

WHITE PAPER



State of Public (School) Education In Delhi

December 2017

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I. Foreword

This is Praja Foundation's second annual education report on the status of public school education in Delhi. The data presented in the publication has been collected through the Right to Information, 2005.

It is evident through data that there is more to what is presented as a wholesome picture of the education in Delhi. A crucial aspect of this is the fluctuation especially in terms of transition rate of students in state government schools from Class 9 to 10 at 56.95%, whereas it is 98.55% from Class 7 to 8 for the academic year 2015-16 to 2016-17. This indicates that almost half of the students did not move to secondary education level through examination, while in primary and middle school, they were promoted irrespective of learning levels.

As per the Right to Education's (RTE) no-detention policy, it is the responsibility of the teachers to improve the learning outcomes of the students and enable them to continue studying further. However, it is important to note that transition rate of students especially from the 9th standard to the 10th standard as mentioned above stands to the fact that students were promoted irrespective of the learning levels in the earlier years and the teachers either were 'callous' in their approach or the monitoring of RTE norms was not stringent.

While, in terms of quality of teaching 63% of state government and 55% of Municipal Corporation Delhi (MCD) schools show an average level of teacher quality according to Shaala Siddhi data. MCD schools and State government schools (ratios) have a student teacher ratio greater than prescribed norms, and more than that of private schools.

Shaala Siddhi is an initiative by the Union government's Ministry of Human Resource Development (MHRD) designed by the National University of Educational Planning and Administration (NUEPA) in 2015 to evaluate accountability and transparency of a school's performance through a variety of parameters as a part of school self-evaluation. We have used the Shaala Siddhi data for the Teacher Evaluation and Continuous and Comprehensive Evaluation indicators.

What is concerning is that even though budget is not a constraint, the state government has budgeted 49,740 rupees for every student for the year 2016-17 contrastingly for the same period 50,765 students (estimated) dropped out of Delhi Government schools.

The data further represents a bedraggled picture of Class 1 enrolments over the years in Delhi government and MCD schools with 1,92,820 enrolments in 2010-11 to 1,35,491 in 2016-17 - a drop of 30%.

There is an evident dichotomy between resources available and the lack of faith in learning outcomes of students. This is further reflected in Praja Foundation's commissioned household survey to Hansa Research which was conducted in Delhi. In the findings of the survey, an alarmingly high percentage of (85%) household's students taking private tuitions are from Municipal schools and 74% from State Government Schools. This could be in correlation with the percentage of parents (29%) not being happy with their children's school as the primary factor.

It seems that the Government is only showing data which makes it look good, but when you dig deeper, you can analyse that there are major issues in the education department.

Unless the Government acknowledges these major issues, it will be difficult to bring about any change or improvements required in the education department. These issues need to be addressed and acted upon soon, otherwise the future of the children in Delhi is at stake.

NITAI MEHTA

Managing Trustee, Praja Foundation

II. Acknowledgement

Praja has obtained the data used in compiling this report card through Right to Information Act, 2005. Hence it is very important to acknowledge the RTI Act and everyone involved, especially from the officials who have provided us this information diligently.

We are also most grateful to – our Elected Representatives, the Civil Society Organisations (CSOs) and journalists who utilise and publicise our data and, by doing so, ensure that awareness regarding various issues we discuss is distributed to a wide ranging population. We would also like to extend our gratitude to all government officials for their cooperation and support.

This White Paper has been made possible by the support provided to us by our supporters and we would like to take this opportunity to express our sincere gratitude to them. First and foremost, we would like to thank the Initiatives of Change (IC) Centre for Governance, a prominent organisation working on improving governance structures and United Residents Joint Action (URJA), a well-known organisation which addresses the gap in last mile governance by connecting citizens and RWA. Our work in Delhi has been conducted in partnership with them and we have been able to conduct data driven research on vital issues affecting the governance of Delhi on aspects such as performance of Elected Representatives (ER), Health, Education, Crime and policing and Civic issues.

Praja Foundation appreciates the support given by our supporters and donors, namely European Union Fund, Friedrich Naumann Foundation, Ford Foundation, Dasra, Narotam Sekhsaria Foundation and Madhu Mehta Foundation and numerous other individual supporters. Their support has made it possible for us to conduct our study & publish this white paper.

We would also like to thank our group of Advisors & Trustees and lastly but not the least, we would like to acknowledge the contributions of all members of Praja’s team, who worked to make this white paper a reality.



The content of the report is the sole responsibility of Praja Foundation.

III. Summary of RTI Data

A. Outcome Indicators

Table 1: Total schools and students in Delhi in 2016-17

Type of School	Total No. of Schools	Total No. of Students
North Delhi Municipal Corporation (NDMC)	719	3,09,724
South Delhi Municipal Corporation (SDMC)	580	2,63,019
East Delhi Municipal Corporation (EDMC)	365	2,03,353
State Government	1,017	15,09,514
Central Government	46	1,10,546
Other Schools ¹	3,004	18,25,081
Grand Total	5,731	42,21,237

Inference:

State government has the maximum number of schools (1017) and also the maximum number of students (15,09,514) enrolled. State government schools provide education from class 1 to class 12 while MCD provides education from class 1 to class 5.

¹ Other schools include: Delhi Cantonment Board (DCB), DOE Aided, DOE Unaided, Department of Social Welfare (DSW), Jamia Millia Islamia, Municipal Corporation of Delhi (MCD) Aided, Municipal Corporation of Delhi (MCD) Unaided, New Delhi Municipal Council (NDMC), New Delhi Municipal Council (NDMC) Aided and New Delhi Municipal Council (NDMC) Unaided

Table 2: Total Student Enrolments in Delhi Schools from 2013-14 to 2016-17

Year	2013-14	2014-15	2015-16	2016-17	2017-18*	2018-19*	2019-20*	2020-21*
Total Students in NDMC	3,47,450	3,39,369	3,30,313	3,09,724	3,01,156	2,88,932	2,76,709	2,64,485
% Change in Enrolments Year on Year		-2%	-3%	-6%	-3	-4	-4	-4
Total Students in SDMC	3,01,701	2,88,922	2,74,296	2,63,019	2,49,317	2,36,249	2,23,182	210115
% Change in Enrolments Year on Year		-4%	-5%	-4%	-5	-5	-6	-6
Total Students in EDMC	2,20,389	210749	214098	2,03,353	2,00,208	1,95,432	1,90,656	1,85,880
% Change in Enrolments Year on Year		-4%	2%	-5%	-2	-2	-2	-3
Total Students in MCD	8,69,540	8,39,040	8,18,707	7,76,096	7,50,680	7,20,613	6,90,547	6,60,480
% Change in Enrolments Year on Year		-4%	-2%	-5%	-3	-4	-4	-4
Total Students of State Government	15,92,813	15,20,829	14,92,132	15,09,514	14,59,174	14,31,314	14,03,455	13,75,595
% Change in Enrolments Year on Year		-5%	-2%	1%	-3	-2	-2	-2
Total Students of KV²	97,438	1,00,303	1,05,665	1,09,598	1,13,712	1,17,896	1,22,080	1,26,264
% Change in Enrolments Year on Year		3%	5%	4%	4	4	4	3

Inference:

- (*) Using a time-series regression we have estimated the year on year trend in total student enrolment, extrapolating this to the next four academic years from 2017-18 to 2020-2021³.
- Enrolment of students in MCD schools has dropped by 5% from 2015-16 to 2016-17, whereas that of state governments (1%) and KV schools (4%) has increased.

² KV- Kendriya Vidyalaya

³ Refer Annexure-2 for details.

Table 3: Total Dropouts in MCD & State Government Schools from 2014- 15 to 2016-17

	Year	No. of Schools	Total No. of Students	Dropout Data Received				Estimated Drop out in Numbers*	
				No. of School	No of Students	Drop Out	Drop out %		
MCD	NDMC	2014-15	764	3,39,369	236	80,821	6,256	7.7%	26,269
		2015-16	734	3,30,313	182	59,936	7,016	11.7%	38,666
		2016-17	719	3,09,724	400	1,59,611	9,719	6.1%	18,860
	SDMC	2014-15	587	2,88,922	92	43,769	3,520	8%	23,236
		2015-16	588	2,74,296	93	42,813	3,561	8.3%	22,815
		2016-17 ⁴	580	2,63,019	240	95,963	5,760	6%	15,787
	EDMC	2014-15	387	2,10,749	55	21,936	3,569	16.3%	34,289
		2015-16	387	2,14,098	54	21,526	3,805	17.7%	37,845
		2016-17 ⁵	365	2,03,353					
State Government	2014-15	999	15,20,829	371	5,28,394	15,459	2.9%	44,494	
	2015-16	1,009	14,92,132	396	5,60,264	17,210	3.1%	45,835	
	2016-17	1,017	15,09,514	749	11,33,813	38,130	3.4%	50,765	

Inference:

- On an average, from the three Municipal Corporations, in the last three years (2014- 15 to 2016-17), East Delhi Municipal Corporation (EDMC) has witnessed the maximum dropout followed by North Delhi Municipal Corporation. EDMC has not given any data on dropout for this year (2016-17).
- Number of drop outs from state government schools has been increasing in the past 3 years (2014-15 to 2016-17).

For detailed MCD school drop outs (zone wise) and state government school drop outs (district wise) refer to **Annexure 2**.

(*): The dropout number is an estimate because the Government under RTI has not revealed drop out information of all its schools. While, this data is maintained at each school in the 'Prayas'/ result register, in reply to our RTIs we received only 640 schools of MCD and 749 schools of state government to compute an estimated number. The estimation has been done separately for the three MCDs and State Governments. For this purpose, after collecting data from the above mentioned schools an average was calculated and then this average was applied for calculating average for the entire MCD/ state schools.

⁴ Najafgarh zone of SDMC did not provide any data for dropouts for this year (2016-17).

⁵ Shahdara South and Shahdara North zone of EDMC did not provide any data for dropouts for this year (2016-17).

Table 4: Transition Rate of Students from Class 7 to Class 8 in 2015-16 & 2016-17

Admin	Standard	Academic Year	Total Enrolment	Transition Rate
State Government	7	2015-16	2,09,637	98.55%
	8	2016-17	2,06,602	

Inference:

The transition rate of students studying in class 7th in 2015-16 to class 8th in 2016-17 is 98.55%.

Table 5: Retention Rate - Class 1 to Class 6

Standard	Academic Year	MCD	Retention Rate (%) Year on Year	State Government	Retention Rate (%) Year on Year
1	2011-12	1,65,959	-	22,973	-
2	2012-13	1,81,113	109.1%	23,714	103.2%
3	2013-14	1,86,692	112.5%	23,865	103.9%
4	2014-15	1,87,739	113.1%	23,644	102.9%
5	2015-16	2,00,117	120.6%	23,958	104.3%
6	2016-17			2,19,453*	

Inference:

Retention rate is the percentage of school's first time enrolled students who continue at that school the next year. The retention rate of students at the primary level is higher for MCD schools than the state schools. From 2012-13 to 2016-17, retention rate increased by 11.5% for MCD schools while state government schools witnessed a meagre rise of 1.1%.

Note: (*) Students from the Municipal Schools in Delhi, move to State Government schools as the Municipal Schools are only till Class 5. Therefore, while calculating the retention rate in Class 6 for State Government Schools, the total numbers of students in 2015-16 in MCD are added to the total number of students in State Government School in 2015-16, to reflect the actual number in 2016-17.

Table 6: Change in Class I Enrolments from 2010-11 to 2016-17

Year	MCD		State Government	
	No. of students enrolled in Class I	% Change Year on Year	No. of students enrolled in Class I	% Change Year on Year
2010-11	1,69,215	-	23,605	-
2011-12	1,65,959	-1.9%	22,973	-2.7%
2012-13	1,43,809	-13.3%	22,628	-1.5%
2013-14	1,33,862	-6.9%	23,360	3.2%
2014-15	1,28,416	-4.1%	23,522	0.7%
2015-16	1,23,325	-4%	22,579	-4%
2016-17	1,12,187	-9%	23,304	3.2%
2017-18*	1,00,718	-10.2%	23,025	-1.2%
2018-19*	91,013	-9.6%	22,996	-0.1%
2019-20*	81,308	-10.7%	22,968	-0.1%
2020-21*	71,603	-11.9%	22,939	-0.1%

Inference:

- (*) Using a time-series regression we have estimated the year on year trend in total student enrolment, extrapolating this to the next four academic years from 2017-18 to 2020-2021⁶.
- Class 1 enrolments have been steadily decreasing for MCD schools from 2010- 11 to 2016- 17. Total number of enrolments in class 1 has declined by 9% for MCD schools from 2015-16 to 2016-17, while there has been an overall decline of 33.7% in enrolments in class 1 from 2010-11 to 2016-17.
- Enrolments for class 1 in state schools has been fluctuating from 2010-11 to 2016-17 but there has been an overall increase of 1.3%.

⁶ Refer Annexure-2 for details.

Table 7: Total enrolments in State Government, Central Government & Other Schools - Class 7 to Class 12

State Government School				
Class	2013-14	2014-15	2015-16	2016-17
7	2,28,887	2,24,239	2,09,637	2,14,434
8	2,15,941	2,17,008	2,18,431	2,06,602
9	2,19,377	2,59,705	2,88,094	3,11,824
10	1,82,085	1,40,570	1,42,618	1,64,065
11	2,19,968	2,04,051	1,66,150	1,50,480
12	1,68,901	1,41,891	1,33,411	1,23,008
Central Government School				
Class	2013-14	2014-15	2015-16	2016-17
7	8,600	8,695	9,007	9,451
8	8,483	8,978	9,088	9,412
9	8,957	9,446	10,206	10,434
10	8,388	8,022	8,236	8,594
11	8,810	9,242	9,319	9,260
12	7,744	7,395	7,771	7,686
Other School				
Class	2013-14	2014-15	2015-16	2016-17
7	1,32,818	1,39,681	1,50,560	1,50,106
8	1,36,721	1,40,566	1,43,746	1,53,078
9	1,17,927	1,28,489	1,30,155	1,30,566
10	1,06,736	1,05,911	1,12,372	1,15,448
11	1,06,061	1,07,340	1,06,319	1,06,499
12	88,532	91,858	93,500	94,872

Inference:

- Of the 2,19,377 students who got enrolled in class 9th in State government schools of Delhi in 2013-14, **44% students** did not reach class 12th in 2016-17.
- 26% didn't go to the class 12th (academic year 2016-17) from class 11th (academic year 2015-16) in State Government schools.
- 43% didn't go to the class 10th (academic year 2016-17) from class 9th (academic year 2015-16) in State Government schools.

Table 8: Comparison between State Government and Private Schools: X Results⁷

Year	Government school		Private School Pass in (%)
	State Government Pass in (%)	KV Pass in (%)	
Mar-11	99.09	99.38	97.92
Mar-12	99.23	99.61	98.78
Mar-13	99.45	99.80	99.17
Mar-14	98.81	99.58	99.04
Mar-15	95.81	99.59	97.05
Mar-16	89.25	99.52	95.43
Mar-17	92.44	99.83	92.85

Inference:

- Pass percentage is the highest for KV schools at 99.83%. On an average, pass percentage of government schools is better than that of private schools. Private school pass percentage in March 2017 has fallen as compared to March 2016 whereas that of government schools has seen a rise.
- Result of Class 10th was released on 3rd June, 2017 but even after 6 months of the release, Education department has yet not published a consolidated report of the result on their website.

Note: When it comes to evaluating the student's academic performance, class 10th and 12th results are crucial indicators. These results act as litmus test that gives you a clear indication of where the education system is heading and where it stands today as compared to students/ systems across India.

⁷ Source: Class 10th result from 2011 to 2016 has been taken from Delhi government's education website (http://www.edudel.nic.in/welcome_folder/Result_Analysis2006.htm) while data for class 10th result for 2016-17 has been received through RTI (*Annexure 9*).

Table 9: Comparison between State Government and Private Schools: XII Results⁸

Year	Government school		Private School Pass in (%)
	State Government Pass in (%)	KV Pass in (%)	
Mar-11	87.54	95.66	89.06
Mar-12	87.72	95.53	90.06
Mar-13	88.65	97.56	91.83
Mar-14	88.67	98.02	92.09
Mar-15	88.11	95.94	89.75
Mar-16	88.91	95.71	86.67
Mar-17	88.36	95.96	84.02

Inference:

- Pass percentage is the highest for KV schools at 95.96% in March 2017 whereas it is relatively less for state government schools (88.36%) and private schools (84.02%). On an average, government schools have a better pass percentage than private schools.
- Result of class 12th was released on 28th May, 2017 but even after 6 months of the release, Education department has yet not published a consolidated report of the result on their website.

⁸ Source: Class 12th result from 2011 to 2016 has been taken from Delhi government's education website (http://www.edudel.nic.in/welcome_folder/Result_Analysis2006.htm) while data for class 12th result for 2016-17 has been received through RTI (*Annexure 9*)

Table 10: Comparison between State Government, MCD, Central Government and Other Schools on RTE Indicators

RTE indicator		No. of School	Enrolment	Teachers	Student-teacher ratio	Separate Toilet for Girls	Separate Toilet for Boys	Playground	Ramp	
MCD	NDMC	2014-15	764	3,39,369	8,475	40:1	100%	100%	75%	80%
		2015-16	734	3,30,313	8,276	40:1	100%	100%	75%	78%
		2016-17	719	3,09,724	8,180	38:1	100%	100%	76%	79%
	SDMC	2014-15	587	2,88,922	7,236	40:1	100%	100%	88%	94%
		2015-16	588	2,74,296	7,321	37:1	100%	100%	90%	94%
		2016-17	580	2,63,019	7,120	37:1	100%	100%	89%	92%
	EDMC	2014-15	387	2,10,749	5,441	39:1	100%	100%	78%	83%
		2015-16	387	2,14,098	5,129	42:1	100%	100%	84%	85%
		2016-17	365	2,03,353	4,996	41:1	100%	100%	88%	85%
State	2014-15	999	15,20,829	45,758	33:1	100%	100%	91%	96%	
	2015-16	1009	14,92,132	50,236	30:1	100%	100%	91%	95%	
	2016-17	1017	15,09,514	50,428	30:1	100%	100%	90%	95%	
Central Government	2014-15	43	1,00,303	3,371	30:1	100%	100%	100%	81%	
	2015-16	46	1,05,665	3,473	30:1	100%	100%	100%	87%	
	2016-17	46	1,09,598	3,531	31:1	100%	100%	100%	91%	
Other School	2014-15	2963	17,44,815	62,445	28:1	100%	100%	87%	57%	
	2015-16	2991	17,98,657	64,508	28:1	100%	100%	89%	59%	
	2016-17	3004	18,26,029	66,507	27:1	100%	100%	89%	58%	

Inference:

- According to RTE rules, primary schools need to have student- teacher ratio of 30. MCD schools on the contrary had a much high student teacher ratio from 2014-15 to 2016-17.
- Having a playground in every school is mandatory as per the RTE norms. Contrary to this, 24% schools from NDMC, 11% from SDMC and 12% from EDMC reported not having play grounds in academic year 2016-17.
- Talking about inclusive education, a ramp for differentially abled is mandatory in every school under RTE norms. However in the academic 2016- 17, 21% of the NDMC schools, 8% of SDMC and 15% of EDMC schools did not have ramps for the differently abled students making it difficult for them to exercise their Right to Education.

School Management Committees

Section 21 of the Right to Free and Compulsory Education Act 2009 (RTE), mandates the formation of School Management Committees (SMCs) in all elementary government, government-aided schools and special category schools in the country. The SMC is the basic unit of a decentralised model of governance with active involvement of parents in the school's functioning. SMCs are primarily composed of parents, teachers, head masters and local authorities.

Table 11: Schools with School Management Committee from 2014-15 to 2016-17

School Management Committee			Not Applicable		No		Yes		Total
			Number	%	Number	%	Number	%	
MCD	NDMC	2014-15	19	2.5%	55	7.2%	690	90%	764
		2015-16	6	0.8%	34	4.6%	694	95%	734
		2016-17	4	0.6%	17	2.4%	698	97%	719
	SDMC	2014-15	6	1.0%	7	1.2%	574	98%	587
		2015-16	4	0.7%	4	0.7%	580	99%	588
		2016-17	3	0.5%	3	0.5%	574	99%	580
	EDMC	2014-15	2	0.5%	1	0.3%	384	99%	387
		2015-16	1	0.3%	1	0.3%	385	99%	387
		2016-17	0	0%	0	0%	365	100%	365
State	2014-15	1	0.1%	8	0.8%	990	99%	999	
	2015-16	1	0.1%	11	1.1%	997	99%	1,009	
	2016-17	1	0.1%	9	0.9%	1007	99%	1,017	
Central Government	2014-15	4	9.3%	8	18.6%	31	72%	43	
	2015-16	5	10.9%	7	15.2%	34	74%	46	
	2016-17	4	8.7%	5	10.9%	37	80%	46	
Other School	2014-15	522	17.6%	386	13%	2055	69%	2,963	
	2015-16	501	16.8%	388	13%	2102	70%	2,991	
	2016-17	494	16.4%	369	12.3%	2141	71%	3,004	

Inference:

99% MCD and state government schools have School Management Committees established in the year 2016-17.

B. Annual Budget for Education

Table 12: Non Plan Budget for MCD 2015-16 to 2017-18 (in Lakh)

Nomenclature (Expenditure)	Budget Estimate 2015-16	Actual Expenditure 2015-16	Utilization in %	Budget Estimate 2016-17 Approved by corporation	Actual Expenditure 2016-17	Utilisation in %	Budget Estimate 2017-18 Approved by Corporation
NDMC - NON PLAN							
Education Deptt. (Salary)	78,006	63,030	81%	79,630	65,081	82%	97,124
Medical Inspection of Schools	1,347	923	69%	1,185	1,004	85%	1,460
Physical Education	116	57	49%	131	47	36%	147
Mid Day Meal Scheme	122	17	14%	140	5	4%	552
Libraries	26	23	87%	38	15	40%	45
Grand Total	79,617	64,049	80%	81,123	66,153	82%	99,328
SDMC - NON PLAN							
Education Deptt. (Salary)	68,367	57,504	84%	84,366	61,999	73%	86,405
Medical Inspection of Schools	1,356	910	67%	1,164	937	80%	1,479
Physical Education	40	21	52%	68	29	43%	84
Mid Day Meal Scheme	110	10	10%	100	11	11%	340
Libraries	11	0	0%	6	0	0%	6
Grand Total	69,884	58,446	84%	85,704	62,976	73%	88,313
EDMC - NON PLAN							
Education Deptt. (Salary)	55,183	30,537	55%	80,275	34,655	43%	86,969
Medical Inspection of Schools	668	526	79%	912	464	51%	698
Physical Education	533	34	6%	588	67	11%	609
Mid Day Meal Scheme	314	0	0%	173	8	5%	181
Libraries	44	0	0%	50	0	0%	53
Grand Total	56,743	31,097	55%	81,997	35,194	43%	88,510

Table 13: Plan Budget 2016-17 to 2017-18 (in Lakh)

Municipal Corporation	Budget Estimate 2015-16	Actual Expenditure 2015-16	Budget Estimate 2016-17	Actual Expenditure 2016-17	Utilisation in %	Budget Estimate 2017-18
NDMC	15460	14037	15505	13191	85.08%	18435
SDMC	13800	9269	12360	9207	74.49%	14595
EDMC	12385	8544	14075	10219	72.60%	14467

Inference:

NDMC has the highest budget utilisation amongst the three corporations which amounts to 85.08%. Furthermore, the estimated budget is also highest for NDMC which is Rs.18,435 (lakhs).

Table 14: State Education Budget (in Crore)

Budget Estimate 2015-16	Actual Expenditure 2015-16	Budget Estimate 2016-17	Actual Expenditure 2016-17	Budget Estimate 2017-18
6,459	5,441	7,508	NA	7815

Inference:

Budget estimates for 2017-18 have increased to Rs.7,815 as compared to Rs. 7,508 for 2016-17.

Table 15: Per-Child Allocation and Expenditure (in Crore)

Particular	Budget Estimate 2015-16	Actual Expenditure 2015-16	Budget Estimate 2016-17	Actual Expenditure 2016-17	Budget Estimate 2017-18
NDMC					
NDMC- Non Plan	796	640	811	662	993
NDMC- Plan	155	140	155	132	184
Total budget	951	781	966	793	1,178
Total students	3,30,313	3,30,313	3,09,724	3,09,724	3,09,724
Per Capita cost for every student (in actual rupees)	28,784	23,640	31,198	25,618	38,022
EDMC					
EDMC- Non Plan	567	311	820	352	885
EDMC- Plan	124	85	141	102	145
Total budget	691	396	961	454	1,030
Total students	2,14,098	2,14,098	2,03,353	2,03,353	2,03,353
Per Capita cost for every student (in actual rupees)	32,288	18,515	47,244	22,332	50,640
SDMC					
SDMC - Non Plan	699	584	857	630	883
SDMC - Plan	138	93	124	92	146
Total budget	837	677	981	722	1,029
Total students	2,74,296	2,74,296	2,63,019	2,63,019	2,63,019
Per Capita cost for every student (in actual rupees)	30,509	24,687	37,284	27,444	39,126
State					
State	6,459	5,441	7,508	NA	7,815
Total students	14,92,132	14,92,132	15,09,514	15,09,514	15,09,514
Per Capita cost for every student (in actual rupees)	43,289	36,464	49,740	NA	51,773

Inference:

The per student budget estimate of state government has increased from 2016-17 (Rs. 49,740) to 2017-18 (Rs. 51,773). This is despite the fact that number of students enrolling in state government schools has been constantly falling.

IV. Monitoring and Evaluation

For making governance more accountable and transparent, it is important to have timely and regular evaluations of all the activities that the government undertakes. These activities and evaluations need to be documented and it is equally very essential to make these reports/documents available for public use. Government schools run for the public and all its staff/personnel are remunerated from public money, making it all the more important for the administration to make these reports open for the public.

These reports help us to find out if they are functioning in accordance with the Regulations, Norms and standards prescribed by RTE.

Shaala Siddhi

The National Programme on School Standards and Evaluation (NPSSE), commonly known as Shaala Siddhi is an initiative by the Ministry of Human Resource Development (MHRD) and is designed by the National University of Educational Planning and Administration (NUEPA) in 2015. It visualizes evaluation as a means to improvement by looking at each school as an individual unit. The initiative aims to focus on self-improvement and accountability. It seeks to provide each school an opportunity for holistic development by analyzing and working on incremental improvement of its strengths and weaknesses through a collaborative stakeholder process, while providing uniformity through fixed parameters of evaluation as developed in the School Standards and Evaluation Framework (SSEF). It is an ICT⁹ initiative as accountability and transparency of a school's performance will be ensured through a School Evaluation Dashboard that would contain consolidated evaluation reports of every school.¹⁰ In the academic year 2016-17, data was uploaded on the Dashboard as a part of school self-evaluation. We have used the Shaala Siddhi data for the Teacher Evaluation and Continuous and Comprehensive Evaluation indicators.

Teacher Evaluation

Teacher performance evaluation reports are integral for maintaining quality of education in schools. Under this provision performance of each and every teacher in Government schools is evaluated based on certain criterions.

A Key Domain of the Shaala Siddhi evaluation is Teaching- Learning and Assessment that focusses on nine parameters related to pedagogy and learning practices. Each parameter is assessed through three levels: Level 1 (Low), Level 2 (Medium), Level 3 (High). Details of each parameter can be found in **Annexure 3**.

⁹ Information and Communication Technology.

¹⁰ Source: National Programme on School Standards and Evaluation. <http://shaalasiddhi.nuepa.org/index.html>

Table 16 : Teacher Self-Evaluation by Percentage of schools for the year 2016-17¹¹

Teacher Evaluation Parameters	State Government			MCD			Private Schools ¹²		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
Teachers' Understanding of Learners	13	63	24	12	51	37	12	53	35
Subject and Pedagogical Knowledge of Teachers	8	52	40	8	34	58	10	41	49
Planning for Teaching	15	67	18	8	64	28	11	65	24
Enabling Learning Environment	16	57	27	11	48	41	13	48	38
Teaching-learning Process	13	72	15	9	65	26	13	65	22
Class Management	15	60	25	11	48	41	20	42	38
Learners' Assessment	17	62	20	12	57	31	15	60	25
Utilization of Teaching-learning Resources	16	70	13	13	71	16	16	69	15
Teachers' Reflection on their own Teaching-learning Practice	16	64	20	11	60	29	16	61	23
Average Percentage	14	63	22	11	55	34	14	56	30

Inference:

- On an average, teachers from 55% MCD schools reported to have a medium level of teaching quality based on the various parameters under SSEF whereas 34% reported to have a high quality of teaching. For state government schools 63% schools reported medium teacher quality. In private schools, maximum number (56%) reported to have medium teaching quality levels whereas 30% schools reported high teacher quality.
- 14% of teachers in state government, 11% in MCD and 14% in private schools reported to have a low teacher quality.

¹¹ Data Provided is for 1695 MCD schools, 995 state government schools and 252 private schools from the Shaala Siddhi portal.

¹² Private Schools include: Private Aided, Private Unaided

V. Continuous Comprehensive Evaluation

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based assessment of students that is designed to cover all aspects of students' development. The new evaluation system was introduced under the Right to Education Act (2009). It is a developmental process of assessment which emphasizes on two fold objectives, continuity in evaluation, and assessment of broad based learning and behavioural outcomes.

The scheme is thus a curricular initiative, attempting to shift emphasis from memorizing to holistic learning. It aims at creating citizens possessing sound values, appropriate skills and desirable qualities besides academic excellence. It is hoped that this will equip the learners to meet the challenges of life with confidence and success. It is the task of school based co-scholastic assessment to focus on holistic development that will lead to lifelong learning. As per the guidelines for evaluation, teachers should aim at helping the child to obtain minimum C2 grade. It will be compulsory for a teacher and school to provide extra guidance and coaching to children who score grade D or below, and help them attain minimum C2 grade. Under any circumstances, no child should be detained in the same class.

A1 and A2 as A (marks between 100% to 80%),

B1 and B2 as B (marks between 80% to 60%)

C1 and C2 as C (marks between 60% to 40%),

Less than C2 is below 40%.

'Less than C2' in turn includes three grades: D, E1 and E2

D: 33% to 40%

E1: Students that have never been enrolled in a school. This is an indicator of out of school children.

E2: As per RTE norms, students continuously absent for a month or more are graded as E2 under the CCE system. This is an indicator of students who are irregular in their attendance.

Data for CCE has been collected through the School Evaluation Dashboard of Shaala Siddhi under the indicator of Learning Outcomes-Performance in Key Subjects for the academic year 2016-17 for the Standards V, VIII, IX and X.

Table 17 : CCE grades by Percentage of students in State Government, MCD & Private Schools¹³ for Standards V, VIII, IX and X in 2016-17

Standard	Total no. of schools	Numbers of schools for which accurate data is available	Type of School	Percentage of students CCE Grades				
				A	B	C	D	E
V	399	256	State Government	10.8	34.0	41.9	9.1	4.2
	1664	827	MCD	7.3	27.2	51.1	8.9	5.4
	2801	78	Private Schools	14.0	34.0	35.3	9.9	6.6
	4864	1161	Overall	8.5	29.2	48.0	9.0	5.2
VIII	1017	638	State Government	2.7	17.3	46.6	18.9	14.4
	1866	121	Private Schools	6.7	25.7	43.9	13.6	10.0
	2883	759	Overall	3.3	18.6	46.2	18.0	13.7
IX	997	663	State Government	1.2	13.6	41.3	14.4	29.4
	1003	113	Private Schools	2.7	15.7	50.1	14.2	17.1
	2000	776	Overall	1.4	13.9	42.6	14.3	27.6
X	994	632	State Government	4.8	35.4	47.6	5.6	6.5
	983	113	Private Schools	8.7	37.0	41.2	2.9	10.1
	1977	745	Overall	5.4	35.7	46.6	5.2	7.1

Inference:

- 86.6% of the students in class 5th and 66.6% of the class 8th students from state government schools scored between grade A to C. This is in clear contradiction with the pass percentage of state government schools, where 43% of the students fail to move to class 10th (2016-17) from 9th (2015-16)¹⁴ showing poor class performance.
- Maximum percentage of students in state government schools in 5th standard (41.9%), 8th standard (46.6%) and 10th standard (47.6%) have received Grade C in the respective subjects.
- 65.4% of students from MCD schools fall between Grade C to E.

Note: Column “Total no. of schools” shows total number of students who study in class V, class VIII, class IX and class X in schools run by state government, MCD and private authorities. Column “Numbers of schools for which accurate data is available” shows the number of schools who have provided complete data on Shaala Siddhi portal. Only the schools who provided complete data have been included in this report.

¹³ Private Schools include: Private Aided, Private Unaided

¹⁴ Refer Table 7.

VI. Deliberation by Municipal Councillors and MLAs

Table 18: Number of issues raised on education and Number of meetings by Councillors in Education & Ward Committees

Name of Committee			Education Committee	Ward Committee	Total
NDMC	No. of issues raised	2015-16	182	241	423
		2016-17	285	255	540
	No. of total Meetings	2015-16	27	150	177
		2016-17	21	126	147
SDMC	No. of issues raised	2015-16	75	134	209
		2016-17	98	142	240
	No. of total Meetings	2015-16	11	64	75
		2016-17	9	49	58
EDMC	No. of issues raised	2015-16	149	70	219
		2016-17	0	9	9
	No. of total Meetings	2015-16	10	45	55
		2016-17	0	18	18
Total	No. of issues raised	2015-16	406	445	851
		2016-17	383	406	789
	No. of total Meetings	2015-16	48	259	307
		2016-17	30	193	223

Inference:

- Councillors in Ward committee and Education committee meetings of the three MCDs in 2016-17 asked 789 questions on education, 7% lesser than 2015-16. 49% of total questions asked on education were in the Education Committee Meetings.
- In the current session, after the constitution of the new corporation on 26th April 2017 the 'Education committee' of NDMC was constituted on 22-11-2017, SDMC on 09-08-2017 and EDMC on 18-08-2017. It took the SDMC and EDMC around 3 months and NDMC, 6 months to form such a crucial committee.

For zone wise details of issues raised on education by Councillors in various forums please refer **Annexure 6**.

Note: Education committee of the East Delhi Municipal Corporation had no meetings from April 2016 to March 2017 and therefore the committee failed to raise any education related concerns in the corporation. Also, no ward committee meetings of EDMC were held from January 2017 to March 2017.

Table 19: Category wise number of issues raised by Councillors on Education

No. of issues raised	NDMC		SDMC		EDMC		Total	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
0	36	43	45	46	29	58	110	147
1 to 5	48	40	45	48	26	6	119	94
6 to 10	10	13	4	6	3	0	17	19
11 to 20	1	3	1	3	1	0	3	6
21 to 40	1	2	2	0	1	0	4	2
above 40	4	3	0	1	2	0	6	4
Vacant	4	0	7	0	2	0	13	0
Total	104	104	104	104	64	64	272	272

Inference:

Across the three Municipal Corporations of Delhi, 147 councillors did not raise a single issue on education.

Table 20: Type of issues raised by Councillors in the year April'15 to March'17

Issues	Total	
	2015-16	2016-17
Cast/ Tribe education	1	0
Civil society partnership in school	1	3
Closure of the schools	4	0
Dengue	1	0
Drop out rate	1	1
Education Related	51	68
Fees structure	0	1
Girls Education	1	0
Health Check Up	2	1
Human Resources Related	142	184
Infrastructure	167	141
Low availability of Student	1	4
Municipal Corporation Related	5	17
Municipal School Related	230	155
Naming/Renaming of School	1	0
New schools	13	7
Playground	0	2
Primary/Secondary education	1	5
Private and Trust school related	7	13
Providing and fixing educational materials	24	24
Schemes/Policies in Education Related	104	111
School repairs and reconstruction	54	18
Sports/ Educational trip/ workshops related	9	5
Student issues related	24	29
Student-Teacher Ratio	4	0
Upgradation/reduction of Standards and section of School	3	0
Total	851	789

Inference

Most number of issues (184) were raised on human resources, whereas only one issue was raised on dropout.

Table 21: Issues raised by MLAs¹⁵ on Education during 2015 & 2016

Constituency No.	Constituency Name	Name of the MLA	Party	No. of Issues Raised	
				2015	2016
33	Dwarka	Adarsh Shastri	AAP	3	1
48	Ambedkar Nagar	Ajay Dutt	AAP	4	1
5	Badli	Ajesh Yadav	AAP	0	2
18	Model Town	Akhilesh Pati Tripathi	AAP	0	0
20	Chandi Chowk	Alka Lamba	AAP	4	2
54	Okhla	Amanatullah Khan	AAP	1	1
61	Gandhi Nagar	Anil Kumar Bajpai	AAP	0	1
51	Kalkaji	Avtar Singh	AAP	2	0
37	Palam	Bhavna Gaur	AAP	6	0
36	Bijwasan	Devinder Kumar Sehrawat	AAP	0	0
49	Sangam Vihar	Dinesh Mohaniya	AAP	0	0
68	Gokalpur	Fateh Singh	AAP	0	2
26	Madipur	Girish Soni	AAP	2	1
34	Matiala	Gulab Singh	AAP	3	3
24	Patel Nagar (SC)	Hazari Lal Chauhan	AAP	0	1
28	Hari Nagar	Jagdeep Singh	AAP	2	1
69	Mustafabad	Jagdish Pradhan	BJP	2	12
27	Rajouri Garden	Jarnail Singh	AAP	0	2
29	Tilak Nagar	Jarnail Singh	AAP	0	1
16	Tri Nagar	Jitender Singh Tomar	AAP	Minister (from 16/2/2015 to 31/8/2015)	2
35	Najafgarh	Kailash Gahlot	AAP	0	0
46	Chhatarpur	Kartar Singh Tanwar	AAP	0	1
42	Kasturba Nagar	Madan Lal	AAP	2	0
31	Vikaspuri	Mahinder Yadav	AAP	0	0
56	Kondli	Manoj Kumar	AAP	6	1
65	Seelampur	Mohd. Ishraque	AAP	0	0
6	Rithala	Mohinder Goyal	AAP	2	4
53	Badarpur	Narayan Dutt Sharma	AAP	1	3
32	Uttam Nagar	Naresh Balyan	AAP	4	1
45	Mehrauli	Naresh Yadav	AAP	0	0
58	Laxmi Nagar	Nitin Tyagi	AAP	2	0

¹⁵ Of the total 70 MLA's from the city, we have consider only 58; While 11 MLA's who are ministers, Speaker & Deputy Speaker (hence do not asked any question to the Government or raised any issues in the house) and one MLA representing Cantonment Board.

Constituency No.	Constituency Name	Name of the MLA	Party	No. of Issues Raised	
				2015	2016
59	Vishwas Nagar	Om Prakash Sharma*	BJP	4	Suspended (from 9/6/2016 to 10/3/2017)
3	Timarpur	Pankaj Kant Singhal	AAP	7	3
44	R K Puram	Parmila Tokas	AAP	0	1
4	Adarsh Nagar	Pawan Kumar Sharma	AAP	1	0
47	Deoli (SC)	Prakash	AAP	0	0
41	Jangpura	Praveen Kumar	AAP	1	2
11	Nangloi Jat	Raghuvinder Shokeen	AAP	0	0
63	Seema puri	Rajendra Pal Gautam	AAP	6	4
17	Wazirpur	Rajesh Gupta	AAP	1	1
30	Janakpuri	Rajesh Rishi	AAP	0	0
55	Trilokpuri	Raju Dhingan	AAP	1	0
12	Mangol Puri (SC)	Rakhi Birla	AAP	0	0
9	Kirari	Rituraj Govind	AAP	0	0
60	Krishna Nagar	S. K. Bagga	AAP	0	0
52	Tuglakabad	Sahi Ram	AAP	0	0
2	Burari	Sanjeev Jha	AAP	2	1
64	Rohtas Nagar	Sarita Singh	AAP	0	1
50	Greater Kailash	Saurabh Bharadwaj	AAP	0	0
1	Narela	Sharad Kumar	AAP	0	0
25	Moti Nagar	Shiv Charan Goel	AAP	0	0
66	Ghonda	Shri Dutt Sharma	AAP	2	4
19	Sadar Bazar	Som Dutt	AAP	0	0
43	Malviya Nagar	Somnath Bharti	AAP	2	1
8	Mundka	Sukhvir Singh	AAP	0	3
7	Bawana (SC)	Ved Parkash	AAP	4	4
39	Rajinder Nagar	Vijender Garg Vijay	AAP	2	1
13	Rohini	Vijender Kumar	BJP	6	9
23	Karol Bagh	Vishesh Ravi	AAP	2	0
Total				87	78

Inference:

- 25 MLAs in the year 2016 did not raise a single issue related to Education in Delhi.
- Maximum issues on Education were raised by Jagdish Pradhan (12) and Vijender Kumar (9) in the year 2016.

Table 22: Category wise number of issues raised by MLAs on Education

No. of issues raised	No. of MLAs	
	2015	2016
0	28	25
1	6	17
2 to 5	19	14
Above 6	5	2
Total	58	58

Inference:

Only 2 MLAs of Delhi raised more than 6 issues related to Education.

Table 23: Type of issues raised by MLAs

Issues	No. of issues raised	
	2015	2016
Anganwadi/Balwadi/Creche related	1	5
Dropout rate	0	1
Education related	10	12
Fees/Donation Related	3	1
Girls Education	0	2
Higher/ Technical Education	13	6
Human Resources Related	10	9
Infrastructure issues	13	7
Municipal School	7	7
New schools	3	4
Primary/Secondary education	0	2
Private and Trust School	6	2
Private College	0	1
Schemes/ Policies in Education Related	17	18
Student issues related	2	0
Syllabus/Curriculum	2	1
Total	87	78

Inference:

Most number of issues (18) were raised on schemes/policies in education. Only one issue related to dropout was raised.

VII. Data from Household Survey

Praja Foundation had commissioned a household survey to Hansa Research which was conducted in April-June 2017 across the city of Delhi. The total sample size for the survey was 24,301 households. Out of the total sample size of 24,301 households, 5,417 households had children in the age group of 3-15 years, out of which 4,346 households had children going to school (678- MCD, 1,279- State and 2,389- Others). Hence, the education questionnaire was administered further with those (4,346) households only. For details on the survey methodology and Socio Economic Classification (SEC) of households, refer to **Annexure 4 and Annexure 5**.

Following are the key findings of the survey:

Table 24 : Current Medium of Education (%)

Language		All	SEC A	SEC B	SEC C	SEC D	SEC E
English	Other Schools ¹⁶	50	70	63	47	35	30
	Municipal Schools	5	2	3	6	5	7
	State Govt Schools	13	10	12	13	15	16
Hindi	Other Schools	7	9	6	6	9	5
	Municipal Schools	9	3	6	9	12	18
	State Govt Schools	16	6	10	18	23	25
Urdu	Other Schools	0	0	0	0	0	0
	Municipal Schools	0	0	0	0	0	0
	State Govt Schools	0	0	0	0	0	0

Inference:

Preference for other English- medium schools increases as one moves up the affluence level¹⁷ whereas it falls for that of public, which shows that higher the socio-economic status greater is the preference for a other English Medium School. However even a significant percentage (30%) from SEC E prefers sending their children to a other English school.

¹⁶ Other school category here includes Private and KV schools.

¹⁷ Determined by occupation and education, see appendix for details of socio-economic classification.

Table 25 : Respondents from Table 24 whose current medium of education is other than English and would want to change to English medium (%)

Language	All	SEC A	SEC B	SEC C	SEC D	SEC E
English	46	49	32	46	43	58

Inference:

58% households from SEC E and 43% households from SEC D prefer their children be educated in English medium. On an average, 46% of the respondents prefer English medium education.

Table 26: Respondents taking private tuitions/coaching classes (%)

	All	Other School	Municipal School	State Govt. School
Yes	66	69	63	61
No	34	31	37	39

Inference:

More than half of the parents send their children for private tuitions. Of the households sending their children to municipal schools, 63% are also taking private tuitions/coaching classes.

Table 27: Details on source of Tuitions (%)

	All	Other School	Municipal School	State Govt. School
School Class teacher	17	19	3	18
Private tuitions	74	71	85	74
Coaching classes	6	7	8	4
Others	3	3	3	3

Inference:

- Amongst households who send their children for tuitions, majority of them send their children to private tuitions.
- 85% municipal school students from respondent households go for private tuition, while 8% go to coaching classes, 3% students take tuitions from their municipal school teacher.

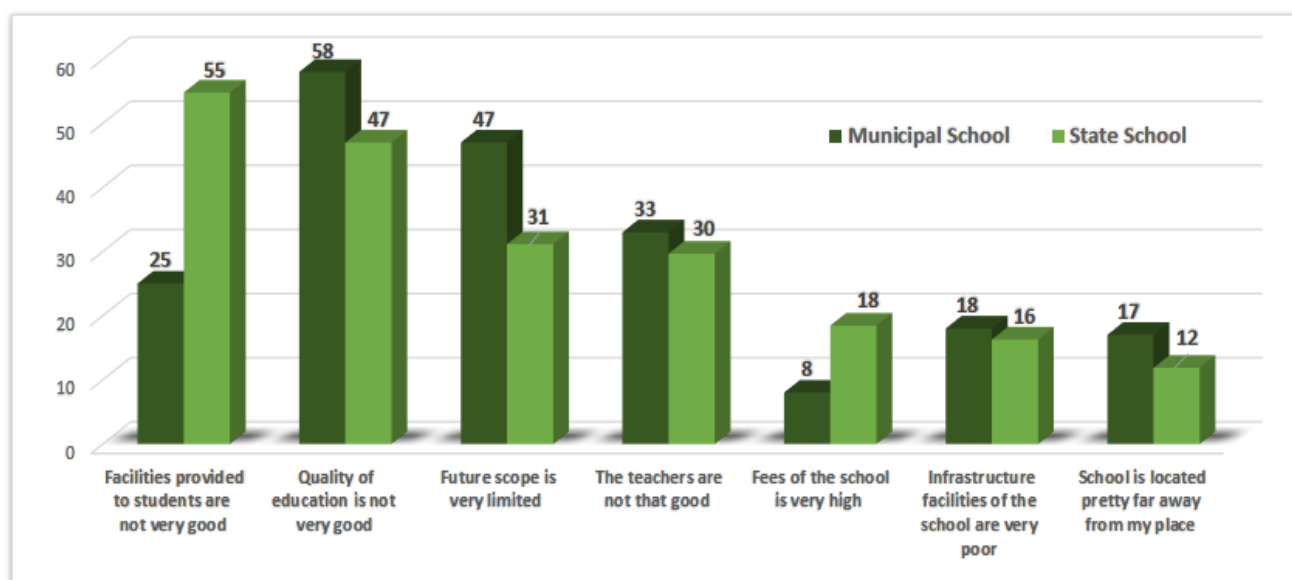
Table 28: Percentage of Respondents happy with the School

	All	Other School	Municipal School	State Govt. School
Yes	83	90	71	76
No	17	10	29	24

Inference:

Although majority of the parents are happy with their child’s school (justifying their decision), satisfaction is much higher amongst parents sending their children to other Schools as compared to MCD and State Government. Parents of 29% MCD school students are not happy with their children’s school.

Chart 1: Reasons for not being happy



Inference:

- Quality of education (58%), limited future scope (47%), and quality of teaching (33%), form the three big reasons cited by parents for not being happy with MCD schools.
- For State government run schools, facilities provided (55%), quality of education (47%) and limited future scope (31%) are the three biggest reasons cited by parents for not being happy with the school.

Annexure 1 - Note on Forecasting Methodology

- **Extracted data for enrolments over the past few years:** Praja had enrolment data for MCDs, State Government schools and Kendriya Vidyalayas for 2010 to 2016. This data was extracted for forecasting values for enrolment for the next few years.
- **Converted data into time series:** Extracted data was converted into time series. A time series is obtained by measuring a variable (or set of variables) regularly over a period of time. Time series data transformations assume a data file structure in which each case (row) represents a set of observations at a different time, and the length of time between cases is uniform. In this case, we were measuring the number of enrolments across years.
- **Checked the stationarity of the data:** Stationarity of the data was checked and later this data was transformed to make it stationary wherever required. A stationary time series has properties wherein mean, variance etc. are constant over time.
- **ARIMA (Autoregressive Integrated Moving Average) model was used for forecasting:** ARIMA was used for the forecast. ARIMA models are, in theory, the most general class of models for forecasting a time series which can be made to be “stationary” by differencing (if necessary), perhaps in conjunction with nonlinear transformations such as logging or deflating (if necessary). A random variable that in a time series is stationary if its statistical properties are all constant over time. An ARIMA model can be viewed as a “filter” that tries to separate the signal from the noise, and the signal is then extrapolated into the future to obtain forecasts.
- **This model considers trends and seasonality in data for forecasting values:** Hence, for the forecast of enrolments in schools, this model was best suited to the data.

Annexure 2 - Zone / District Wise Data – Enrolment & Dropout

Table 29 : Zone-wise enrolment retention rate in MCD Schools - Class 1 to Class 5

Zone	Year	2011-12	2012-13	2013-14	2014-15	2015-16
	Standards	1	2	3	4	5
Central	Number	16,780	19,334	20,400	20,082	21,038
	Retention Rate (%)		115.2%	121.6%	119.7%	125.4%
City	Number	1,453	1,750	1,808	1,823	1,795
	Retention Rate (%)		120.4%	124.4%	1250.5%	123.5%
Civil Line	Number	18,779	20,494	20,891	21,299	22,683
	Retention Rate (%)		109.1%	111.2%	113.4%	120.8%
Karol Bagh	Number	8,138	8,587	8,051	7,839	8,107
	Retention Rate (%)		105.5%	98.9%	96.3%	99.6%
Najafgarh	Number	13,542	14,562	14,515	14,461	14,681
	Retention Rate (%)		107.5%	107.2%	106.8%	108.4%
Narela	Number	14,362	15,387	15,616	15,954	16,452
	Retention Rate (%)		107.1%	108.7%	111.1%	114.6%
Rohini	Number	23,368	24,585	24,618	24,666	25,643
	Retention Rate (%)		105.2%	105.3%	105.6%	109.7%
Sadar Paharganj	Number	2,792	2,981	2,877	2,633	2,535
	Retention Rate (%)		106.8%	103%	94.3%	90.8%
Shahadra North	Number	24,088	27,623	30,553	30,930	36,353
	Retention Rate (%)		114.7%	126.8%	128.4%	150.9%
Shahadra South	Number	15,393	16,338	17,980	18,687	19,579
	Retention Rate (%)		106.1%	116.8%	121.4%	127.2%
South	Number	11,890	12,943	12,878	13,064	14,033
	Retention Rate (%)		108.9%	108.3%	109.9%	118%
West	Number	15,374	16,529	16,505	16,301	17,218
	Retention Rate (%)		107.5%	107.4%	106%	112%
Total	Number	1,65,959	1,81,113	1,86,692	1,87,739	2,00,117
	Retention Rate (%)		109.1%	112.5%	113.1%	120.6%

Inference:

Table shows zone wise retention of students who enrolled in class 1 in 2011- 12 and must be in class 5th in the year 2015-16. Sadar Paharganj Zone and Karol Bagh zone and of North Delhi Municipal Corporation have retained least number of students in class 5 in 2015-16.

Table 30: District-wise enrolment retention rate in State Government Schools - Class 1 to Class 6

District	Year	1	2	3	4	5	6
	Standards	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17 ¹⁸
Central Delhi	Number	1,007	1,038	1,001	945	928	3,611
	Retention Rate (%)		103.1%	99.4%	93.8%	92.2%	
East Delhi	Number	3,296	3,406	3,552	3,563	3,731	22,199
	Retention Rate (%)		103.3%	107.8%	108.1%	113.2%	
New Delhi	Number	206	217	230	229	242	340
	Retention Rate (%)		105.3%	111.7%	111.2%	117.5%	
North Delhi	Number	1,506	1,566	1,537	1,541	1,560	8,685
	Retention Rate (%)		104%	102.1%	102.3%	103.6%	
North East Delhi	Number	2,334	2,659	2,596	2,436	2,370	36,259
	Retention Rate (%)		113.9%	111.2%	104.4%	101.5%	
North West Delhi	Number	5,212	5,259	5,313	5,279	5,366	53,378
	Retention Rate (%)		100.9%	101.9%	101.3%	103%	
South Delhi	Number	2,850	2,894	2,916	2,839	2,922	37,800
	Retention Rate (%)		101.5%	102.3%	99.6%	102.5%	
South West Delhi	Number	2,815	2,821	2,863	2,894	2,853	21,435
	Retention Rate (%)		100.2%	101.7%	102.8%	101.3%	
West Delhi	Number	3,747	3,854	3,857	3,918	3,986	35,746
	Retention Rate (%)		102.9%	102.9%	104.6%	106.4%	
Total	Number	22,973	23,714	23,865	23,644	23,958	2,19,453
	Retention Rate (%)		103.2%	103.9%	102.9%	104.3%	

Inference:

Retention rate of state government schools for class 6th seems to have improved as students from MCD schools are transferred to state government schools after class 5.

¹⁸ Retention Rate in % not shown for 2016-17 (Class 5 to Class 6), since MCD schools students are transferred to state government schools, and hence the figure would be inflated.

Table 31: Zone-wise estimated dropouts in MCD Schools - Class 1 to Class 5 for the year 2015-16

Zone	Standards	1st Std.	2nd Std.	3rd Std.	4th Std.	5th Std.
Central	Total no of Students	10,887	14,837	16,261	17,482	21,038
	Est. Drop out in No.	891	1,404	1,205	1,195	1,602
	Est. Drop out in %	8.18%	9.46%	7.41%	6.83%	7.62%
City	Total no of Students	1,312	1,591	1,739	1,833	1,795
	Est. Drop out in No.	89	231	237	281	230
	Est. Drop out in %	6.76%	14.54%	13.64%	15.34%	12.82%
Civil Line	Total no of Students	14,067	17,668	19,442	21,045	22,683
	Est. Drop out in No.	1,439	2,209	2,365	2,541	2,190
	Est. Drop out in %	10.23%	12.50%	12.17%	12.08%	9.66%
Karol Bagh	Total no of Students	5,421	6,556	7,043	7,123	8,107
	Est. Drop out in No.	402	766	884	525	463
	Est. Drop out in %	7.42%	11.68%	12.55%	7.37%	5.72%
Najafgarh	Total no of Students	10,411	12,275	13,171	13,266	14,681
	Est. Drop out in No.	829	1,400	1,437	1,457	1,352
	Est. Drop out in %	7.97%	11.40%	10.91%	10.99%	9.21%
Narela	Total no of Students	11,992	13,944	14,426	15,101	16,452
	Est. Drop out in No.	1,285	2,096	1,872	1,761	1,756
	Est. Drop out in %	10.72%	15.03%	12.97%	11.66%	10.67%
Rohini	Total no of Students	17,863	20,453	21,457	23,059	25,643
	Est. Drop out in No.	1,144	1,209	1,109	1,018	671
	Est. Drop out in %	6.40%	5.91%	5.17%	4.42%	2.62%
Sadar Paharganj	Total no of Students	2,466	2,576	2,528	2,393	2,535
	Est. Drop out in No.	108	251	257	238	190
	Est. Drop out in %	4.38%	9.73%	10.15%	9.96%	7.49%
Shahdara North	Total no of Students	17,181	23,157	27,147	30,811	36,353
	Est. Drop out in No.	1,804	3,891	4,749	8,326	7,436
	Est. Drop out in %	10.50%	16.80%	17.50%	27.02%	20.45%
Shahdara South	Total no of Students	11,230	14,145	16,102	18,393	19,579
	Est. Drop out in No.	1,563	2,294	2,998	3,584	3,454
	Est. Drop out in %	13.92%	16.22%	18.62%	19.48%	17.64%
South	Total no of Students	8,509	10,352	11,393	12,275	14,033
	Est. Drop out in No.	865	1,435	1,345	1,197	1,529
	Est. Drop out in %	10.17%	13.87%	11.81%	9.75%	10.90%
West	Total no of Students	11,986	13,825	14,763	15,633	17,218
	Est. Drop out in No.	826	1,533	1,316	1,236	857
	Est. Drop out in %	6.90%	11.09%	8.91%	7.91%	4.98%
Total	Total no of Students	1,23,325	1,51,379	1,65,472	1,78,414	2,00,117
	Est. Drop out in No.	11,246	18,718	19,774	23,360	21,731
	Est. Drop out in %	9.12%	12.36%	11.95%	13.09%	10.86%

Table 32: Zone-wise estimated dropouts in MCD Schools - Class 1 to Class 5 for the year 2016-17

Zone ¹⁹	Standards	1st Std	2nd Std	3rd Std	4th Std	5th Std
Central	Total no of Students	10320	13501	16114	17006	18918
	Est. Drop out in No.	483	871	1011	1176	998
	Est. Drop out in %	4.68%	6.45%	6.27%	6.92%	5.28%
City	Total no of Students	934	1414	1519	1495	1585
	Est. Drop out in No.	162	264	249	248	170
	Est. Drop out in %	17.34%	18.65%	16.38%	16.56%	10.73%
Civil Line	Total no of Students	13007	15811	17671	18728	20896
	Est. Drop out in No.	856	1453	1222	1207	991
	Est. Drop out in %	6.58%	9.19%	6.92%	6.44%	4.74%
Karol Bagh	Total no of Students	5209	5984	6726	6962	7351
	Est. Drop out in No.	504	750	642	558	381
	Est. Drop out in %	9.68%	12.53%	9.55%	8.02%	5.18%
Najafgarh	Total no of Students	9478	11477	12944	13463	14206
	Est. Drop out in No.					
	Est. Drop out in %					
Narela	Total no of Students	10984	13490	14565	14596	15625
	Est. Drop out in No.	564	908	835	673	629
	Est. Drop out in %	5.14%	6.73%	5.74%	4.61%	4.03%
Rohini	Total no of Students	15760	19927	21348	21893	24196
	Est. Drop out in No.	924	1032	1015	798	585
	Est. Drop out in %	5.86%	5.18%	4.76%	3.64%	2.42%
Sadar Paharganj	Total no of Students	2172	2582	2545	2444	2305
	Est. Drop out in No.	125	176	150	147	121
	Est. Drop out in %	5.77%	6.83%	5.91%	6.02%	5.26%
Shahadra North	Total no of Students	15054	20865	26220	29949	33508
	Est. Drop out in No.					
	Est. Drop out in %					
Shahadra South	Total no of Students	10228	14030	16080	17415	20004
	Est. Drop out in No.					
	Est. Drop out in %					
South	Total no of Students	7954	9980	11127	11695	13239
	Est. Drop out in No.	522	927	782	768	719
	Est. Drop out in %	6.57%	9.29%	7.03%	6.57%	5.43%
West	Total no of Students	11087	13484	14939	15294	16793
	Est. Drop out in No.	676	806	799	648	534
	Est. Drop out in %	6.10%	5.98%	5.35%	4.23%	3.18%
Total	Total no of Students	112187	142545	161798	170940	188626
	Est. Drop out in No.	4818	7188	6706	6222	5129
	Est. Drop out in %	4.29%	5.04%	4.14%	3.64%	2.72%

¹⁹Najafgarh zone, Shahdara South zone and Shahdara North zone did not provide any data for dropouts for this year (2016-17).

Table 33: Zone-wise Change in Class I Enrolments in MCD Schools

Zone		2012-13	2013-14	2014-15	2015-16	2016-17
Central	Number	13,417	12,484	11,812	10,887	10,320
	% Change	-20%	-7%	-5.4%	-7.8%	-5.2%
City	Number	1,414	1,278	1,265	1,312	934
	% Change	-2.7%	-9.6%	-1%	3.7%	-28.8%
Civil Line	Number	17,097	15,549	14,584	14,067	13,007
	% Change	-9%	-9.1%	-6.2%	-3.5%	-7.5%
Karol Bagh	Number	6,503	6,195	5,843	5,421	5,209
	% Change	-20.1%	-4.7%	-5.7%	-7.2%	-3.9%
Najafgarh	Number	12,200	11,839	11,400	10,411	9,478
	% Change	-9.9%	-3%	-3.7%	-8.7%	-9%
Narela	Number	12,149	11,607	11,883	11,992	10,984
	% Change	-15.4%	-4.5%	2.4%	0.9%	-8.4%
Rohini	Number	20,379	18,923	18,475	17,863	15,760
	% Change	-12.8%	-7.1%	-2.4%	-3.3%	-11.8%
Sadar Paharganj	Number	2,421	2,202	2,219	2,466	2,172
	% Change	-13.3%	-9%	0.8%	11.1%	-11.9%
Shahadra North	Number	20,345	19,114	18,170	17,181	15,054
	% Change	-15.5%	-6.1%	-4.9%	-5.4%	-12.4%
Shahadra South	Number	13,733	12,254	11,503	11,230	10,228
	% Change	-10.8%	-10.8%	-6.1%	-2.4%	-8.9%
South	Number	10,300	9,766	9,152	8,509	7,954
	% Change	-13.4%	-5.2%	-6.3%	-7%	-6.5%
West	Number	13,851	12,651	12,110	11,986	11,087
	% Change	-9.9%	-8.7%	-4.3%	-1%	-7.5%
Total	Number	1,43,809	1,33,862	1,28,416	1,23,325	1,12,187
	% Change	-13.3%	-6.9%	-4.1%	-4%	-9%

Inference:

While there has been an overall decline in class 1 enrolments in MCD schools, City (34%), Shahdara South (26%) and Shahdara North (26%) zone registered the maximum decline from 2012-13 to 2016-17.

Table 34: District-wise Change in Class I Enrolments in State Government Schools

District		2012-13	2013-14	2014-15	2015-16	2016-17
Central Delhi	Number	953	889	833	760	820
	% Change	-5.4%	-6.7%	-6.3%	-8.8%	7.9%
East Delhi	Number	3,106	3,283	3,311	3,022	3,179
	% Change	-5.8%	5.7%	0.9%	-8.7%	5.2%
New Delhi	Number	225	218	168	145	141
	% Change	9.2%	-3.1%	-22.9%	-13.7%	-2.8%
North Delhi	Number	1,570	1,659	1,594	1,525	1,517
	% Change	4.2%	5.7%	-3.9%	-4.3%	-0.5%
North East Delhi	Number	2,263	2,259	2,477	2,313	2,292
	% Change	-3%	-0.2%	9.7%	-6.6%	-0.9%
North West Delhi	Number	5,127	5,333	5,538	5,338	5,507
	% Change	-1.6%	4%	3.8%	-3.6%	3.2%
South Delhi	Number	2,798	2,909	2,805	3,064	3,290
	% Change	-1.8%	4%	-3.6%	9.2%	7.4%
South West Delhi	Number	2,982	3,049	2,975	2,702	2,761
	% Change	5.9%	2.2%	-2.4%	-9.2%	2.2%
West Delhi	Number	3,604	3,761	3,821	3,710	3,797
	% Change	-3.8%	4.4%	1.6%	-2.9%	2.3%
Total	Number	22,628	23,360	23,522	22,579	23,304
	% Change	-1.5%	3.2%	0.7%	-4%	3.2%

Inference:

- Overall there was 3% increase in class 1 enrolments in Delhi government schools.
- Central Delhi has the highest change in Class 1 enrolment (7.9%), whereas North Delhi has the least change (-0.5%).

Table 35: Zone-wise total number of students and estimated dropout of MCD Schools²⁰

MCD	ZONE	Total No. of Students			Estimated Drop Out					
					In Number			In (%)		
		2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
NDMC	City	8,391	8,270	6,947	1,390	992	1,093	16.57	12.00	15.73
	Civil Line	96,691	94,905	86,113	9,375	10,738	5,723	9.70	11.31	6.65
	Karol Bagh	35,952	34,250	32,232	2,293	3,043	2,832	6.38	8.88	8.79
	Narela	72,683	71,915	69,260	4,762	10,271	3,609	6.55	14.28	5.21
	Rohini	1,13,283	1,08,475	1,03,124	5,525	5,181	4,368	4.88	4.78	4.24
	Sadar Paharganj	12,369	12,498	12,048	1,070	1,304	721	8.65	10.43	5.98
SDMC	Central	86,380	80,505	75,859	6,826	6,298	4,533	7.90	7.82	5.98
	Najafgarh ²¹	68,310	63,804	61,568	6,981	7,261		10.22	11.38	
	South	59,385	56,562	53,995	6,484	6,360	3,730	10.92	11.24	6.91
	West	74,847	73,425	71,597	5,185	5,771	3,472	6.93	7.86	4.85
EDMC ²²	Shahdara North	1,30,066	1,34,649	1,25,596	23,281	25,738		17.90	19.11	
	Shahdara South	80,683	79,449	77,757	12,950	13,890		16.05	17.48	
	Grand Total	8,39,040	8,18,707	7,76,096	76,416	94,747	47,005	9.11	11.57	6.06

Inference:

- In the academic year 2016-17, from total 7,76,096 students in all MCD schools, 47,005 students dropped out of the education system.
- From all the 12 zones who provided data on drop outs, City zone (15.73%) had the highest drop out rate.

²⁰ RTIs were filed with the 12 MCD zones to get information of drop out students of all MCD schools in Delhi. In reply, only 749 schools of MCD provided the data for 2016-17, hence only those have been included in this report.

²¹ Najafgarh zone of SDMC did not provide any data for dropouts for this year (2016-17).

²² Shahdara South and Shahdara North zone of EDMC did not provide any data for dropouts for this year (2016-17)

Table 36: District-wise total number of students and estimated dropout of State Government Schools²³

District	Total No. of Students			Estimated Drop out					
				In numbers			In (%)		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Central Delhi	26,524	25,147	24,468	2,204	1,998	1,292	8.31%	7.94%	5.28%
East Delhi	1,63,382	1,60,228	1,63,588	3,321	3,627	.. ²⁴	2.03%	2.26%	
New Delhi	4,080	3,871	3,835	178	25	61	4.36%	0.66%	1.59%
North Delhi	65,289	63,634	65,179	2,329	2,303	1,329	3.57%	3.62%	2.04%
North East Delhi	2,66,584	2,60,725	2,61,926	4,547	7,228	9,814	1.71%	2.77%	3.75%
North West Delhi	3,57,157	3,53,312	3,53,999	9,704	9,475	1,1603	2.72%	2.68%	3.28%
South Delhi	2,55,364	2,56,796	2,58,832	7,412	7,564	9,274	2.90%	2.95%	3.58%
South West Delhi	1,53,052	1,42,090	1,45,292	5,182	4,443	5,682	3.39%	3.13%	3.91%
West Delhi	2,29,397	2,26,329	2,32,395	6,165	7,441	6,573	2.69%	3.29%	2.83%
Grand Total	15,20,829	14,92,132	15,09,514	44,494	45,835	50,765	2.93%	3.07%	3.36%

Inference:

- In the academic year 2016-17, from total 15,09,514 students in all State government schools, 50,765 students dropped out of the education system.
- From all the districts of Delhi government who provided data on drop outs, Central district (5.28%) had the highest dropout numbers followed by North East district (3.75%) and South West district (3.91%).

²³ RTIs were filed with the 13 districts of state government to get information of drop out students of all the Delhi government schools. In reply, only 5 schools of state government provided the data for 2016-17, hence only those have been included in this report.

²⁴ East Delhi did not provide dropout data.

Annexure 3 – Teacher Inspection

Details of parameters under Teaching- Learning and Assessment indicator of Shaala Siddhi.²⁵

CORE STANDARD	DESCRIPTOR		
	LEVEL 1	LEVEL 2	LEVEL 3
Teachers' Understanding of Learners	Teachers are aware of the sociocultural and economic background of the community from where learners come; have a general idea of the home background and learning levels of the learners.	Teachers understand the sociocultural and economic background of the community and the learning needs of the learner; develop an understanding of the learning needs of learners through classroom experiences and personal interaction with other teachers, parents/ guardians and community.	Teachers seek feedback from learners and parents regarding learners' performance in a systematic manner; address individual needs, learning style and strengths of learners.
Subject and Pedagogical Knowledge of Teachers	Teachers often experience difficulty in teaching certain concepts due to lack of understanding of the same; make limited efforts to improve their content knowledge and pedagogical skills.	Teachers sometimes face difficulty in explaining difficult concepts in their subjects; lack appropriate pedagogical skills; make efforts to upgrade their content knowledge and pedagogical skills with the available support and resources e.g. subject forums, training programmes.	Teachers have mastery over content and pedagogical skills and hence rarely face difficulty in classroom transaction; take their own initiative and the support of their fellow teachers if needed for updating their knowledge and pedagogical skills; school also extends support in updating the same.

²⁵ Source: Shaala Siddhi. 'School Standards and Evaluation Framework.' http://shaalasiddhi.nuepa.org/pdf-doc/Framwork_English.pdf

CORE STANDARD	DESCRIPTOR		
	LEVEL 1	LEVEL 2	LEVEL 3
Planning for Teaching	Teachers teach the lesson as per the textbook, with a focus on completion of syllabus; are aware of the topic to be taught and teaching-learning material to be used in their teaching.	Teachers prepare and maintain a diary with detailed plan including teaching and assessment strategies and TLM to be used; prepare additional teaching-learning material using local resources.	School has a culture where every teacher designs lessons as per the varying learning needs of learners and makes the teaching learner centric; uses TLMs appropriately; connects teaching-learning with immediate context and environment; plans appropriate strategies such as observation, exploration, discovery, analysis, critical reflection, problem-solving and drawing inferences to make learning effective.
Enabling Learning Environment	Teachers address learners by name; make basic resources available for teaching-learning.	Teachers make all learners comfortable and involve them in class activities; plan and organize group work/activities and display learners' work and charts, etc. on the wall; TLMs are accessible to all.	Teachers create a conducive and interactive environment in the classroom; encourage peer learning/interaction; provide opportunity for expression; appreciate the views of all learners; encourage questioning/sharing of ideas.

CORE STANDARD	DESCRIPTOR		
	LEVEL 1	LEVEL 2	LEVEL 3
Teaching-learning Process	Teachers use only the textbooks and blackboard to teach in class; sometimes make learners copy from the blackboard; class work and home work is given to learners occasionally.	Teachers use a variety of support materials to involve learners in discussions; conduct experiments in the classroom to explain concepts; make special efforts to explain concepts to learners who need additional help; teachers check homework and provide appropriate feedback.	Teachers provide opportunity to learners for self-learning through inquiry, exploration, discovery, experimentation and collaborative learning; ensure participation of each learner in the classroom discussion; get teaching-learning materials prepared by learners as required.
Class Management	Teachers manage the class, making learners sit in rows facing the blackboard; instruct the class from a fixed position and learners listen passively; ensure discipline by maintaining silence in the class.	Teachers manage space for organizing different activities in the classroom and outside giving attention to CWSN; encourage punctuality and regularity among learners; learners follow class management rules set by teachers.	Teachers and learners collectively decide on classroom management rules; seating arrangement is flexible and learners sit as per the needs of the activity they are engaged in; learners observe self –discipline and adhere to the rules developed collectively.

CORE STANDARD	DESCRIPTOR		
	LEVEL 1	LEVEL 2	LEVEL 3
Learners' Assessment	Teachers assess learners as per applicable policy; generally, tests that are given to assess rote learning and factual knowledge obtained from the content and exercises in the textbooks; learners' performance is communicated to the parents only through report cards.	Teachers use a variety of activities/ tasks to assess all the curricular areas including art, health and physical education on set criteria; provide descriptive feedback highlighting areas of improvement in the progress report card; regularly interact with parents to share learners' progress.	Teachers consider assessment as an integral part of the teaching learning process; analyse the learners' past assessment records and link it with the current achievement levels; make continuous assessment and provide feedback on progress and attainment; assess other curricular areas, including personal and social qualities systematically with follow up measures for improvement; use feedback from assessment to improve teaching-learning.
Utilization of Teaching-learning Resources	Teachers mainly use textbooks for teaching in the class; use other TLM, which may be sporadic and not planned for.	Teachers use other resources in addition to textbooks such as reference materials, charts, maps, models, digital learning kits, local resources; use science, mathematics and language kits/ laboratories, as and when appropriate; school maintains a catalogue of resources and makes it available to the teachers as and when required.	Teachers integrate the use of TLM, local community resources, ICT support material, laboratories, library, etc. with the lessons appropriately; school facilitates networking with other schools for sharing resources.

CORE STANDARD	DESCRIPTOR		
	LEVEL 1	LEVEL 2	LEVEL 3
Teachers' Reflection on their own Teaching-learning Practice	Teachers occasionally reflect on their teaching-learning practice and learners' progress.	Teachers regularly reflect on their teaching-learning practice and record the same; revisit their plans, teaching-learning practice and make efforts for necessary improvement.	Teachers reflect individually and collectively on the planned and actual teaching-learning process in the light of its outcomes; identify the gaps between the two and plan for improvement; design alternative learning experiences based on the reflection.

Annexure 4 – Survey Methodology

Praja Foundation had commissioned the household survey to Hansa Research and the survey methodology followed is as below:

- In order to meet the desired objectives of the study, we represented the city by covering a sample from each of its 272 wards. Target Group for the study was :
 - ✓ Both Males & Females
 - ✓ 18 years and above
 - ✓ Belonging to that particular ward.
- Sample quotas were set for representing gender and age groups on the basis of their split available through Indian Readership Study (Large scale baseline study conducted nationally by Media Research Users Council (MRUC) & Hansa Research group) for Mumbai Municipal Corporation Region.
- The required information was collected through face to face interviews with the help of structured questionnaire.
- In order to meet the respondent within a ward, following sampling process was followed:
 - ✓ 5 prominent areas in the ward were identified as the starting point
 - ✓ In each starting point about 20 individuals were selected randomly and the questionnaire was administered with them.
- Once the survey was completed, sample composition of age & gender was corrected to match the population profile using the baseline data from IRS. This helped us to make the survey findings more representatives in nature and ensured complete coverage.
- **The total study sample was 24,301**

Annexure 5 – Socio Economic Classification (SEC) Note

SEC is used to measure the affluence level of the sample, and to differentiate people on this basis and study their behaviour / attitude on other variables.

While income (either monthly household or personal income) appears to be an obvious choice for such a purpose, it comes with some limitations:

- Respondents are not always comfortable revealing sensitive information such as income.
- The response to the income question can be either over-claimed (when posturing for an interview) or under-claimed (to avoid attention). Since there is no way to know which of these it is and the extent of over-claim or under-claim, income has a poor ability to discriminate people within a sample.
- Moreover, affluence may well be a function of the attitude a person has towards consumption rather than his (or his household's) absolute income level.

Attitude to consumption is empirically proven to be well defined by the education level of the Chief Wage Earner (CWE*) of the household as well as his occupation. The more educated the CWE, the higher is the likely affluence level of the household. Similarly, depending on the occupation that the CWE is engaged in, the affluence level of the household is likely to differ – so a skilled worker will be lower down on the affluence hierarchy as compared to a CWE who is businessman.

Socio Economic Classification or SEC is thus a way of classifying households into groups' basis the education and occupation of the CWE. The classification runs from A1 on the uppermost end thru E2 at the lower most end of the affluence hierarchy. The SEC grid used for classification in market research studies is given below:

EDUCATION OCCUPATION		Illiterate	literate but no formal schooling / School up to 4 th	School 5 th – 9 th	SSC/ HSC	Some College but not Grad	Grad/ Post-Grad Gen.	Grad/ Post-Grad Prof.
		Unskilled Workers	E2	E2	E1	D	D	D
Skilled Workers	E2	E1	D	C	C	B2	B2	
Petty Traders	E2	D	D	C	C	B2	B2	
Shop Owners	D	D	C	B2	B1	A2	A2	
Businessmen/ Industrialists with no. of employees	None	D	C	B2	B1	A2	A2	A1
	1 – 9	C	B2	B2	B1	A2	A1	A1
	10 +	B1	B1	A2	A2	A1	A1	A1
Self-employed Professional	D	D	D	B2	B1	A2	A1	
Clerical / Salesman	D	D	D	C	B2	B1	B1	
Supervisory level	D	D	C	C	B2	B1	A2	
Officers/ Executives Junior	C	C	C	B2	B1	A2	A2	
Officers/ExecutivesMiddle/ Senior	B1	B1	B1	B1	A2	A1	A1	

*CWE is defined as the person who takes the main responsibility of the household expenses.

Annexure 6 – Zone-wise Issues Raised by Councillors

Table 37: Zone wise issues raised by Councillors on Education in the year April'15 to March'17

Zone	No. of councillors		No. of councillor issues raised on education		Total issues raised on education	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Central	29	30	23	17	75	66
City	6	7	4	4	12	16
Civil Line	29	30	16	14	97	133
Karol Bagh	15	15	12	12	83	63
Nafarganj	19	20	10	7	24	24
Narela	10	10	7	4	41	23
Rohini	32	34	18	19	74	186
Sadar Paharganj	8	8	7	7	116	116
Shahadra North	33	33	20	6	166	9
Shahadra South	29	31	13	1	53	3
South	23	26	6	17	11	24
West	26	28	13	17	99	126
Total	259	272	149	125	851	789

Annexure 7 – Category wise number of issues raised by MLAs

Table 38: Category wise number of issues raised by MLAs on Education during 2015 & 2016

No. of issues raised	No. of MLAs			
	2015		2016	
	AAP	BJP	AAP	BJP
0	28	0	25	0
1	6	0	17	0
2 to 5	17	2	14	0
Above 6	4	1	0	2
No. of MLAs	55	3	56	2
Total issues raised	75	12	57	21

Annexure 8 – Party-wise Data

Table 39: Category wise number of issues raised by Councillors on Education in the year April'15 to March'17

Party	Year	0	1 to 5	6 to 10	11 to 20	21 to 40	above 40	No. of Councillor	No of issues Raised
Aam Admi Party	2015-16	NA	NA	NA	NA	NA	NA	NA	NA
	2016-17	1	2	2	0	0	0	5	20
Bahujan Samaj Party	2015-16	4	12	0	0	0	0	16	22
	2016-17	7	5	1	0	0	0	13	20
Bharatiya Janata Party	2015-16	60	56	7	2	3	4	132	497
	2016-17	78	55	6	3	1	3	146	480
Independent	2015-16	9	10	1	1	0	0	21	38
	2016-17	11	3	1	1	0	0	16	25
Indian National Congress	2015-16	30	34	9	0	1	2	76	278
	2016-17	44	24	9	2	1	1	81	233
Indian National Lok Dal	2015-16	2	0	0	0	0	0	2	0
	2016-17	2	0	0	0	0	0	2	0
Jantadal (United)	2015-16	1	0	0	0	0	0	1	0
	2016-17	0	0	0	0	0	0	0	0
Lok Jan Shakti Party	2015-16	0	1	0	0	0	0	1	1
	2016-17	0	0	0	0	0	0	0	0
National Congress Party	2015-16	2	4	0	0	0	0	6	11
	2016-17	1	2	0	0	0	0	3	5
Rashtriya Lok Dal	2015-16	2	1	0	0	0	0	3	2
	2016-17	3	1	0	0	0	0	4	2
Samajwadi Party	2015-16	0	1	0	0	0	0	1	2
	2016-17	0	2	0	0	0	0	2	4
Vacant	2015-16	13	0	0	0	0	0	13	0
	2016-17	0	0	0	0	0	0	0	0
Total	2015-16	123	119	17	3	4	6	272	851
	2016-17	147	94	19	6	2	4	272	789

**Annexure 9 – RTI reply from Directorate of Education for 10th & 12th result of Delhi
 Government schools**

Directorate of Education: Govt. of NCT of Delhi
Examination Cell, Room No. 222-A
Old Secretariat, Delhi-110054

No.DE.5/72/09/Pt-V/Exam/933 Date: 20/11/2017


To
 The PIO (RTI/DRTI Cell)
 Directorate of Education
 Old Secretariat
 Delhi-110054

Sub: Information sought under RTI Act, 2005 by Smt.Anjali Srivastav

Sir/Madam

The information sought vide your letter No.DE/RTI/ID No.27858/2017/4640 dated 15.11.2017 is as under;

S.No.	Information Sought	Information Provided
1.	No. of Student Appeared class 10 th in Delhi Govt. in 2016-17	155263
2.	No. of Student Passed class 10 th in Delhi Govt. in 2016-17	143525
3.	No. of Student Appeared class 12 th in Delhi Govt. in,2016-17	121681
4.	No. of Student Passed class 12 th in Delhi Govt. in 2016-17	107407
5.	Please provide the Information School and Gender.	Question is not clear.


(UMESH DATT OJHA)
 Dy.E.O. (Exam)