WHITE PAPER

State of Public (School) Education in Delhi

December 2019

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I. Foreword

Building future leaders is in our hands. By provision of wholesome education, we can instil right values to prepare children for career challenges and demands of the future. However, are we heading in the right direction? Are we able to create a positive impact in lives of young Indians? The Right to Information (RTI) data shows that 1,16,149 students in Delhi did not go to class 10th (academic year 2018-19) from class 9th (academic year 2017-18) in state government schools. With figures like these, we seriously have reasons to worry. Firstly, how do we plan to make India future-ready, when so many young minds are not completing their education? What kind of future will they have if they lack basic skills and knowledge? What kind of work opportunities will be available to them once they reach adulthood? Will they be able to financially support themselves and their families in a viable manner in the future?

These questions deeply disturb us, making us question the quality of education that the children of today are being offered. Are we equipping children with necessary skills and pre-requisites for a good future? Or has the education system just become a hoax, where children walk in and out, without any visible improvement or growth.

Lately, the quality of state government education in Delhi has been in the forefront of many discussions. While multiple initiatives have been made in relation to teacher training, various schemes introduced to improve learning outcomes, infrastructure development and huge budgetary allocations, the core issue to be dealt with such as, retention of students, especially for the ones in higher standards, continue to be a major problem.

It is important to note that 1,16,149 students did not go to class 10th (for academic year 2018-19) from class 9th (for academic year 2017-18) in state government schools, which simply means that 40% of the 9th std. students failed to clear exams. During 12th board examinations in March 2019, the state government schools reported a pass percentage of 94.24%. While there is much to be rejoiced about that, it is also important to look the other way. We have to take into account that students, who studied till 12th std. in state run schools were less than half, i.e. 45% of the total student strength as compared to 9th std.

Furthermore, after re-introduction of the CBSE 10th board exam, the pass percentage dropped from 92.44% in March 2017 to 68.90% in March 2018. The numbers show slight improvement in March 2019 with 71.58% but it is still less than what it was two years ago. State government pass-out rate has also been constantly lesser than K.V. schools - (K.V. schools pass-out in 2017 was 99.83%, 97.03% in 2018 and 99.79% in 2019).

This depicts a sad reality where students are promoted irrespective of their aptitude levels. Despite the existence of education schemes like Chunauti which were formed to improve learning levels of students, the children are still unable to perform well in external examinations. This is also evident in the Continuous and Comprehensive Evaluation (CCE) results in state government schools, where 75% students in 6th std., 67% students in 7th std. and 70% students in 8th std. fell in and under Grade C (60% and below) in 2018-19. The situation was similar in the previous academic year - 78% students in 6th std., 80% students in 7th std. and 78% students in 8th std. were in and under Grade C in CCE results.

Moreover, the state's education scheme for correspondence students, 'Patrachar' (which allows students, who have failed in 8th or 9th class to directly apply for 10th std. exam through correspondence) had only 4,037 students enrolled in 10th std. (2018-19), which is only 3.5% of 1,16,149 students who had failed in 9th std. in state government schools in 2017-18. Additionally, only 17% of the students who failed in 11th std. in state government schools in 2017-18 enrolled in Patrachar in 12th std. in 2018-19.

Further, after the failure of the, 'Vishwas group' under Chunauti scheme in 2016-17 (where of 62,227 students, who had repeatedly failed in 9th std. and were directly shifted to Patrachar in 10th std., only 2% students passed the board exam), only 316 students were enrolled in Patrachar schools under Vishwas group in 2018-19. Although pass percentages have improved in Patrachar, compared to last year, still 68% students failed in the 10th std. exam through Patrachar.

Another worrisome situation is one where, the data of enrollments in the last five years (2014-15 to 2018-19) show that enrollment in other (private aided and unaided, Delhi Cantonment Board, Jawahar Navodaya Vidyalaya, New Delhi Municipal Council, etc.) schools has increased by 6%, Kendriya Vidyalayas have increased by 15% whereas the same has declined by 19% and 1% in MCD and state schools, respectively.

In a survey of 27,121 households in Delhi commissioned by Praja to Hansa Research, it was revealed that 78% respondents from MCD and state run schools in Delhi said that they would like to shift their children to other schools. However, 77% respondents stated, affordability being the hindrance in sending their children to the other schools. The overall satisfaction for government run schools was lowest – with 27% respondents not being satisfied with the local body and 15% who remain dissatisfied with state schools.

Despite the situation and its deteriorating quality, there has been no seriousness on the part of elected representatives as 15 MLAs in 2018 did not raise a single education-related issue in Delhi, and 3 MLAs raised no issues in the last 4 years (2015-2018). Further, only 5 questions out of the total education-related issues were raised regarding dropping out of the students from school, in the last 4 years (2015-18) by MLAs in Delhi, although this is a serious concern in public education. Similarly, there were 15 councillors who did not ask any question on education issues in Delhi since the start of their term (i.e. between 2017-19).

Therefore, moving forward, concrete steps need to be taken to revamp the education system and make it more quality and outcome driven. The focus should be on delivering wholesome education to children so that they can improve their lives and of those around them by having better employment opportunities in the future.

NITAI MEHTA

Managing Trustee, Praja Foundation

II. Acknowledgement

Praja has obtained the data used in compiling this report 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, 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.

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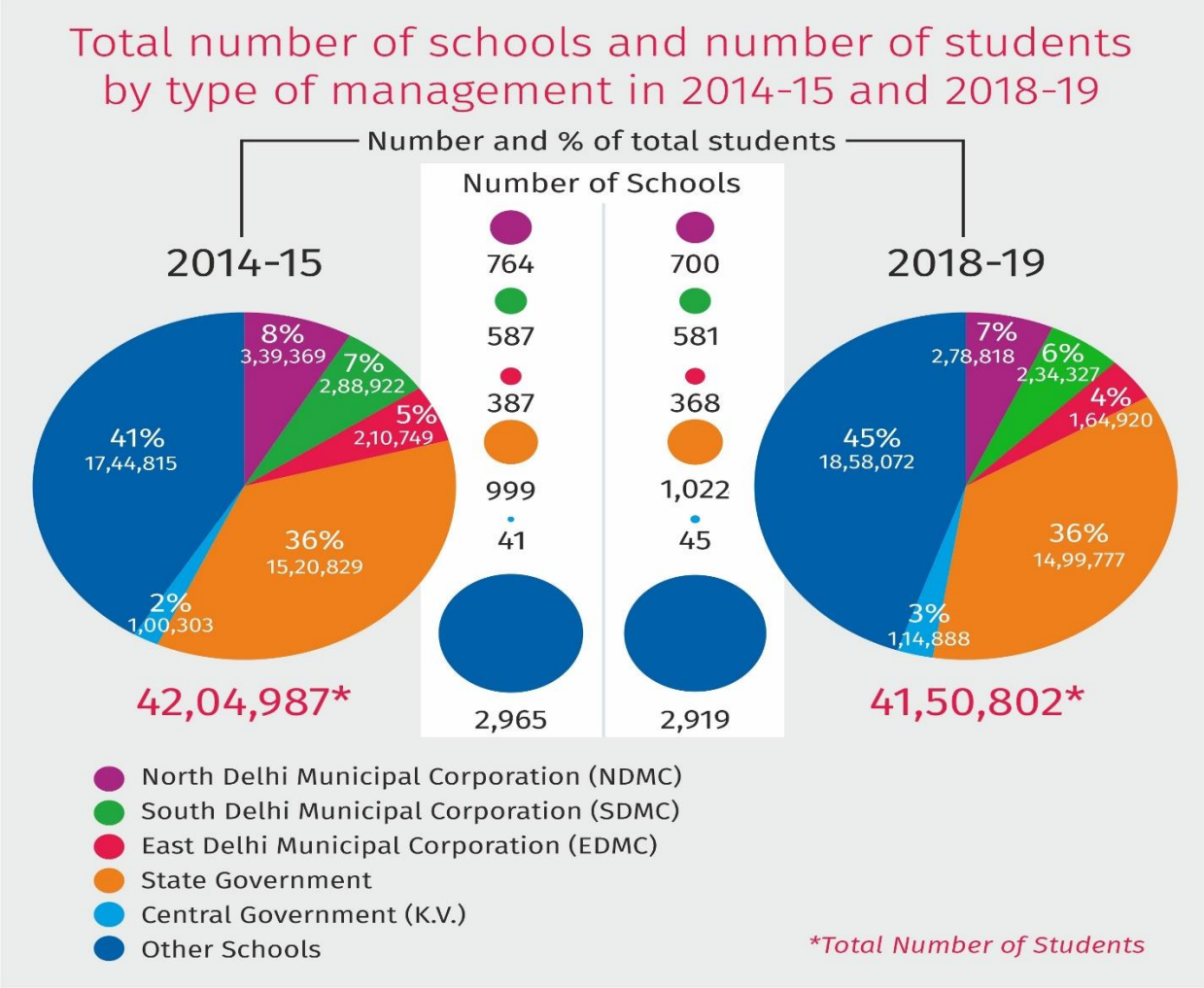
III. Status of Public School Education in Delhi

A. Outcome Indicators

Figure 1: Total number of schools and students in Delhi in 2014-15 and 2018-19[1]

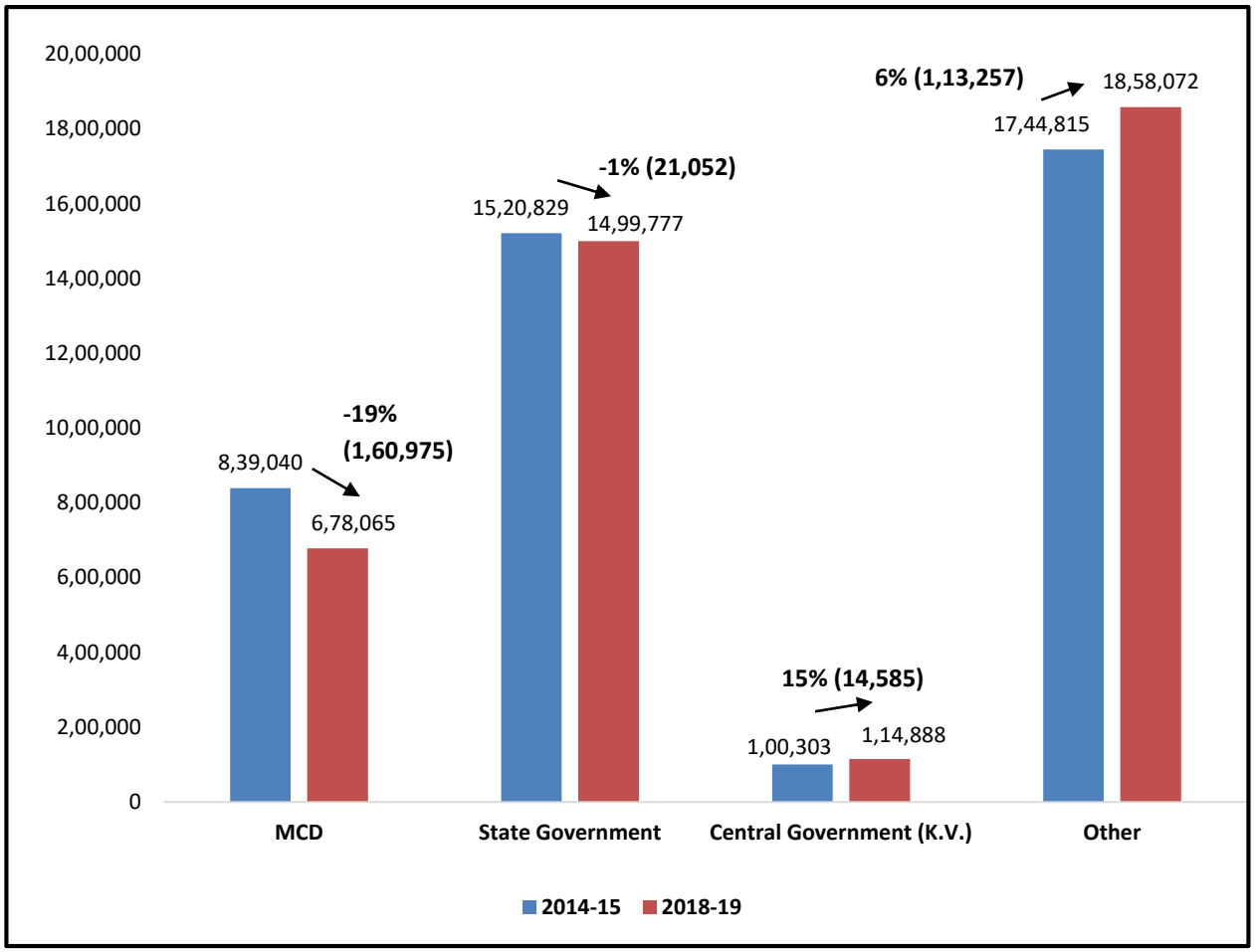


Inference:

- In the past five years enrollments in MCD schools have fallen from 8,39,040 in 2014-15 to 6,78,065 in 2018-19. Percentage share to total schools has fallen by a total of 3% from 2014-15 to 2018-19 for all three MCDs together.
- Share of enrollments in state government schools to total students has been constant at 36%, while that in other schools has risen from 41% (17,44,815) to 45% (18,58,072) in the last five years.

[1] Data of 2014-15 is of DISE, Data of 2018-19 of MCD, State and KV is from RTI whereas other schools count is taken from UDISE+ website: http://dashboard.udiseplus.gov.in/#!/reports 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, Jawahar Navodaya Vidyala (JNV), New Delhi Municipal Council (NDMC), New Delhi Municipal Council (NDMC) Aided and New Delhi Municipal Council (NDMC) Unaided.

Figure 2: Change in Enrollments from 2014-15 to 2018-19 in MCD, State Government, Central Government (K.V.) and Other[2] Schools



Inference:

- Enrollments in MCD schools have fallen by 19% in the last five years (from 2014-15 to 2018-19).
- Overall enrollment in state government schools shows a marginal fall of 1% in the same period.
- However, enrollments in central government (K.V.) schools and other schools have risen by 15% and 6% respectively from 2014-15 to 2018-19.

[2] 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, Jawahar Navodaya Vidyala (JNV), New Delhi Municipal Council (NDMC), New Delhi Municipal Council (NDMC) Aided and New Delhi Municipal Council (NDMC) Unaided.

Table 1: Total Enrollments in Delhi Government Schools from 2014-15 to 2018-19[3] and estimated enrollment from 2019-20 to 2021-22

Year	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20*	2020-21*	2021-22*
Total Students in NDMC	3,39,369	3,30,313	3,09,724	2,87,278	2,78,818	2,70,098	2,61,508	2,52,918
% Change[4]	-2.3%	-2.7%	-6.2%	-7.2%	-2.9%	-3.1%	-3.2%	-3.3%
Total Students in SDMC	2,88,922	2,74,296	2,63,019	2,38,861	2,34,327	2,11,919	2,04,339	1,83,813
% Change	-4.2%	-5.1%	-4.1%	-9.2%	-1.9%	-9.6%	-3.6%	-10%
Total Students in EDMC	2,10,749	2,14,098	2,03,353	1,98,488	1,64,920	1,50,653	1,23,407	1,04,888
% Change	-4.4%	1.6%	-5%	-2.4%	-16.9%	-8.7%	-18.1%	-15%
Total Students in MCD	**8,39,040**	**8,18,707**	**7,76,096**	**7,24,627**	**6,78,065**	**6,32,670**	**5,89,254**	**5,41,619**
% Change	-3.5%	-2.4%	-5.2%	-6.6%	-6.4%	-6.7%	-6.9%	-8.1%
Total Students in State Government	**15,20,829**	**14,92,132**	**15,09,514**	**14,60,675**	**14,99,777**	**14,48,785**	**14,82,107**	**14,33,197**
% Change	-4.5%	-1.9%	1.2%	-3.2%	2.7%	-3.4%	2.3%	-3.3%
Total Students in K.V.	**1,00,303**	**1,05,665**	**1,09,598**	**1,11,174**	**1,14,888**	**1,18,602**	**1,22,316**	**1,26,030**
% Change	2.9%	5.3%	3.7%	0.6%	3.3%	3.2%	3.1%	3%
Total Students in Other School	**17,44,815**	**17,98,657**	**18,26,029**	**18,66,619**	**18,58,072**	**18,49,525**	**18,40,978**	**18,32,431**
% Change	7.2%	3.1%	1.5%	2.2%	-0.5%	-0.5%	-0.5%	-0.5%

Inference:

Enrollments in MCD schools have fallen by 6% from 2017-18 to 2018-19, the highest fall being in East Delhi Municipal Corporation schools (-17%) followed by North Delhi Municipal Corporation schools (-3%). Compared to MCD, State government schools, KV schools and other schools have performed relatively better, where enrollment has increased by 3% in state and KV, and by 2% in other schools in 2018-19 as compared to 2017-18.

(*) Using a time-series regression we have estimated the year on year trend in total student enrollment, extrapolating this to the next three academic years from 2019-20 to 2021-2022[5].

[3] Data for total enrolments from 2014-15 to 2016-17 is from DISE. For 2017-18, MCD data is through RTI and data for State and KV is from Delhi Government Website, which uploaded the U-DISE 2017-18 data for Delhi. http://www.edudel.nic.in/MIS/DISE/DistrictWise_Report/frmUDiseDistrictWiseReport2017_18.aspx Data of 2018-19 of MCD, State and KV is from RTI whereas other schools count is taken from UDISE+ website: http://dashboard.udiseplus.gov.in/#!/reports

[4] % change in enrollments, year on year.

[5] Refer Annexure 1 for details.

Table 2: Total Dropouts in MCD & State Government Schools from 2014-15 to 2018-19

Type of Government[6]		Year	No. of Schools	Total No. of Students	Dropout Data Received				Estimated Drop out in Numbers*
					No. of Schools	No of Students	Drop Out	Dropout %	
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
		2017-18	715	2,87,278	200	47,794	2,555	5.3%	15,357
		2018-19	700	2,78,818	176	46,514	3,231	6.9%	19,368
	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	580	2,63,019	240	95,963	5,760	6%	15,787
		2017-18	581	2,38,861	143	62,846	5,136	8.2%	19,521
		2018-19	581	2,34,327	81	30,010	2,099	7%	16,390
	EDMC[7]	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	365	2,03,353	-	-	-	-	-
		2017-18	368	1,98,488	-	-	-	-	-
		2018-19	368	1,64,920	188	93,547	9,382	10%	16,540
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
		2017-18	1,019	14,60,675	916	13,02,426	41,020	3.1%	46,004
		2018-19	1,022	14,99,777	505	7,49,975	28,741	3.8%	57,475

Inference:

MCD schools show a relatively high dropout as compared to State schools. SDMC shows a dropout of 7% in 2018-19, NDMC shows a dropout of 6.9% and in EDMC[8] it was 10%.

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 the data for only 445 schools of MCD and 490 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.

[6] South West- B, South East and New Delhi districts and Najafgarh, South, Civil Line, Narela and Shahdara South zones did not provide dropout data through RTI.

[7] Shahdara South provided dropout data of 173 schools as 14,530. However it was not possible to compute the estimated dropout for EDMC for the year 2016-17 and 2017-18, since the school wise data of enrolments was not accurately provided.

[8] Data was received for Shahdara North only.

Table 3: Change in Class I Enrollments from 2010-11 to 2021-22

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	95,817	-14.6%	22,181	-4.8%
2018-19	92,901	-3%	23,979	8.1%
2019-20*	87,586	-6%	23,341	-2.7%
2020-21*	83,337	-5%	24,764	6.1%
2021-22*	78,984	-5%	24,418	-1.4%

Inference:

Class one enrollments for MCD schools fell by 3% from 2017-18 to 2018-19, while class one enrollments for state schools have risen by 8.1%. However, in absolute numbers state government schools have much lesser Class 1 enrollments as compared to MCD in 2018-19, because around 43% state schools run primary schools.

(*) Using a time-series regression we have estimated the year on year trend in total student enrollment, extrapolating this to the next three academic years from 2019-20 to 2021-2022[9]. The time series shows a disturbing trend in MCD schools, Class 1 enrollments have fallen by 45% in 2018-19 as compared to 2010-11 and are further expected to fall by 53% in 2021-22.

[9] Refer Annexure 1 for details.

Table 4: Retention Rate - Class 1 to Class 6

Standard	Academic Year	MCD	Retention Rate (%) Year on Year	State Government	Retention Rate (%) Year on Year
1	2013-14	1,33,862	-	23,360	-
2	2014-15	1,54,328	115.3%	22,707	97.2%
3	2015-16	1,65,472	123.6%	23,126	99.0%
4	2016-17	1,70,940	127.7%	24,077	103.1%
5	2017-18	1,87,981	140.4%	24,953	106.8%
6	2018-19	-	-	2,09,626	-

Inference:

- Retention rate is the percentage of school's first time enrolled students who continue with the same school next year. The retention rate of students at the primary level is higher for MCD schools than the state schools and shows an increasing trend from 1st to 5th standards.
- In the 6th standard the number of enrollments for state schools increases drastically since students from MCD schools (primary schools run upto 5th) would shift to state schools. However the 6th standard students enrollment in state schools for 2018-19 is 2,09,626 students, which is lesser than 2,12,934 (total of MCD and State shools 5th standard students in 2017-18) students if all would have continued for 6th standard in State schools.

Table 5: Total enrollments in State Government and Central Government (K.V.) Schools from Class 7 to Class 12

State Government Schools				
Class	**2015-16**	**2016-17**	**2017-18**	**2018-19**
7	2,09,637	2,14,434	2,13,926	2,06,707
8	2,18,431	2,06,602	2,08,427	2,14,258
9	2,88,094	3,11,824	2,89,682	3,02,845
10	1,42,618	1,64,065	1,38,829	1,73,533
11	1,66,150	1,50,480	1,71,613	1,36,874
12	1,33,411	1,23,008	1,14,176	1,30,136
Central Government (K.V.) Schools				
Class	**2014-15**	**2015-16**	**2016-17**	**2017-18**
7	9,007	9,451	9,778	9,867
8	9,088	9,412	9,395	9,952
9	10,206	10,434	10,695	11,763
10	8,236	8,594	7,932	7,268
11	9,319	9,260	9,573	10,041
12	7,771	7,686	7,622	7,012

Inference:

- Of the 2,88,094 students who got enrolled for class 9th in State government schools of Delhi in 2015-16, **55% students** did not reach class 12th in 2018-19. This shows very poor retention in State schools.
- **40% students** didn't go to the class 10th (academic year 2018-19) from class 9th (academic year 2017-18) in State Government schools while this figure was 32% for K.V schools. This probably indicates the high amount of students failing in Class 9 and unable to move to Class 10 in government schools.
- While **40% students** didn't go to the class 10th (academic year 2018-19) from class 9th (academic year 2017-18) in State Government schools, in the previous standards the retention rates are comparatively high, for example 98.5% students moved from Class 7 (in 2015-16) to Class 8 (in 2016-17).

Table 6: Comparison between State Government and Private Schools: X Results[10]

Year	Government schools		Private Schools Pass in (%)	Overall Pass in(%)[11]
	State Government Pass in (%)	Central Government (K.V.) Pass in (%)		
Mar-15	95.81%	99.59%	97.05%	96.29%
Mar-16	89.25%	99.52%	95.43%	91.76%
Mar-17	92.44%	99.83%	92.85%	-
Mar-18	68.90%	97.03%	89.45%	78.62%
Mar-19	71.58%	99.79%	*	80.97%

(*) Data for private schools is not being maintained separately from March 2019, and detailed information has not been uploaded on the website either. An RTI Appeal has been filed for the same.

Inference:

- Although the pass percentage had fallen for state government in March 2018 exam due to the reintroduction of CBSE board examinations from that year, in March 2019 the pass percentage improved to 71.58%.
- Performance of K.V schools has been consistently high with a pass percent of 99.79% in March 2019.

Table 7: Comparison between State Government and Private Schools: XII Results

Year	Government schools		Private Schools Pass in (%)	Overall Pass in(%)
	State Government Pass in (%)	Central Government (K.V.) Pass in (%)		
Mar-15	88.11%	95.94%	89.75%	86.13%
Mar-16	88.91%	95.71%	86.67%	87.01%
Mar-17	88.36%	95.96%	84.02%	88.37%
Mar-18	90.65%	98.06%	89.38%	89%
Mar-19	94.24%	99.43%	*	91.87%

(*) Data for private schools is not being maintained separately from March 2019, and detailed information has not been uploaded on the website either. An RTI Appeal has been filed for the same.

Inference:

In state government schools the passout percentage in March 2019 was 94.24% and for KV schools it was 99.43%, both higher than the overall pass percentage of Delhi.

[10] Source: Class 10th and 12th result from 2015 to 2016 and 2018 and 2019 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 March 17 has been received through RTI. Data upto 2018 for K.V and private is taken from CBSE website: http://cbse.nic.in/newsite/statisticalInformation.html Data for 2019 KV was taken from KV website: https://kvsangathan.nic.in/

[11] Overall pass percent of Delhi is taken from CBSE website, 10th passout for 2017 not provided.

IV. Continuous and 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) as a corollary to the no-detention policy.[12]

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. 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.

Following is the marking scheme used under CCE:

A1 and A2 as A (marks between 100% to 81%)

B1and B2 as B (marks between 80% to 61%)

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

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 state government CCE was taken from a sample of West (A and B) and East Districts of which data was received from 99 schools. 44 schools had discontinued CCE and stated that the method was no longer followed in their school. Data of the remaining 55 schools is presented below.
RTI was also filed for CCE in MCD schools in Shahdara North, Karol Baug and City zone but data was not provided.

[12] The RTE Amendment Act, 2019 amends the no-detention policy by reintroducing examinations for 5th and 8th standard.

Table 8: Percentage of Students in each Grade for Classes III, V, VI, VII and VIII in State Schools in 2018-19

Grades	A	B	C	D	E
Class III					
Hindi	25%	34%	27%	8%	6%
English	22%	34%	29%	9%	6%
Maths	19%	36%	31%	8%	6%
Overall	22%	35%	29%	8%	6%
Class V					
Hindi	26%	40%	22%	8%	4%
English	23%	40%	25%	7%	6%
Maths	17%	38%	32%	8%	6%
Overall	22%	39%	26%	8%	5%
Class VI					
Hindi	9%	32%	32%	10%	17%
English	7%	25%	34%	13%	21%
Maths	3%	19%	42%	16%	20%
Science	2%	14%	37%	19%	28%
Social Science	1%	14%	43%	18%	23%
Overall	4%	21%	38%	15%	22%
Class VII					
Hindi	15%	35%	30%	9%	11%
English	8%	26%	38%	13%	15%
Maths	4%	14%	40%	19%	24%
Science	6%	17%	37%	18%	22%
Social Science	6%	32%	38%	11%	13%
Overall	8%	25%	37%	14%	17%
Class VIII					
Hindi	13%	34%	34%	10%	10%
English	4%	21%	42%	17%	15%
Maths	5%	12%	35%	22%	26%
Science	7%	23%	42%	15%	14%
Social Science	5%	27%	46%	13%	10%
Overall	7%	23%	40%	15%	15%

Inference:

- Class 3 and Class 5 outcomes of CCE shows maximum percent students in Grade B - 35% in 3rd and 39% in 5th standards, however a considerable percentage (43% in 3rd and 39% in 5th) were in C grade or below.
- CCE results in state government schools shows that maximum percent of students in standards 6th, 7th and 8th fall in and below Grade C - 75%, 67% and 70% respectively. This is a reflection of poor learning outcomes as reflected in the high percentage of students failing in 9th (not moving to 10th standard) as seen in Table 5.
- Poorest performance has been in the subjects of maths and science where majority students in Class 6, 7 and 8 scored C grade or below.

V. Patrachar Scheme

Patrachar Vidyalaya is the pioneer institution in the field of correspondence education at school level. It was established in January 1968 with the "sole purpose of opening new vistas of education for the drop-outs and those belonging to weaker sections of society who could not continue their educational facilities." The Patrachar Vidyalaya runs under the administrative and fiscal control of the Directorate of Education, Delhi.

The main aim of the Patrachar Scheme is to prepare the students for board examinations, of those who have failed in 8th, 9th and 11th for 10th and 12th board exams or those students who have been out of the formal education system, who want to clear board exams. Classes under Patrachar Schools are held for 4 standards- 9th, 10th, 11th and 12th. The medium of instrucution is Hindi, except for science stream in 11th and 12th it is English. The Patrachar schools mainly provide assistance through supplying the study-material (printed lessons on all the subjects to supplement the study for text books and available study material based on CBSE syllabus) free of cost. In addition there are 2 sessions of 18 days each called Personal Contact Program for which students have to have atleast 75% attendance to qualify for receiving admit card in exams. The syllabus in Patrachar schools for 9th and 10th is any 2 languages, social science and any two subjects from mathematics, science, home science and painting, Hindustani music. The syllabus for 11th and 12th includes 5 subjects based upon the stream.[13]

Table 9: Number of students enrolled and number of teachers under Patrachar Scheme from 2014-15 to 2018-19

Year	Type of enrollment	Number of Teachers available	Class-wise Enrollment			
			IX	X	XI	XII
2014-15	Direct	8	-	1,656	-	6,652
2015-16	Direct	12	-	3,165	-	7,032
2016-17	Direct	23	-	3,224	-	6,373
	Vishwas Group*		1460	62,227	-	-
2017-18	Direct	23	2	2,830	101	5,533
2018-19	Direct	15	20	3,721	84	7,077
	Vishwas Group*		-	316	-	-

Inference:

- Enrollments in Patrachar schools have been mainly in 10th and 12th standards.
- (*) In 2016-17 the State Government of Delhi introduced a scheme whereby, 9th fail students from state government schools would be transferred to 10th through admissions in Patrachar, called the Vishwas group.[14] The number of students enrolled through this scheme was considerably high (62,227) compared to students who otherwise enrolled in Patrachar schools (3,224) in 2016-17.
- However in 2018-19 only 316 students in 10th were under the Vishwas scheme, inspite of the fact that 1,16,149 students in state schools did not go from 9th to 10th standard in 2018-19 (Refer to Table 5).

[13] Sources: http://edudel.nic.in/upload/upload_2017_18/PV_PROSPECTUS_2018_19_11_12.PDF and http://edudel.nic.in/upload/upload_2017_18/PV_PROSPECTUS_2018_19_9_10.PDF

[14] Refer Annexure 8 for Circular on Vishwas Group under Patrachar Scheme.

Table 10: Pass Percentage of students in 10th and 12th standard under Patrachar Scheme from 2014-15 to 2018-19

Year	Type of enrollment	Passout					
		X			XII		
		Appeared	Passed	%	Appeared	Passed	%
2014-15	Direct	1,516	25	1.65%	6,060	1,326	21.88%
2015-16	Direct	2,900	74	2.55%	6,355	2,098	33.01%
2016-17	Direct	2,378	122	5.13%	5,248	2,026	38.61%
	Vishwas Group	59,897	1,229	2.05%	-	-	-
2017-18	Direct	2,663	248	9.31%	5,172	2,361	45.65%
2018-19	Direct	2,849	886	31.10%	6,028	3,195	53%
	Vishwas Group	314	141	44.90%	-	-	-

Inference:

- Pass percentage of students appearing in 10th has improved in 2018-19 as compared to previous years.
- Pass percentage of students appearing in 12th has also improved in 2018-19, although not as drastically as in 10th standard.
- While pass percent for 2018-19 (March 19) 10th board exams was 31.10% for direct patrachar students and 44.90% for Vishwas group students, it was 71.58% for state government students (Refer Table 6). Similarly, pass percent in state government schools for 12th was much higher at 94.24% (Refer Table 7) than those who passed from Patrachar scheme (53%) in 2018-19.
- This indicates that the scheme which is largely based on passing of exam, providing notes, with the aim of examination and not with the aim of learning of the students, is unable to improve the prospects of students as is evident from majority students appearing for the exam, failing in 10th. Although the pass percentage has improved, the scheme is not able to enable majority of prior failed students to pass in board examinations.

Considering that the primary aim of Patrachar schools is to enable students who have failed in particular standards to be able to appear for the board exam, it is important to compare the number of students falling out of formal schooling to the number of enrollments in Patrachar schools, to see whether the Patrachar scheme is successful in acting as an effective medium of correspondence education of the state government.

Table 11: Student enrollments in Patrachar schools in comparison to fall in enrollments from Class 9 to Class 10 in State Government schools

Year		2014-15	2015-16	2016-17	2017-18	2018-19
State Government Schools	9th Enrollment	2,59,705	2,88,094	3,11,824	2,89,682	3,02,845
	10th Enrollment	1,40,570	1,42,618	1,64,065	1,38,829	1,73,533
	Number of students who did not go from 9th to 10th standard	1,17,087	1,24,029	1,72,995	1,16,149	-
	%	45%	43%	55%	40%	-
Patrachar	10th standard Enrollment[15]	1,656	3,165	65,451	2,830	4,037
	Number of students who appeared for 10th Board exam	1,516	2,900	62,275	2,663	3,163
	Number of students who passed	25	74	1,351	248	1,027
	Pass Percentage	2%	3%	2%	9%	32%

Inference:

- Out of the students who failed in 9th in state government schools in 2017-18, only 3.5% enrolled in Patrachar schools in 10th standard in 2018-19.
- Not many students are availing of the patrachar scheme as evident from the enrollment. Further out of 4,037 students who enrolled in 10th in Patrachar in 2018-19, 3,163 students appeared out of which 32% passed the board exam.
- This shows that in the case of 10th standard board examinations, Patrachar schools have failed to provide as an effective measure of correspondence education. Majority students who did not go to 10th under the formal education system, have not moved to Patrachar schools. This raises a question mark on the future of more than one lakh students not being able to move ahead of 9th standard.

[15] This includes direct enrollment in Patrachar and enrollment through Vishwas Group.

Table 12: Student enrollments in Patrachar schools in comparison to fall in enrollments from Class 11 to Class 12 in State Government schools.

Year		2014-15	2015-16	2016-17	2017-18	2018-19
State Government Schools	11th Enrollment	2,04,051	1,66,150	1,50,480	1,71,613	1,36,874
	12th Enrollment	1,41,891	1,33,411	1,23,008	1,14,176	1,30,136
	Number of students who did not go from 11th to 12th standard	70,640	43,142	36,304	41,477	-
	%	35%	26%	24%	24%	-
Patrachar	12th standard Enrollment	6,652	7,032	6,373	5,533	7,077
	Number of students who appeared for 12th Board exam	6,060	6,355	5,248	5,172	6,028
	Number of students who passed	1,326	2,098	2,026	2,361	3,195
	Pass Percentage	22%	33%	39%	46%	53%

Inference:

- Out of the students who failed in 11th in state government schools in 2017-18, 17% enrolled in Patrachar schools in 12th standard in 2018-19.
- Like the trend in 10th standard board (Table 11) even for 12th standard, majority students who did not go to 12th under the formal education system, have not moved to Patrachar schools, although the passout percent is relatively better than that of 10th under Patrachar- of 7,077 students who enrolled in 2018-19, 6,028 appeared out of which 53% passed.

B. Input Indicators

Table 13: Non Plan Budget for MCD from 2017-18 to 2019-20 (in Lakhs)

Nomenclature (Expenditure)	Budget Estimate 2017-18 Approved by corporation	Actual Expenditure 2017-18	Utilisation in %	Budget Estimate 2018-19 Approved by Corporation	Actual Expenditure 2018-19	Utilisation in %	Budget Estimate 2019-20 Approved by Corporation
NDMC - NON PLAN							
Education Deptt. (Salary)	97,124	74,475	77%	1,07,627	85,348	79%	1,07,675
Medical Inspection of Schools[16]	0	0	0%	0	0	0%	0
Physical Education	147	64	43%	163	54	33%	152
Mid Day Meal Scheme	552	10	2%	54	5	8%	36
Libraries	45	22	49%	44	19	44%	44
Grand Total	**97,868**	**74,571**	**76%**	**1,07,888**	**85,425**	**79%**	**1,07,907**
SDMC - NON PLAN							
Education Deptt. (Salary)	86,405	75,320	87%	88,048	77,847	88%	96,040
Medical Inspection of Schools	1,479	1,185	80%	1,482	1,222	82%	1,767
Physical Education	84	15	18%	488	15	3%	474
Mid Day Meal Scheme	340	9	3%	215	191	89%	420
Libraries	6	0	0%	6	0	0%	6
Grand Total	**88,313**	**76,530**	**87%**	**90,239**	**79,274**	**88%**	**98,707**
EDMC - NON PLAN							
Education Deptt. (Salary)	86,969	38,278	44%	87,190	42,279	48%	86,621
Medical Inspection of Schools	698	481	69%	769	495	64%	821
Physical Education	609	75	12%	716	92	13%	623
Mid Day Meal Scheme	181	4	2%	356	9	2%	356
Libraries	53	0	0%	69	0	0%	69
Grand Total	**88,510**	**38,837**	**44%**	**89,099**	**42,874**	**48%**	**88,490**

Inference:

Budget utilisation among the three MCDs for non-plan budget is poorest in EDMC, in 2018-19 only 48% of the budget was utilised whereas in NDMC, utilisation was 79% and in SDMC 88%.

[16] Not a part of Education Budget since 2017-18, shifted to Health Budget.

Table 14: Plan Budget for MCD from 2017-18 to 2019-20 (in Lakhs)

Municipal Corporation	Budget Estimate 2017-18	Actual Expenditure 2017-18	Utilisation in %	Budget Estimate 2018-19	Actual 2018-19	Utilisation in %	Budget Estimate 2019-20
NDMC	18,435	14,907	81%	17,800	19,139	108%	72,800
SDMC	14,595	14,004	96%	8,970	12,949	144%	48,270
EDMC	14,467	11,172	77%	15,034	18,400	122%	41,655

Inference:
All three corporations utilised their plan budget in 2018-19.

Table 15: State Education Budget from 2017-18 to 2019-20 (in Crore)

Budget Estimate 2017-18	Actual Expenditure 2017-18	Budget Estimate 2018-19	Actual Expenditure 2018-19	Budget Estimate 2019-20
7,815	7,072	10,963	NA[17]	12,443

Inference:
Budget estimates for 2019-20 have increased to Rs. 12,443 crores as compared to Rs. 10,963 crores for 2018-19.

[17] State government actuals for 2018-19 are yet not available.

Table 16: Per-Child Allocation and Expenditure from 2017-18 to 2019-20 (in Crore)

Particulars	Budget Estimate 2017-18	Actual Expenditure 2017-18	Budget Estimate 2018-19	Actual Expenditure 2018-19	Budget Estimate 2019-20
NDMC					
NDMC- Non Plan	979	746	1,079	854	1,079
NDMC- Plan	184	149	178	191	728
Total budget	1,163	895	1,257	1,046	1,807
Total students	2,87,278	2,87,278	2,78,818	2,78,818	2,78,818
Per Capita cost for every student (in actual rupees)	**40,484**	**31,147**	**45,079**	**37,503**	**64,812**
EDMC					
EDMC- Non Plan	885	388	891	429	885
EDMC- Plan	145	112	150	184	417
Total budget	1,030	500	1,041	613	1,301
Total students	1,98,488	1,98,488	1,64,920	1,64,920	1,64,920
Per Capita cost for every student (in actual rupees)	**51,881**	**25,195**	**63,142**	**37,154**	**78,914**
SDMC					
SDMC - Non Plan	883	765	902	793	987
SDMC - Plan	146	140	90	129	483
Total budget	1,029	905	992	922	1,470
Total students	2,38,861	2,38,861	2,34,327	2,34,327	2,34,327
Per Capita cost for every student (in actual rupees)	**43,083**	**37,902**	**42,338**	**39,356**	**62,723**
State					
State	7,815	7072	10,963	NA	12,443
Total students	14,60,675	14,60,675	14,99,777	14,99,777	14,99,777
Per Capita cost for every student (in actual rupees)	**53,505**	**48,416**	**73,100**	**NA[18]**	**82,966**

Inference:

- The per student budget estimate of state government has increased from Rs. 53,505 in 2017-18 to Rs. 82,966 in 2019-20.
- State government actuals show that per student Rs. 48,416 was spent in 2017-18.
- Among MCDs, SDMC spent the most (Rs. 37,902 per student) in 2017-18.

[18] State government actuals for 2018-19 are yet not available.

Table 17: Pupil Teacher Ratio (PTR) in State Government, MCD, Central Government (K.V.) and Other Schools[19] from 2015-16 to 2018-19[20]

RTE indicator			No. of Schools	Enrollment	Teachers	PTR
MCD	NDMC	2015-16	734	3,30,313	8,276	40:1
		2016-17	719	3,09,724	8,180	38:1
		2017-18	715	2,87,278	7,032	41:1
		2018-19	700	2,78,818	7,061	39:1
	SDMC	2015-16	588	2,74,296	7,321	37:1
		2016-17	580	2,63,019	7,120	37:1
		2017-18	581	2,38,861	6,760	35:1
		2018-19	581	2,34,327	7,168	32:1
	EDMC	2015-16	387	2,14,098	5,129	42:1
		2016-17	365	2,03,353	4,996	41:1
		2017-18	368	1,98,488	4,984	40:1
		2018-19	368	1,64,920	4,394	38:1
State		2015-16	1,009	14,92,132	50,236	30:1
		2016-17	1,017	15,09,514	50,428	30:1
		2017-18	1,019	14,60,675	50,810	29:1
		2018-19	1,023	14,99,777	57,588	26:1
Central Government (K.V.)		2015-16	46	1,05,665	3,473	30:1
		2016-17	46	1,09,598	3,531	31:1
		2017-18	45	1,11,174	3,304	34:1
		2018-19	45	1,14,888	3,302	35:1
Other Schools		2015-16	2,991	17,98,657	64,508	28:1
		2016-17	3,004	18,26,029	66,507	27:1
		2017-18	3,004	18,66,619	72,522	26:1
		2018-19	2,919	18,58,072	73,235	25:1

Inference:

- According to RTE rules, primary schools need to have pupil-teacher ratio (PTR) of 30 and secondary need to have a PTR of 35.
- In MCD schools the PTR is higher than the required norm- 39 in NDMC, 32 in SDMC, 38 in EDMC in 2018-19).
- PTR in 2018-19 was under the prescribed norm for Other schools(25).

[19] Refer footnote 1 for details.

[20] State, KV and Other schools teachers count for 2018-19 is from UDISE+ website: http://dashboard.udiseplus.gov.in/#!/reports

VI. Deliberation by Municipal Councillors and MLAs

Table 18: Number of issues raised on education and Number of meetings by Councillors in Education & Ward/Other Committees in 2017-18 and 2018-19

		2017-18			2018-19		
		Education Committee	Ward Committee/ Ward/Other Committees	Total	Education Committee	Ward Committee/ Ward/Other Committees	Total
NDMC	No. of issues raised	79	504	583	42	572	614
	No. of total Meetings	7	156	163	7	237	244
SDMC	No. of issues raised	46	550	596	150	466	617
	No. of total Meetings	7	136	143	12	149	161
EDMC	No. of issues raised	32	123	155	157	293	450
	No. of total Meetings	6	105	111	12	107	119
Total	**No. of issues raised**	**157**	**1,177**	**1,334**	**349**	**1,331**	**1,680**
	No. of total Meetings	**20**	**397**	**417**	**31**	**493**	**524**

Inference:

- Councillors in three MCDs in 2018-19 raised 1,680 issues on education in 2018-19.
- Only 21% of total issues asked on education were in the Education Committee Meetings in 2018-19.

For zone wise details of issues raised on education by Councillors in various forums please refer Annexure 5.

Table 19: Category wise number of issues raised by Councillors on Education in 2017-18 and 2018-19

No. of issues raised	NDMC		SDMC		EDMC		Total	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
0	12	20	14	29	23	15	49	64
1 to 5	58	43	56	50	33	24	147	117
6 to 10	22	27	20	15	5	15	47	57
11 to 20	7	8	11	4	3	4	21	16
21 to 40	4	5	1	2	0	5	5	12
above 40	1	1	2	4	0	1	3	6
Total	**104**	**104**	**104**	**104**	**64**	**64**	**272**	**272**

Inference:

64 councillors did not raise even a single issue on education in 2018-19 and only 13% of total councillors (272) in 2018-19 raised more than 10 issues.

Table 20: Type of issues raised by Councillors in 2017-18 and 2018-19

Issues	No. of raised	
	2017-18	2018-19
Civil society partnership in school	10	2
Closure of the schools	7	3
Drop out rate	12	5
Education Related	64	129
Fees structure	0	2
Girls Education	2	0
Health Check Up	8	4
Higher Technical Education	0	2
Human Resources Related	183	312
Infrastructure	329	426
Low availability of Student	5	6
Municipal Corporation Related	30	35
Municipal School Related	235	197
Naming/Renaming of School	1	1
New schools	38	39
Playground	3	7
Primary/Secondary education	11	18
Private and Trust school related	8	28
Providing and fixing educational materials	66	60
Schemes/Policies in Education Related	167	269
School repairs and reconstruction	70	31
Sports/ Educational trip/ workshops related	21	40
Student issues related	59	50
Student-Teacher Ratio	0	6
Upgradation/reduction of Standards and section of school	5	8
Total	**1,334**	**1,680**

Inference:

Most number of issues were related to Infrastucture (426) and human resources (312).

Table 21: Issues raised by MLAs[21] on Education from 2015 to 2018[22]

Constituency No.	Constituency Name	Name of the MLA	Party	No. of Issues Raised				
				2015	2016	2017	2018	Total
1	Narela	Sharad Kumar	AAP	0	0	1	1	**2**
2	Burari	Sanjeev Jha	AAP	2	1	1	4	**8**
3	Timarpur	Pankaj Kant Singhal	AAP	7	3	7	14	**31**
4	Adarsh Nagar	Pawan Kumar Sharma	AAP	1	0	2	10	**13**
5	Badli	Ajesh Yadav	AAP	0	2	0	1	**3**
6	Rithala	Mohinder Goyal	AAP	2	4	5	5	**16**
7	Bawana (SC)	Ved Parkash	AAP	4	4	0	-	**8**
		Ram Chander	AAP	MLA (from 28/08/2017 to till date)			6	**6**
8	Mundka	Sukhvir Singh	AAP	0	3	3	4	**10**
9	Kirari	Rituraj Govind	AAP	0	0	2	5	**7**
10	Sultan Pur Majra (SC))	Sandeep Kumar	AAP	Minister (from 16/2/2015	Resign from Minister post on 6/9/2016	0	3	**3**
11	Nangloi Jat	Raghuvinder Shokeen	AAP	0	0	0	2	**2**
13	Rohini	Vijender Kumar	BJP	6	9	12	32	**59**
14	Shalimar Bagh	Bandana Kumari	AAP	Deputy Speaker (from 16/2/2015 to 10/6/2016)		1	1	**2**
16	Tri Nagar	Jitender Singh Tomar	AAP	Minister (from 16/2/2015 to 31/8/2015)	2	0	4	**6**
17	Wazirpur	Rajesh Gupta	AAP	1	1	3	6	**11**
18	Model Town	Akhilesh Pati Tripathi	AAP	0	0	0	1	**1**
19	Sadar Bazar	Som Dutt	AAP	0	0	0	0	**0**
20	Chandi Chowk	Alka Lamba	AAP	4	2	4	0	**10**
21	Matia Mahal	Asim Ahmed Khan	AAP	Minister (from 16/2/2015 to 31/8/2015)	0	0	0	**0**

[21] Of the total 70 MLA's from the city, we have consider only 60; While 9 MLA's who are ministers, Speaker & Deputy Speaker (hence do not asked any issue to the Government or raised any issues in the house) and one MLA representing Cantonment Board.

[22] Period of the session for 2015 (24-February-2015 to 22-December-2015), For 2016 (22-March-2016 to 18-January-2017), for 2017 (6-March-2017 to 17-January-2018) for 2018 (16-March-2018 to 28-February 2019)

Constituency No.	Constituency Name	Name of the MLA	Party	No. of Issues Raised				
				2015	2016	2017	2018	Total
23	Karol Bagh	Vishesh Ravi	AAP	2	0	3	2	**7**
24	Patel Nagar (SC)	Hazari Lal Chauhan	AAP	0	1	0	0	**1**
25	Moti Nagar	Shiv Charan Goel	AAP	0	0	0	0	**0**
26	Madipur	Girish Soni	AAP	2	1	1	8	**12**
27	Rajouri Garden	Jarnail Singh	AAP	0	2	Resigned on 05-01-2017		**2**
		Manjinder Singh Sirsa	BJP	-	-	15	31	**46**
28	Hari Nagar	Jagdeep Singh	AAP	2	1	3	10	**16**
29	Tilak Nagar	Jarnail Singh	AAP	0	1	6	3	**10**
30	Janakpuri	Rajesh Rishi	AAP	0	0	0	1	**1**
31	Vikaspuri	Mahinder Yadav	AAP	0	0	0	2	**2**
32	Uttam Nagar	Naresh Balyan	AAP	4	1	0	0	**5**
33	Dwarka	Adarsh Shastri	AAP	3	1	7	6	**17**
34	Matiala	Gulab Singh	AAP	3	3	1	2	**9**
35	Najafgarh	Kailash Gahlot	AAP	0	0	Minister (from 31/05/2017 to till date)		**0**
36	Bijwasan	Devinder Kumar Sehrawat	AAP	0	0	0	3	**3**
37	Palam	Bhavna Gaur	AAP	6	0	1	5	**12**
39	Rajinder Nagar	Vijender Garg Vijay	AAP	2	1	6	1	**10**
41	Jangpura	Praveen Kumar	AAP	1	2	4	0	**7**
42	Kasturba Nagar	Madan Lal	AAP	2	0	1	0	**3**
43	Malviya Nagar	Somnath Bharti	AAP	2	1	2	6	**11**
44	R K Puram	Parmila Tokas	AAP	0	1	0	2	**3**
45	Mehrauli	Naresh Yadav	AAP	0	0	2	1	**3**
46	Chhatarpur	Kartar Singh Tanwar	AAP	0	1	0	0	**1**
47	Deoli (SC)	Prakash	AAP	0	0	0	2	**2**
48	Ambedkar Nagar	Ajay Dutt	AAP	4	1	1	3	**9**
49	Sangam Vihar	Dinesh Mohaniya	AAP	0	0	1	1	**2**

Constituency No.	Constituency Name	Name of the MLA	Party	No. of Issues Raised				
				2015	2016	2017	2018	Total
50	Greater Kailash	Saurabh Bharadwaj	AAP	0	0	1	1	**2**
51	Kalkaji	Avtar Singh	AAP	2	0	0	1	**3**
52	Tuglakabad	Sahi Ram	AAP	0	0	0	0	**0**
53	Badarpur	Narayan Dutt Sharma	AAP	1	3	1	1	**6**
54	Okhla	Amanatullah Khan	AAP	1	1	0	0	**2**
55	Trilokpuri	Raju Dhingan	AAP	1	0	0	0	**1**
56	Kondli	Manoj Kumar	AAP	6	1	1	2	**10**
58	Laxmi Nagar	Nitin Tyagi	AAP	2	0	1	5	**8**
59	Vishwas Nagar	Om Prakash Sharma	BJP	4	Suspended from 9/6/2016 to 10/3/2017	Rejoined on 4th October 2017	19	**23**
60	Krishna Nagar	S. K. Bagga	AAP	0	0	1	5	**6**
61	Gandhi Nagar	Anil Kumar Bajpai	AAP	0	1	1	1	**3**
63	Seema puri	Rajendra Pal Gautam	AAP	6	4	Minister (from 19-5-2017 to till date)		**10**
64	Rohtas Nagar	Sarita Singh	AAP	0	1	1	0	**2**
65	Seelampur	Mohd. Ishraque	AAP	0	0	0	2	**2**
66	Ghonda	Shri Dutt Sharma	AAP	2	4	2	3	**11**
68	Gokalpur	Fateh Singh	AAP	0	2	3	0	**5**
69	Mustafabad	Jagdish Pradhan	BJP	2	12	24	32	**70**
70	Karawal Nagar	Kapil Mishra	AAP	Minister (from 31-8-2015 to 09-05-2017)			0	**0**
Total				**87**	**78**	**131**	**260**	**556**

Inference:

- 15 MLAs from AAP in 2018 did not raise a single issue related to Education in Delhi.
- Maximum issues on Education were raised by Vijender Kumar (32), Jagdish Pradhan (32) and Manjinder Singh Sirsa (31) in the year 2018.
- 3 MLAs namely Sahi Ram, Som Dutt and Shiv Charan Goel did not raise any issue from 2015 to 2018 on education in Delhi.

Table 22: Category wise number of issues raised by MLAs on Education from 2015 to 2018[23]

No. of issues raised	No. of MLAs				Overall Term[24]
	2015	2016	2017	2018	
0	28	26	23	15	3
1	6	17	16	12	5
2 to 5	19	14	13	21	18
Above 6	5	2	7	12	26
Total	**58**	**59**	**59**	**60**	**52**

Inference:

Only 12 MLAs of Delhi raised 6 and more issues related to Education in 2018.

Table 23: Type of issues raised by MLAs on Education from 2015 to 2018[25]

Issues	No. of issues raised				Total
	2015	2016	2017	2018	
Anganwadi/Balwadi/Creche related	1	5	5	9	20
Cast Tribe education	0	0	0	5	5
Dropout rate	0	1	0	4	5
Education related	10	10	14	19	53
Fees/ Donation Related	3	1	3	8	15
Girls_Education	1	2	0	0	3
Higher/ Technical Education	13	6	9	30	58
Human Resources Related	10	8	30	28	**76**
Infrastructure issues	12	7	11	37	**67**
Municipal School	7	7	5	15	34
New schools	3	4	12	13	32
Playground	0	0	0	1	1
Primary/Secondary education	0	2	0	6	8
Private and Trust School	6	2	1	15	24
Private College	0	1	0	1	2
Sports related	0	0	1	5	6
Schemes/ Policies in Education Related	17	20	29	43	**109**
Student issues related	2	0	10	18	30
Student Teacher Ratio	0	1	0	1	2
Syllabus/Curriculum	2	1	1	1	5
Upgradation reduction of Standards and section of school in Municipal School	0	0	0	1	1
Total	**87**	**78**	**131**	**260**	**556**

[23] & [24] Period of the session for 2015 (24-February-2015 to 22-December-2015), For 2016 (22-March-2016 to 18-January-2017), for 2017 (6-March-2017 to 17-January-2018) for 2018 (16-March-2018 to 28-February 2019)

[24] Overall Term – The assembly sessions considered held between 24th February 2015 to 28th February 2019. The number of MLAs mentioned under Overall Term have been MLA throughout the mentioned period.

VII. Data from Household Survey

Praja Foundation had commissioned a household survey to Hansa Research which was conducted in July 2019 across the city of Delhi. The total sample size for the survey was 27,121 households. Out of the total sample size of 27,121 households, 3,152 households had children in the age group of 6-14 years, out of which 3,100 households had children going to school. Hence, the education questionnaire was administered further with those (3,100) households only. For details on the survey methodology and Socio Economic Classification (SEC) of households, refer to *Annexure 3 and Annexure 4*.

Current and Preferred Medium of Instruction and School Management

Table 24: Current Medium of Education (%)

Language	Type of School	Overall	SEC A	SEC B	SEC C	SEC D	SEC E
English	Other Schools[26]	26	64	37	21	13	9
	MCD Schools	5	4	5	5	4	5
	State Govt Schools	7	2	9	9	8	5
Hindi	Other Schools	9	15	9	9	9	7
	MCD Schools	28	8	22	24	34	45
	State Govt Schools	24	7	18	32	30	28

Inference:

- Preference for other English- medium schools increases as one moves up the affluence level[27] while the reverse is true for government (MCD and State) Hindi medium schools.
- Overall, 26% respondents were found going to other English medium schools, whereas 52% were going to municipal and state Hindi medium schools.

Table 25: Preferred medium of education of respondents whose current medium of education is other than English (%)

Language	Overall	SEC A	SEC B	SEC C	SEC D	SEC E
English	46	39	42	57	43	46
Hindi	54	61	57	43	57	54

Inference:

Majority respondents (54%) preferred Hindi as the medium of instruction for their children.

[26] Other school category in survey data includes Private and Central government (K.V.) schools.
[27] Determined by occupation and education, refer Annexure 4 for details of socio-economic classification.

Table 26: Respondents from Government schools who would want to change to other schools and hindrances for same (%)

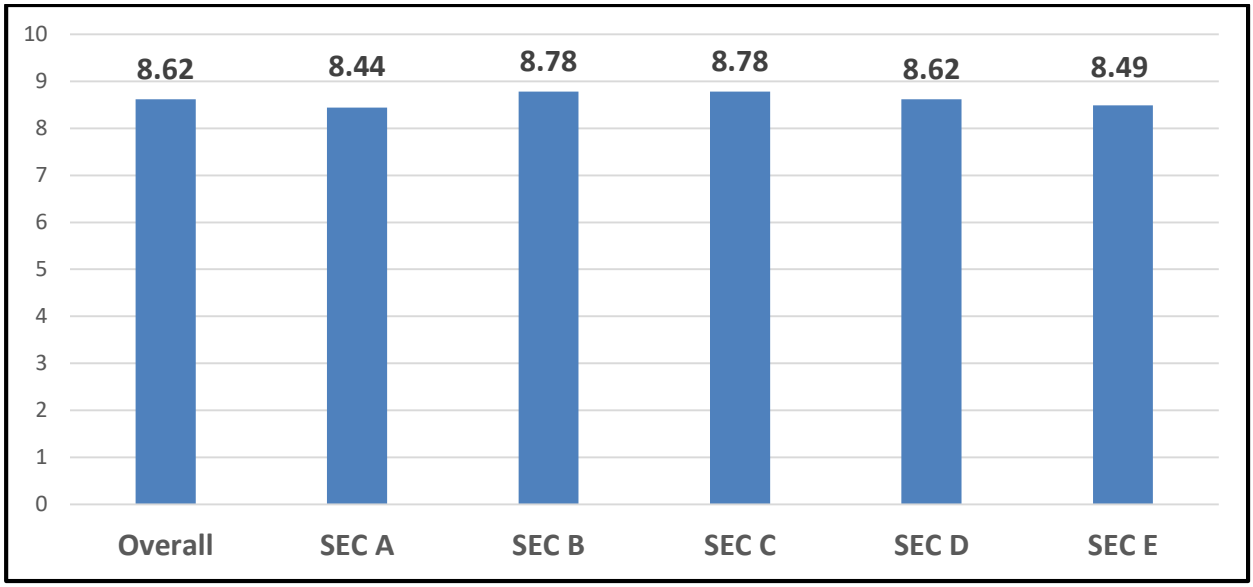
Other Schools	Total	SEC A	SEC B	SEC C	SEC D	SEC E
Yes	78	90	79	79	80	72
No	22	10	21	21	20	28
Hindrances						
Fees / Affordability	77	87	82	67	76	79
Inability to provide him / her with right support	25	18	13	24	32	37
Do not know much about private school	17	19	8	15	26	20
Distance of school from home	12	5	9	13	13	14
Lack of ability to provide for school related items to child	15	21	12	16	15	16
Admission not given	4	0	1	7	4	4

Inference:

78% respondents from government schools said that they would want to change to other schools, however affordability was the biggest hindrance (77%) to sending their children to other schools.

Percentage of Annual Family Income spent on Education

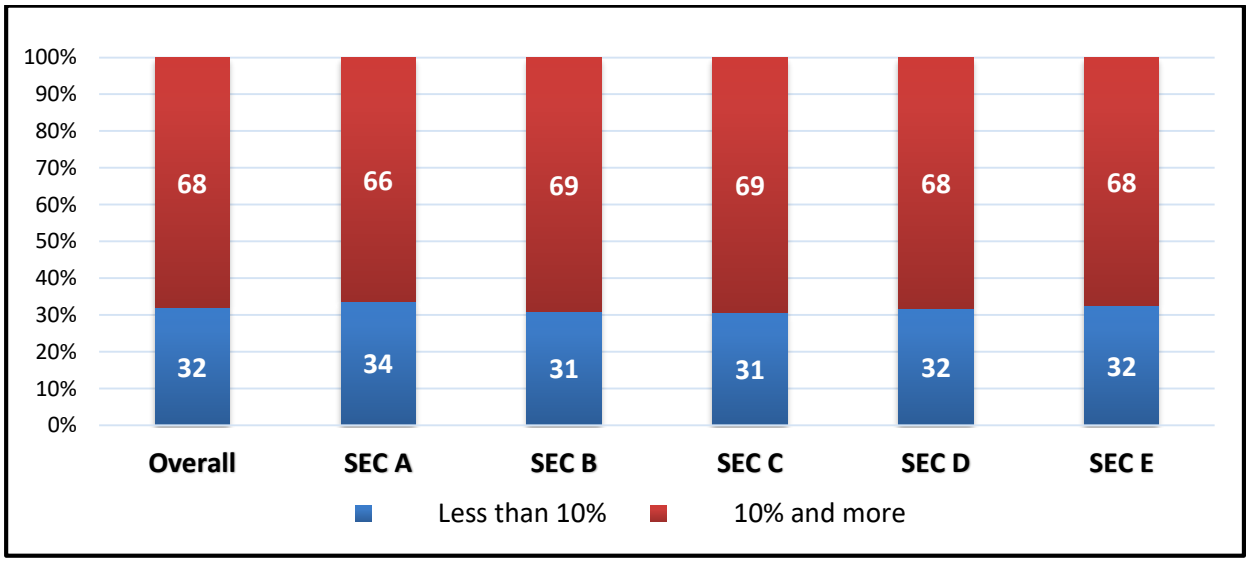
Figure 3: SEC Wise Estimated Average Percentage of Annual Family Income spent on Education in 2019



Inference:

Overall respondents in Delhi spent an average of 8.62% on education related expenses, SEC wise variation was not very high although SEC B and C spent the highest percentage of their income on education(8.78%)

Figure 4: Estimated percentage of Annual Family Income spent on education across socio-economic classes in 2019*



Inference:

Overall, 68% respondents spent more than 10% of their income on education costs of their children.

Tuitions

Table 27: Respondents taking private tuitions/coaching classes (%)

Tuitions	Overall	Other Schools	MCD Schools	State Govt. Schools
Yes	57	64	54	55
No	43	36	46	45

Inference:

Majority of respondents sent their children to tuitions irrespective of the school management, 64% from other schools, 54% from MCD schools and 55% from state schools went to tuitions.

Table 28: Details on source of Tuitions (%)

Source of Tuition	Overall	Other Schools	MCD Schools	State Govt. Schools
School Class teacher	5	8	6	2
Private tuitions	89	84	91	92
Coaching classes	5	7	3	4
Others	1	1	0	2

Inference:

- Amongst households who send their children for tuitions, majority of them send their children to private tuitions (89%).
- 91% MCD school students from respondent households go for private tuition, while 6% take tuitions from their school teacher. Similarly, 92% state school students from respondent households go for private tuition, while 2% take tuitions from their school teacher.

Respondents' Satisfaction with their children's school

Table 29: Percentage of Respondents satisfied with the School

Satisfaction	Overall	Other Schools	MCD Schools	State Govt. Schools
Yes	84	93	73	85
No	16	7	27	15

Inference:

Although majority of the parents are happy with their child's school, satisfaction is much higher amongst parents sending their children to other Schools as compared to MCD and State Government. 27% of parents sending their children to MCD schools and 15% parents sending their children to state government schools were not satisfied.

Table 30: Satisfaction with the school and facilities available in terms of School infrastructure and quality of teaching in %

Parent perception on quality of schools	Other		MCD		State	
	Yes	No	Yes	No	Yes	No
Overall satisfaction with school	93	7	73	27	85	15
School Infrastructure						
Presence of School Building	98	2	95	5	98	2
Presence of School Playground	96	4	88	12	98	2
Presence of Blackboards	96	4	93	7	99	1
Whether Stationery provided by the school	72	28	94	6	99	1
Whether Uniform provided by the school	69	31	94	6	95	5
Adequate number of Toilets	90	10	89	11	98	2
Cleanliness of toilet	94	6	90	10	96	4
Presence of First Aid	91	9	83	17	98	2
Presence of Mid-day meal	58	42	94	6	97	3
Whether regular Health checkups conducted	70	30	64	36	75	25
Quality of Teaching/Education						
Teacher's Communication skills	96	4	92	8	98	2
Teacher's knowledge level	94	6	92	8	99	1
Teacher's interaction	94	6	93	7	99	1
Teacher's attendance	96	4	93	7	98	2
Teacher's command over subjects	96	4	93	7	98	2

Inference:

- Overall satisfaction with the school is the lowest for schools run by the local body - 27% respondents for MCD schools were not satisfied as compared to 15% for state schools and 7% for other schools.
- Dissatisfaction is higher for infrastructure related facilities such as playground, health and food than perceived quality of teaching.
- In MCD and state respondents were most dissatisfied with health checkups in the school (36% and 25% respectively)

Table 31: SEC Wise Satisfaction with the School infrastructure and Quality of Teaching

Satisfaction Level	Other			MCD			State		
	SEC A	SEC B and C	SEC D and E	SEC A	SEC B and C	SEC D and E	SEC A	SEC B and C	SEC D and E
School Infrastructure									
Extremely Dissatisfied	3	3	3	14	29	20	14	14	25
Somewhat Dissatisfied	0	4	3	14	4	3	0	2	4
Neither Satisfied nor Dissatisfied	0	2	4	1	4	6	8	3	5
Somewhat Satisfied	50	59	44	26	18	16	7	15	17
Extremely Satisfied	47	33	45	45	46	55	71	67	48
Quality of Education									
Extremely Dissatisfied	3	3	4	11	28	21	14	12	24
Somewhat Dissatisfied	0	5	4	18	5	3	8	4	7
Neither Satisfied nor Dissatisfied	4	10	17	7	8	13	0	8	11
Somewhat Satisfied	64	67	61	28	28	29	40	30	23
Extremely Satisfied	29	15	15	36	31	33	38	46	36

Inference:

- Respondents in SEC B and C were least satisfied with the MCD schools (29% not satisfied with infrastructure and 28% not satisfied with quality of education).
- Whereas, respondents in SEC D and E were least satisfied with state government schools (25% not satisfied with infrastructure and 24% not satisfied with quality of education).

Annexure 1 - Note on Forecasting Methodology

- **Extracted data for enrollments over the past few years:** Praja had enrollment data for MCDs, State Government schools and Kendriya Vidyalayas for 2010 to 2016. This data was extracted for forecasting values for enrollment 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 enrollments 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 enrollments in schools, this model was best suited to the data.

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

Table 32: Zone-wise enrollment retention rate in MCD Schools - Class 1 to Class 5

Zone	Year	2014-15	2015-16	2016-17	2017-18	2018-19
	Standards	**1**	**2**	**3**	**4**	**5**
Central	Number	11,812	14,837	16,114	15,038	17,408
	Retention Rate (%)	-	125.6%	136.4%	127.3%	147.4%
City	Number	1,265	1,591	1,519	4,291	4,611
	Retention Rate (%)	-	125.8%	120.1%		
Sadar Paharganj	Number	2,219	2,576	2,545	123.2%	132.3%
	Retention Rate (%)	-	116.1%	114.7%		
Civil Line	Number	14,584	17,668	17,671	11,718	13,526
	Retention Rate (%)	-	121.1%	121.2%	80.3%	92.7%
Karol Bagh	Number	5,843	6,556	6,726	6,174	6,699
	Retention Rate (%)	-	112.2%	115.1%	105.7%	114.7%
Najafgarh	Number	11,400	12,275	12,944	12,558	13,848
	Retention Rate (%)	-	107.7%	113.5%	110.2%	121.5%
Narela	Number	11,883	13,944	14,565	18,403	20,044
	Retention Rate (%)	-	117.3%	122.6%	154.9%	168.7%%
Rohini	Number	18,475	20,453	21,348	15,206	17,041
	Retention Rate (%)	-	110.7%	115.6%	82.3%	92.2%
Keshavpuram	Number	-	-	-	8,868	9,200
	Retention Rate (%)	-	-	-	-	-
Shahadra North	Number	18,170	23,157	26,220	29,768	27,622
	Retention Rate (%)	-	127.4%	144.3%	163.8%	152%
Shahadra South	Number	11,503	14,145	16,080	17,894	19,608
	Retention Rate (%)	-	123%	139.8%%	155.6%%	170.5%
South	Number	9,152	10,352	11,127	11,614	13,037
	Retention Rate (%)	-	113.1%	121.6%%	126.9%	142.4%
West	Number	12,110	13,825	14,939	15,261	16,611
	Retention Rate (%)	-	114.2%	123.4%	126%	137.2%
Total	**Number**	**1,28,416**	**1,51,379**	**1,61,798**	**1,66,793**	**1,79,255**
	Retention Rate (%)	-	**117.9%**	**126.0%**	**129.9%**	**139.6%**

Table 33: District-wise enrollment retention rate in State Government Schools - Class 6 to Class 10

District	Year	2014-15	2015-16	2016-17	2017-18	2018-19
	Standards	6	7	8	9	10
Central Delhi	Number	3,666	3,455	3,219	4,132	2,051
	Retention Rate (%)		94.2%	87.8%	112.7%	55.9%
East Delhi	Number	21,597	21,209	21,105	31,439	18,826
	Retention Rate (%)		98.2%	97.7%	145.6%	87.2%
New Delhi	Number	321	339	341	392	186
	Retention Rate (%)		105.6%	106.2%	122.1%	57.9
North Delhi	Number	8,739	8,518	8,402	12,206	7,957
	Retention Rate (%)		97.5%	96.1%	139.7%	91.1%
North East Delhi	Number	35,888	35,420	35,291	53,258	35,607
	Retention Rate (%)		98.7%	98.3%	148.4%	99.2%
North West Delhi	Number	52,646	50,459	48,825	63,721	37,759
	Retention Rate (%)		95.8%	92.7%	121%	71.7%
South Delhi	Number	37,579	36,952	36,744	52,301	31,424
	Retention Rate (%)		98.3%	97.8%	139.2%	83.6%
South West Delhi	Number	21,239	19,597	19,565	27,266	15,156
	Retention Rate (%)		92.3%	92.1%	128.4%	71.4%
West Delhi	Number	34,746	33,688	33,110	44,967	24,567
	Retention Rate (%)		97%	95.3%	129.4%	70.7%
Total	Number	2,16,421	2,09,637	2,06,602	2,89,682	1,73,533
	Retention Rate (%)		96.9%	95.5%	133.9%	80.2%

Table 34: Zone-wise estimated dropouts in MCD Schools - Class 1 to Class 5 for the year 2018-19

Zone	Standards	1st Std	2nd Std	3rd Std	4th Std	5th Std
Central	Total no of Students	8,002	10,975	12,813	14,618	17,408
	Est. Drop out in No.	612	972	946	939	755
	Est. Drop out in %	8%	9%	7%	6%	4%
City & Paharganj	Total no of Students	3,223	3,731	4,075	4,233	4,611
	Est. Drop out in No.	244	353	334	282	147
	Est. Drop out in %	8%	9%	8%	7%	3%
Civil Line	Total no of Students	6,401	8,235	9,829	10,582	13,526
	Est. Drop out in No.	-	-	-	-	-
	Est. Drop out in %	-	-	-	-	-
Karol Bagh	Total no of Students	4,382	5,278	5,946	6,182	6,699
	Est. Drop out in No.	372	448	430	384	391
	Est. Drop out in %	8%	8%	7%	6%	6%
Najafgarh	Total no of Students	7,714	9,900	11,153	12,376	13,848
	Est. Drop out in No.	-	-	-	-	-
	Est. Drop out in %	-	-	-	-	-
Narela	Total no of Students	11,350	14,365	15,656	17,051	20,044
	Est. Drop out in No.	-	-	-	-	-
	Est. Drop out in %	-	-	-	-	-
Rohini	Total no of Students	9,115	10,766	12,130	13,739	17,041
	Est. Drop out in No.	1,321	2,377	1,626	2,453	2,223
	Est. Drop out in %	14%	22%	13%	18%	13%
Keshavpuram	Total no of Students	6,626	7,715	8,389	8,698	9,200
	Est. Drop out in No.	272	318	267	371	658
	Est. Drop out in %	4%	4%	3%	4%	7%
Shahadra North[28]	Total no of Students	10,952	13,875	18,588	22,510	27,622
	Est. Drop out in No.	-	-	-	-	-
	Est. Drop out in %	-	-	-	-	-
Shahadra South	Total no of Students	8,686	11,601	14,371	17,107	19,608
	Est. Drop out in No.	-	-	-	-	-
	Est. Drop out in %	-	-	-	-	-
South	Total no of Students	7,348	8,959	10,202	11,187	13,037
	Est. Drop out in No.	-	-	-	-	-
	Est. Drop out in %	-	-	-	-	-
West	Total no of Students	9,102	11,591	13,101	14,382	16,611
	Est. Drop out in No.	769	1,054	1,422	1,073	1,232
	Est. Drop out in %	8%	9%	11%	7%	7%
Total	**Total no of Students**	**92,901**	**1,16,991**	**1,36,253**	**1,52,665**	**1,79,255**
	Est. Drop out in No.	**3,353**	**5,179**	**4,699**	**5,226**	**5,262**
	Est. Drop out in %	**4%**	**4%**	**3%**	**3%**	**3%**

[28] Total count of dropout is given (Refer to table 37), but Class wise dropout data not given in 2018-19

Table 35: Zone-wise Change in Class I Enrollments in MCD Schools

Zone		2014-15	2015-16	2016-17	2017-18	2018-19
Central	Number	11,812	10,887	10,320	7,687	8,002
	% Change	-5.4%	-7.8%	-5.2%	-25.5%	4.1%
City	Number	1,265	1,312	934	3,192	3,223
	% Change	-1%	3.7%	-28.8%		
Sadar Paharganj	Number	2,219	2,466	2,172	2.8%	1%
	% Change	0.8%	11.1%	-11.9%		
Civil Line	Number	14,584	14,067	13,007	6,490	6,401
	% Change	-6.2%	-3.5%	-7.5%	-50.1%	-1.4%
Karol Bagh	Number	5,843	5,421	5,209	4,251	4,382
	% Change	-5.7%	-7.2%	-3.9%	-18.4%	3.1%
Najafgarh	Number	11,400	10,411	9,478	7,618	7,714
	% Change	-3.7%	-8.7%	-9%	-19.6%	1.3%
Narela	Number	11,883	11,992	10,984	11,466	11,350
	% Change	2.4%	0.9%	-8.4%	4.4%	-1%
Rohini	Number	18,475	17,863	15,760	8,834	9,115
	% Change	-2.4%	-3.3%	-11.8%	-43.9%	3.2%
Keshavpuram	Number	-	-	-	6,417	6,626
	% Change	-	-	-		3.3%
Shahadra North	Number	18,170	17,181	15,054	14,359	10,952
	% Change	-4.9%	-5.4%	-12.4%	-4.6%	-23.7%
Shahadra South	Number	11,503	11,230	10,228	9,046	8,686
	% Change	-6.1%	-2.4%	-8.9%	-11.6%	-4%
South	Number	9,152	8,509	7,954	7,273	7,348
	% Change	-6.3%	-7%	-6.5%	-8.6%	1%
West	Number	12,110	11,986	11,087	9,184	9,102
	% Change	-4.3%	-1%	-7.5%	-17.2%	-0.9%
Total	**Number**	**1,28,416**	**1,23,325**	**1,12,187**	**95,817**	**92,901**
	% Change	**-4.1%**	**-4%**	**-9%**	**-14.6%**	**-3%**

Table 36: District-wise Change in Class I Enrollments in State Government Schools

District		2014-15	2015-16	2016-17	2017-18	2018-19
Central Delhi	Number	833	760	820	715	823
	% Change	-6.3%	-8.8%	7.9%	-12.8%	15.1%
East Delhi	Number	3,311	3,022	3,179	2,926	3,219
	% Change	0.9%	-8.7%	5.2%	-8%	10%
New Delhi	Number	168	145	141	110	88
	% Change	-22.9%	-13.7%	-2.8%	-22%	-20%
North Delhi	Number	1,594	1,525	1,517	1,433	1,578
	% Change	-3.9%	-4.3%	-0.5%	-5.5%	10.1%
North East Delhi	Number	2,477	2,313	2,292	2,028	2,255
	% Change	9.7%	-6.6%	-0.9%	-11.5%	11.2%
North West Delhi	Number	5,538	5,338	5,507	5,366	5,802
	% Change	3.8%	-3.6%	3.2%	-2.6%	8.1%
South Delhi	Number	2,805	3,064	3,290	3,100	3,408
	% Change	-3.6%	9.2%	7.4%	-5.8%	9.9%
South West Delhi	Number	2,975	2,702	2,761	2,802	2,991
	% Change	-2.4%	-9.2%	2.2%	1.5%	6.7%
West Delhi	Number	3,821	3,710	3,797	3,701	3,815
	% Change	1.6%	-2.9%	2.3%	-2.5%	3.1%
Total	**Number**	**23,522**	**22,579**	**23,304**	**22,181**	**23,979**
	% Change	**0.7%**	**-4%**	**3.2%**	**-4.8%**	**8.1%**

Table 37: Zone-wise total number of students and estimated dropout of MCD Schools

MCD	ZONE	Total No. of Students			Estimated Drop Out					
					In Number			In (%)		
		2016-17	2017-18	2018-19	2016-17[29]	2017-18	2018-19	2016-17	2017-18	2018-19
NDMC	Civil Line	86,113	51,295	48,573	5,723	-	-	6.65%	-	-
	City	6,947	19,892	19,873	1,093	967	1,362	15.73%	4.86%	6.85%
	Sadar Paharganj	12,048			721			5.98%		
	Karol Bagh	32,232	29,106	28,487	2,832	1,489	2,025	8.79%	5.12%	7.11%
	Narela	69,260	80,819	78,466	3,609	-	-	5.21%	-	-
	Rohini	1,03,124	65,193	62,791	4,368	-	10,041	4.24%	-	15.99%
	Keshavpuram	-	40,973	40,628	-	-	1,876	-	-	4.62%
SDMC	Central	75,859	63,941	63,816	4,533	5,882	4,235	5.98%	9.20%	6.64%
	Najafgarh	61,568	56,182	54,991	-	-	-	-	-	-
	South	53,995	51,496	50,733	3,730	-	-	6.91%	-	-
	West	71,597	67,242	64,787	3,472	4875	5,559	4.85%	7.25%	8.58%
EDMC	Shahdara North	1,25,596	1,24,315	93,547	-	-	9,382	-	-	10.03%
	Shahdara South	77,757	74,173	71,373	-	-	-	-	-	-
Grand Total		**7,76,096**	**7,24,627**	**6,78,065**	**47,005**	**49,593**	**58,656**	**6.06%**	**6.84%**	**8.65%**

[29] 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.

Table 38: District-wise total number of students and estimated dropout of State Government Schools

District	Total No. of Students			Estimated Drop out					
				In Number			In (%)		
	2016-17	2017-18	2018-19	2016-17[30]	2017-18	2018-19	2016-17	2017-18	2018-19
Central Delhi	24,468	23,522	24,205	1,292	1,202	1,141	5.28%	5.11%	4.72%
East Delhi	1,63,588	1,60,360	1,65,338	-	4,461	26	-	2.78%	0.02%
New Delhi	3,835	2,746	2,585	61	79	85	1.59%	2.87%	3.29%
North Delhi	65,179	64,243	67,775	1,329	1,704	1,132	2.04%	2.65%	1.67%
North East Delhi	2,61,926	2,50,128	2,53,667	9,814	8,948	10,089	3.75%	3.58%	3.98%
North West Delhi	3,53,999	3,41,425	3,46,902	11,603	10,375	16,171	3.28%	3.04%	4.69%
South Delhi	2,58,832	2,48,024	2,56,491	9,274	7,862	6,238	3.58%	3.17%	2.43%
South West Delhi	1,45,292	1,42,886	1,47,801	5,682	4,132	5,378	3.91%	2.89%	3.64%
West Delhi	2,32,395	2,27,341	2,35,013	6,573	7,572	7,277	2.83%	3.33%	3.10%
Grand Total	**15,09,514**	**14,60,675**	**14,99,777**	**50,765**	**46,004**	**57,475**	**3.36%**	**3.15%**	**3.83%**

[30] 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. East Delhi did not provide dropout data in 2016-17.

Annexure 3 – 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:
  - ✓ 10 prominent areas in the ward were identified as the starting point
  - ✓ In each starting point about 10 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 survey was conducted during the period July 2019
- **The total study sample was 27,121.**

Annexure 4 – 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 4th	School 5th – 9th	SSC/ HSC	Some College but not Grad	Grad/ Post-Grad Gen.	Grad/ Post-Grad Prof.
Unskilled Workers		E2	E2	E1	D	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 5 – Zone-wise Issues Raised by Councillors

Table 39: Zone wise issues raised by Councillors on Education from April'17 to March'19

Zone	No. of councillors		No. of councillor issues raised on education		Total issues raised on education	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Central	26	26	22	21	154	128
City & Sadar Paharganj	13	13	14	10	58	68
Civil Line	18	18	17	15	155	81
Karol Bagh	13	13	12	12	54	115
Keshavpuram	18	18	16	13	124	84
Nafarganj	25	25	16	16	124	199
Narela	16	16	13	12	63	98
Rohini	26	26	24	22	154	168
Shahadra North	34	34	21	30	77	312
Shahadra South	30	30	22	19	85	138
South	24	24	20	19	150	213
West	29	29	26	19	136	76
Total	**272**	**272**	**223**	**208**	**1,334**	**1,680**

Annexure 6 – Party-wise Issues raised by Councillors

Table 40: Category wise number of Councillors who raised issues on Education from April'17 to March'19

Party	Year	No. of Councillor	0	1	2 to 5	Above 6	No of issues Raised
Aam Admi Party	2017-18	48	9	4	23	12	204
	2018-19	48	13	5	12	18	252
Bahujan Samaj Party	2017-18	3	2	0	1	0	4
	2018-19	3	0	0	1	2	19
Bharatiya Janata Party	2017-18	183	32	30	74	47	915
	2018-19	183	41	19	64	59	1,235
Independent	2017-18	5	0	2	2	1	13
	2018-19	5	1	2	1	1	10
Indian National Congress	2017-18	31	4	2	9	16	198
	2018-19	31	8	4	8	11	163
Indian National Lok Dal	2017-18	1	1	0	0	0	0
	2018-19	1	0	1	0	0	1
Samajwadi Party	2017-18	1	1	0	0	0	0
	2018-19	1	1	0	0	0	0
Total	**2017-18**	**272**	**49**	**38**	**109**	**76**	**1,334**
	2018-19	**272**	**64**	**31**	**86**	**91**	**1,680**

Annexure 7 – Category wise number of issues raised by MLAs

Table 41: Category wise number of MLAs who raised issues on Education from 2015 to 2018

No. of issues raised	No. of MLAs									
	2015		2016		2017		2018		Overall Term[31]	
	AAP	BJP	AAP	BJP	AAP	BJP	AAP	BJP	AAP	BJP
0	28	0	26	0	23	0	15	0	3	0
1	6	0	17	0	16	0	12	0	5	0
2 to 5	17	2	14	0	13	0	21	0	18	0
Above 6	4	1	0	2	4	3	8	4	24	2
No. of MLAs	**55**	**3**	**57**	**2**	**56**	**3**	**56**	**4**	**50**	**2**
Total issues raised	**75**	**12**	**57**	**21**	**80**	**51**	**146**	**114**	**321**	**129**

[31] Overall Term – The assembly sessions considered held between 24th February 2015 to 28th February 2019. The number of MLAs mentioned under Overall Term have been MLA throughout the mentioned period.

Annexure 8: Circular Dated 29.06.16 for Vishwas Group under Patrachar Scheme

GOVERNMENT OF NATIONAL CAPITAL TERRITORY OF DELHI
DIRECTORATE OF EDUCATION
OLD SECRETARIAT, DELHI–110 054

No. PS/DE/2016/230 **Dated:** 29/6/2016

CIRCULAR

SUBJECT: CHUNAUTI – 2018: NEW ACADEMIC PLAN TO SUPPORT CLASS IX.

During the in-depth discussions with Heads of Schools (while conducting Result Analysis Sessions at Chattarsal Stadium), one thing that emerged as a matter of consensus amongst all is that some concrete steps are urgently required to be taken in order to support our students of class 9th. A glance at the Table below is sufficient to give an idea of how serious the challenge is:

Result of Class IX 2013-14 to 2015-16

Year	Appeared	Passed	Pass%	No. of students placed in EIOP	Fail%
2013-14	209533	117265	55.96	92268	44.04
2014-15	246749	127667	51.74	119082	48.26
2015-16	269703	136962	50.78	132741	49.22

A bare perusal of the above table shows that the pass percentage in class IX has been declining constantly. Even more disturbing is the fact that the failure rate is almost touching 50% now.

On further discussions with other stake holders like teachers, trainers, Principals etc., the main reasons for this enormous systemic failure in class IX could be identified as under:

- No Detention Policy
- Years of accumulated learning deficit
- Pressure on the teachers to complete the syllabi leading to inability to bring weaker children to the desired level, and above all,
- Huge variances in basic skills like reading/writing within a single classroom.

1. Re-grouping of Children on the basis of their Achieved Levels of Learning.

The problem having thus been defined and the reasons behind the problem having thus been analyzed, it has been decided to regroup the students of classes 6th, 7th, 8th & 9th according to the

levels of the basic learning skills which these students have, so far, acquired. This kind of re-grouping will facilitate the teachers as they will not have to tackle huge variances in learning levels of students in the same class. Students will also benefit because teachers will be able to focus more and directly on those students whose learning levels need to be upgraded most, thus reducing the accumulated learning deficit.

2. How to do Re-Grouping of Children.

a. Regrouping of Students of Class 6th.

For class 6, a Base Line Assessment of all students of class 6th shall be conducted by all schools between 14th and 16th July in order to assess the learning levels acquired, so far, by these children and group them for specific learning interventions. A Circular along with the assessment tools (developed by the Special Task Force on learning outcomes) to be used for each class of students will be issued by the Examination Branch latest by 5th July, 2016.

The outcomes of these assessments to be held for classes VI, VII, VIII & IX will be tabulated latest by 20th July, 2016 by the teachers.

- Principals have to ensure that by 11th July, 2016 sufficient number of copies of Assessment Sheets (as per number of children in each class) are printed/photocopied and made ready for distribution to the students on the day of Assessment.
- DDEs to monitor the whole project within their respective districts and give compliance report on printing/photocoping and planning process latest by 12th July, 2016 to the Addl. D.E. (Exam.).

b. Regrouping of Students of Classes 7th, 8th & 9th.

Importantly, Base Line Assessment of students of classes 7th, 8th and 9th shall also be conducted simultaneously with class 6th between 14th and 16th July, yet the re-grouping of students of 7th to 9th classes will not be done on the basis of their scores in the Base Line Assessment.

For classes 7th, 8th & 9th, the combined scores of Summative Assessment-1 and Summative Assessment-2 of the previous class (i.e. of 2015-16) will be the criteria for regrouping children for targeted learning interventions. For those students who are repeating class IX, their SA-I & SA-II scores of the session 2015-16 will constitute the basis for the regrouping.

Children of classes 7th and 8th may be divided basically into two categories: (a) those who scored less than 33% marks in SA-I & SA-II

exams during the previous sessions and (b) those who secured more than 33% in the SA-I & SA-II exams during the previous sessions so that targeted efforts can be made to improve the reading, writing and basic maths skills of these children. More details about the interventions with both categories of children across different grades is mentioned in the table on subsequent pages.

c. Illustration for Re-grouping in Class 9th:

Whereas students studying in standard 7th and 8th have to be divided into two categories, all the students studying in standard 9th (either by having been promoted from class 8th or detained in standard 9th) may broadly be divided into the following three categories:-

- First category would be of students who could not clear standard 9th examination twice or more in the past. These students are eligible for the 'Modified Patrachar Scheme of Examination 2017. This section can, for an instance, be called 'VISHWAS'.
- The second category would be of those children who (i) appeared for standard 9th examination for the first time in 2015-16 and could not be promoted to std. 10 and (ii) those who have been promoted from std. 8th to std. 9th despite not being able to score 33% passing marks in SAs i.e. those children who have been 'PROMOTED' from class 8th to the next grade i.e. class 9th in 2016 under 'No Detention Policy'. This section, for an instance, can be called 'NISHTHA'.
- The last category would be of children of grade 9 who have managed to clear grade 8 exams by virtue of their combined SA-1 and SA-2 scores and upgraded to class 9th without having to add their FA scores. This section, for an instance, can be called 'PRATIBHA'.

d. Proper Utilization of 29th & 30th June for Re-Grouping students:

HOSs to ensure that all teachers utilise the precious time between 29th June, 2016 and 30th June, 2016 to study the results of last year and re-group the children of the classes 7th, 8th & 9th (and not of class 6th) based on results of the two Summative Assessments of the previous year so that on 1st July, 2016, the children of these classes can be directed to their respective new (re-grouped) classes, putting up the lists of names of children from 7th to 9th classes in front of each section.

e. After tabulating the results of Baseline Assessment and having re-grouped all the students of classes VI to IX, Heads of all govt. schools shall submit a detailed report to their respective Zonal DDEs by 25.07.2016 giving details of Rooms available for classes 6th to 8th: class-wise numbers of students in each category and their division

into different sections, availability of teachers to be deployed for each section and plan for remedial coaching for students with minimum learning levels etc.

All Zonal DDEs, in turn, will do close scrutiny of Reports submitted by schools taking into consideration the numbers of children in each category as mentioned above, number of rooms available, shift of schools i.e. single or double and availability of teachers and to ensure that the school has a viable strategy in place to address the learning needs of all the three groups of children.

3. Modified Patrachar Scheme of Examination in 2017.

Another salient feature of the New Academic Plan is its pointed focus on helping the 56,077 children who failed in 9th class for two or more times. After serious deliberations, the department has decided to allow them an opportunity to appear for 10th standard exams through Modified Patrachar Scheme of Examination in 2017.

Under this Scheme, the Department would give the option to children who have failed twice or more in 9th standard to enroll with the Patrachar Vidyalaya. Under this arrangement, these students do not require the Pass Certificate of 9th standard to appear for class 10th examination in 2017 through Patrachar Vidyalaya.

Importantly, for all practical purposes, these children will be treated as regular students of class 10th of our schools and would be placed in a specially focused learning section, to be preferably called 'VISHWAS'. The Modified Patrachar Scheme of Examination 2017 (MPSE) is especially proposed to ensure retention of children who have failed in class 9th repeatedly and to minimise the possibility of their dropout. These students will be taught by the usual teachers in our schools and they will be provided with all usual benefits like Books, Uniforms etc. (for which they are eligible as per rule). They will participate in all regular cultural and sports activities of the schools. However, they will appear in class 10th CBSE Exam 2017 through the Patrachar Vidyalaya of this Directorate and not through the school where they are being given classes. They will have the flexibility of dropping of subject like Maths. As per Patrachar Vidyalaya/CBSE Norms, students of MPSE will be taught only SA-II syllabus (and not SA-I). On passing class 10th exam, they be enrolled in the parent school in class 10th, as per eligibility.

The HOSs must ensure that only the most motivated teachers are deployed for the weakest students.