BUDH NAGAR, INDERPURI	F BLOCK, BUDH NAGAR, INDERPURI, NEW DELHI -12
199	1720029	MAHIPAL PUR-GBSSS	MAHIPALPUR
200	1719010	MOTI BAGH I-GBSSS	MOTI BAGH-I
201	1720034	GHITORNI-GBSSS	VILL & P. O. GHITORNI
202	1720121	INDER PURI, SHAHID CAPTAIN AMIT VERMA GOVT. SARVODAYA (CO-ED) VIDYALAYA	BLOCK-C, INDER PURI
203	1719101	LAXMI BAI NAGAR(CO-ED)-SSS	LAXMI BAI NAGAR
204	1719030	R.K. PURAM, SECTOR 4- GGSSS	SECTOR-4, R. K. PURAM
205	1720083	PALAM-AIR FORCE SR. SEC. SCHOOL	PALAM-AIR FORCE
206	1720021	JANAK PURI, BLOCK D, NO.2- GGSSS	BLOCK-D, JANAK PURI
207	1821137	DWARKA SECTOR-10, RPVV	SECTOR-10, DWARKA
208	1821028	VIJAY ENCLAVE-SBV	VIJAY ENCLAVE

209	1821027	RAJ NAGAR-I SKV	RAJ NAGAR PALAM
210	1821038	NANAKHERI-G(CO-ED) SS	CHHAWLA, NANAKHERI
211	1821010	PALAM ENCLAVE, NO.3-GBSSS	PALAM ENCLAVE
212	1821237	DWARKA, SECTOR III (IST SITE)-GBSSS	DWARKA, SECTOR III (IST SITE)
213	1821244	SAMALKA, NO.2- GBSSS	GBSSS, NO.2, SAMALKA, NEW DELHI
214	1822064	KHAIRA-GBSSS	KHAIRA, NAJAFGARH
215	1822010	GHUMANHERA-GBSSS	VILL & P. O. GHUMAN HERA
216	1821037	POCHANPUR-G(CO-ED) SSS	POCHAN PUR
217	1821039	BAMNOLI, DHULSIRAS-G (CO-ED) SR.SEC.SCHOOL	DHULSIRAS, BAMNOLI
218	1821206	DWARKA SECTOR-6, GOVT. (CO-ED) SSS (SITE-I)	DWARKA SECTOR-6, NEW DELHI-110075
219	1822004	MUNDELA KALAN-GOVT.(CO-ED) SSS	MUNDELA KALAN
220	1822024	RAWTA-G(CO-ED) SSS	VILL & P. O. RAWTA
221	1822058	PANDAWALA KHURD-GGSSS	PANDAWLA KHURD
222	1822066	NAJAFGARH, JHARODA KALAN-GGSSS	JHARODA KALAN

223	1514005	TILAK NAGAR, NO.1-SBV	TILAK NAGAR
224	1515003	SUBHASH NAGAR-SBV	BLOCK-3, SUBHASH NAGAR
225	1515001	JAIDEV PARK-SV	JAIDEV PARK
226	1514016	TILAK NAGAR, NO.3-SKV	TILAK NAGAR
227	1514019	JANAKPURI, BLOCK B SKV	BLOCK-B, JANAKPURI
228	1514021	HARI NAGAR, CLOCK TOWER-SKV	HARI NAGAR, CLOCK TOWER
229	1515024	MADIPUR, NO.2-SKV	MADIPUR
230	1516018	MOTI NAGAR SKV	MOTI NAGAR
231	1516142	WEST PATEL NAGAR-SKV	WEST PATEL NAGAR
232	1516143	WEST PATEL NAGAR-SBV	WEST PATEL NAGAR
233	1514013	KHYALA, NO.2-SKV	KHAYALA
234	1515021	RAJOURI GARDEN EXTN. -SKV	RAJOURI GARDEN EXTN.
235	1516013	PREM NAGAR-GBSSS	PREM NAGAR
236	1515010	PUNJABI BAGH, NO.1-GBSSS	ROAD NO. 57, NEAR S.P.M WOMEN COLLEGE, PUNJABI BAG

237	1515018	RAJOURI GARDEN EXTN., GBSSS	RAJOURI GARDEN EXTN.
238	1515026	TAGORE GARDEN, NO.1-GGSSS	TAGORE GARDEN
239	1515030	RAGHUBIR NAGAR, J.J. COLONY-GGSSS	J. J. COLONY, RAGHUBIR NAGAR
240	1617219	NILOTHI-SBV	NILOTHI
241	1618005	JANAKPURI, BLOCK C, NO.2-SBV	BLOCK-C, JANAKPURI
242	1618008	UTTAM NAGAR-SBV	UTTAM NAGAR
243	1618009	KAKROLA-SBV	KAKROLA
244	1618281	HASTSAL, JANTA FLATS- SBV	SBV, JANTA FLATS, HASTSAL, NEW DELHI
245	1617003	PASCHIM VIHAR, A 2-SV(CO-ED)	PASCHIM VIHAR
246	1617008	PASCHIM VIHAR, B 4-SV(CO-ED)	B-4, PASCHIM VIHAR
247	1617012	TIKRI KALAN-SKV	TIKRI KALAN
248	1618061	HASTSAL-SKV	HASTSAL VILLAGE
249	1618063	MOHAN GARDEN-SKV	MOHAN GARDEN, UTTAM NAGAR

250	1618070	MATIALA-SKV	MATIALA VILLAGE
251	1618016	VIKAS PURI, BLOCK- F-G(CO-ED) SS	BLOCK-F, VIKAS PURI
252	1618006	JANAKPURI, BLOCK C, NO.1-GBSSS	OPP. C4E MARKET, JANAKPURI
253	1618065	JANAKPURI, BLOCK A-GBSSS	BLOCK-A, JANAKPURI
254	1618072	MOHAN GARDEN-GBSSS NO.1	MOHAN GARDEN
255	1617029	BAKKARWALA-G(CO-ED) SSS	BAKKARWALA
256	1618193	SHIV VIHAR- GGSSS	SHIV VIHAR- GGSSS

