

WHITE PAPER



State of Public (School) Education in Delhi

March 2019

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I. Foreword

On this 10th year of the implementation of the Right of Children to Free and Compulsory Education Act, 2009 (RTE), Praja Foundation's third report on State of Public Education in Delhi, clearly highlights some of the fundamental issues in the education system in Delhi Government Schools.

If we look at the performance of Delhi Public schools in the last five years, it shows a disturbing trend. There has been a decrease of 1,44,913 students enrolling in MCD schools from 2013-14 to 2017-18, a 17% fall. In State Government schools there is a fall in enrolment of 1,32,138 students, an 8% drop from 2013-14 to 2017-18.

Class 1 enrolments in MCD schools have fallen by 43%, from 1,69,215 in 2010-11 to 95,817 in 2017-18, if the current trend continues, according to a time series analysis, enrolments are further expected to drop to 37,938 (fall of 78%) by 2020-21.

In State Government schools, while 97% students in Class 7 from 2014-15 batch moved to Class 8 in 2015-16. Whereas, out of 3,11,824 students from Class 9 in 2016-17, only 1,38,829 students moved to Class 10 in 2017-18; 55% students did not move to 10th class.

Claims made by the government of high passing rates over the years were actually achieved by failing nearly half of the students in Class 9 and almost one third in Class 11.

Where did the 1,72,995 students who did not transition to Class 10 in 2017-18 in state schools go?

The transition rate of central and other schools from 9th to 10th has also fallen which shows that these students have not moved to other schools from state government schools. Under the state's correspondence education scheme "Patrachar" students who have failed in 8th or 9th class can apply for giving the 10th exam through correspondence. Data received for enrolment and passout under Patrachar however shows an absolute failure of this scheme. The enrolment for Patrachar in 2017-18 in 10th class, for example was only 2,830 students, 2% of the 1,72,995 students who dropped out of state government schools.

The past five years trend of Patrachar shows that on an average the pass percent of students was only 4%. In 2016-17, under the Chunauti Scheme, students who had repeatedly failed in 9th were directly shifted to Patrachar in 10th as 'Vishwas Group', however of these only 2% passed the board examination.

Further, of those who moved from 9th to 10th class and appeared for 10th examinations from the state government schools, the pass percentage has drastically fallen from 92.44% in 2016-17 to 68.90% in 2017-18 after CBSE Board Examination pattern was reintroduced.

All this points to poor learning outcomes of students over the years. Whereas in Class 9 more than half of the students did not move to secondary education level through examination as, in primary and middle school, they were promoted irrespective of learning levels. With the recent amendment to the RTE, students would now be liable to be failed in 5th and 8th class too however, it will be of primary importance to ensure that the quality of education is improved. Without which students would continue to have poor learning outcomes and like the 1,72,995 students in 2017-18, most possibly will drop out of the education system.

This is a disgraceful situation - despite the state allocating huge amount of financial resources (Rs. 75,056 per child for 2018-19) the future of lakhs of students is at stake. There has been no seriousness on the part of elected representatives, 40% of AAP MLA's (22 MLAs) did not raise even a single issue on education from March 2017 to January 2018. In MCD, only 11% of total councillors (272) in 2017-18 raised more than 10 issues, of which 62% were from BJP, 21% from AAP and 17% from INC.

Although the Delhi Government claims education as its success story, it is clear that public schools that cater to students from economically disadvantaged sections are unable to ensure their students, the quality of education that would enable them to complete their schooling and seek better opportunities.

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, Ford Foundation, Dasra, ATE Chandra 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.

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Friedrich Naumann
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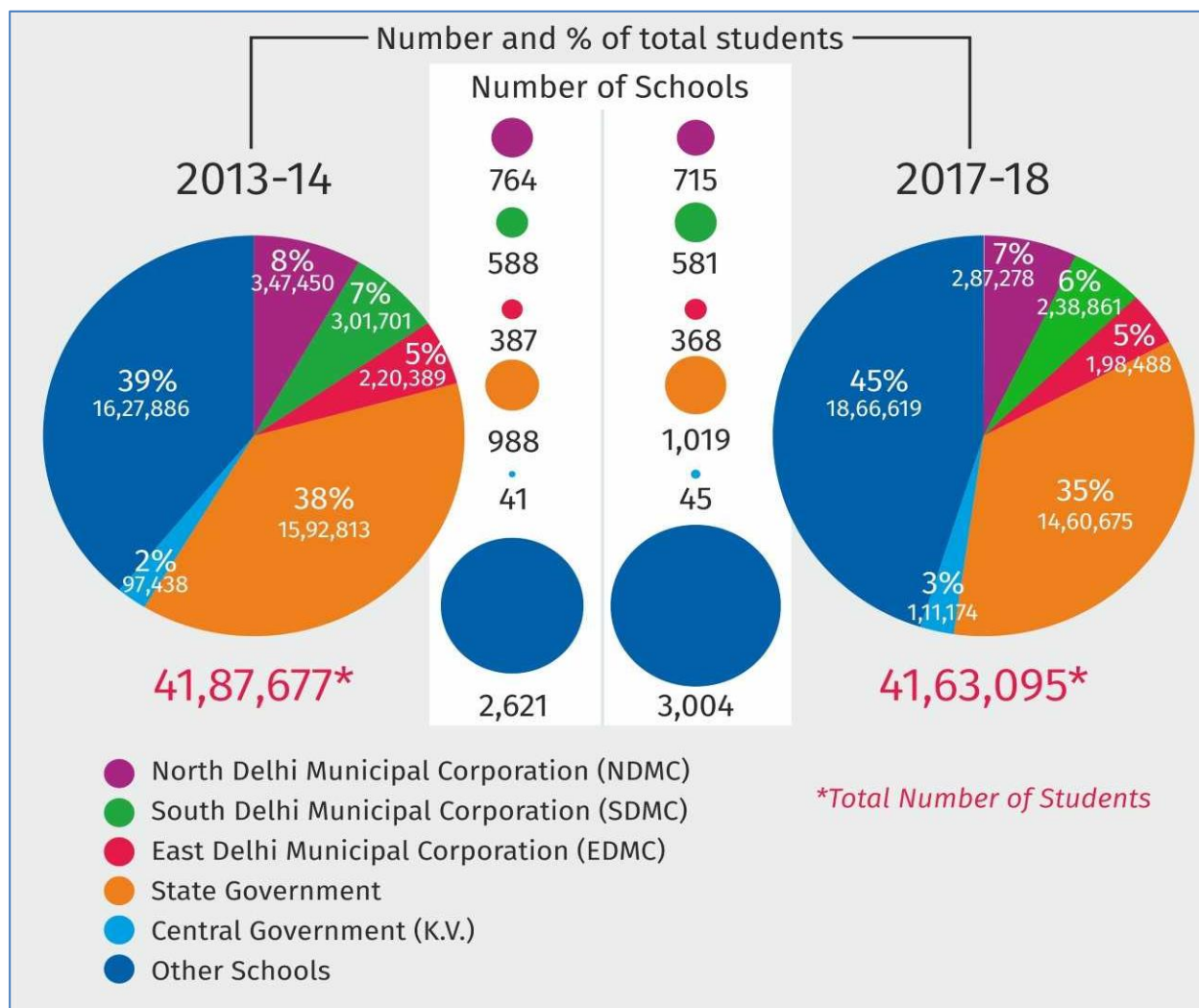
Narotam Sekhsaria Foundation



III. Status of Public School Education in Delhi

A. Outcome Indicators

Figure 1: Total number of schools¹ and students in Delhi for 2013-14 to 2017-18



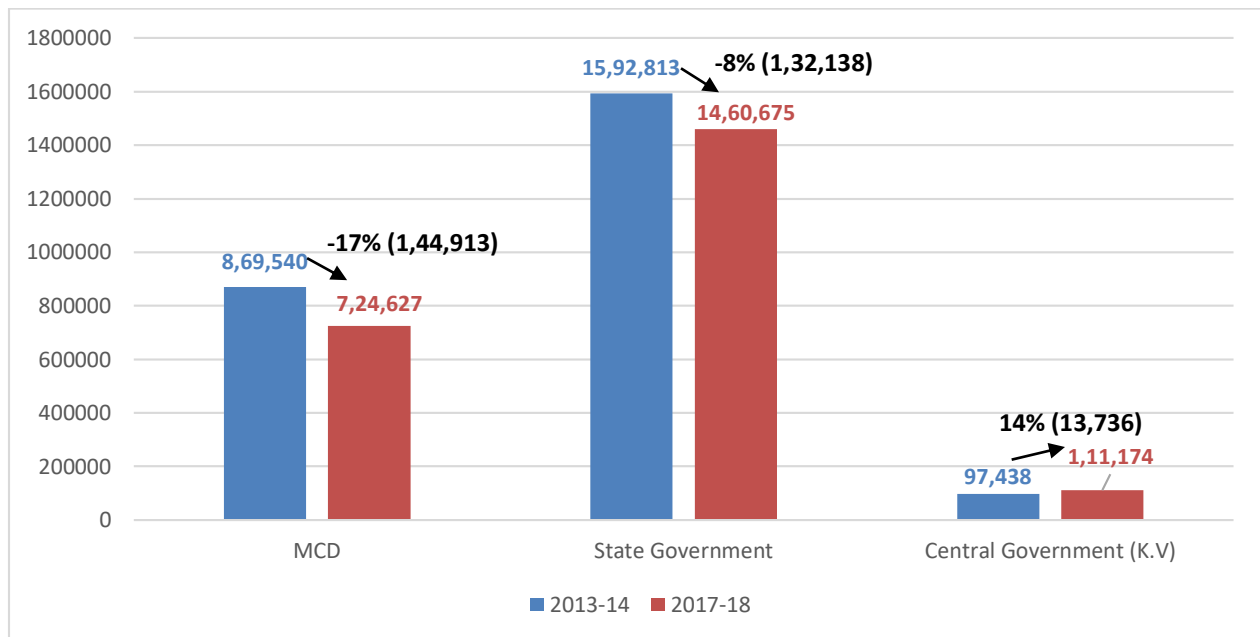
Inference:

- In the past five years enrolments in MCD schools have fallen from 8,69,540 in 2013-14 to 7,24,627 in 2017-18.
- Share of enrolments in state government schools to total students has fallen from 38% (15,92,813) to 35% (14,60,675) while that in other schools has risen from 39% (16,27,886) to 45% (18,66,619) in the last five years.

¹ 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

2. Central Government – Kendriya Vidyalaya (K.V)

Figure 2: Fall in Enrolments from 2013-14 to 2017-18 in MCD, State Government and Central Government (K.V) Schools.



Inference:

Enrolments in MCD schools have fallen by 17% in the last five years (from 2013-14 to 2017-18) whereas, the fall is 8% in state government schools during the same period. Enrolments in central government (K.V) schools have risen by 14% from 2013-14 to 2017-18.

Table 1: Total Student Enrolments in Delhi Schools from 2013-14 to 2017-18² and estimated enrolment from 2018-19 to 2020-21.

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	2,87,278	2,62,845	2,34,745	2,02,977
% Change in Enrolments Year on Year	-	-2%	-3%	-6%	-7%	-9%	-11%	-14%
Total Students in SDMC	3,01,701	2,88,922	2,74,296	2,63,019	2,38,861	2,14,703	1,90,545	1,66,387
% Change in Enrolments Year on Year	-	-4%	-5%	-4%	-9%	-10%	-11%	-13%
Total Students in EDMC	2,20,389	2,10,749	2,14,098	2,03,353	1,98,488	1,94,283	1,91,298	1,89,532
% Change in Enrolments Year on Year	-	-4%	2%	-5%	-2%	-2%	-2%	-1%
Total Students in MCD	8,69,540	8,39,040	8,18,707	7,76,096	7,24,627	6,71,831	6,16,588	5,58,896
% Change in Enrolments Year on Year	-	-4%	-2%	-5%	-7%	-7%	-8%	-9%
Total Students in State Government	15,92,813	15,20,829	14,92,132	15,09,514	14,60,675	14,15,037	13,75,308	13,41,489
% Change in Enrolments Year on Year	-	-5%	-2%	1%	-3%	-3%	-3%	-2%
Total Students in KV	97,438	1,00,303	1,05,665	1,09,598	1,11,174	1,12,750	1,14,326	1,15,902
% Change in Enrolments Year on Year	-	3%	5%	4%	1%	1%	1%	1%

Inference:

Enrolments in MCD schools have fallen by 7% from 2016-17 to 2017-18, the highest fall being in South Delhi Municipal Corporation schools (-9%) followed by North Delhi Municipal Corporation schools (-7%). Compared to MCD, State government schools have performed relatively better, although enrolments have fallen(-3%)

(*) Using a time-series regression we have estimated the year on year trend in total student enrolment, extrapolating this to the next three academic years from 2018-19 to 2020-2021³.

² Data for total enrolments for MCD 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

³ Refer Annexure-1 for details.

Table 2: Total Dropouts in MCD & State Government Schools from 2014-15 to 2017-18.

Type of Government ⁴		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
	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
	EDMC ⁵	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	-	-	-	-	-
State Government ⁶		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

Inference:

MCD schools show a relatively high dropout as compared to State schools. SDMC shows the highest dropout at 8.2% in 2017-18 and NDMC shows a dropout of 5.3%.

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 333 schools of MCD and 916 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 Civil Line, Narela, Rohini and Keshavpuram Zones in NDMC; Najafgarh and South in SDMC, and Shahdara North of EDMC did not provide dropout data through RTI.

⁵ 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.

⁶ School wise data for 2017-18 state government is from website of Directorate of Education, State Government of Delhi: http://www.edudel.nic.in/mis/schoolplant/school_information.htm

Table 3: Change in Class I Enrolments from 2010-11 to 2017-18.

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*	78,420	-18.16%	21,020	-5.23%
2019-20*	59,127	-24.6%	19,787	-5.87%
2020-21*	37,938	-35.84%	18,484	-6.59%

Inference:

- Class one enrolments for MCD schools fell by 14.6% from 2016-17 to 2017-18, while class one enrolments for state schools have fallen by 4.8%. However, in absolute numbers state government schools have much lesser Class 1 enrolments as compared to MCD in 2017-18, because around 32%⁷ state schools run primary (1st to 5th standards).
- (*) Using a time-series regression we have estimated the year on year trend in total student enrolment, extrapolating this to the next three academic years from 2018-19 to 2020-2021⁸. The time series shows a disturbing trend in MCD schools, Class 1 enrolments have fallen by 43% in 2017-18 as compared to 2010-11 and are further expected to fall by 78% in 2020-21.

⁷ As of 2016-17 DISE data, since we do not have school wise DISE data for 2017-18.

⁸ Refer Annexure-1 for details.

Table 4: Retention Rate - Class 1 to Class 6.

Standard	Academic Year	MCD	Retention Rate (%)	State Government	Retention Rate (%)
1	2012-13	1,43,809	-	22,628	-
2	2013-14	1,62,900	113.3	23,097	102.1
3	2014-15	1,70,521	118.6	22,932	101.3
4	2015-16	1,78,414	124.1	23,378	103.3
5	2016-17	1,88,626	131.2	24,140	106.7
6	2017-18	-	-	2,02,691	-

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 enrolments 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 enrolment in state schools for 2017-18 is 2,02,691 students, which is 5% lesser than 2,12,766 (total of MCD and State schools 5th standard students in 2016-17) students if all would have continued for 6th standard in State schools.

Table 5: Total enrolments in State Government, Central Government (K.V.) & Other⁹ Schools - Class 7 to Class 12.

State Government Schools				
Class	2014-15	2015-16	2016-17	2017-18
7	2,24,239	2,09,637	2,14,434	2,13,926
8	2,17,008	2,18,431	2,06,602	2,08,427
9	2,59,705	2,88,094	3,11,824	2,89,682
10	1,40,570	1,42,618	1,64,065	1,38,829
11	2,04,051	1,66,150	1,50,480	1,71,613
12	1,41,891	1,33,411	1,23,008	1,14,176
Central Government Schools (K.V)				
Class	2014-15	2015-16	2016-17	2017-18
7	8,695	9,007	9,451	9,778
8	8,978	9,088	9,412	9,395
9	9,446	10,206	10,434	10,695
10	8,022	8,236	8,594	7,932
11	9,242	9,319	9,260	9,573
12	7,395	7,771	7,686	7,622
Other Schools				
Class	2014-15	2015-16	2016-17	2017-18
7	1,39,681	1,50,560	1,50,106	1,53,957
8	1,40,566	1,43,746	1,53,078	1,55,018
9	1,28,489	1,30,155	1,30,566	1,38,698
10	1,05,911	1,12,372	1,15,448	1,13,733
11	1,07,340	1,06,319	1,06,499	1,10,168
12	91,858	93,500	94,872	95,694

Inference:

- Of the 2,59,705 students who got enrolled for class 9th in State government schools of Delhi in 2014-15, **56% students** did not reach class 12th in 2017-18. This shows very poor retention in State schools. In comparison this figure is 19% for K.V and 26% for other schools.
- **55% students** didn't go to the class 10th (academic year 2017-18) from class 9th (academic year 2016-17) in State Government schools while this figure was 24% for K.V and 13% for other schools. This probably indicates the high amount of students failing in Class 9 and unable to move to Class 10 in state government schools.
- Further, since the transition rates of other schools is also negative (13% less from Class 9 in 2016-17 to Class 10 in 2017-18) it cannot be said that students from state government schools who did not go from 9th to 10th, shifted to other schools in 10th.
- While **55% students** didn't go to the class 10th (academic year 2017-18) from class 9th (academic year 2016-17) in State Government schools, in the previous standards the retention rates are comparatively high, for example 97% students moved from Class 7 (in 2014-15) to Class 8 (in 2015-16).

⁹ Refer footnote 1 for details.

Table 6: Comparison between State Government and Private Schools: X Results¹⁰

Year	Government schools		Private Schools Pass in (%)
	State Government Pass in (%)	Central Government (K.V) 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
Mar-18	68.90	97.03	89.45

Inference:

- Pass percentage is the highest for KV schools at 97.03%.
- Pass percentage for state government schools has fallen by 23.11% from March 17 to March 18 exams, while the percentage difference between state government and private school passout has increased to 20.12%. The change in percentage in March 2018 exam can be attributed to the reintroduction of CBSE board examinations from that year.

Table 7: Comparison between State Government and Private Schools: XII Results¹¹

Year	Government schools		Private Schools Pass in (%)
	State Government Pass in (%)	Central Government (K.V) 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
Mar-18	90.65	98.06	89.38

Inference:

In comparison to 10th board result, students from state government schools have performed better in 12th board with 90.65% passout as compared to private schools (89.38%).

¹⁰ Source: Class 10th result from 2011 to 2016 and 2018 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. Data for 2017-18 for K.V and private is taken from CBSE website: <http://cbse.nic.in/newsite/statisticalinformation.html>

¹¹ 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. Data for 2017-18 is taken from CBSE website: <http://cbse.nic.in/newsite/statisticalinformation.html>

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.

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 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.

Following is the marking scheme used under CCE:

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

B1 and 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 CCE was to be taken from a sample of 30 schools in MCD (10 from each of the 3 MCDs) and 65 schools in state government. (5 from each of the 13 districts.) However complete data was received only from 9 MCD schools (from 3 MCDs) and 9 State schools (from four districts), the results of the same are presented below.

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

Table 8: CCE Grades for Standards III, V, VI, VII and VIII in MCD and State Schools in 2017-18.

MCD					
Class	A	B	C	D	E
3	5.50%	17.75%	56.04%	19.37%	1.35%
5	6.26%	28.27%	48.23%	15.45%	1.79%
State Government					
6	1.97%	20.27%	53.43%	11.99%	12.34%
7	1.93%	18.21%	55.55%	14.84%	9.47%
8	1.80%	20.58%	54.55%	14.03%	9.04%

Inference:

- Class 3 and Class 5 outcomes of CCE shows maximum percent students in Grade C - 56% in 3rd and 48% in 5th standards, reflecting relatively poor learning at primary level.
- CCE results in state government schools shows that maximum percent of students in standards 6th, 7th and 8th fall in and below Grade C - 78%, 80% and 78% 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.

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 instruction 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 2013-14 to 2017-18.

Year	Type of enrolment	Number of Teachers available	Class-wise Enrolment			
			IX	X	XI	XII
2013-14	Direct	7	-	564	-	6,342
2014-15	Direct	8	-	1,656	-	6,652
2015-16	Direct	12	-	3,165	-	7,032
2016-17	Direct	23	-	3,224	-	6,373
2016-17	Vishwas Group*		1460	62,227	-	-
2017-18	Direct	23	2	2,830	101	5,533

Inference:

- Enrolments 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 has been considerably high (62,227) compared to students who otherwise enrolled in Patrachar schools (3,224) in 2016-17.

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 9 for Circular on Vishwas Group under Patrachar Scheme.

Table 10: Pass Percentage of students in 10th and 12th standard under Patrachar Scheme from 2013-14 to 2017-18.

Year	Type of enrolment	Passout					
		X			XII		
		Appeared	Passed	%	Appeared	Passed	%
2013-14	Direct	481	10	2.08%	5,617	1,293	23.02%
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%
2016-17	Vishwas Group*	59,897	1,229	2.05%	-	-	-
2017-18	Direct	2,663	248	9.31%	5,172	2,361	45.65%

Inference:

- Pass percentage of students appearing in 10th and 12th exam from Patrachar schools is dismal; in comparison to 10th standard students in Patrachar those in 12th standard have performed relatively better.
- While pass percent for 2017-18 (March 18) 10th board exams was 9.31% for Patrachar students, it was 68.90% for state government students (Refer Table 6). Similarly, pass percent in state government schools for 12th was much higher at 90.65% (Refer Table 7) than those who passed from Patrachar scheme (45.65%) in 2017-18.
- Pass percentage of Vishwas group scheme students is much lower (at 2.05%) than those who took direct admission (5.13%) that year (2016-17).
- 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 and 12th. The scheme is therefore not even able to achieve its primary aim of enabling 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 enrolments 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 enrolments in Patrachar schools in comparison to fall in enrolments from Class 9 to Class 10 in State Government schools.

Year		2013-14	2014-15	2015-16	2016-17	2017-18
State Government Schools	9th Enrolment	2,19,377	2,59,705	2,88,094	3,11,824	2,89,682
	10th Enrolment	1,82,085	1,40,570	1,42,618	1,64,065	1,38,829
	Number of students who did not go from 9th to 10th standard	78,807	1,17,087	1,24,029	1,72,995	-
	%	36%	45%	43%	55%	-
Patrachar	10th standard Enrolment	564	1,656	3,165	65,451	2,830
	Number of students who appeared for 10th Board exam	481	1,516	2,900	62,275	2,663
	Number of students who passed	10	25	74	1,351	248
	Pass Percentage	2%	2%	3%	2%	9%

Inference:

- Only 2.1% students who failed in 9th in state government schools enrolled in Patrachar schools in 10th standard in 2013-14, while this figure has marginally decreased in four years, to 1.6% in 2017-18.
- Even in 2016-17, under Vishwas scheme introduced by the State government to improve this situation, where students who failed in 9th in state schools were transferred to 10th in Patrachar schools, only half of the students (62,227) transitioned into Patrachar schools for 10th standard.
- Further out of 73,666 students who enrolled in 10th in Patrachar only 4% passed on an average in the last five years (2013-14 to 2017-18). (Refer Table 10).
- 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.

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

Year		2013-14	2014-15	2015-16	2016-17	2017-18
State Government Schools	11th Enrolment	2,19,968	2,04,051	1,66,150	1,50,480	1,71,613
	12th Enrolment	1,68,901	1,41,891	1,33,411	1,23,008	1,14,176
	Number of students who did not go from 11th to 12th standard	78,077	70,640	43,142	36,304	-
	%	35%	35%	26%	24%	-
Patrachar	12th standard Enrolment	6,342	6,652	7,032	6,373	5,533
	Number of students who appeared for 12th Board exam	5,617	6,060	6,355	5,248	5,172
	Number of students who passed	1,293	1,326	2,098	2,026	2,361
	Pass Percentage	23%	22%	33%	39%	46%

Inference:

- Only 9% students who failed in 11th in state government schools enrolled in Patrachar schools in 12th standard in 2013-14, while this figure has increased in four years, to 15% in 2017-18.
- 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 31,932 students who enrolled in 12th from 2013-14 to 2017-18, 33% passed the board exam.

B. Input Indicators

1. Financial Allocations (Budget)

Table 13: Non Plan Budget for MCD from 2016-17 to 2018-19 (in Lakhs).

Heads	Budget Estimate 2016-17 Approved by Corporation	Actual Expenditure 2016-17	Utilisation in %	Budget Estimate 2017-18 Approved by Corporation	Actual Expenditure 2017-18	Utilisation in %	Budget Estimate 2018-19 Approved by Corporation
NDMC - NON PLAN							
Education Deptt. (Salary)	79,630	65,081	82	97,124	74,475	77	1,07,627
Medical Inspection of Schools ¹⁵	1,185	1,004	85	0	0	0	0
Physical Education	131	47	36	147	64	43	163
Mid Day Meal Scheme	140	5	4	552	10	2	54
Libraries	38	15	40	45	22	49	44
Grand Total	81,123	66,153	82	97,868	74,571	76	1,07,888
SDMC - NON PLAN							
Education Deptt. (Salary)	84,366	61,999	73	86,405	75,320	87	88,048
Medical Inspection of Schools	1,164	937	80	1,479	1,185	80	1,482
Physical Education	68	29	43	84	15	18	488
Mid Day Meal Scheme	100	11	11	340	9	3	215
Libraries	6	0	0	6	0	0	6
Grand Total	85,704	62,976	73	88,313	76,530	87	90,239
EDMC - NON PLAN							
Education Deptt. (Salary)	80,275	34,655	43	86,969	38,278	44	86,969
Medical Inspection of Schools	912	464	51	698	481	69	698
Physical Education	588	67	11	609	75	12	609
Mid Day Meal Scheme	173	8	5	181	4	2	181
Libraries	50	0	0	53	0	0	53
Grand Total	81,997	35,194	43	88,510	38,837	44	88,510

¹⁵ Not a part of Education Budget since 2017-18, shifted to Health Budget.

Table 14: Plan Budget for MCD from 2016-17 to 2018-19 (in Lakhs).

Municipal Corporation	Budget Estimate 2016-17	Actual Expenditure 2016-17	Utilisation in %	Budget Estimate 2017-18	Actual Expenditure 2017-18	Utilisation in %	Budget Estimate 2018-19
NDMC	15,505	13,191	85.08%	18,435	14,907	80.86%	17,800
SDMC	12,360	9,207	74.49%	14,595	14,004	95.95%	8,970
EDMC	14,075	10,219	72.60%	14,467	11,172	77.22%	15,034

Inference:

Budget utilisation among the three MCDs for non-plan budget (Table 13) is poorest in EDMC, in 2017-18 only 44% of the budget was utilised whereas in NDMC, utilisation was 76% and in SDMC 87%. Whereas for plan budget, SDMC had the highest utilisation in 2017-18 at 96%.

Table 15: State Education Budget from 2016-17 to 2018-19 (in Crore).

Budget Estimate 2016-17	Actual Expenditure 2016-17	Budget Estimate 2017-18	Actual Expenditure 2017-18	Budget Estimate 2018-19
7,508	6,013	7,815	NA ¹⁶	10,963

Inference:

Budget estimates for 2018-19 have increased to Rs. 10,963 as compared to Rs. 7,815 for 2017-18.

¹⁶ State government actuals for 2017-18 are yet not available.

Table 16: Per-Child Allocation and Expenditure from 2016-17 to 2018-19 (in Crore).

Particulars	Budget Estimate 2016-17	Actual Expenditure 2016-17	Budget Estimate 2017-18	Actual Expenditure 2017-18	Budget Estimate 2018-19
NDMC					
NDMC- Non Plan	811	662	993	746	1,079
NDMC- Plan	155	132	184	149	178
Total budget	966	793	1,178	895	1,257
Total students	3,09,724	3,09,724	3,09,724	2,87,278	2,87,278
Per Capita cost for every student (in actual rupees)	31,198	25,618	38,022	31,147	43,751
EDMC					
EDMC- Non Plan	820	352	885	388	891
EDMC- Plan	141	102	145	112	150
Total budget	961	454	1,030	500	1,041
Total students	2,03,353	2,03,353	2,03,353	1,98,488	1,98,488
Per Capita cost for every student (in actual rupees)	47,244	22,332	50,640	25,195	52,463
SDMC					
SDMC - Non Plan	857	630	883	765	898
SDMC - Plan	124	92	146	140	90
Total budget	981	722	1,029	905	988
Total students	2,63,019	2,63,019	2,63,019	2,38,861	2,38,861
Per Capita cost for every student (in actual rupees)	37,284	27,444	39,126	37,902	41,534
STATE					
State-Total budget ¹⁷	7,508	6,013	7,815	NA	10,963
Total students	15,09,514	15,09,514	15,09,514	14,60,675	14,60,675
Per Capita cost for every student (in actual rupees)	49,740	39,832	51,773	NA	75,056

Inference:

The per student budget estimate of state government has increased from Rs.51,773 in 2017-18 to Rs. 75,056 in 2018-19.

¹⁷ State government actuals for 2017-18 are yet not available, therefore per student allocation is not calculated.

2. Infrastructure Indicators

Table 17: Comparison between State Government, MCD, Central Government (K.V.) and Other Schools on Infrastructure indicators for academic year 2017-18¹⁸

Infrastrucutre Norms	No of schools	No of classrooms	Total Functional toilet seats		% of schools with functional drinking water facility	% of schools with library	% of schools with playground	% of schools where Ramps are available
			Male	Female				
MCD	1,692	23,625	9,663	8,921	100%	97%	84%	84%
State	1,019	32,043	10,487	11,130	100%	100%	91%	96%
Central (K.V)	45	1,889	870	817	100%	100%	100%	100%
Other	3,004	58,797	21,304	22,517	100%	98%	89%	60%

Inference:

- Schools in Delhi are 100% complaint to RTE indicator related to functional water facility.
- In the case of functional toilet seats, there is on an average 1 toilet seat for 36 male and 41 female students in MCD, 65 male and 70 female in state government schools, 52 male and 34 female in other schools and 75 male and 56 female in K.V. schools.
- 16% of schools in MCD and 11% in Other schools do not have a playground. In state schools 91% and in K.V all schools have playground facilities.
- 16% of MCD schools and 40% of Other schools did not have a ramp in the school.

¹⁸ Data from : http://www.edudel.nic.in/MIS/DISE/DistrictWise_Report/frmUDiseDistrictWiseReport2017_18.aspx

Table 18: Pupil Teacher Ratio (PTR) in State Government, MCD, Central Government (K.V.) and Other Schools¹⁹ from 2015-16 to 2017-18

RTE indicator			No. of Schools	Enrolment	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
	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
	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
State		2015-16	1009	14,92,132	50,236	30:1
		2016-17	1017	15,09,514	50,428	30:1
		2017-18	1019	14,60,675	50,810	29:1
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
Other Schools		2015-16	2991	17,98,657	64,508	28:1
		2016-17	3004	18,26,029	66,507	27:1
		2017-18	3004	18,66,619	72,522	26:1

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.
- Although PTR in MCD schools has improved from 2015-16 to 2017-18, the PTR is higher than the required norm. (41 in NDMC, 35 in SDMC, 40 in EDMC in 2017-18).
- PTR in 2017-18 has been below the prescribed norm for State (29) and Other schools(26).

¹⁹ Refer footnote 1 for details.

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 (elected representatives). The functions of the School Management Committee include monitoring the working of the school, prepare and recommend school development plan, monitor the utilisation of the grants received from the appropriate Government or local authority or any other source, and perform other such functions as may be prescribed.

Table 19: Schools with School Management Committee in 2017-18.

Type of School	Yes		No		Not Applicable	
	Number	%	Number	%	Number	%
MCD	1,654	97.87%	16	0.95%	20	1.18%
State Government	1,014	99.51%	4	0.39%	1	0.10%
Central Government (K.V)	37	82.22%	5	11.11%	3	6.67%
Other Schools	2,005	66.74%	368	12.25%	631	21.01%

Inference:

97.8% MCD and 99.5% state government schools have School Management Committees established in the year 2017-18.

IV. Deliberation by Municipal Councillors and MLAs

Table 20: Number of issues raised on education and Number of meetings by Councillors in Education & Ward/Other Committees in FY 2017-18.

Name of Committee		Education Committee	Ward/Other Committees	Total
NDMC	No. of issues raised	79	504	583
	No. of total Meetings	7	156	163
SDMC	No. of issues raised	46	550	596
	No. of total Meetings	7	136	143
EDMC	No. of issues raised	32	123	155
	No. of total Meetings	6	105	111
Total	No. of issues raised	157	1177	1334
	No. of total Meetings	20	397	417

Inference:

- Councillors in three MCDs in 2017-18 raised 1334 issues on education.
- Only 12% of total issues asked on education were in the Education Committee Meetings.
- NDMC SDMC and EDMC had only 7, 7 and 6 education committee meetings respectively in 2017-18.

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

Table 21: Category wise number of issues raised by Councillors on Education in FY 2017-18.

No. of issues raised	NDMC	SDMC	EDMC	Total
0	12	14	23	49
1 to 5	58	56	33	147
6 to 10	22	20	5	47
11 to 20	7	11	3	21
21 to 40	4	1	0	5
above 40	1	2	0	3
Total	104	104	64	272

Inference:

49 councillors did not raise even a single issue on education in 2017-18 and only 11% of total councillors (272) in 2017-18 raised more than 10 issues.

Table 22: Type of issues raised by Councillors in FY 2017-18.

Issues	Total
Caste/ Tribe education	0
Civil society partnership in school	10
Closure of the schools	6
Drop out rate	12
Education Related	66
Fees structure	0
Girls Education	2
Health Check Up	8
Human Resources Related	180
Infrastructure	357
Low availability of Students	5
Municipal Corporation Related	30
Municipal School Related	227
Naming/Renaming of School	1
New schools	41
Playground	3
Primary/Secondary education	7
Private and Trust school related	8
Providing and fixing educational materials	72
Schemes/Policies in Education Related	143
School repairs and reconstruction	78
Sports/ Educational trip/ workshops related	18
Student issues related	60
Student-Teacher Ratio	0
Total	1334

Inference:

Most number of issues were related to Infrastructure (357) and 180 issues were raised on human resources.

Table 23: Issues raised by MLAs²⁰ on Education during 2015 to 2017

Constit uency No.	Constituency Name	Name of the MLA	Party	No. of Issues Raised ²¹		
				2015	2016	2017
33	Dwarka	Adarsh Shastri	AAP	3	1	7
48	Ambedkar Nagar	Ajay Dutt	AAP	4	1	1
5	Badli	Ajesh Yadav	AAP	0	2	0
18	Model Town	Akhilesh Pati Tripathi	AAP	0	0	0
20	Chandi Chowk	Alka Lamba	AAP	4	2	4
54	Okhla	Amanatullah Khan	AAP	1	1	0
61	Gandhi Nagar	Anil Kumar Bajpai	AAP	0	1	1
51	Kalkaji	Avtar Singh	AAP	2	0	0
37	Palam	Bhavna Gaur	AAP	6	0	1
14	Shalimar Bagh	Bandana Kumari	AAP	-	Deputy Speaker till 6th June 2016	1
36	Bijwasan	Devinder Kumar Sehrawat	AAP	0	0	0
49	Sangam Vihar	Dinesh Mohaniya	AAP	0	0	1
68	Gokulpur	Fateh Singh	AAP	0	2	3
26	Madipur	Girish Soni	AAP	2	1	1
34	Matiala	Gulab Singh	AAP	3	3	1
24	Patel Nagar (SC)	Hazari Lal Chauhan	AAP	0	1	0
28	Hari Nagar	Jagdeep Singh	AAP	2	1	3
69	Mustafabad	Jagdish Pradhan	BJP	2	12	24
27	Rajouri Garden	Jarnail Singh	AAP	0	2	Resigned on 05-01- 2017
27	Rajouri Garden	Manjinder Singh Sirsa	BJP	-	-	15
29	Tilak Nagar	Jarnail Singh	AAP	0	1	6
16	Tri Nagar	Jitender Singh Tomar	AAP	Minister (from 16/2/2015 to 31/8/2015)	2	0
46	Chhatarpur	Kartar Singh Tanwar	AAP	0	1	0
42	Kasturba Nagar	Madan Lal	AAP	2	0	1
31	Vikaspuri	Mahinder Yadav	AAP	0	0	0
56	Kondli	Manoj Kumar	AAP	6	1	1
65	Seelampur	Mohd. Ishraque	AAP	0	0	0
6	Rithala	Mohinder Goyal	AAP	2	4	5
53	Badarpur	Narayan Dutt Sharma	AAP	1	3	1

²⁰ 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 issue to the Government or raised any issues in the house) and one MLA representing Cantonment Board

²¹ Period of the session for 2015 (24-February-2015 to 22-December-2015), For 2016 (22-March-2016 to 18-January-2017) and for 2017 (6-March-2017 to 17-January-2018)

Constituency No.	Constituency Name	Name of the MLA	Party	No. of Issues Raised		
				2015	2016	2017
32	Uttam Nagar	Naresh Balyan	AAP	4	1	0
45	Mehrauli	Naresh Yadav	AAP	0	0	2
58	Laxmi Nagar	Nitin Tyagi	AAP	2	0	1
59	Vishwas Nagar	Om Prakash Sharma	BJP	4	Suspended (from 9/6/2016 to 10/3/2017)	Rejoined 4th Oct 2017
3	Timarpur	Pankaj Kant Singhal	AAP	7	3	7
44	R K Puram	Parmila Tokas	AAP	0	1	0
4	Adarsh Nagar	Pawan Kumar Sharma	AAP	1	0	2
47	Deoli (SC)	Prakash	AAP	0	0	0
41	Jangpura	Praveen Kumar	AAP	1	2	4
11	Nangloi Jat	Raghuvinder Shokeen	AAP	0	0	0
63	Seema puri	Rajendra Pal Gautam	AAP	6	4	Minister from 19-5-2017 to till date
17	Wazirpur	Rajesh Gupta	AAP	1	1	3
30	Janakpuri	Rajesh Rishi	AAP	0	0	0
55	Trilokpuri	Raju Dhingan	AAP	1	0	0
12	Mangol Puri (SC)	Rakhi Birla	AAP	0	0	0
9	Kirari	Rituraj Govind	AAP	0	0	2
60	Krishna Nagar	S. K. Bagga	AAP	0	0	1
52	Tuglakabad	Sahi Ram	AAP	0	0	0
2	Burari	Sanjeev Jha	AAP	2	1	1
64	Rohtas Nagar	Sarita Singh	AAP	0	1	1
50	Greater Kailash	Saurabh Bharadwaj	AAP	0	0	1
1	Narela	Sharad Kumar	AAP	0	0	1
25	Moti Nagar	Shiv Charan Goel	AAP	0	0	0
66	Ghonda	Shri Dutt Sharma	AAP	2	4	2
19	Sadar Bazar	Som Dutt	AAP	0	0	0
43	Malviya Nagar	Somnath Bharti	AAP	2	1	2
8	Mundka	Sukhvir Singh	AAP	0	3	3
7	Bawana (SC)	Ved Parkash	AAP	4	4	0
39	Rajinder Nagar	Vijender Garg Vijay	AAP	2	1	6
13	Rohini	Vijender Kumar	BJP	6	9	12
23	Karol Bagh	Vishesh Ravi	AAP	2	0	3
Total				87	78	131

Inference:

- 22 MLAs from AAP in 2017 did not raise a single issue related to Education in Delhi.
- Maximum issues on Education were raised by Jagdish Pradhan (24) and Manjinder Singh Sirsa (15) in the year 2017.

Table 24: Category wise number of issues raised by MLAs on Education from 2015 to 2017

No. of issues raised	No. of MLAs		
	2015	2016	2017
0	28	25	22
1	6	17	16
2 to 5	19	14	13
6 & above	5	2	7
Total	58	58	58

Inference:

Only 7 MLAs of Delhi raised 6 and more issues related to Education.

Table 25: Type of issues raised by MLAs on Education from 2015 to 2017

Issues	No. of issues raised		
	2015	2016	2017
Anganwadi/Balwadi/Creche related	1	5	5
Dropout rate	0	1	0
Education related	10	12	15
Fees/ Donation Related	3	1	3
Girls_Education	0	2	0
Higher/ Technical Education	13	6	15
Human Resources Related	10	9	32
Infrastructure issues	13	7	9
Municipal School	7	7	3
New schools	3	4	12
Primary/Secondary education	0	2	0
Private and Trust School	6	2	1
Private College	0	1	0
Schemes/ Policies in Education Related	17	18	25
Student issues related	2	0	10
Syllabus/Curriculum	2	1	1
Total	87	78	131

Inference:

Most number of issues were raised on human resources (32) and schemes/policies (25) in education.

V. Data from Household Survey

Praja Foundation had commissioned a household survey to Hansa Research which was conducted in April-June 2018 across the city of Delhi. The total sample size for the survey was 28,624 households. Out of the total sample size, 2,657 households had children in the age group of 6-14 years, out of which 2,611 households had children going to school (905- MCD, 550- State and 1,156- Others (Private and Central government schools (K.V)). Hence, the education questionnaire was administered further with those (2,611) households only. For details on the survey methodology and Socio Economic Classification (SEC) of households, refer to **Annexure 3** and **Annexure 4**.

Following are the key findings of the survey:

Table 26: Current Medium of Education (%).

Language	Type of School	Overall	SEC A	SEC B	SEC C	SEC D	SEC E
English	Other Schools ²²	32	70	41	36	20	13
	MCD Schools	6	3	6	8	7	6
	State Govt Schools	5	7	4	6	5	5
Hindi	Other Schools	10	11	11	12	8	6
	MCD Schools	25	5	19	23	27	43
	State Govt Schools	21	4	18	14	33	28

Inference:

Preference for other English- medium schools increases as one moves up the affluence level²³ and 32% of respondents prefer going to other English medium schools, whereas for Hindi medium, 46% prefer going to municipal and state schools.

Table 27: Preferred medium of education of respondents from above table whose current medium of education is other than English (%).

Language	Overall	SEC A	SEC B	SEC C	SEC D	SEC E
English	30	34	26	30	31	32
Hindi	70	66	74	70	69	68

Inference:

70% of respondents prefer Hindi as the medium of instruction.

²² Other school category in survey data includes Private and Central government (K.V) schools.

²³ Determined by occupation and education, see appendix for details of socio-economic classification.

Table 28: 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	84	77	87	86	85	80
No	16	23	13	14	15	20
Hindrances						
Fees / Affordability	77	87	79	79	78	71
Inability to provide him / her with right support	10	11	2	8	14	13
Do not know much about private school	14	7	12	12	17	15
Distance of school from home	14	8	8	13	18	19
Lack of ability to provide for school related items to child	12	7	8	8	18	14
Admission not given	12	11	20	7	11	11

Inference:

84% 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.

Table 29: Respondents taking private tuitions/coaching classes (%).

Tuitions	Overall	Other Schools	MCD Schools	State Govt. Schools
Yes	56	69	61	29
No	44	31	39	71

Inference:

While 61% respondents who sent their children to MCD schools sent them to tuitions, the figure was only 29% for state government schools.

Table 30: Details on source of Tuitions (%).

Source of Tuition	Overall	Other Schools	MCD Schools	State Govt. Schools
School Class teacher	13	17	6	15
Private tuitions	84	79	92	78
Coaching classes	3	4	1	6
Others	0	0	1	1

Inference:

- Amongst households who send their children for tuitions, majority of them send their children to private tuitions (84%).
- 92% MCD school students from respondent households go for private tuition, while 6% take tuitions from their school teacher. Similarly, 78% state school students from respondent households go for private tuition, while 15% take tuitions from their school teacher.

Table 31: Percentage of Respondents satisfied with the School.

Satisfaction	Overall	Other Schools	MCD Schools	State Govt. Schools
Yes	86	93	76	87
No	14	7	24	13

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. 24% of parents sending their children to MCD schools and 13% parents sending their children to state government schools are not satisfied.

Table 32: 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	76	24	87	13
School Infrastructure						
Presence of School Building	97	3	93	7	95	5
Presence of School Playground	91	9	86	14	94	6
Presence of Blackboards	96	4	93	7	92	8
Whether Stationery provided by the school	64	36	88	12	87	13
Whether Uniform provided by the school	61	39	89	11	90	10
Adequate number of Toilets	94	6	92	8	92	8
Cleanliness of toilet	88	12	87	13	89	11
Presence of First Aid	74	26	88	12	90	10
Presence of Mid-day meal	34	66	88	12	88	12
Whether regular Health checkups conducted	60	40	86	14	58	42
Quality of Teaching/Education						
Teacher's Communication skills	93	7	90	10	92	8
Teacher's knowledge level	93	7	90	10	93	7
Teacher's interaction	93	7	87	13	93	7
Teacher's attendance	94	6	90	10	92	8
Teacher's command over subjects	93	7	90	10	93	7

Inference:

- Overall satisfaction with the school is the lowest for schools run by the local body - 24% respondents were not satisfied as compared to 13% for state schools and 7% for other schools.
- Dissatisfaction is higher for infrastructure related facilities such as cleanliness, health and food, than perceived quality of teaching.

Table 33: 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	7	4	6	3	4	6	27	2	3
Somewhat Dissatisfied	4	4	5	4	5	6	0	4	6
Neither Satisfied nor Dissatisfied	4	3	5	10	12	10	0	2	3
Somewhat Satisfied	23	23	27	16	50	40	31	22	13
Extremely Satisfied	62	66	56	67	29	39	43	70	76
Quality of Education									
Extremely Dissatisfied	4	3	3	0	3	6	27	1	3
Somewhat Dissatisfied	4	2	4	3	5	7	0	4	5
Neither Satisfied nor Dissatisfied	6	4	9	7	14	12	0	8	2
Somewhat Satisfied	24	26	25	38	45	38	20	15	13
Extremely Satisfied	61	65	58	52	33	38	53	72	76

Inference:

Extreme Satisfaction in Quality of Education and School Infrastructure for state government schools falls as one moves up the socio-economic classification, respondents from SEC A are least satisfied with the state schools, whereas for MCD schools, dissatisfaction is highest in SEC D and E.

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

Zone	Year	2013-14	2014-15	2015-16	2016-17	2017-18
	Standards	1	2	3	4	5
Central	Number	12,484	15,249	16,261	17,006	17,645
	Retention Rate (%)	-	122.1	130.3	136.2	141.3
City	Number	1,278	1,588	1,739	1,495	4,329
	Retention Rate (%)	-	124.3	136.1	117	
Sadar Paharganj	Number	2,202	2,471	2,528	2,444	124.4
	Retention Rate (%)	-	112.2	114.8	111	
Civil Line	Number	15,549	18,144	19,442	18,728	14,139
	Retention Rate (%)	-	116.7	125	120.4	90.9
Karol Bagh	Number	6,195	6,876	7,043	6,962	7,229
	Retention Rate (%)	-	111	113.7	112.4	116.7
Najafgarh	Number	11,839	13,303	13,171	13,463	14,404
	Retention Rate (%)	-	112.4	111.3	113.7	121.7
Narela	Number	11,607	13,696	14,426	14,596	20,155
	Retention Rate (%)	-	118	124.3	125.8	173.6
Rohini	Number	18,923	20,640	21,457	21,893	17,362
	Retention Rate (%)	-	109.1	113.4	115.7	91.8
Keshavpuram	Number	-	-	-	-	9,222
	Retention Rate (%)	-	-	-	-	-
Shahadra North	Number	19,114	22,869	27,147	29,949	33,512
	Retention Rate (%)	-	119.6	142	156.7	175.3
Shahadra South	Number	12,254	14,506	16,102	17,415	19,630
	Retention Rate (%)	-	118.4	131.4	142.1	160.2
South	Number	9,766	10,960	11,393	11,695	13,317
	Retention Rate (%)	-	112.2	116.7	119.8	136.4
West	Number	12,651	14,026	14,763	15,294	17,028
	Retention Rate (%)	-	110.9	116.7	120.9	134.6
Total	Number	1,33,862	1,54,328	1,65,472	1,70,940	1,87,972
	Retention Rate (%)	-	115.3	123.6	127.7	140.4

Table 35: District-wise enrolment retention rate in State Government Schools - Class 6 to Class 10

District	Year	2013-14	2014-15	2015-16	2016-17	2017-18
	Standards	6	7	8	9	10
Central Delhi	Number	4,409	3,690	3,513	4,275	1,574
	Retention Rate (%)		83.7	79.7	97	35.7
East Delhi	Number	23,050	21,920	21,625	33,045	14,408
	Retention Rate (%)		95.1	93.8	143.4	62.5
New Delhi	Number	339	340	345	506	173
	Retention Rate (%)		100.3	101.8	149.3	51
North Delhi	Number	9,620	9,187	8,954	12,801	6,077
	Retention Rate (%)		95.5	93.1	133.1	63.2
North East Delhi	Number	39,989	38,790	38,205	57,342	29,711
	Retention Rate (%)		97	95.5	143.4	74.3
North West Delhi	Number	58,707	55,039	52,848	68,873	31,509
	Retention Rate (%)		93.8	90	117.3	53.7
South Delhi	Number	41,727	38,245	38,491	57,009	24,530
	Retention Rate (%)		91.7	92.2	136.6	58.8
South West Delhi	Number	23,842	22,133	20,607	29,984	12,045
	Retention Rate (%)		92.8	86.4	125.8	50.5
West Delhi	Number	37,513	34,895	33,843	47,989	18,802
	Retention Rate (%)		93	90.2	127.9	50.1
Total	Number	2,39,196	2,24,239	2,18,431	3,11,824	1,38,829
	Retention Rate (%)		93.7	91.3	130.4	58

Table 36: Zone-wise estimated dropouts in MCD Schools - Class 1 to Class 5 for the year 2017-18

Zone	Standards	1st Std	2nd Std	3rd Std	4th Std	5th Std
Central	Total no of Students	7,687	10,522	13,049	15,038	17,645
	Est. Drop out in No.	628	1,326	1,365	1,324	1,225
	Est. Drop out in %	8	13	10	9	7
City & Paharganj	Total no of Students	3,192	3,786	4,294	4,291	4,329
	Est. Drop out in No.	152	253	221	194	147
	Est. Drop out in %	5	7	5	5	3
Civil Line	Total no of Students	6,490	8,573	10,375	11,718	14,139
	Est. Drop out in No.	-	-	-	-	-
	Est. Drop out in %	-	-	-	-	-
Karol Bagh	Total no of Students	4,251	5,476	5,976	6,174	7,229
	Est. Drop out in No.	279	404	319	280	207
	Est. Drop out in %	7	7	5	5	3
Najafgarh	Total no of Students	7,618	10,136	11,466	12,558	14,404
	Est. Drop out in No.	-	-	-	-	-
	Est. Drop out in %	-	-	-	-	-
Narela	Total no of Students	11,466	14,394	16,401	18,403	20,155
	Est. Drop out in No.	-	-	-	-	-
	Est. Drop out in %	-	-	-	-	-
Rohini	Total no of Students	8,834	10,929	12,862	15,206	17,362
	Est. Drop out in No.	-	-	-	-	-
	Est. Drop out in %	-	-	-	-	-
Keshavpuram	Total no of Students	6,417	7,994	8,472	8,868	9,222
	Est. Drop out in No.	-	-	-	-	-
	Est. Drop out in %	-	-	-	-	-
Shahadra North	Total no of Students	14,359	20,706	25,970	29,768	33,512
	Est. Drop out in No.	-	-	-	-	-
	Est. Drop out in %	-	-	-	-	-
Shahadra South	Total no of Students	9,046	12,724	14,879	17,894	19,630
	Est. Drop out in No.	-	-	-	-	-
	Est. Drop out in %	-	-	-	-	-
South	Total no of Students	7,273	8,932	10,360	11,614	13,317
	Est. Drop out in No.	-	-	-	-	-
	Est. Drop out in %	-	-	-	-	-
West	Total no of Students	9,184	12,030	13,739	15,261	17,028
	Est. Drop out in No.	832	1,229	1,077	974	656
	Est. Drop out in %	9	10	8	6	4
Total	Total no of Students	95,817	1,26,202	1,47,843	1,66,793	1,87,972
	Est. Drop out in No.	1,744	2,967	2,766	2,582	2,092
	Est. Drop out in %	1.82	2.35	1.87	1.55	1.11

Table 37: Zone-wise Change in Class I Enrolments in MCD Schools

Zone		2013-14	2014-15	2015-16	2016-17	2017-18
Central	Number	12,484	11,812	10,887	10,320	7,687
	% Change	-7%	-5.4%	-7.8%	-5.2%	-25.5%
City	Number	1,278	1,265	1,312	934	3,192
	% Change	-9.6%	-1%	3.7%	-28.8%	
Sadar Paharganj	Number	2,202	2,219	2,466	2,172	2.8%
	% Change	-9%	0.8%	11.1%	-11.9%	
Civil Line	Number	15,549	14,584	14,067	13,007	6,490
	% Change	-9.1%	-6.2%	-3.5%	-7.5%	-50.1%
Karol Bagh	Number	6,195	5,843	5,421	5,209	4,251
	% Change	-4.7%	-5.7%	-7.2%	-3.9%	-18.4%
Najafgarh	Number	11,839	11,400	10,411	9,478	7,618
	% Change	-3%	-3.7%	-8.7%	-9%	-19.6%
Narela	Number	11,607	11,883	11,992	10,984	11,466
	% Change	-4.5%	2.4%	0.9%	-8.4%	4.4%
Rohini	Number	18,923	18,475	17,863	15,760	8,834
	% Change	-7.1%	-2.4%	-3.3%	-11.8%	-43.9%
Keshavpuram	Number	-	-	-	-	6,417
	% Change	-	-	-	-	-
Shahadra North	Number	19,114	18,170	17,181	15,054	14,359
	% Change	-6.1%	-4.9%	-5.4%	-12.4%	-4.6%
Shahadra South	Number	12,254	11,503	11,230	10,228	9,046
	% Change	-10.8%	-6.1%	-2.4%	-8.9%	-11.6%
South	Number	9,766	9,152	8,509	7,954	7,273
	% Change	-5.2%	-6.3%	-7%	-6.5%	-8.6%
West	Number	12,651	12,110	11,986	11,087	9,184
	% Change	-8.7%	-4.3%	-1%	-7.5%	-17.2%
Total	Number	1,33,862	1,28,416	1,23,325	1,12,187	95,817
	% Change	-6.9%	-4.1%	-4%	-9%	-14.6%

Table 38: District-wise Change in Class I Enrolments in State Government Schools

District		2013-14	2014-15	2015-16	2016-17	2017-18
Central Delhi	Number	889	833	760	820	715
	% Change	-6.7%	-6.3%	-8.8%	7.9%	-12.8%
East Delhi	Number	3,283	3,311	3,022	3,179	2,926
	% Change	5.7%	0.9%	-8.7%	5.2%	-8%
New Delhi	Number	218	168	145	141	110
	% Change	-3.1%	-22.9%	-13.7%	-2.8%	-22%
North Delhi	Number	1,659	1,594	1,525	1,517	1,433
	% Change	5.7%	-3.9%	-4.3%	-0.5%	-5.5%
North East Delhi	Number	2,259	2,477	2,313	2,292	2,028
	% Change	-0.2%	9.7%	-6.6%	-0.9%	-11.5%
North West Delhi	Number	5,333	5,538	5,338	5,507	5,366
	% Change	4%	3.8%	-3.6%	3.2%	-2.6%
South Delhi	Number	2,909	2,805	3,064	3,290	3,100
	% Change	4%	-3.6%	9.2%	7.4%	-5.8%
South West Delhi	Number	3,049	2,975	2,702	2,761	2,802
	% Change	2.2%	-2.4%	-9.2%	2.2%	1.5%
West Delhi	Number	3,761	3,821	3,710	3,797	3,701
	% Change	4.4%	1.6%	-2.9%	2.3%	-2.5%
Total	Number	23,360	23,522	22,579	23,304	22,181
	% Change	3.2%	0.7%	-4%	3.2%	-4.8%

Table 39: Zone-wise total number of students and estimated dropout of MCD Schools²⁴

MCD	ZONE	Total No. of Students			Estimated Drop Out					
					In Number			In (%)		
		2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
NDMC	Civil Line	94,905	86,113	51,295	10,738	5,723	-	11.31	6.65	-
	City	8,270	6,947	19,892	992	1,093	967	12	15.73	4.86
	Sadar Paharganj	12,498	12,048		1,304	721		10.43	5.98	
	Karol Bagh	34,250	32,232	29,106	3,043	2,832	1,489	8.88	8.79	5.12
	Narela	71,915	69,260	80,819	10,271	3,609	-	14.28	5.21	-
	Rohini	1,08,475	1,03,124	65,193	5,181	4,368	-	4.78	4.24	-
	Keshavpuram	-	-	40,973	-	-	-	-	-	-
SDMC	Central	80,505	75,859	63,941	6,298	4,533	5,882	7.82	5.98	9.20
	Najafgarh	63,804	61,568	56,182	7,261	-	-	11.38	-	-
	South	56,562	53,995	51,496	6,360	3,730		11.24	6.91	
	West	73,425	71,597	67,242	5,771	3,472	4,875	7.86	4.85	7.25
EDMC	Shahdara North	1,34,649	1,25,596	1,24,315	25,738	-	-	19.11	-	-
	Shahdara South	79,449	77,757	74,173	13,890	-	-	17.48	-	-
Grand Total		8,18,707	7,76,096	7,24,627	94,747	47,005	49,593	11.57	6.06	6.84

²⁴ 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 40: District-wise total number of students and estimated dropout of State Government Schools²⁵

District	Total No. of Students			Estimated Drop out					
				In numbers			In (%)		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Central Delhi	25,147	24,468	23,522	1,998	1,292	1,202	7.94	5.28	5.11
East Delhi	1,60,228	1,63,588	1,60,360	3,627	-	4,461	2.26	-	2.78
New Delhi	3,871	3,835	2,746	25	61	79	0.66	1.59	2.87
North Delhi	63,634	65,179	64,243	2,303	1,329	1,704	3.62	2.04	2.65
North East Delhi	2,60,725	2,61,926	2,50,128	7,228	9,814	8,948	2.77	3.75	3.58
North West Delhi	3,53,312	3,53,999	3,41,425	9,475	11,603	10,375	2.68	3.28	3.04
South Delhi	2,56,796	2,58,832	2,48,024	7,564	9,274	7,862	2.95	3.58	3.17
South West Delhi	1,42,090	1,45,292	1,42,886	4,443	5,682	4,132	3.13	3.91	2.89
West Delhi	2,26,329	2,32,395	2,27,341	7,441	6,573	7,572	3.29	2.83	3.33
Grand Total	14,92,132	15,09,514	14,60,675	45,835	50,765	46,004	3.07	3.36	3.15

²⁵ 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:
 - ✓ 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 survey was conducted during the period May-June 2018
- **The total study sample was 28,624.**

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 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	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 41: Zone wise issues raised by Councillors on Education in the year April'17 to March'18

Zone	No. of councillors	No. of councillor issues raised on education	Total issues raised on education
Central	26	22	154
City	-	-	-
City & Sadar Paharganj	13	14	58
Civil Line	18	17	155
Karol Bagh	13	12	54
Keshavpuram	18	16	124
Najafgarh	25	16	124
Narela	16	13	63
Rohini	26	24	154
Sadar Paharganj	-	-	-
Shahadra North	34	21	77
Shahadra South	30	22	85
South	24	20	150
West	29	26	136
Total	272	223	1334

Annexure 6 – Party-wise Issues raised by Councillors

Table 42: Category wise number of issues raised by Councillors on Education in the year April'17 to March'18

No. of issues raised	AAP	BSP	BJP	IND	INC	INLD	SP
0	9	2	32	0	4	1	1
1	4	0	30	2	2	0	0
2 to 5	23	1	74	2	9	0	0
Above 6	12	0	47	1	16	0	0
Total Councillors	48	3	183	5	31	1	1
Total Issues raised	204	4	915	13	198	0	0

Annexure 7 – Category wise number of issues raised by MLAs

Table 43: Category wise number of issues raised by MLAs on Education from 2015 to 2017

No. of issues raised	No. of MLAs					
	2015		2016		2017	
	AAP	BJP	AAP	BJP	AAP	BJP
0	28	0	25	0	22	0
1	6	0	17	0	16	0
2 to 5	17	2	14	0	13	0
Above 6	4	1	0	2	4	3
No. of MLAs	55	3	56	2	55	3
Total issues raised	75	12	57	21	80	51

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/photocopying 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.

