

25% Full?

A Report

Status of RTE Section 12(1)(c) in Delhi

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Acknowledgement

The report is dedicated to the children of India, the glitter of whose eyes motivate us; parents who fight against all odds to get their children admitted in school and teachers who give time to make the child realise his/her full potential.

I am thankful to Manish Sisodia (Deputy Chief Minister, Delhi) and Gulzar Natarajan (Joint Secretary, Prime Minister's Office) for setting the context through their thoughtful forewords. I am deeply grateful to Atishi Marlena, Advisor to Deputy Chief Minister, for her expert advice and rigorous feedback on the report and to Professor Gautam Rao for his insightful research that helped us in understanding how diversity can influence social preferences. Sister Cyril, one of the pioneers of an inclusive education, has been a great source of inspiration throughout our work.

This report has been carried out under the direction of Tarun Cherukuri, Founder and CEO of Indus Action. I am deeply thankful to my teammates Apoorva Murari (Campaign Lead), Ankit Chhabra (Design and Communications Lead), Jasmeet Walia (Social Inclusion Lead), Varuna Chand (Chief Operating Officer), Hemakshi Meghani (Student, Masters in Public Policy, Harvard Kennedy School) and Vibhor Meshram (Technology Lead) for being my thought partners and significant contributors to this report.

I express my gratitude to Praveen Khanghta, (Programme Manager, Central Square Foundation) and Srikanth Viswanathan (Coordinator, Advocacy, Janaagraha Centre for Citizenship and Democracy) who improved the quality of this report by their continuous questioning that broadened my scope of thought and enriched my articulation. I thank Rafat Jahan (Teach For India Fellow) for her contribution in compilation of school database, and Shruti Ambast for her contribution to the chapter that deals with social inclusion practices in schools. This report wouldn't have been possible without the constant support of Ashwin Dubey (Community Engagement Associate), who shared my workload of other projects to allow me the time and space to focus on the report.

I am deeply grateful to Shailesh Kumar, Muniraj Sisodia, Sandeep and Mahender Singh for their help in digitizing the entire data obtained by RTIs at lightning speed. Credits are due to Tarun Arya who designed this report along with Tamanna Ranga (Community Engagement Associate) and Abhishek Gupta for assisting in drafting and proofreading of the report. I also thank Rishabh Bansal (Teach For India Fellow), Hrid Bijoy (Intern with Government of Delhi), Rahul Bharat (Intern with Government of Delhi), Juhi Nijhawan (Teach For India Fellow) Himanshu Wadhwa (Teach For India Fellow) for their support in verification process. I would like to express my gratitude to Shivangi Shreya (Teach For India Fellow) and Aashima Verma (Intern, Indus Action) for their research inputs on the question of grievances.

My heartfelt thanks to Vignesh Krishnan (Programme Manager Coach, Teach For India) and Pratishtha Joshi (Curriculum Specialist, Vidya Gyan) for their insightful comments throughout.

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Indus Action

Creating social impact for INDUS ACTION team is like a surgeon operating on his own kin - work is done with deep love and care. There is truly no blame in the system. Our actions are rooted in this deep intention of interconnectedness and the belief that adaptive challenges need careful mobilization of leadership existing within governments and communities. In this light, we design our campaigns to empower communities to leverage their rights to better opportunities. We are modest in our claims of what we know about the problem and its solutions. But we are firm in our belief that resources already exist within the system to face the challenge and thrive. This is reflected in how we collaborate closely with the state agencies, civil society organisations, schools and communities in our campaigns and programs.

Under the Right to Education(RTE) Act of India 2009, we have seen inclusive policies such as section 12 (1)(c) charted but failing to get executed within states. Under RTE Section 12(1)(c), 25% of Nursery, KG and class 1, in private school, seats have been allocated to low income and disadvantaged students. Indus Action's aspiration is to be a role model policy implementation organization that significantly moves the needle on deep societal attitudes and beliefs. Through Project Eklavya, our vision is to nurture a million inclusive schools in India by 2050.

We focus on three specific projects to reach our mission

Enrolment Campaign: Over the last two years, in Delhi, we have helped 770 families of underprivileged students get into private schools under the Right to Education Act (RTE) section 12(1)(c). We are largely a volunteer driven organisation.

Early Childhood Education: Our vision is to build an affordable Early Childhood Education (ECE) model that builds cognitive and non-cognitive skills in children at an early age given that neuroscience has established beyond doubt that the substantial growth of brain takes place before the age of six years. These programs are not only for students who get admission under the section 12(1)(c) act but also for their parents.

Social Inclusion: Given that the problem is vast and multifaceted, Indus Action is currently conducting longitudinal research study to understand the nuances that exist within India through the different layers of our society, culture and value systems.

E

Executive Summary

Segregation in Indian society dates back to our ancient history where the division of society on the basis of caste was a dominant characteristic. Through our Constitution, which is drafted on the ideas of equality, freedom and egalitarianism, a serious and concerted effort has been made to make our society more equitable and just. However, without our schools being inclusive, India cannot realise the dream of being an inclusive nation. Since 1970s, segregation in Indian schools has been escalating due to rise of large number of private schools which are very 'exclusive' in nature. Section 12(1)(c) of Right to Education attempts to put an end to what Professor Juneja calls an 'economic apartheid in schools' by compelling social integration in private schools through mandating admission of children belonging to socially disadvantaged and economically weaker sections for one-fourth of the seats in entry level classrooms. The clause was unsuccessfully challenged by private schools and the Supreme Court upheld the constitutional validity of the clause.

Despite being a very powerful legislation to promote social inclusion, little has been achieved in terms of making our classrooms diverse. The 'State of the Nation Report: RTE Section 12(1)(c)' claims less than 30 percent seats under the provision have been filled.

Our report highlights micro-details of the implementation status of the clause in capital city of Delhi. The Study uses the data obtained from department and the DISE for the academic year 2015-16. The report ranks the Vidhan Sabhas on the basis of their performance factoring in the fill rate and schools' participation rate and seeks to bridge the moral asymmetry, a situation where tremendous responsibility is placed on the civil society while the elected representatives are not held accountable for performing their basic responsibilities. This report seeks to place the onus where it must be placed, the political class of Delhi.

Rohini, Kasturba Nagar, New Delhi, Wazirpur and Malviya Nagar are the best ranked Vidhan Sabhas with regard to seats fill rate and schools' participation rate under Section 12(1)(C) of Right to Education. On the other hand, Badarpur, Matiala, Karawal Nagar, Gandhi Nagar and Uttam Nagar are the lowest ranked with less than 10 percent fill rate.

Finally, the report highlights key measures that different stakeholders including the Government, Elected Representatives, Schools, Media, Civil Society, Corporates, Foundations and the active citizens can undertake with regard to:

-
- A. Bridging Information Asymmetry around the provision and its procedures

 - B. Instituting Systems and Processes that make the implementation effective and efficient

 - C. Grievance Resolution

 - D. Improving retention and inclusion

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मनीष सिसोदिया



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Date : 06/11/2015

FOREWORD

"Long years ago, India made a tryst with destiny and now the time comes when it shall redeem our pledge not wholly but substantially." : Pandit Jawahar Lal Nehru

Our Independence struggle is a glorious example of the fight for equity. Since then, India has established a thriving democracy and progressed well in many aspects. However, the inequity has also grown and with it seeps in our society the indifference or discrimination. The onus of handling a problem this complex lies on our schools.

The Section 12(1)(c) of Right to Education seeks to fulfill that very responsibility by giving a shared space of learning to children from diverse backgrounds. I am hopeful that our children will form strong ties of companionship and be instrumental in destroying the deeply entrenched social divides in our society. It is this tryst with destiny that my government is committed to contribute in bringing about.

The provision concerning admission under Section 12(1)(c) has been marred with lack of transparency, information and support for all stakeholders. I am of the firm view that it is the government which does the governance but it is the active citizenry that does the governance good.

I am glad this report seeks to educate everyone including the government on all the aspects regarding the provision.

It is participation and engagement of civil society that can significantly contribute to the progress of this city and of this nation.

I wish Indus Action the very best in their endeavours and look forward to their continuous engagement with issues that matter.

I tender my congratulations to the authors.


(MANISH SISODIA)



Information Asymmetry in Education

By Gulzar Natarajan, Joint Secretary, Prime Minister's Office

In this age of the World Wide Web and information over-load, we still have 'dark corners' deprived of information. Public systems in developing countries are stand out examples. This information asymmetry entrenches vested interests, enfeebles governance, and hurts the poor and the under-privileged. In contrast, information empowers the citizens and enhances public service delivery.

Consider the example of school education. In urban areas, parents make school choice decisions with limited information about school quality. In the context of the private school quotas under the Right to Education Act, parents struggle to comprehend the intricacies of the admissions processes. Similarly, they are mostly unaware of the variety of government and non-profit initiatives that range from early childhood education centres to summer schools. Once admitted, in the vast majority of cases, parents have limited access to meaningful information about even their child's learning outcomes, let alone the school's functioning. Teachers are unaware of the teaching methods adopted by their peers in other schools. School administrators lack adequate actionable information about the functioning of schools within their jurisdiction, including those as routine as teacher attendance. The net result of this melange of information failures is diminished accountability, pervasive corruption, and poor learning outcomes.

How do we address these information failures? Any sustainable attempt to bridge information asymmetry has to necessarily involve strengthening external and internal accountability. Externally, teachers and school administrators have to be answerable to the parents and the local community, whereas internally teachers have to be accountable to and unimpeded information flows are fundamental to the achievement of all these objectives. Administratively, decentralization and proactive information disclosure can be powerful drivers of accountability. But this has to be complemented with massive social mobilization that generates demand-side pressures.

School administrators at district and state level should strive to consolidate and disseminate information about school quality, government programs, and school administration through digital and other platforms. They should encourage public and private schools to be periodically assessed for various regulatory requirements and learning quality by independent third parties. Most importantly, School Management Committees, representing the primary stakeholders, should become fully empowered.

Civil society organizations and non-profits have an important role to play in promoting

and expediting all these. They can assist and complement local and school authorities by offering technical support, capacity building, social mobilization, and information dissemination.

A combination of these measures have the potential to help local communities mobilize to demand accountability and thereby enhance the quality of public service delivery across sectors. Fortunately, experience from numerous small experiments across the country on empowering stakeholders with information has been very encouraging.

We need more such local experiments like the one Indus Action is carrying out in Delhi with respect to Right to Education Section 12(1)(c).

The findings show the reality of implementation at a state and district level, with the rigor of triangulated data from multiple sources and the nuance of next steps to be followed by elected representatives. I am confident that this will mobilize support from local administrators and MLAs to activate campaigns in their local areas to improve their respective RTE indices. Healthy competition can propel more innovations and ideas.

The recommendations provided to other stakeholders like schools, media and foundations are also practical and well within their locus of control. I hope they demonstrate leadership in executing these progressive ideas.

Sunlight is said to be the best disinfectant – let there be more light on the dark informational and institutional corners. Reading this report is a worthwhile start.

(The Author is Joint Secretary in Prime Minister's Office. Views expressed are personal)

Commonly Used Abbreviations

RTE:	Right to Education
EWS:	Economically Weaker Section
IA:	Indus Action
MIS:	Management Information System
SDM:	Sub-divisional Magistrate
SSA:	Sarva Shiksha Abhiyan
DoE:	Department of Education
DG:	Disadvantaged Group
SDG:	Socially Disadvantaged Group
MCD:	Municipal Corporation of Delhi
EDMC:	East Delhi Corporation of Delhi
NDMC:	North Delhi Corporation of Delhi
SDMC:	Delhi Corporation of Delhi
DDA:	Delhi Development Authority
PAB:	Project Approval Board
DOB:	Date of Birth
INR:	Indian National Rupee
RTI:	Right to Information
MLA:	Members of Legislative Assembly
DCPCR:	Delhi Commission For Protection of Child Rights
DDE:	Deputy Director of Education
DAMC:	District Admission Monitoring Committee
DISE:	District Information System for Education

Essay 1

The social and academic effects of EWS reservations on fee-paying students

By Dr. Gautam Rao, Assistant Professor, Harvard University)



Section 12(1)(c) of the RTE, which requires a 25% quota for Economically Weaker Sections (EWS) and Socially Disadvantaged Groups (SDG) children in private schools, could change the shape of education in India. It is an ambitious attempt to regulate the booming private sector to achieve socially desirable goals. But the policy has been understandably controversial.

While proponents have argued that EWS/SDG reservations will increase access to private schools and improve education outcomes for the poor while increasing social cohesion, opponents have worried that the forced inclusion of EWS/SDG students in more exclusive private schools will hurt the academic outcomes of the fee-paying students, could result in social disturbances within the school, and could even hurt the academic outcomes and psychological well-being of the EWS/SDG students themselves. In the absence of unbiased, scientific evidence, it is hard to adjudicate between these concerns.

Fortunately, EWS reservations in private schools have existed in the state of Delhi since well before RTE was implemented, and provide an excellent laboratory to rigorously study the impacts of such quotas. In 2006, the Delhi government began to require over 300 private schools in Delhi to reserve 15% of admissions for EWS students. These were primarily elite schools which had received land at highly subsidized rates, and were therefore required to provide seats to students from families earning under Rs. 100,000 per year. Since 2010, we have been studying the effects of this EWS reservation program in Delhi on fee-paying students.

EWS reservations could affect fee-paying students in three main ways.**Issue 1. Displacement of fee-paying students.**

Results: First, and most obviously, some of the seats which EWS/SDG students will occupy could instead be occupied by fee-paying students. Thus, some fee-paying students would be displaced from their preferred schools and forced to attend another school.

The full importance of this effect can best be determined in the presence of a centralized school admission system which tracks students' rankings of schools and also tracks which school each student enrolls in. In the absence of such a system, we used parent surveys and a limited set of school admission lists to estimate this effect. We find that the overall harm to fee-paying students is small, for two reasons. First, schools slightly expand admissions by about 5% on average to make up for the reduced seats. Second, fee-paying students who are displaced instead get admitted to other similar schools which they rank only slightly lower.

Thus, the overall negative displacement effect on fee-paying students is likely to be modest.

Issue 2: How are the learning outcomes of fee-paying students affected?

Results: To study this, we conducted tests of English, Hindi and Maths among approximately 2,000 students in 14 private schools. Each student was given a test calibrated at the correct level for their grade level. We compared the performance of fee-paying in grades 4-5, who started schooling before the EWS/SDDG reservations came to be enforced, with students from grades 2-3, who had started after reservations were implemented. Only the latter had been exposed to EWS/SDG classmates. We also compared these students with those in other private schools which were not subject to EWS/SDG reservations at the time (since they had not received subsidized land). This comparison – of students across grades with EWS-reserved schools and across EWS-reserved and exempt schools – provides an unbiased estimate of the effect of EWS students on their classmates' academic outcomes.

The striking result is that we found that having EWS/SDG classmates had no overall negative effect on fee-paying students test scores.¹ The only robust negative effect we find is on a single measure of indiscipline (the use of bad language in school), but there is no effect on more serious disciplinary violations like disruptive or violent behaviour.

Issue 3: How are the social attitudes and behaviours of fee-paying students affected?

Results: We conducted a series of innovative experiments to measure charitable behaviour, support for equality, social interactions between rich and poor students, and discrimination by richer students against the poor, and estimated how this was affected by EWS/SDG reservations. These outcomes were measured in natural ways: for example, sharing money or toffees to measure generosity, and choosing of teammates for a sports contest to measure discrimination.

We found striking and very positive results: having EWS/SDG classmates made the fee-paying students of elite schools much more generous towards others, more willing to socially interact with poor children even outside of school, and less likely to discriminate against the poor.

Summary

Overall, we find strong evidence that EWS/SDG reservations have positive effects on the social attitudes and behaviors of the fee-paying students, without resulting in substantial negative effects on their academic performance. Thus, EWS/SDG reservations appear to achieve the goal of greater social cohesion and understanding towards the economically disadvantaged without imposing costs in terms of academic achievement. These benefits need to be weighed against the fact that some fee-paying students are necessarily displaced by the reservations, although the effects of this are likely to be modest. More importantly, it is crucial to extend this study beyond the elite private schools studied by us. The presence of a centralized admissions system and a monitoring system which tracks enrollment in each school will greatly increase the ability of researchers and policymakers to study these important questions.

¹There is a small (0.1 standard deviation) negative effect on English language scores, but zero or positive effects on Maths and Hindi, which lead to an overall zero effect.

The effect on EWS students and their families (Preliminary Results)

While this research is preliminary, we have also attempted to estimate the effect of admission to an elite private school on an EWS/SDG students' academic outcomes, as well as behaviours and spillovers within their family. We did so by comparing the winners and losers of the school-level EWS/SDG lotteries at 14 elite private schools in Delhi. Provided the lotteries are over-subscribed (largely true after 2008 in elite schools) and conducted fairly, winners and losers of the lottery should be the same on average except that the winner is admitted to a private school under EWS. Thus, comparing the winner and losers should provide an unbiased estimate of the effect of attending a private school through EWS.

We have the following (preliminary) results

1. Attending an elite private school causes large increases in English, Hindi and Maths test scores for EWS students. The effects are large, of the order of 1 standard deviation increases in average scores over 4 years.
2. When students are admitted under the EWS scheme, parents increase their "investment" in that child, by spending both more money and more time on that students' education.
3. There is evidence of spillovers between siblings within a family. When one sibling attends a private school under EWS, for example, the English language scores of other siblings also increases, even if they do not themselves avail of the EWS reservation. Thus, the effects of the EWS admission are even larger than those on the student themselves.

Our results come with two important caveats

- (1) Losers of the lottery are harder to locate, due to the absence of a centralized system, so the study sample is not fully balanced between lottery winners and losers, and
- (2) There is some evidence of the lotteries not being conducted fully fairly, at least in some schools, although this cannot be definitively concluded while the study sample remains unbalanced between lottery winners and losers.

Again, it is crucial to extend this study to include not just the limited number of elite private schools, but also the much larger body of more modest private schools in Delhi and elsewhere. Such research and policy analysis is difficult in the absence of a centralized admissions system and a systematic way to match the universe of students to the schools they attend.

About Author

Gautam Rao is an Assistant Professor at the Department of Economics at Harvard. Gautam received his Ph.D. in Economics from UC Berkeley in 2014, and spent a year as a post-doc at Microsoft Research before moving to Harvard. His paper studying how mixing rich and poor students in schools in India is titled 'Familiarity Does Not Breed Contempt'

Chapter 1

“Education is a weapon of creation of mental and educational development, weapon of eradication of social slavery of economic development of political freedom.”

Ambedkar

Introductions

Calling Education a powerful tool to strengthen democracy, *Ambedkar* had long ago put forth demand for a law for making education compulsory and free. The Human Development Index includes education as one of their parameters. Lack of education is both a component of the definition of poverty and an instrument for its perpetuity. Sufficiently long and meaningful education is critical to the reduction of inter-generational cycles of poverty, preventive health care, the empowerment of women, increased productivity and reductions in inequality. It is central to the long-standing and recent images of development that depend on the capabilities that create choices and freedoms that ignorance denies (Streeten, 1999; Sen, 1999).

It is nearly six decades later that Parliament enacted a historic legislation to make Elementary education free and compulsory up-to the age of fourteen years. The journey has been a long and arduous and dates back before our independence. Moti Lal Nehru Report advocated for free elementary education as early as 1920s. The issue was hotly debated in our Constituent Assembly and eventually, Constitution of India contained Article 45, as one of the directive principles of State policy, Which states that

“The State shall endeavour to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.”

Dr. Kothari Commission made recommendations several of which in various forms became part of the finally passed Right to Education. The first official recommendation for the inclusion of a fundamental right to education was made in 1990 by the Acharya Ramamurti Committee. Thereafter, several political as well as policy level changes influenced the course of free and compulsory education. The country witnessed an increased international focus on its initiatives regarding free and compulsory education after its participation in the World Conference on Education for All in 1990. India also ratified the United Nations Convention on Rights of the Child in 1992. However, the foundation for the law was laid by the Supreme Court which first recognised the right to education as a fundamental right in *Mohini Jain v. Union of India* (1992). It was observed in this judgment that

“Right to life’ is the compendious expression for all those rights which the courts must enforce because they are basic to the dignified enjoyment of life. It extends to the full range of conduct which the individual is free to pursue. The right to education flows directly from right to life. The right to life under Article 21 and the dignity of an individual cannot be assured unless it is accompanied by the right to education. The State Government is under an obligation to make endeavour to provide educational facility at all levels to its citizens.” (para 12)

In 2002, the 86th amendment to the Constitution introduced Article 21-A making the Right to education a fundamental right. For the first time in independent India’s history a fundamental right had been added to the Constitution. Unlike other fundamental rights, the right to education required an enabling legislation to become effective. The RTE Act is this enabling legislation which came into force on April 1, 2010. All states have now framed rules in this regard.

A

Context of Section 12(1)(c)

One of the themes of Right to Education Act is its focus on desegregation of our schools. In an attempt to move towards Common School System and anchored in the belief that the values of equality, social justice and democracy and the creation of a just and humane society can be achieved only through provision of inclusive elementary education to all, the Section 12(1)(C) of the act mandates that every unaided non-minority school will reserve 25 percent of its entry class seats for children belonging to socially disadvantaged and economically weaker sections.

With these children moving up, and a new batch of children entering pre-school and Class I in each subsequent year, the school will slowly have more diverse classrooms. Progression at this pace will provide children the opportunity to sit, learn, play, eat and grow up together and create bonds: bonds that can survive social walls. Progression at this pace can allow the school to develop the professional capacity to be able to handle diverse classrooms and respond to varying needs of children from diverse backgrounds.

The younger children are too small to understand the norms around caste, class and religion and are yet to form their identity on these lines. They are yet to learn to discriminate. Their value system



is yet to take shape and their motivation to derive meaning from experience, social, emotional, economic and political is very strong. Therefore, it is a valid argument that the policy of mixing children from different socio-economic strata has the best chance of succeeding if it starts from the formative years of nursery/ kindergarten and Class I. Diversity enhances learning and development, while segregation strips our schools of its richness.

The provision of the act has been the most debated and controversial. It was challenged in the Supreme Court but in its landmark judgment on April 12, 2012, the Supreme Court upheld its constitutional validity.

Objective and Advantages of the Provision

1. Builds empathy in all

Professor Nalini Juneja (2010) describes the diversity, disparity and increasing differentiation in formal, and non-formal schools, both government and private, as a characteristic of the contemporary Indian scene. Children from different socioeconomic backgrounds have access to different types of schools, creating what Professor Vimala Ramchandran describes as 'hierarchies of accesses'.¹

Professor Juneja argues that 'these increasingly unequal schools estranged on class lines, in this fashion add more cracks to a society already stratified along caste lines. As with racial segregation, these tear in the social fabric, threaten mutual regard and social cohesion, which condition, clause 12 (1) c of 'The Right of Children to Free and Compulsory Education Act 2009' attempted to repair by mandating socio economically mixed classrooms in fee charging private schools'.² The provision was inserted to allow our children to eat, study, play and grow up together for around 8-10 years to form bonds and connections that diminish the social walls of discrimination.

Dr. Gautam Rao of Harvard University in his study titled 'Familiarity Does Not Breed Contempt: Diversity, Discrimination and Generosity in Delhi Schools' finds that having poor classmates makes wealthy students more pro-social and generous.

They become more likely to volunteer for a charity at school, more generous towards both rich and poor students, and exhibit more egalitarian preferences. Secondly, having poor classmates makes wealthy students discriminate less against poor children. Consistent with this, they become more willing to socially interact with poor children outside school.



¹Ramchandran, V. (2004, April). The best of times, the worst of times. Seminar (536)

² 'India's New Mandate against Economic Apartheid in Schools' by Prof. Nalini Juneja

2. Responsibilities of private schools

DISE Data suggests that the number of private schools is steadily going up in recent years. From 80.37% of all schools being government managed in 2009-10, it dropped to 75.51% in 2013-14. In just the last year alone, 17,010 new schools came up. Of these, only 7,249 (42%) were government managed and the remaining 58% were privately managed³ Professor Nalini Juneja argues there are 307,978 schools⁴ on which the clause applies. In a scenario, where nearly half of our total students will be in private schools by 2020, the responsibility of building a more equitable, harmonious and just society needs to be shouldered by the private schools too.



³District Information System for Education. "Elementary Education in India. Progress Towards UEE. Flash Statistics

⁴India's New Mandate against Economic Apartheid in Schools by Professor Nalini Juneja



3. One Crore Children in next 5 years

State of the Nation Report suggests that the number of available seats under this provision to be around 2 Million. Without factoring into growth of private schools, the number of children who may be admitted under the provision in next years is around 1 Crore making it the world's most ambitious programme of public funded education in private schools.

4. School Choice for poor

The provision provides schools choice to the children from disadvantaged backgrounds who otherwise are limited to the nearest government school irrespective of its quality. Under the provision, the eligible parents may make applications to any private school and then accept admission in his/her preferred school if the name is selected in more than one school. However, the preference is provided to the applicants from the neighbourhood the definition of which varies in each state.





5. Learning Outcomes

Kahlenberg, Senior Fellow at Century Foundation, in his paper titled *From All Walks of Life: New Hope for School Integration* argues that economic integration is directly proportional to academic achievement. The 1966 Coleman Report which examined 600,000 students in around 4,000 schools found the socio-economic status of classmates mattered a great deal of a child's academic performance. The report concluded that the "social composition of the student body is more highly related to achievement, independent of the students' own social background, than is any school factor".



6. Economic Importance of Inclusion

In a research titled Investment in *'Global Education-A Strategic Imperative for Business'* it has found that Indeed, using data from a "typical" Indian company, we have found that \$1 invested in education today returns \$53 in value to the employer at the start of a person's working years⁵. If economic integration improves academic achievement, and if it is juxtaposed with various researches which conclude that absence of learning is one of major reasons of drop outs⁶, it can be argued that this may help in reducing drop outs. In India alone, nearly two-thirds of children born each year do not finish secondary school for a plethora of largely preventable reasons.

In pure economic terms, this represents an opportunity cost of over \$100 billion to national annual economic output, or about 5 percent of gross domestic product (GDP)⁷.

⁵Investment in Global Education-A Strategic Imperative for Business by Rebecca Winthrop, Gib Bulloch, Pooja Bhatt and Arthur Wood

⁶<http://www.thehindu.com/news/national/out-of-school-children-and-dropout-a-national-emergency-unicef/article4611287.ece>

⁷Investment in Global Education-A Strategic Imperative for Business by Rebecca Winthrop, Gib Bulloch, Pooja Bhatt and Arthur Wood

B

Definitions & Methodology

- **School Fill Rate(FR)** is defined as division of number of seats filled by number of total seats available under the provision.

i. Minimum Value: Zero (0) ii. Maximum Value: One (1)

- **School Participation** is defined as the schools having admitted at least one child under the provision
-

- **School Participation Rate(SCR)** is defined as division of number of schools participated by total number of schools

i. Minimum Value: Zero (0) ii. Maximum Value: One (1)

- **RTE Index** has been used to determine the ranking of the Vidhan Sabhas.

i. Minimum Value: 1000 ii. Maximum Value: 1

RTE Index of Vidhan Sabha= $1000/(x \times y)$ where;

$X = 1/\sqrt{((\text{School Participation Rate of the Vidhan Sabha} - \text{MIN}(\text{School Participation Rate of Vidhan Sabhas})) / (\text{MAX}(\text{School Participation Rate of Vidhan Sabhas}) - \text{MIN}(\text{School Participation Rate of Vidhan Sabhas})))}$

$X_i = 1/\sqrt{((S_{Pi} - \text{Min}(SCR)) / (\text{Max}(SCR) - \text{Min}(SCR)))}$

$Y = 1/\sqrt{(\text{Fill Rate of the Vidhan Sabha} - \text{MIN}(\text{Fill Rate of Vidhan Sabhas})) / (\text{MAX}(\text{Fill Rate of Vidhan Sabhas}) - \text{MIN}(\text{Fill Rate of Vidhan Sabhas})))}$

$Y_i = 1/\sqrt{((S_{Pi} - \text{Min}(FR)) / (\text{Max}(FR) - \text{Min}(FR)))}$

- Greater the value of RTE Index, better is the performance with regard to compliance under the Section 12(1)(c) of Right to Education

Assumptions


1. Schools that haven't submitted the information about admissions under Section 12(1)(c) of Right to Education to the government until 23rd October, 2015 are assumed to be not participating and complying.
2. For schools whose entry level classroom is pre-primary and data regarding the total number of seats or seats available under Section 12(1)(c) of Right to Education Act not known, the number of seats available under Section 12(1)(c) of RTE has been assumed to be 25% of the total seats in their I standards as obtained from DISE data of the academic year 2014-15.
3. The entry class seats governed by land allotment contracts have also been include for lack of clarity from the data provided by the government.







L

Layout of Report

विधान सभा शिक्षा रिपोर्ट कार्ड




शिक्षा के अधिकार कानून के तहत हर प्राइवेट स्कूल को अपनी शुरुवाती कक्षा (nursury/ KG/ 1st) में 25% सीटें सामाजिक रूप से पिछड़े (SC/ ST/ OBC/ Orphan/ disabled/ transgender) एवं आर्थिक रूप से कमजोर (परिवार जिनकी आय 1 लाख से कम) परिवारों के 3-6 साल के बच्चे के लिए आरक्षित होती है।

	Vidhan Sabha	Rohini
	Rank	1
	RTE Index	1000
	MLA	Sh. Vijender Gupta


Phone Number	Email	Address
9958693050, 987342723 011- 27565807, 011-27862242	dam.vijender@gmail.com	B-85, Vinobha Kunj Appth., Sector-13, Rohini, Delhi-110085


Seats Fill Rate



100% Filled

0% Vacant


Top 5 Vidhan Sabhas


Bottom 5 Vidhan Sabhas

1. Rohini	70. Uttam Nagar
2. Kasturba Nagar	69. Gandhi Nagar
3. New Delhi	68. Karawal Nagar
4. Wazirpur	67. Matia Mahal
5. Malviya Nagar	66. Badarpur

For all Individual Score Cards, log on to our website www.indusaction.org

अब क्या करे ?

1. जाने

योग्य कौन?

कागज़ क्या चाहिए ?

	EWS	SC/ST	OBC	विकलांग	अनार	विधवा/विधवा
1. एड्रेस प्रमाण पत्र (आधार कार्ड, राशन कार्ड, मतदाता पहचान पत्र, पानी का बिल, बिजली का बिल, आदि)	●	●	●	●	●	●
2. जन्म प्रमाण पत्र (जन्म प्रमाण पत्र, जन्म दर्ता कार्ड, आदि)	●	●	●	●	●	●
3. आय प्रमाण पत्र (आय प्रमाण पत्र, आय कर रिटर्न, आदि)	●	⊗	⊗	⊗	⊗	⊗
4. जाति प्रमाण पत्र (जाति प्रमाण पत्र, जाति प्रमाण पत्र, आदि)	⊗	●	●	⊗	⊗	⊗
5. डाक्टररी प्रमाण पत्र (डाक्टररी प्रमाण पत्र, डाक्टररी प्रमाण पत्र, आदि)	⊗	⊗	⊗	●	⊗	●
6. अनार प्रमाण पत्र (अनार प्रमाण पत्र, अनार प्रमाण पत्र, आदि)	⊗	⊗	⊗	⊗	●	⊗

2. बताये

1. आंगनवाड़ी में जहाँ निचले वर्ग के 3 से 6 साल के बच्चे होते हैं ।
2. आस पास की झुग्गी- झोपड़ियों में ।
3. जो भी जरूरतमंद जानने वाला हो ।

3. करें

1. Camp लगाये ।
2. Certificate बनवाने में मदद करें ।
3. एडमिशन के लिए अप्लाई करवाये ।

4. सुने

शिकायत सुने और डिस्ट्री डायरेक्टर से बात करके समस्या सुलझाये

2. बताये

1. आंगनवाड़ी में जहाँ निचले वर्ग के 3 से 6 साल के बच्चे होते हैं।
2. आस पास की झुग्गी- झोपड़ियों में।
3. जो भी जरूरतमंद जानने वाला हो।

3. करें

1. Camp लगाये।
2. Certificate बनवाने में मदद करें।
3. एडमिशन के लिए अप्लाई करवाये।

4. सुने

शिकायत सुने और डिष्टी डायरेक्टर से बात करके समस्या सुलझाये

पूछे



किसी सवाल के लिए मिस कॉल करे
011-39 59 59 25



C

Disparity/Deficiency of Data

One of the prime road blocks to an informed and thought through policy formulation is what Angus Deaton called 'statistical discrepancy'. The data from different sources about the same thing do not reconcile with each other. Ideally, the data related to the total number and filled seats for each school should be available with the government in a format that it can study, analyse and take corrective actions, if needed. This data must be made available by the government in public domain readily. Either there is a deficiency or there is disparity of data. It hinders, significantly, government's ability to design and implement policies more robustly.

In this section, some of such issues are highlighted:

Status of Website of Directorate of Education:

www.edudel.nic.in is one of the most updated websites amongst any department in the Government of Delhi and is well ahead of other Government bodies like MCD. However, much remains to be done.

The issues can be divided into two categories

1. Data Collection/Website Updation
2. Data Analysis

1. Data Collection/Website Updation

Following are some of the snapshots obtained about status of number of students admitted under Section 12(1)(c) of Right to Education.

SHANTI DEVI PUBLIC SCHOOL-1310279												
Details Of Enrollment/Vacancy AS ON - 16/07/2015												
Class	Total No. of Seats			Admission given/enrolment			Seats still vacant			No.of application received against		
	Open seats	EWS/DG seats	Freeship Quota seats	Open seats/General	EWS/DG seats	Freeship Quota Seats	Open seats/General	EWS/DG seats	Freeship Quota Seats	Open seats/General	EWS/DG seats	Freeship Quota Seats
Pre School	0	0	0	0	0	0	0	0	0	0	0	0
Pre Primary	0	0	0	0	0	0	0	0	0	0	0	0
Class-1	0	0	0	0	0	0	0	0	0	0	0	0
Class-2	0	0	0	0	0	0	0	0	0	0	0	0
Class-3	0	0	0	0	0	0	0	0	0	0	0	0
Class-4	0	0	0	0	0	0	0	0	0	0	0	0
Class-5	0	0	0	0	0	0	0	0	0	0	0	0
Class-6	0	0	0	0	0	0	0	0	0	0	0	0
Class-7	0	0	0	0	0	0	0	0	0	0	0	0
Class-8	0	0	0	0	0	0	0	0	0	0	0	0
Class-9	0	0	0	0	0	0	0	0	0	0	0	0
Class-10	0	0	0	0	0	0	0	0	0	0	0	0
Class-11	0	0	0	0	0	0	0	0	0	0	0	0
Class-12	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	0	0	0	0	0	0	0	0	0	0	0	0

[Print](#)

VEIRENDRA PUBLIC SCHOOL-1207172												
Details Of Enrollment/Vacancy AS ON - 25/07/2015												
Class	Total No. of Seats			Admission given/enrolment			Seats still vacant			No.of application received against		
	Open seats	EWS/DG seats	Freeship Quota seats	Open seats/General	EWS/DG seats	Freeship Quota Seats	Open seats/General	EWS/DG seats	Freeship Quota Seats	Open seats/General	EWS/DG seats	Freeship Quota Seats
Pre School	0	0	0	0	0	0	0	0	0	0	0	0
Pre Primary	0	0	0	0	0	0	0	0	0	0	0	0
Class-1	1	0	0	1	0	0	0	0	0	0	0	0
Class-2	1	0	0	1	0	0	0	0	0	0	0	0
Class-3	1	0	0	1	0	0	0	0	0	0	0	0
Class-4	1	0	0	1	0	0	0	0	0	0	0	0
Class-5	1	0	0	1	0	0	0	0	0	0	0	0
Class-6	2	0	0	2	0	0	0	0	0	0	0	0
Class-7	2	0	0	2	0	0	0	0	0	0	0	0
Class-8	2	0	0	2	0	0	0	0	0	0	0	0
Class-9	0	0	0	0	0	0	0	0	0	0	0	0
Class-10	0	0	0	0	0	0	0	0	0	0	0	0
Class-11	0	0	0	0	0	0	0	0	0	0	0	0
Class-12	2	0	0	2	0	0	0	0	0	0	0	0
Grand Total	13	0	0	13	0	0	0	0	0	0	0	0

Print

SARASWATI BAL MANDIR-2128125												
Details Of Enrollment/Vacancy AS ON - 06/07/2015												
Class	Total No. of Seats			Admission given/enrolment			Seats still vacant			No.of application received against		
	Open seats	EWS/DG seats	Freeship Quota seats	Open seats/General	EWS/DG seats	Freeship Quota Seats	Open seats/General	EWS/DG seats	Freeship Quota Seats	Open seats/General	EWS/DG seats	Freeship Quota Seats
Pre School	0	0	0	0	0	0	0	0	0	0	0	0
Pre Primary	0	0	0	0	0	0	0	0	0	0	0	0
Class-1	0	0	0	0	0	0	0	0	0	0	0	0
Class-2	0	0	0	0	0	0	0	0	0	0	0	0
Class-3	0	0	0	0	0	0	0	0	0	0	0	0
Class-4	0	0	0	0	0	0	0	0	0	0	0	0
Class-5	0	0	0	0	0	0	0	0	0	0	0	0
Class-6	80	20	0	0	0	0	80	20	20	20	0	0
Class-7	0	0	0	0	0	0	0	0	0	0	0	0
Class-8	0	0	0	0	0	0	0	0	0	0	0	0
Class-9	0	0	0	0	0	0	0	0	0	0	0	0
Class-10	0	0	0	0	0	0	0	0	0	0	0	0
Class-11	0	0	0	0	0	0	0	0	0	0	0	0
Class-12	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	80	20	0	0	0	0	80	20	20	20	0	0

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In each cases, the website shows that not a single student studying in these schools. There are many more such schools.

In the Project Approval Board meeting of Sarva Shiksha Abhiyan dated 12th March, 2015 in its minutes of meeting made following observations.

- ‘The web portal data entry for districts is incomplete for quarter I, Quarter II and Quarter III.’
- ‘Per child cost notified by the state is Rs. 1290 per month per child for 2013- 14. However the state has not notified per child cost for 2014-15.’

No funds was sanctioned to Government of Delhi for reimbursement under the section 12(1)(c) of Right to Education. The claim was for 33,201 students.

2. Data Analysis

Collecting and managing data is one aspect of the challenge. The larger issue is that of this data not being used to ascertain next steps. The Directorate's website claims that nearly one-third of the private schools under its control haven't filled any seat as mandated under Section 12(1)(c). Following is a snapshot taken from directorate's website on 10th November, 2015.

District Wise Enrollment/Vacancy			
S No.	District	UnAided Schools	
		Filled	Not Filled
1	East	126	39
2	North East	130	177
3	North	20	27
4	North West A	102	34
5	North West B	220	19
6	West A	34	29
7	West B	196	36
8	South West A	54	5
9	South West B	208	11
10	South	64	31
11	New Delhi	13	0
12	Central	20	9
13	South East	27	101
14	Total	1214	518

Such data must inform the next steps for each of the Officer of the Directorate.

Have the notices been issued to nearly 500 schools which are in violations of the law?

No!

Status of Municipal Corporation of Delhi.

A. No web portal exists listing schools, available seats, filled seats or any other information.

B. The schools recognised by MCD are least compliant. According to the circular issued by the directorate on 2nd November, 2015, **only 26 out of 964 schools submitted information** related to claims for reimbursement for the children admitted under Section 12(1)(c) of RTE.



A black and white photograph of three young children, likely of South Asian descent, wearing school uniforms. They are smiling and looking towards the camera. The child on the left is in the foreground, slightly to the left. The child in the middle is slightly behind and to the right. The child on the right is partially visible on the edge of the frame. They are all wearing light-colored shirts with dark collars. The background is a blurred, hilly landscape under a bright sky. A black rectangular box with white text is overlaid on the middle of the image.

**Indus Action
recommends**

A black and white photograph of children in a rural setting, with mountains in the background. The image is partially obscured by a black overlay containing text.

1 Upgrade the data collection, management and analytical skills of DoE and MCD Education Department employees.

2 Allow filing requests and responses of RTIs queries online to reduce paper work, ensure work efficiency and swiftness in response.

3 Upload all the RTI requests and the responses online on a web portal with efficient searching algorithms. This, by itself, will bring down RTI requests because of readily available information in public domain.

Essay 2

Role of Government: Towards an Equitable Society

Atishi Marlena, Advisor to Deputy Chief Minister, Government of Delhi



It is not a coincidence that Finland, a country which is often held out as an education success story, has the lowest degree of socio-economic segregation of countries that participate in PISA. Diversity of our schools is not just correlated with the academic achievements as has been established by research but our shared value system of equity, harmony, and respect. It is only through deep engagement that people from various classes, castes and religion can learn to co-exist with each other in harmony.

It is why Common School System i.e. schooling organized around the concept of neighbourhood exists and is taken for granted in the developed countries like United States of America, Canada, England, and Japan. Students from different races and economic status studying together are common sight in these countries. It is this studying and playing together that can affect social behaviour thus building more equitable society. It is with this idea of Social Justice that independent India's first Education Commission popularly called Kothari Commission recommended the Common School System. However, we are far from the equitable society or common school system. The growing inequity stares in our face today. In many ways, the segregation in our schooling system is very comparable to the segregation in USA in 1960s. The only difference would be that segregation in USA was an act of commission by the state and here it would be an act of omission.

There are two ways in which this situation of segregation can be handled. The first is to improve the government school system to cause the reverse migration where the children from all castes and class study together and this is something governments across the country must make a commitment to.

The second way is to make private schools more diverse. With egalitarian view that our Constitution espouses, and anchored in the belief that the values of equality, social justice and democracy and the creation of a just and humane society can be achieved only through provision of inclusive elementary education to all, the Parliament in its first central legislation enacted Section 12(1)(c) which mandates the private schools to reserve 25 percent of its entry level class seats for children belonging to socially disadvantaged and economically weaker sections. However, a law is merely a beginning point. Much

work needs to be done before the full potential of the law is realized. Robust systems and processes need to be put in place to ensure its effective implementation.

I am delighted to learn that Indus Action is undertaking such an important study on the subject of inclusion in schools. In an age of noisy studio debates, the most critical issues like the one of inclusion often get lost and I am thankful to the author of this report for bringing back our focus through this report.

I find the report very satisfying for it seeks to serve three purposes.

Firstly, it seeks to take the discourse on inclusion from an extremely small circle of academicians and few hundred people to the common mass and hence democratizing the discourse in its truest sense on the subject thus important.

Secondly, it seeks to place the onus where it must be placed, the political class of this nation. The published report detailing information for each Vidhan Sabha and Ward about the status of implementation of Section 12(1)(c) of Right to Education, a powerful instrument to focus on the adaptive challenge of shifting mindsets right from the childhood which is when the habit and attitude formation begin, could be a powerful tool to activate the political class. Thus, I congratulate and thank the authors for putting together a report to educate our political class. It is particularly relevant given the circumstances that our nation is facing today. After all, at the root of the recent incidents like lynching of a Muslim man or the violence against Dalit children or the murder of the activists who opposed superstition is our inability to appreciate and harmoniously co-exist with people who are different. This difference may arise out of religion, caste, economics, belief, gender, or sexuality. I am glad that Indus Action's report focuses on the inclusion in schools which is where the seeds of virtues of appreciation of difference, tolerance and companionship are sown and I hope our political class will learn from it to practice inclusive politics. I hope that our political class will learn from the report and actively reach out to vulnerable communities in their respective constituencies.

Thirdly, the report highlights issues which are relevant not just to effective implementation of Section 12(1)(c) but any policy of the government. The three aspects, the one dealing with the disparity or deficiency of data, the dysfunctional grievance Redressal mechanism and lack of transparency to eliminate errors of inclusion and exclusion are very central block to an informed, thought through and effective policy. I am happy to inform that the Government of Delhi is in process of instituting an End-to-End Management Information System that should take care of most of the issues such as deficiency or disparity of data. The system should also reduce grievances by a substantial percentage since the Centralised Lottery System will eliminate school's intervention in the admission process. Grievance Redressal System has been strengthened considerably by this government with citizens' grievances closely monitored by the Chief Minister himself. More than 80 percent grievances filed with Public Grievances Monitoring System have been disposed off, I gather. To deal with the cases of fake certificates, the government is undertaking a

massive initiative called E-district which will help trace forged certificates. I am informed that lack of ease of obtaining documentation is another reason for parents not being able to make applications. I am happy to inform that Government of Delhi has done away with the old colonial requirement of attestation of documents from the Gazetted Officers.

I am glad that the report highlights each of the issue very pertinently and in great depth and hope to derive some lessons for improving the way the government of Delhi functions further.

I have had the opportunity to witness and be a part of very diverse groups throughout my life. It is through experiences and exposure in such diverse groups that my views have evolved to a point where the differences of belief, religion, caste and gender don't come in my way of respecting, appreciating and loving someone. I hope that our children, from both the groups, have similar experiences. It is here that I wish to strike a note of caution. Though the provision makes it a legal right of children from disadvantaged backgrounds to seek admission in private schools, it is far from sufficient. The prejudice that the individuals or systems by their design carry aren't diminished by law merely. I am deeply concerned about the possible traumatic experiences that our children may have to go through if the inclusive practices aren't adopted at the schools level too. The marked differences in resources at the disposal that children from 75 percent and 25 percent groups have can offset the self-esteem of the child permanently resulting into a drop out and a scarred life experience. Therefore, more work is required at governments and schools' end before children feel included in every activity of the school. Teachers' ability to handle differentiated classroom, then, becomes a critical component.

I assure commitment of the Government of Delhi to ideals that great men like Gandhiji and Ambedkar espoused during our freedom struggle. It is with this commitment that Government of Delhi is instituting not just Centralised Lottery System but an End-to-End Management Information System to effectively track students and release reimbursements timely.

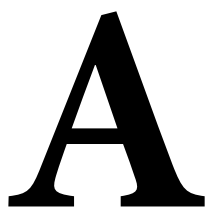
Once again, I congratulate the author and thank Indus Action for its services and assure it of complete government support in its endeavours to nurture inclusive schools in the city of Delhi.

About the Author

Atishi Marlena has been a teacher with Rishi Valley School and holds Masters in Education Research from Oxford University. She has been associated with Sambhaavana Institute of Public Policy in research, teaching and evolving a curriculum for students and young activists on the issues of public policy, development, participatory democracy and social justice. She is currently Advisor to Deputy Chief Minister, Government of Delhi

Chapter 2

Vidhan Sabha Report



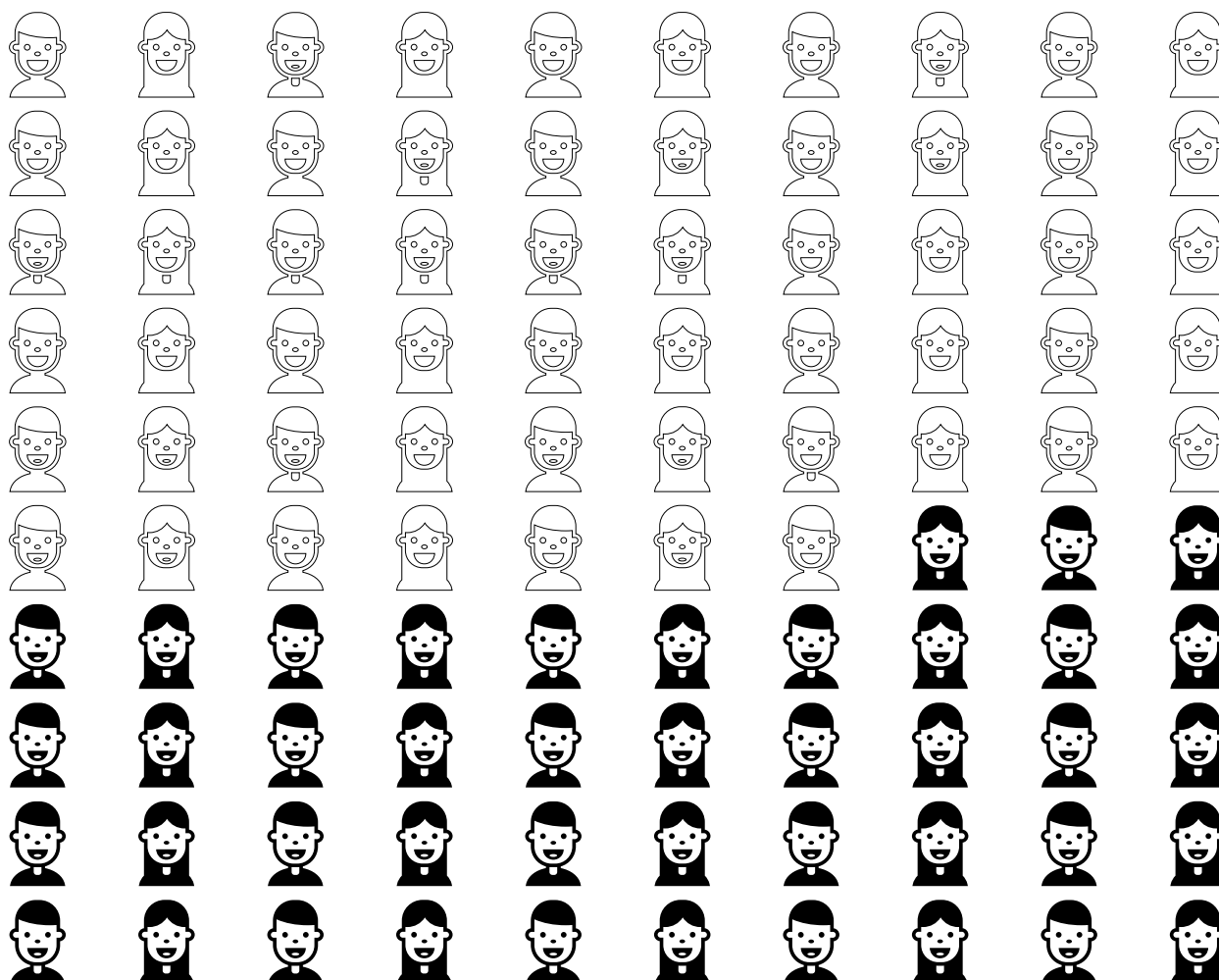
Vidhan Sabha Report Cards

Key Findings

Delhi has 2470 schools under the purview of Section 12(1)(c) of the Right to Education Act 2009 which in total have 42,827 seats available in their entry classes for children belonging to socially disadvantaged and economically weaker sections. Detailed list can be accessed on our website (www.indusaction.org).

Fill Rate

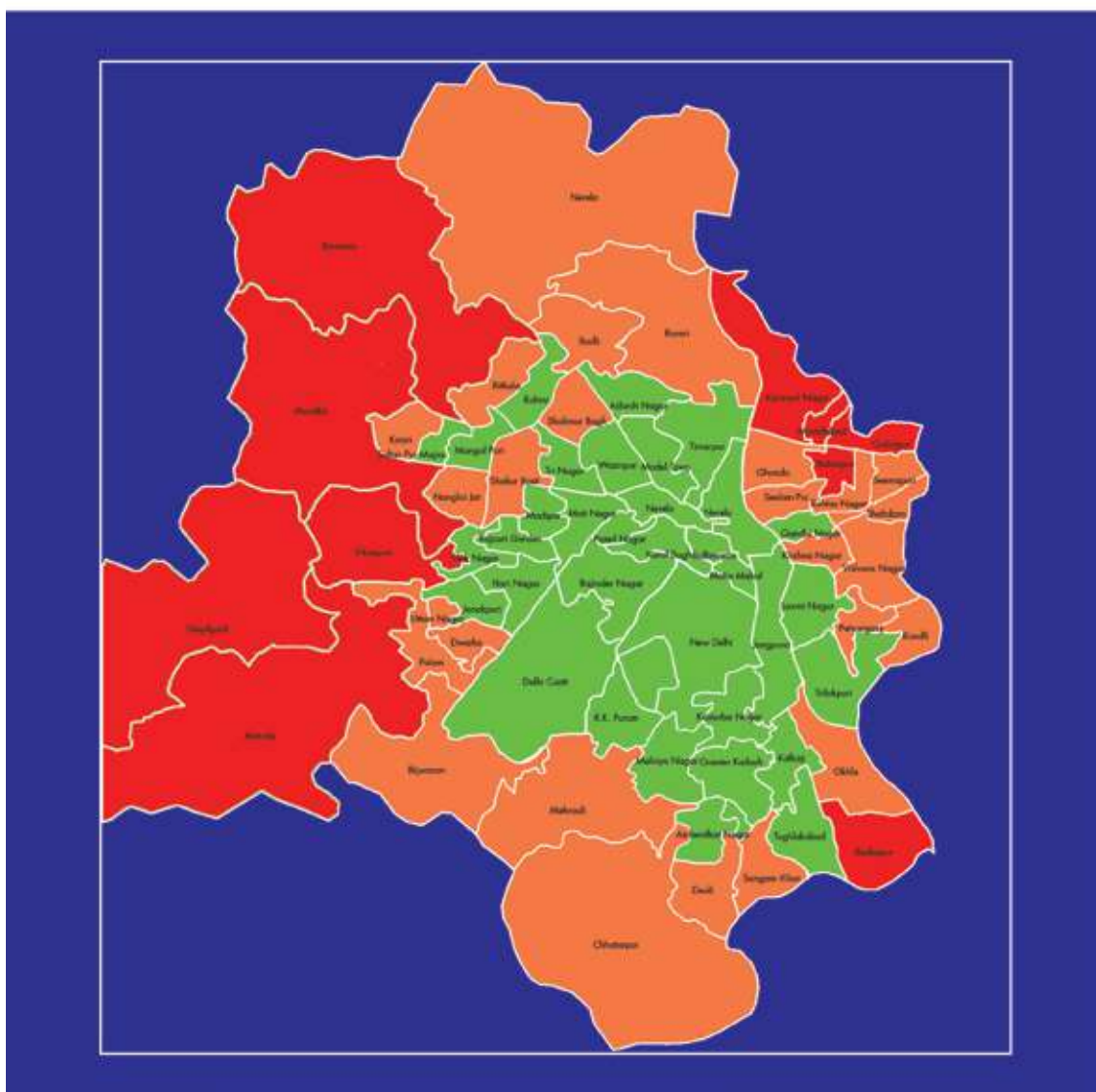
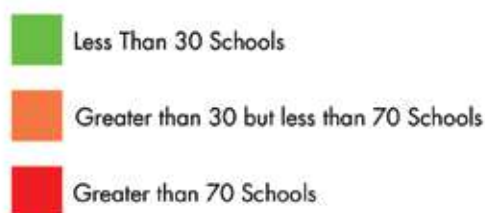
Fill rate of the 42,827 available seats in the 2015-16 academic year, only 18,455 seats have been filled. This constitutes around 43% of the total seats.



Concentration of Schools

The private schools are highly concentrated in Mustafabad Vidhan (97), Babarpur (84), Gokalpur(76) and Karawal Nagar(104) Vidhan Sabhas (North East Districts) and Matiala (121), Najafgarh, (78) and Vikashpuri (77)

The schools are least concentrated in Ballimarn (3), Kasturba Nagar (7) and Matia Mahal Vidhan Sabhas



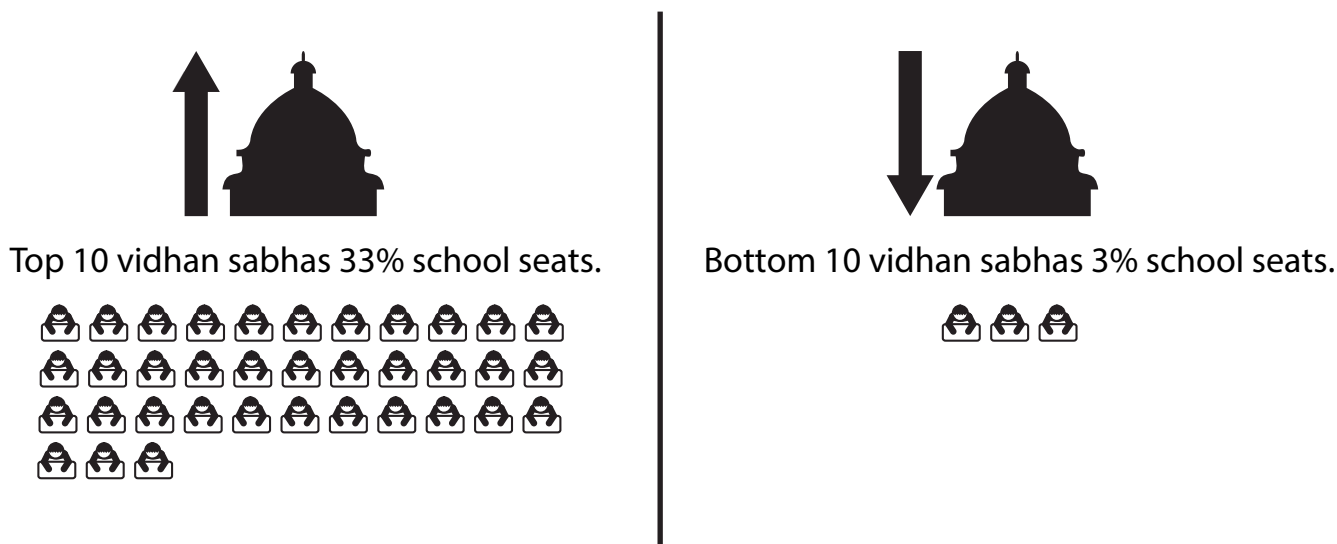
Vidhan Sabha Analysis

Delhi has 70 Vidhan Sabhas. Following section analyses the implementation status of the provision for admissions in private schools in each Vidhan Sabha



Key Observations

- Top 10 Vidhan Sabhas constitute 13,858 seats (33%) available under Section 12(1)(c) of Right to Education. These are: Bawana, Mundka, Vikashpuri, Matiala, Najafgarh, Badarpur, Patparganj, Gokalpur, Mustafabad, Karawal Nagar. 6 Vidhan Sabhas have more than 1200 seats each.
- Bottom 10 Vidhan Sabhas constitute 1181 seats (3%) available under Section 12(1)(c) of Right to Education. These are: Sultanpur Majra, Tri Nagar, Sadar Bazar, Chandni Chowk, Matiala Mahal, Ballimarn, Karol Bagh, New Delhi, Delhi Cantt and Kasturba Nagar. 5 Vidha Sabhas have less than 100 seats each.

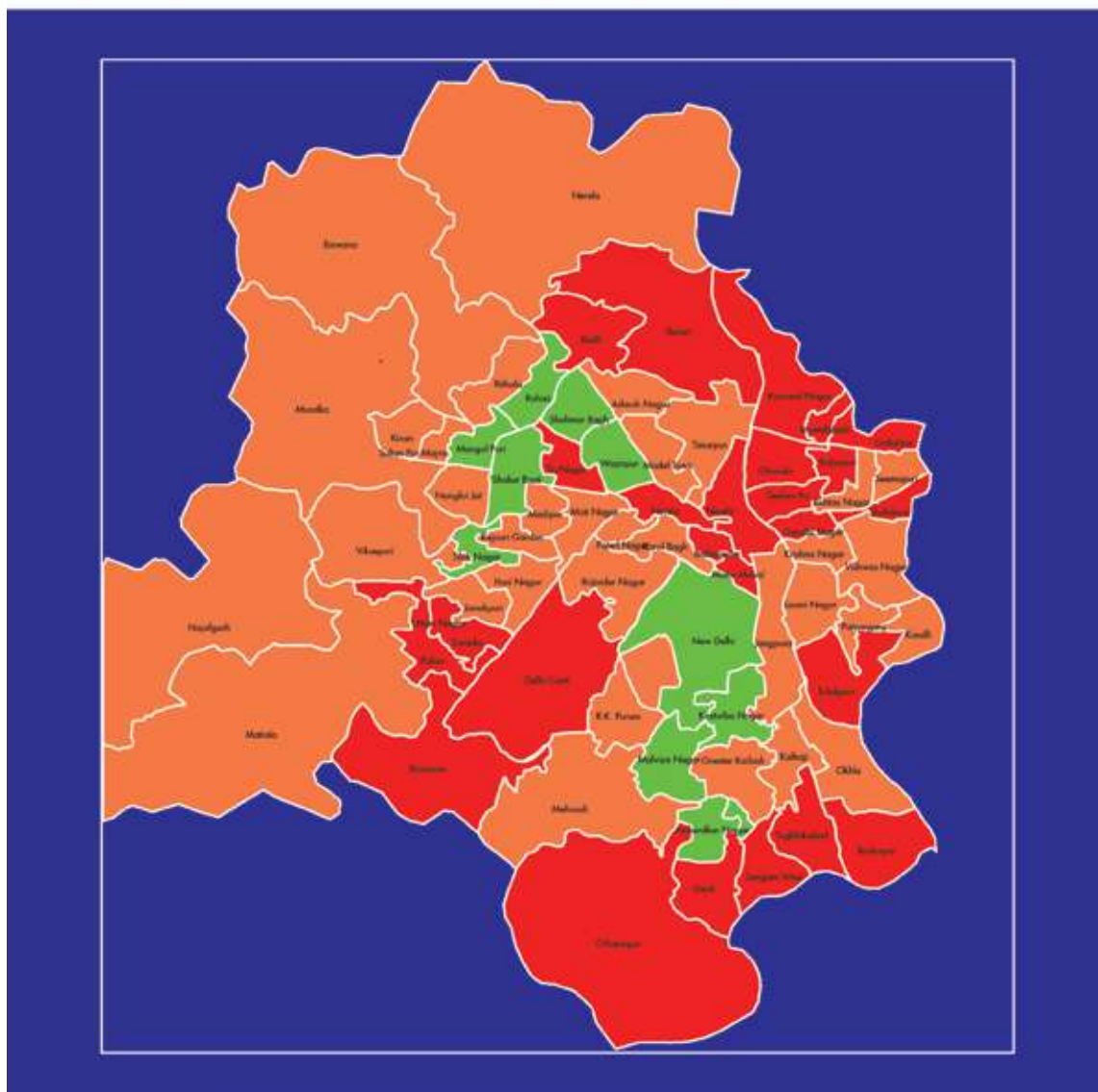
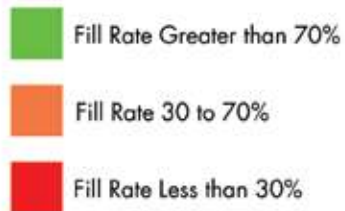


- Rohini Vidhan Sabha (325 Seats) has 100% fill rate which means every seat available under Section 12(1)(c) of Right to Education has been filled. Shalimar Bagh Vidhan Sabha has highest fill rate amongst large Vidhan Sabhas (seats larger than 500)
- 5 Vidhan Sabhas have less than 10 private unaided non-minority schools while 9 Vidhan Sabhas have more than 75 schools each

Vidhan Sabha Wise Performrance

S. No.	Vidhan Sabha	Total Seats	Filled Seats	Fill Rate
1	Nerela	895	411	46%
2	Burari	1038	191	18%
3	Timarpur	281	106	38%
4	Adarsh Nagar	231	127	55%
5	Badli	584	79	14%
6	Rithala	995	611	61%
7	Bawana	1378	838	61%
8	Mundka	1446	993	69%
9	Kirari	692	265	38%
10	Sultanpur Majra	161	96	60%
11	Nangloi Jat	924	403	44%
12	Mangol puri	261	217	83%
13	Rohini	325	325	100%
14	Shalimar Bagh	840	722	86%
15	Shakur Basti	925	714	77%
16	Tri Nagar	168	28	17%
17	Wazirpur	319	293	92%
18	Model Town	396	271	68%
19	Sadar Bazar	97	9	9%
20	Chandni Chowk	156	16	10%
21	Matia Mahal	116	6	5%
22	Ballimarn	42	2	5%
23	Karol Bagh	99	36	36%
24	Patel Nagar	338	188	56%
25	Moti Nagar	204	124	61%
26	Madipur	341	136	40%
27	Rajouri Garden	252	102	40%
28	Hari Nagar	550	320	58%
29	Tilak Nagar	374	265	71%
30	Janakpuri	557	366	66%
31	Vikashpuri	1318	677	51%
32	Uttam Nagar	411	17	4%
33	Dwarka	464	125	27%
34	Matiala	2638	1633	62%

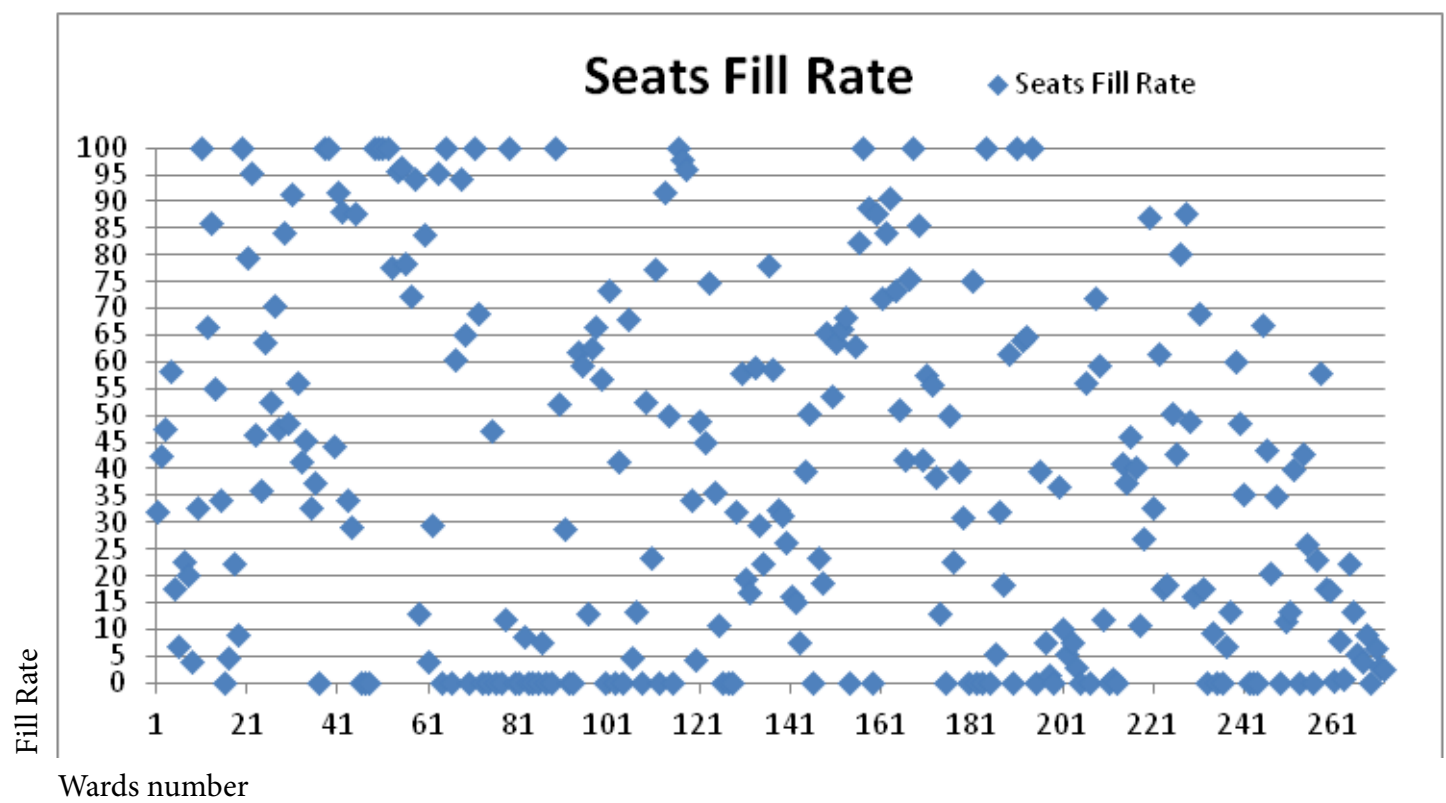
S. No.	Vidhan Sabha	Total Seats	Filled Seats	Fill Rate
35	Najafgarh	1186	426	36%
36	Bijwasan	922	160	17%
37	Palam	679	175	26%
38	Delhi Cantt	70	8	11%
39	Rajinder Nagar	490	309	63%
40	New Delhi	93	91	98%
41	Jangpura	551	367	67%
42	Kasturba Nagar	179	165	92%
43	Malviya Nagar	408	316	77%
44	R.K. Puram	513	327	64%
45	Mehrauli	854	536	63%
46	Chhatarpur	525	99	19%
47	Deoli	759	204	27%
48	Ambedkar Nagar	320	271	85%
49	Sangam Vihar	486	91	19%
50	Greater Kaikash	477	312	65%
51	Kalkaji	535	284	53%
52	Tughlakabad	300	27	9%
53	Badarpur	1125	75	7%
54	Okhla	544	198	36%
55	Trilokpuri	495	85	17%
56	Kondli	847	364	43%
57	Patparganj	1052	520	49%
58	Laxmi Nagar	402	142	35%
59	Vishwas Nagar	966	644	67%
60	Krishna Nagar	562	209	37%
61	Gandhi Nagar	302	6	2%
62	Shahdara	581	163	28%
63	Seemapuri	364	124	34%
64	Rohtas Nagar	701	290	41%
65	Seelampur	533	135	25%
66	Ghonda	510	103	20%
67	Babarpur	969	260	27%
68	Gokalpur	1068	107	10%
69	Mustafabad	1296	105	8%
70	Karawal Nagar	1351	45	3%



Ward Wise Analysis

Delhi has 272 Wards in three municipal Corporations (EDMC, NDMC and SDMC). Following section analyses the seats fill rate status wards wise across all its 272 wards. Key Observations:

- 18 Wards have Zero private unaided non-minority school within the purview of Section 12(1)(c) of Right to Education.
- 37 Wards have Zero Fill Rate despite having schools mandated to comply with the provision. There are 1971 seats in these 37 Wards in total. Of these 37 Wards, 13 wards have more than 50 seats available for Socially Disadvantaged and Economically Weaker Sections and 8 have more than 100 seats.
- 18 Wards have 100% Fill Rate. These wards constitute 952 seats in total. 8 of these wards have more than 50 seats each and 3 have more than 100 seats each
- 101 Wards have fill rate below 25% while 110 Wards score below City's Average of 43%.
- 10 Wards (3.6%) constitute 6019 Seats (14%). These are Burari, Begumpur, Mundka, Nangli Sakrawati, Matiala, Diachon Kalan, Sangam Vihar, Gharoli, Karawal Nagar (West) and Sonia Vihar.



Vidhan Sabha Wise Performance

Rank	Vidhan Sabha	RTE Index	Fill rate	SP rate
1	Rohini	1000	1.00	1.00
2	Kasturba Nagar	898	0.92	0.88
3	New Delhi	883	0.98	0.83
4	Wazirpur	830	0.92	0.75
5	Malviya Nagar	827	0.77	0.88
6	Shalimar Bagh	803	0.86	0.75
7	Mangol Puri	731	0.83	0.64
8	Shakur Basti	709	0.77	0.65
9	R K Puram	704	0.64	0.78
10	Mundka	703	0.69	0.72
11	Vishwas Nagar	690	0.67	0.71
12	Bawana	643	0.61	0.68
13	Rajinder Nagar	633	0.63	0.64
14	Matiala	624	0.62	0.63
15	Ambedkar Nagar	620	0.85	0.45
16	Mehrauli	614	0.63	0.60
17	Model Town	604	0.68	0.53
18	Janakpuri	599	0.66	0.55
19	Tilak Nagar	595	0.71	0.50
20	Rithala	595	0.61	0.58
21	Jangpura	594	0.67	0.53
22	Hari Nagar	577	0.58	0.57
23	Greater Kailash	572	0.65	0.50
24	Sultanpur Majra	521	0.60	0.45
25	Vikaspuri	510	0.51	0.51
26	Nerela	504	0.46	0.55
27	Moti Nagar	493	0.61	0.40
28	Nangloi Jat	481	0.44	0.53
29	Adarsh Nagar	479	0.55	0.42
30	Karol Bagh	467	0.36	0.60
31	Kalkaji	461	0.53	0.40
32	Kirari	447	0.38	0.52
33	Madipur	447	0.40	0.50
34	Patel Nagar	443	0.56	0.35

Rank	Vidhan Sabha	RTE Index	Fill rate	SP rate
35	Patparganj	426	0.49	0.37
36	Najafgarh	413	0.36	0.47
37	Timarpur	394	0.38	0.41
38	Krishna Nagar	390	0.37	0.41
39	Rohtas Nagar	387	0.41	0.36
40	Rajouri Garden	380	0.40	0.36
41	Kondli	374	0.43	0.33
42	Laxmi Nagar	349	0.35	0.34
43	Seema Puri	320	0.34	0.30
44	Shahdara	306	0.28	0.33
45	Dwarka	295	0.27	0.32
46	Okhla	282	0.36	0.22
47	Palam	269	0.26	0.28
48	Babarpur	254	0.27	0.24
49	Deoli	241	0.27	0.22
50	Seelampur	234	0.25	0.22
51	Tri Nagar	224	0.17	0.30
52	Bijwasan	220	0.17	0.28
53	Badli	203	0.14	0.31
54	Chhatarpur	200	0.19	0.21
55	Trilokpuri	185	0.17	0.20
56	Burari	183	0.18	0.18
57	Sangam Vihar	166	0.19	0.15
58	Ghonda	149	0.21	0.11
59	Chandni Chowk	143	0.10	0.20
60	Tughlakabad	126	0.09	0.18
61	Ballimaran	126	0.05	0.33
62	Delhi Cantt	125	0.11	0.20
63	Gokalpur	115	0.10	0.13
64	Mustafabad	104	0.08	0.13
65	Sadar Bazar	96	0.09	0.10
66	Badarpur	87	0.07	0.11
67	Matia Mahal	76	0.05	0.11
68	Karawal Nagar	40	0.03	0.05
69	Gandhi Nagar	40	0.02	0.08
70	Uttam Nagar	32	0.04	0.02

Essay 3

The Opportunity For Nation-Building

By Sister M. Cyril , Leading Educationist



For thousands of years, India had a layered society where caste divided the country on horizontal lines. It was only after India achieved her freedom from the British that the concept of National Integration was mooted. But while much lip service was given to the idea of National Integration and everyone heard about it very often especially when public speeches were made, in actual fact very little changed in regard to the relationships between the castes themselves and with the other communities which were also recognised un-

der the Indian Constitution. This state of affairs has continued right from 1947 to the present day, because there was no structure built into society to break down the existing status quo especially between the castes.

In 2009, an historic Act was passed in Parliament known now all over India as the RTE Act (Right to Education Act) which provided a definite structure designed to break down those differences and prejudices which had built up over the years and which were inimical to National Integration. How could we have an Integrated Nation when there were no structures to build people's awareness and to help them overcome a centuries old bias? The advent of the RTE Act marks a very significant milestone on the long and tedious journey to the much desired goal of National Integration. What better way to bring about integration between the vastly diverse peoples of India and provide a living witness to a very turbulent and disturbed world than to bring all our children together from many different backgrounds into the same school system and have all religions, castes and abilities as well as financial strata sitting side by side exposed to the same value systems and learning to reach out in love and friendship to those around and to each other.

All over the world there is tension between people of different backgrounds and religions, often breaking out in violence and even bloodshed. And this is increasing because more and more mobility is enabling people to migrate from one area to another, sometimes forced by war and tension, sometimes attracted by better prospects elsewhere. But when people move they take their culture, prejudices and biases with them, so unless there is a change of heart, tensions will continue. And one of the best ways to prevent this is to put people into dialogue with each other to bring about an understanding and acceptance

of differences and eventually even a celebration of them. Since this Ideal becomes very difficult in adult societies, the classroom provides an excellent opportunity to break down those barriers which have been built up here in India through centuries of separated living.

The RTE Act under which all children have to be in school together will over the years to come bring more and more children of diverse backgrounds face to face with each other. This mixing of children at a young age can, with proper guidance, break down all those barriers built up over centuries. However, they must first of all be brought together in the same schools but given our record here in India, it is unlikely that this will happen unless responsible and committed members of society ensure the RTE Act mandate that at least 25% of all admissions each year into private schools becomes a reality.

However many principals of private schools all over India are finding the mandate of the RTE Act that 25% of all their admissions should be from the marginalised sector, difficult to implement.

On one hand, never having had to cope with such children before, they feel somewhat threatened, out of their depth, and a certain stereotyping has left them with images of bad language, shabby unkempt clothing, and the general messiness that goes with poverty. On the other hand the parents of the marginalised children see a beautiful well-appointed school in which, at the most they could aspire to be a support staff, and are intimidated by the grandeur before they can even step through the gates. In fact, the vast majority of them will not even apply or stop coming after a while and the Principals of the 'big schools' say "they don't even come".

Unless there is someone to bridge the gap, this fantastic opportunity to build an integrated nation and really bring to life our Constitution (which guarantees to all Indian citizens equality and fraternity) will be swallowed up in a plethora of shrugged shoulders and sad statements "this type of school is not meant for this type of child".

India is fortunate that a group of young, well qualified people have made it their mission to bridge that gap and bring the marginalised parents and the Principals together by the simple expedient of going into the slum areas and seeking out the parents of children eligible by age for admission and working with the parents to overcome their timidity and lack of faith in the system. It is heartening to learn that the approach also includes the Principals of the private schools to help them overcome their constraints.

The result: last year, thousands of children all over Delhi (who would otherwise be running wild in the slums or begging on the roadside) were admitted to schools who might otherwise have never even realised they existed! Now, this year, this same group has carried out a survey around Delhi, to ascertain the number of marginalised children admitted to the various schools in each area and the number is still to be reached, I am told

Such a work, once published and accepted by the Government will revolutionise the whole approach to getting such children into school and breaking down those barriers which have so far kept India as a “layered” society and prevented the RTE Act from bearing its full fruit in building a nation where all are truly equal.

About Author:

Sister M. Cyril Mooney is an internationally recognized educational innovator and the 2007 winner of the Padma Shri Award, the Government of India’s fourth-highest civilian honour. Since 1956 she has been living and working in India, where she has emerged as a nationwide leader in bringing quality education to urban and rural poor children.

Chapter 3

The Way Forward

Each Has A Role to Play

Delhi fares far ahead of national average not just in terms of enrolment numbers¹ but awareness levels around inclusive practices in schools also . We believe that its teachers are largely more competent than the most parts of the country. However, much needs to be done by all stakeholders before we can realize the full potential of every child which can happen only in an inclusive school. With a strong mandate, Government of Delhi may lead the reforms and set example for the rest of the country.

The next part of the report highlights the role each of the stakeholders can play for the effective implementation of this policy.

¹State of the Nation Report:
RTE Section 12(1)(c)



Government

As is with any large program, Government has a substantive role to play in designing systems and processes that promote inclusion and are able to shift mindsets. The systems thus designed by government should be transparent, effective and efficient.

Some of the key issues are highlighted below

Instituting End-to-End Management Information System

This is the single most important reform that can bring about transparency, efficiency and convenience. Currently, the admission process in most states except Rajasthan and Karnataka is decentralised and is fraught with violations, grievance and opacity. The current admission process in Delhi involves parents submitting applications to school and the school is entrusted with the task of conducting lottery when number of applications are higher than number of available seats.

This may lead to multiple scenarios like school either denying application form, or refusing to accept it, or not issuing acknowledgement receipt, making parents run from pillar to post for documents that may not be required to be furnished at the time of application, not communicating the date of lottery to parents and many others. In each of the case, an aware parent will file grievances with the department. The Deputy Director, being the Griev-

ance Redressal Officer as per rules notified under Section 32 of the Act needs to organize a hearing with the accused and the complainant. Irrespective whether the complaint is genuine or frivolous, there is an opportunity cost when the Deputy Director rank officer is involved in issues that are easily avoidable in the first place. The Centralised Lottery System which will require forms to be uploaded online, either directly filled online or submitted at zonal offices of the government, will eliminate grievances since the schools and parents will be informed of the allotment of seats directly the process of which will be done using efficient algorithms which takes care of all the factors as may be prescribed in the rules.

As per our analysis, more than 70 percent of grievances filed with department or received by Indus Action with regard to the Section 12(1)(c) deal with the admission process and can easily be avoided by

instituting Centralised Admission process. Instituting MIS will save government the extremely precious time of Deputy Directors and thus enabling the officer to focus on the root causes of the problems rather than do fire-fighting. This will also save 6,000 working days (assuming 3000 schools and two rounds of admissions process) of the Vice-Principals who are expected to witness the lottery system. The Centralised Lottery system, then, can be argued to be a boon for the government school system since it allows the Vice-Principal or above rank government servants to focus their time on their own schools.

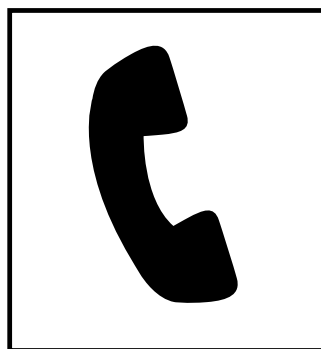
This is the most important policy reform required at government's end. We have learnt that Government of Delhi has already initiated steps in that direction.

Provide Helpline Support

No support exists for any family that may be fighting with the odds to get their children admitted. In the survey Indus Action conducted in 2013, it was found that only 4% people were aware of the processes and concrete next steps despite having basic information about the existence of the provision. The government offices cannot be visited for asking every little detail that is required in the application process.

Our missed call helpline has been our biggest strength and during peak admission cycle returned more than 250 calls a day. It is through support of the helpline that more than 13,000 applications were filed with Indus Action's efforts for the 2015-16 academic year.

Recommendation: Either by means of collaboration with civil society or on its own, the government needs to activate and publicize its RTE Helpline to provide



required information regarding eligibility, rules, documentation and application process. It is a very low-cost and high impact investment for a government. In fact, the helpline could become one stop shop for all the government schemes just like JustDial for the government wherein the citizens could call to know the schemes they are eligible for and the next steps for availing them. It could be a powerful tool to bridge the information asymmetry and democratize the whole governance processes.

Reimburse timely and sufficiently

For the children studying under Section 12(1)(c) of the act, the schools are to receive reimbursements from the state governments, and reimbursement amount per admitted student is mandated to be the lower of actual amount charged from the child by the school, or per child expenditure incurred by the government

However, there are three issues with this

1. Reimbursements NOT timely

According to the information obtained through RTIs (Annexure ____), it has been found that the reimbursements (amount of rupees Rs. 3,89,87,245) for the year 2012-13 was sanctioned dated 18th April 2013 and the date of sanction of expenditure of funds for disbursement for year 2013-14 is 20th March, 2014. Similarly, the reimbursement for the year 2014-15 was sanctioned on 25th April 2015. In Project Approval Board Meeting of SSA, the department drew flak from the PAB since it hadn't notified per child expenditure for the year 2014-15. It is only after this meeting that the notification was issued which makes it delayed by one year.

However, it would be inappropriate to infer that delays in reimbursement is a government's lapse because most schools haven't submitted claims for reimbursement on time. According to a circular issued² by the Directorate of Education on 31st December, 2014 which was a reminder circular in continuation to circular dated 14/08/2014, only 427 schools out of 1700 DoE recognized

submitted their data claims. In case of private school under local bodies, the circular stated, no school applied for reimbursement. In another circular³ dated 2nd November, 2015 the department has sent reminder to schools to submit their claims for reimbursements under Section 12(1)(c) of RTE claiming that only 908 out of 1731 DoE recognized private schools and 26 out of 964 MCD recognized private schools have submitted their claims. The circular has attached a list of 1063 defaulter schools.

²No.F.DE.
18-11/2014/RTE/Plg./4089-91

³No. F.DE.18-11/6/
2015-16/RTE/plg./2217-2219

The non-submission of claims raises pertinent questions on private schools' sustainability since the compliant budget private schools would find it difficult to financially sustain them with substantial funding cut for lack of submission of claims.

Does it mean they are not complying with the provision? Or that they are charging fee or they have other sources of funding?

It is a question that must be investigated.

Recommendation

1. At the time of notification of rules and regulations of admission process during admission cycle, the department should notify the per-child expenditure too.
2. The End to End Management Information System that tracks students admitted should be used to track reimbursements disbursed to schools after due verification. In Rajasthan, the government representatives physically validate the students admitted under provision and post the confirmation on the portal. Subsequently, schools claim reimbursement in two instalment first instalments to be made in October for expenses incurred between April and August. Second instalment should be made in June.

2. Calculating Per-Child Expenditure

Rules pursuant to Chapter V Section 12(2) of the RTE states

“Total annual recurring expenditure incurred by the appropriate government from its own funds, and funds provided by the central government and by any other authority on elementary education in respect of all schools established, owned or controlled by it divided by the number of students in those schools.”⁴

We filed RTIs with the directorate regarding the methodology for calculation and the per child expenditure, no concrete details were provided. The directorate simply forwarded the RTI application to the all the government schools which responded in a clueless manner. Some provided costs of the stationary they bought in a particular year, the others mentioned just the picnic costs. There is no information available as to how Government of Delhi arrived at the Per-Child Expenditure of Rupees 1,290 per month for the year 2013-14, 2013-14, and 2015-16 and Rupees 1,190 per month for the academic year 2012-13.

⁴Part V, Section 12(2);
Published in the Gazette of
India on August 29, 2009.

Recommendation

At the time of notification of rules and regulations of admission process during admission cycle, the department should notify the per-child expenditure too.

Secondly, to calculate the per-child expenditure, a committee of experts on finance and administration with members from the Education and Finance Department needs to be constituted to examine the methodology and the calculations more scientifically.

Thirdly, rather than reimbursing private schools on the actual expenditure, norm based reimbursement may be more appropriate. Norms could be dependent salary governed by RTE mandate pupil-teacher ratio of 30:1, and various unit costs have already been calculated for various entitlements such as mid-day meal, uniforms, textbooks, etc⁵. The government's per-child expenditure argument is flawed for a variety of reasons like enrolment numbers in government schools keep fluctuating, there is a high number of teaching positions usually vacant⁶, the low paying contractual teachers system is pervasive⁷ and state's fiscal space to be able to spend on education are all factors none of which affects the costs incurred by private schools.

⁵CSF Report Chapter 4

⁶http://www.business-standard.com/article/news-ians/india-faces-shortage-of-five-lakh-teachers-115032500893_1.html

⁷http://articles.economictimes.indiatimes.com/2015-04-18/news/61279011_1_guest-teachers-manish-sisodia-delhi-government-schools

⁸One such is with registration ID 2015000001 which can be checked at <http://www.edudel.nic.in/MIS/FileTrack/frmGrievanceRTESStatus.aspx>

3. Responsibility of uniforms and books

Schools have been held responsible to provide uniforms and books but no document could be accessed from the department regarding the financial responsibility. Schools cannot be held accountable for uniform and books and they would have been paid even if these children would have come to government schools. Several grievances relate to this lapse of the government .

Recommendation

Allot the same amount for uniforms and books that government spends on the children enrolled in its schools.



Robust Grievance Redressal

Though the end to end management information system will reduce the grievances in the system in the first place, but a robust grievance redress mechanism is required to handle grievance related to complaints of charging fee or discriminatory attitude of schools towards children. This is even more important considering that the grievance Redressal mechanism is same for the RTE as a whole. As per the rules, each⁹ grievance requires the Grievance Redressal officer (Deputy Director (District)) to conduct hearing involving the accused and the complainant. The website¹⁰ as last accessed on 2nd November, 2015 does not display the status of single complaint filed in the year 2015 with more than 10 months gone. It doesn't even show in its database complaint filed with registration number greater than 2015000500 while they had been filed more than 3 months ago.

The website¹¹ does not even have listed all private schools to lodge grievances against. Therefore, complaints against some schools cannot be even lodged. 'Data Not Found'¹² is the standard response for status update of any grievance last accessed on 2nd November, 2015

The nature of responses to grievances is extremely insensitive and devoid of logic on many occasions like in next page against DPS R.K. Puram

⁹As per the circular number No.F.23 (I4)/RTE/2012-13/9629 6 dated 25th April, 2014 under section 32 of the act,

¹⁰(<http://www.edudel.nic.in/mis/schoolplant/Frm-ComplaintReportPub.aspx>)

¹¹(<http://www.edudel.nic.in/MIS/FileTrack/frmGrievanceRTEEntry.aspx>)

¹²last accessed on 2nd November 2015. (<http://www.edudel.nic.in/MIS/ComplaintAgainstSchool/Call-Center/frmpubliclevel.aspx>)

The Complaint under RTE Act-2009	
Registration ID	2015000643
1). Date of registering the Complaint	21/04/2015
2). Whether the complaint registered is through NGO	Yes
a). If yes, name of the NGO	B-4
3). Name of the child on whose behalf the complaint is made	keshav
4). Relation of the Child	community ngo
5). Address of the complainant	B-4 A-block kusum pur pahadi
6). Mobile No. of the complainant	9971883831
7). E-mail, if any:-	sunitachouhan739@gmail.com
8). The Complaint is against	School
a). Place of posting (School type)	N/A
b). The name of the school(place of posting)	0-unknown
c). The name of the individual	0-
d). Designation of the individual	
9). Nature of complaint (max 100 words)	My name is Munita. I have a son age 4 years. I tried to get admission of my son in a private school under sec-12 1 C rte act, 2009 , DA/EWS category School administration told us that admissions are over in March itself before the last application submission date (according to the Govt Order on Date of - 23rd Jan, 2015, order number- 28442-28449).
The following decision has been taken by the Committee constituted for this purpose:-	
The principal of the Lalit Mahajan School has informed that they have already declared their vacant seats in Departmental website if anyone is interested for admission he/she can apply through Dte. of Education. The parents have not applied till date through Dte. of Education.	

The response is in contradiction of the department's own circular which clearly stated extension of deadline and according to which applications were to be submitted to schools only.

Another example is of complaint made by Indus Action on the behalf of Jyoti Kumari which has been disposed off with no reply given.

2). Whether the complaint registered is through NGO	Yes
a). If yes, name of the NGO	Indus Action
3). Name of the child on whose behalf the complaint is made	Jyoti kumari
4). Relation of the Child	Female
5). Address of the complainant	B-106, Sahadhra, 212 stand, Delhi-110093
6). Mobile No. of the complainant	7838631814
7). E-mail, if any:-	info@indusaction.org
8). The Complaint is against	School
a) Place of posting (School type)	N/A
b). The name of the school(place of posting)	0-unknown
c). The name of the individual	0-
d). Designation of the individual	
9). Nature of complaint (max 100 words)	No Admissions for 5+ children, Zonal Office didn't entertain the issue and had no idea about the guidelines of the school.
The following decision has been taken by the Committee constituted for this purpose:-	
In case you are not satisfied by the decision of the Committee, you may prefer your appeal to Delhi Commission of Protection of Child Right(DSCPCR) at the following address:	
Delhi Commission of Protection of Child Rights 5th Floor, I.S.B.T., Kashmiri Gate Delhi-110006. Ph: 011-23862685 fax:011-23862684	
Print	

Of the hundreds of complaints that we sifted through that had been filed with the department or DCPCR, not a single complaint has been acted upon. Most complaints have been dismissed for one reason or the other.

Recommendation

1. Institute End to End Management Information System with Centralised Lottery System which eliminates multiples levels of layers where there could have been grievances
2. Currently, there is no mechanism to record and act on the grievances with regard to the delay in disbursing reimbursements. It is recommended that accountability must be fixed of the errant officer for unacceptable delays. Delhi Legislative Assembly has recently passed Delhi (Right Of Citizen To Time Bound Delivery of Services) Amendment Bill, a piece of legislation that will automatically deduct salaries of babus in cases of delay in delivering government services on their part. Indus Action recommends that the act be amended to include timely disbursal of reimbursements under Section 12(1)(c) of Right to Education Act as one such service.

4. Errors of Inclusion

The Section 12(1)(c) has attracted lot of attention because of the news related to the fake certificates use. It means that the ineligible beneficiaries are misusing or abusing the system.

It happens primarily for two reasons

1. Targeting Mechanism Robustness

The form that is required to be filled to obtain income certificate to qualify under EWS has no weightage attached to any question. There is no way at SDM level to determine whether the family has income less than prescribed.

This leads to certificates issued to families that otherwise do not fall within the eligibility limits. Indus Action is in process of designing a simple tool in the form of score card that may be used to classify the families as eligible and ineligible with greater certainty and objectivity.

2. Second is the case where there is an overreach of authority. This can be divided into two sub-categories

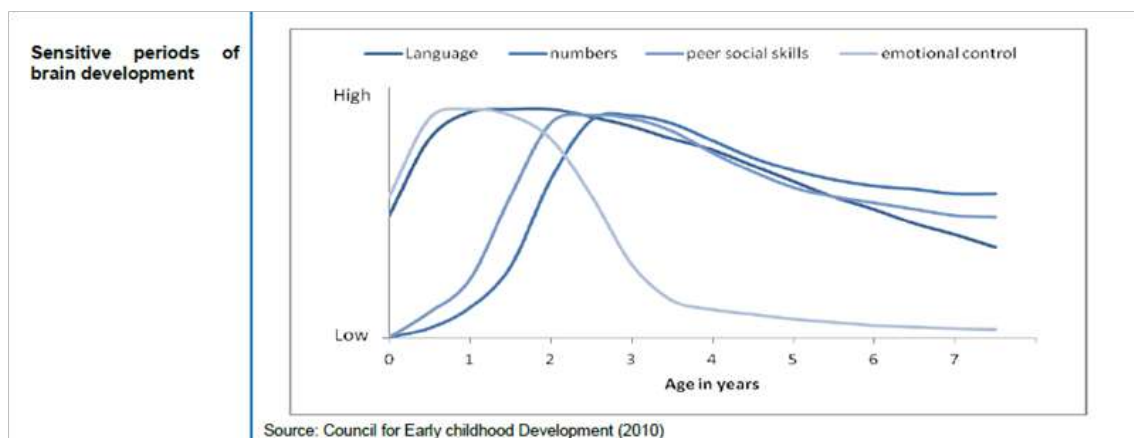
i. Leakage due to touts: These can easily be dealt by uploading all the certificates issued by the government online where the authenticity of the certificate can be established using its unique ID.

Government of Delhi has taken steps in this regard and hopefully other state governments will follow suit.

ii. Cases of Falsely obtained Certificates: It is here that the office of SDM is involved without which obtaining the certificates for an ineligible family is not possible. It is a case of corruption not an educational issue and must be handled like any other corruption case. Since the Government of Delhi is undertaking detailed works for participatory budgeting, the mohallas that are being carved out for this exercise can also be used to ascertain the errors of inclusion by means of social audits.

5. Focus on Early Childhood education

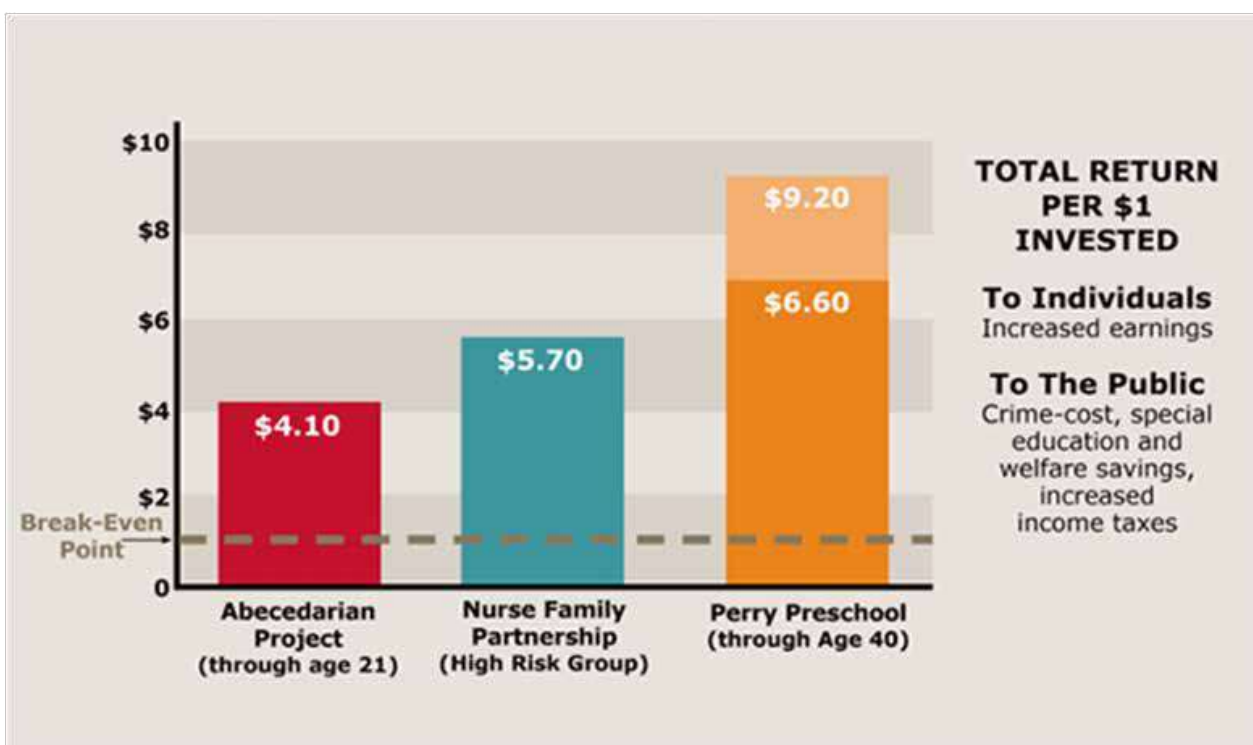
As per research, each dollar¹³ invested in early childhood education yields 4-9 US Dollars. Neuroscience research has established beyond doubt substantial brain development takes place before the age of 5 years and the quality of the environment the child gets in these early years strongly influences the growth of the brain.¹⁴



¹³Center on the Developing Child (2009). Five Numbers to Remember About Early Childhood Development (Brief). Retrieved from www.developingchild.harvard.edu.

¹⁴Council for Childhood Education (2010)

Therefore as per research in Economics and Child Development investment in the child at this stage reaps maximum returns by way of ensuring life-long capacities including reducing drop outs and wastage in primary education and maximizing learning and development. From purely economic perspective, for every 1 Dollar invested in early childhood education, there is a return of 4-9USD.



Sources: Masse, L. and Barnett, W.S., A Benefit Cost Analysis of the Abecedarian Early Childhood Intervention (2002); Karoly et al., Early Childhood Interventions: Proven Results, Future Promise (2005); Heckman et al., The Effect of the Perry Preschool Program on the Cognitive and Non-Cognitive Skills of its Participants (2009).

Three key developments are needed to bring the focus back to early childhood education

1

Amendments to DSA (1973)

The Delhi School Education Act be amended to incorporate pre-primary education as the first and foundation stage of school education with equal focus on cognitive and non-cognitive development of the child. One way of doing it without legislation could be to shift Anganwadis to schools wherever feasible.

2

Robust monitoring mechanisms for Anganwadis

Anganwadis are nearly dysfunctional in most parts of country including Delhi. There are broadly two reasons why Delhi's Anganwadis are largely dysfunctional. First is the extremely high level of vacancies. Nearly 60% Child Development Project Officers (CDPO) positions are vacant as of October, 2015 and nearly 50% Supervisory Level positions are vacant. This leads to lack of support and supervision on not just the Anganwadis whose CDPOs and Supervisors positions are vacant but even the others since the existing CDPOs and Supervisors are given additional responsibilities hindering their abilities. Therefore, we recommend filling these vacancies at the earliest.

3

The other prime reason is the lack of supervision since it is still done manually without leveraging the technology. We recommend leveraging technology to build robust Anganwadi workers tracking mechanism, students' attendance tracking, monitoring the body mass of the children and their immunization amongst many others.

B

Elected Representatives

One of the most important duties of MLAs/Councillors is to hold the government machinery accountable. Therefore, ensuring that the government is performing the duties prescribed above is most critical to the responsibility of MLA/Councillor.

Elected representatives meet hundreds of people on regular basis. S/He is possibly the most networked person in the community. Their offices can be seen a place of service delivery for poor who come to them for support for pension schemes, attestations of various documents, address proof statements, and various others including grievances with lack of water, poor or no sewage, ration issues, and the scholarship schemes. These are essentially the problems of the sections belonging to disadvantaged groups. Hence, the MLA/Councillor is brilliantly positioned to be a powerful point of information dissemination.

There are various other things that an Elected Representative can engage in with regard to his/her constituency

a. Identification of Beneficiaries:

1. Engage with Anganwadis in his/her Vidhan Sabhas/Wards

Under the Section 12(1)(c) of the Right to Education, the 3-6 years old children students from economically weaker section and socially disadvantaged groups. Anganwadis cater to the same section of our communities. Hence, engaging with Anganwadis for the identification of eligible families and supporting them through documentation for building a continuous and smooth transition from Anganwadis to schools could be a high returns investment.

Secondly, engaging with Anganwadis to ensure that the Anganwadis are functional and run as per the norms to build a joyful learning experience for the child. It is recommended that the MLAs/Councilors conduct visits to Anganwadis on fortnightly basis to

- Assess the implementation of mid-day meal scheme
- Attend the Mahila Mandal¹⁵ Meetings at the Anganwadis.

2. Reach out to Jhuggi-Jhopdi

Identify the JJ(Jhuggi Jhopdis) Clusters in your constituency and conduct mass awareness programs in the JJ clusters where the economically weaker section population is very dense.

Seven categories are eligible under the Section 12(1)(c) of RTE namely, Scheduled Castes, Scheduled Tribes, Other Backward Classes (non-creamy layer), Families with annual household income of less than 1 lakh rupees (EWS), transgender, disabled and orphan children of the 3-6 age group.

In our research, it has been found that pamphlet is the most effective means of mass communication having the highest degree of conversion rate, therefore the MLA/ Councilor may either distribute pamphlets printed by them or may distribute Indus Action's ones.

¹⁵Mahila Mandal is the group of the mothers whose children attend the Anganwadis. The Mahila Mandals meet weekly.

Three documents are required for admission

1. Date of Birth Certificate (Birth certificate (Hospital/ Mid-wife register record, Anganwadi records,
2. Declaration of age of the child by the Parent/ Guardian (on an affidavit)),
3. Address Proof (Electricity or Water Bill, Passport, Voter I-card, Rent Agreement, Driving licence, Electricity/ Water/ MTNL phone bill in the name of parent, Domicile certificate, Ration card issued in name of one of the parents having child's name on it) and category certificate (Caste/Income/Gender/Medical certificate).

In our research covering more than 7,000 families, it was found that a high degree of families have date of birth and address proof certificates. Around 85% had DOB, 80 % had Address Proof. However, less than 30% had category certificate. Therefore, documentation drive or camps may prove very useful for the eligible families considering that 25 % families couldn't make applications only because of lack of documents.

Please note here that the original certificate isn't required at the time of applications. The original certificate is needed only at the time of admission. The acknowledgement receipt issued by the competent authority is also acceptable at the time of application to school.

3. Grievance Redressal

Last year, Indus Action received more than 1,000 grievances indicating strong violations of the provisions of the law. The grievances include denial of forms, refusal to accept the completed forms, not issuing the acknowledgement receipt, not communicating lottery date and then denial of admission on frivolous ground, charging fee at the time of admission or a year later. While the elected representatives have no direct role in handling grievances apart from their roles in Standing Committee Reports, legislative assembly debates, reorganising budgetary priorities and through legislation, there is much the elected representatives can do, namely:

- A. Take up the grievances with appropriate government authority like (Deputy Directors of District who are also the Grievance Redressal Officer and the Delhi Commission of Protection of Child Rights-DCPCR) for speedy disposition of the grievances
- B. Visit the school and have a conversation with the Principal of the school which is repeated offender.

4. Track Students

Ensure that the students admitted in various private schools under this provision do not drop out and complete their schooling. Check with parents and schools regularly regarding this. The information regarding the families benefiting under this provision can be obtained from the department for the schools in a given Vidhan Sabha/Ward.

5. Celebrate Inclusive Schools

Send a postcard or a letter thanking and extending support to each of the family admitted under the provision. Hold functions to recognize them and check if they need any support. Keep track of students' attendance and drop outs.

6. National Discourse

Anything said or happened in Delhi becomes the matter for national discourse because of high degree of presence of media and its unshakeable focus on events in Delhi and absence of focus on the other part of India. Hence, the Delhi's elected representatives are uniquely positioned to alter the national discourse by raising the issues of Section 12(1) (c), inclusion in schools and the issues of Grievance Redressal Mechanism in assembly, media and discourses in localities.

¹⁶<https://civic.mit.edu/promise-tracker>

C

Social Inclusion- What Can Schools Do?

Schools are the perfect settings to bridge the existing disparities in society. A school forms the major component of a child's interaction with society, apart from her family. A positive environment in school can promote growth, mutual understanding and appreciation among children from different castes, religions, economic backgrounds and children with different abilities. It can then form the foundation for an inclusive society, one which is based on values of mutual respect and tolerance. It is this spirit of inclusion that was the rationale for Section 12(1)(c) of the RTE. It is time that schools step up to the fore and help in realising the objective of this policy, while at the same time spreading the multi-fold benefits of inclusive benefits for all the stakeholders involved. The most important questions schools should ask of itself is: 'What practices exclude?' The answer to this question could become the guiding principle for moving schools towards a more safe, secure, welcoming and joyous experience for each child irrespective of his/her background.¹

¹This chapter is an adapted version of the Indus Action Social Inclusion Handbook



How can schools achieve successful inclusion?

General Principles

- Creating an ethos of achievement for all pupils within a climate of high expectation;
 - Valuing a broad range of talents, abilities and achievements;
 - Promoting success and self-esteem by taking action to remove barriers to learning;
 - Countering conscious and unconscious discrimination that may prevent individuals, or pupils from any particular groups, from thriving in the school, and
 - Actively promoting understanding and a positive appreciation of the diversity of individuals and groups within society.
- B. Encourage interaction and strengthen peer relations:** Teach basic meet-and-greet skills to all the children. Form groups of children from different backgrounds together for activities and make children aware of the consequences of bullying.
- C. Empower students:** Teach children how to deal with anger, and conflict resolutions. Teach them how to set goals for themselves, introduce learning-oriented consequences, set up a mentor-mentee program, where children who can help each other are paired up.
- D. Diversify course content:** Give examples that reflect the diversity of students' backgrounds. Do not let any child suffer from the danger of single story. Ensure all activities are creative rather than money-based. Try to reduce homework or incorporate time for it in school. Organise regular activities that celebrate diversity.

Practical Ideas and Methods

There are many small things the schools can do both inside and outside the classroom which will go a long way towards building an ethos of inclusion and positivity.

Inside the classroom

A. Create a positive atmosphere: Avoid labelling children from disadvantaged backgrounds, acknowledge and celebrate small instances of effort and achievement, frequently use phrases like 'our school' and 'our classroom'.

E. Support differently-abled children: Enable peer support for differently-abled children. If the school's infrastructure isn't differently abled friendly, shift the classrooms to the ground floor wherever possible. Adapt teaching styles to cater to the special needs of such children. Be predictable and regular in your approach towards them.

Outside the classroom

A. Connect with students' lives: Spend some time getting to know your student's interests and background. This will also help you understand the factors that affect his/her learning. Making home visits is very helpful in understanding the contextual issues of first generational learners. Make phone calls when the students are absent. Encourage the parents of the other 75% students to visit students admitted under Section 12(1)(c).

B. Remedial classes: Provide special language support classes and other remedial classes every day for children who need extra academic support. You may engage the parents of the other 75% students to assist in academically deficient students as volunteers. It will not only help bridging up the academic deficiency but also help shift the mind-sets of the parents of the children belonging to the 75% group.

C. Parental and community engagement: Report student achievement in an accessible way. Reporting the scores in graphical way could help them understand if the child is progressing. Consult with families to identify issues in the school. Send circulars in Hindi and English. Hold fortnight sessions with parents around the themes of engaging with their children emotionally and academically

Some school-level changes

A. Shift classes with differently-abled children to the ground floor in case school doesn't have ramps. Use a simple wooden plank as ramp for 2-3 stairs to enter places like toilets.

B. Bilingual teaching: As language (English in this case) can be a huge barrier to inclusion, it may be useful to adopt bilingual teaching in primary classes, and maintain a gradual transition to the primary medium of instruction

C. Birthday celebrations should be restricted to simple sweet distribution. Other functions and activities can be similarly adjusted keeping in mind the difference in student backgrounds

Bright Spots

Salwan Public School has been implementing reservations for children belonging to economically weaker sections under Delhi's land act. The oldest kids from EWS are in 8th grade now.

- The teachers pay special attention to needs of all children and hold remedial classes.
- There are special review classes for all children in higher grades, irrespective of their economic and social background.
- The school teachers ensure regular contact with parents in Hindi and even send notices in Hindi.
- This ensures effective information loops and investment of parents in the activities of school.
- There is also a prescribed meal plan, which constitutes of meals available in all households, to ensure that kids don't feel inferior due to the tiffin boxes they bring to school.
- The teachers are invested in learning of each child and very sensitive to their needs. Lower class sizes enable them to give personal attention to all students.
- Teachers also create informal book banks for children to take benefit of books from students in previous years.

Laxman Public School is one of the largest public schools in Delhi and has been admitting children under EWS quota for the last 10 years. They have taken special measures for upliftment of 3 communities.

- The school organizes buses to get mothers of students from neighbourhood communities
- The school has a specially designed multi-level English learning program. It's a certificate course taught by trained professionals.
- The school social service cell has also set up medical and legal aid clinics for communities for overall development of families.
- The teachers are trained to deal with children with different needs through monthly trainings.
- Teachers are completely accountable for academic performance of children and have to spend two hours on a daily basis to provide remedial support.
- Through specially designed life skills and value education program, the school inculcates the value of social inclusion in all its children.
- Children are encouraged to take up projects for social equity and are guided by experts in the field.

Conclusion

It is important that teachers and principals of schools work together to create a positive, welcoming atmosphere which is conducive to inclusive learning. It is also important that they actively pursue methods for fostering inclusion and share the strategies and results with each other. There is enough evidence to suggest that a school and its students can only stand to benefit by adopting a strong pro-inclusion stance.

D

Media & Civil Society

As we have learnt in earlier chapters, the returns to early childhood education and diversity within classrooms are well established academically. However influencing public opinion and popularizing good public policy ideas widely is a non-trivial challenge.

Atul Gawande argues that this happens with ideas that tackle big problems but are invisible to people, in terms of losses they incur by not implementing them; and making people work on these problems in the short run can be sometimes outright painful¹. In addition to this, studies from Gates Foundation and University of Washington Gawande cites have shown that 'low touch' mass media interventions without sandals on the ground have failed almost entirely.

This offers us an insight into taking the idea of inclusive classrooms and early childhood education - we will need to back mass media communication like Radio, TV and ICT technologies with human intervention on the ground. A thumb rule of 7 touches is usually employed by Pharmaceutical companies through its sales force to persuade doctors to buy their drug. Mass Media and Civil Society can collaborate with governments to make these 7 touches with low-income and high-income families happen in a systematic manner to seed these ideas. For e.g. BBC Media Action employed a audio visual job aid to assist 200,000 community health workers in Bihar improve their interactions with families regarding pre natal care.²

¹<http://www.newyorker.com/magazine/2013/07/29/slow-ideas>

²<https://www.rethink1000days.org/programme-outputs/mobile-kunji/>

E

Corporates and Foundations

With 2% Corporate Social Responsibility policy coming into effect for Corporates through Section 135 of the Companies Act, many corporates have been thinking strategically through either their companies or Foundations to leverage social and private returns through CSR spending. This is a welcome development to boost and strengthen the social fabric of India.

A Bridgespan research on Early Childhood Education(ECE) indicates 5 strategic areas in which philanthropy can be directed to draw maximum leverage¹

1. Strengthen ECE Quality-Improvement systems at local, state and national level
2. Scale health and developmental screenings for children and mothers
3. Improve training, professional development and compensation of ECE educators
4. Support greater access to evidence-based programs that help parents and families
5. Promote program innovation within ECE

¹http://ssir.org/articles/entry/the_early_childhood_challenge_for_philanthropists

More specifically with respect to RTE Section 12(1)(c), the following are areas in which corporates and foundations can have the greatest leverage for their philanthropic investments.

1. Support information awareness campaigns across the Tier 1 and Tier 2 cities in India. Currently, there are more than 10 million seats across the country that are available over the next 5 years. Solving this challenge and filling these seats will provide greater impetus for the country to test the effects of inclusive education.²

2. Design and execute a scholarship scheme that provides supplementary funds to enrolled families for early childhood education, nutrition and hygiene. To prevent moral hazard, programs can be designed with matching from families or disbursements conditional on health and educational outcomes. This can be executed through the state WCD apparatus with collaboration from non-profits for management expertise.³

3. Support initiatives that improve the effectiveness of Women and Child Development Schemes in partnerships with the state governments. For e.g. Center for Learning Resources offers systemic support in all but the 2nd strategic area mentioned in the list above across different states in India.⁴

²Indus Action is working on enrolling 7000+ students in Delhi this year and aims to support expansion of its campaign template in 10 cities through partner organisations/entrepreneurs

³Save The Children, Pratham and Indus Action are potential partners corporates and foundations could consider in this regard

⁴<http://www.clrindia.org/ece-cp.html>

F

Active Citizens

A. Engage

Visit a nearest slum. Take the help of your maid, driver, gardener, rickshaw puller etc. Visit 25 households and inform them of the provision. Ask which houses have children in age group of 3-6 years.

Collect their information through our app 'Project Eklavya' (downloadable from Google Play Store).

Give our Missed Call Helpline Number 011-39-59-59-25 for any query. Ascertain that they have the following documents

1. Date of Birth Certificate(DoB Certificate/Anganwadi Record/Hospital Record)
2. Address Proof (Ration Card/Electricity Bill/Water Bill/Aadhaar Card/Voter ID Card/Rent Agreement)
3. Category Certificate (SC/ST/OBC/Income/Medical Certificate)

B. Give

We believe in the idea of 1 million people giving 1 dollar each more than 1 individual giving 1 million dollar for it isn't about money as much it is about democratizing the responsibility of building a more inclusive India through inclusive schools. Therefore, make your contributions to organisations in the field of early childhood education like Pratham, Mobile Creches, etc.

For making contributions to Indus Action, go to www.indusaction.org

Right to Education Section 12(1)(c) Frequently Asked Questions

RTE 12 (1) (c)

Question-1 What is Right to Education Section 12 (1)(c)?

Answer RTE Section 12(1)(c) states that all private unaided non-minority schools to:

1. Admit children from Economically Weaker Sections and Disadvantaged Groups for at least 25% seats in entry classes (Nursery, KG or Class I)
2. These children shall be provided free education, books and uniforms till the completion of their Class 8th.
3. The schools will be reimbursed by the Government.

Eligibility Criteria

Question-1 Who is eligible for admission under Section 12(1)(c)?

- Answer**
1. Child belonging to EWS (Economically Weaker Section) means a child whose parents' (or guardians') annual family income from all sources is less than Rs. 1 lakh.
 2. Children from the following categories come under Disadvantaged Group Category:
 - o OBC (Non-Creamy layer)
 - o Scheduled Caste
 - o Scheduled Tribe
 - o Orphans as defined in Juvenile Justice Act
 - o Having physical or mental disability
 - o Transgender

Question-2 Is there a minimum or maximum age limit?

Answer

Class	Minimum Age	Maximum Age
Nursery	3 Years	4 Years
KG	4 Years	5 Years
1st	5 Years	6 Years

Question-3 Is there an income limit for SC/ST/OBC/Orphan/Transgender/Disabled?

Answer No, there is no income limit for children belonging to
ST/OBC/Orphan/Transgender/Disabled

Application Process
Question-1 What is the application and admission process under this Section?

Answer The Delhi government is yet to release the notification for the admission process the 2016 admissions. It is expected in mid- December 2015.

Call us at 9643324185 for any detail.

Question-2 What are the charges for admission registration?

Answer There is no registration or application fee for EWS/ Disadvantaged group category. Parents do not need to buy the school prospectus or pay any processing fee.

Documentation

Question-1 What are the documents required to apply under the EWS/DG category?

Answer FOR ALL APPLICANTS

PROOF OF CHILD'S DATE OF BIRTH (any one of following document)

- Birth certificate
- Hospital/ Mid-wife register record
- Anganwadi records
- Declaration of age of the child by the Parent/ Guardian (on an affidavit)

PROOF OF ADDRESS (any one of following document)

- Electricity or Water Bill
- Passport
- Voter I-card
- Rent Agreement
- Driving licence
- Electricity/ Water/ MTNL phone bill in the name of parent
- Domicile certificate
- Ration card issued in name of one of the parents having child's name on it

FOR ECONOMICALLY WEAKER SECTION

(any one of following document)

- Food Security Card (Green)
- BPL Card (Yellow)
- AAY Card (Pink)
- Ration Card
- Income Certificate

For SC/ST/OBC (non creamy) applicants

- Caste certificate issued by Delhi government

FOR PHYSICALLY/MENTALLY CHALLENGED APPLICANTS

- Medical Certificate

FOR ORPHAN APPLICANTS

- Certificate issued by Department of Women and Child Welfare

FOR TRANSGENDER APPLICANTS

- Medical Certificate from government hospital

	EWS	SC/ST	OBC	विकलांग	अनाथ	विपरीतलिंगी
1. एड्रेस प्रमाण पत्र (आधार/ वोटर कार्ड/ इडविनि लाइसेंस/ बिजली या पानी का बिल) (बनाने का समय- 10-15 दिन)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. जन्म प्रमाण पत्र हस्पताल रिकॉर्ड / ऑगनवाड़ी रिकॉर्ड /स्वयं शपथ पत्र (self affidavit) (बनाने का समय- 7-10 दिन)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. आय प्रमाण पत्र BPL कार्ड (पीला)/ AAY राशन कार्ड (गुलाबी) /खाद्य सुरक्षा कार्ड (हरा) (बनाने का समय- 20-30 दिन)	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
4. जाति प्रमाण पत्र जाति प्रमाण पत्र (दिल्ली सरकार से जारी) (बनाने का समय- 60-90 दिन)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
5. डाक्टरी प्रमाण पत्र मेडिकल प्रमाण पत्र (सरकारी हस्पताल से जारी) (बनाने का समय- 15-20 दिन)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6. अनाथ प्रमाण पत्र अभिभावक प्रमाण पत्र (महिला या बाल विभाग से जारी) (बनाने का समय- 20-30 दिन)	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Queries and Grievance Redressal

Question-1 Who can be reached out to in case of queries?

Answer In case of queries, you may contact the Zonal Education Office or reach the Indus Action at 964-3324-185.

Question-2 Who can be reached out to in case of a complaint and how?

Answer The District Deputy Director of Education can accept complaints, sent by post, fax or e-mail.

They can also be filed in person at the Zonal Education Office or online through the website of the Directorate of Education at www.edudel.nic.in

List of Deputy Directors with their address and phone numbers

S.N.	District	Office address	Telephone No.
1	East	Govt. Co-ed SSS DBlock, Anand Vihar	01122156822, 01122156826
2	North East	RPVV, B-Block, Yamuna Vihar	0112291325 1, 01122913223
3	North	SV, Lucknow Road, Timar Pur	01123817340 , 01123813779
4	North West-A	BL-Block, Shalimar Bagh	01127497986 , 01127497989
5	North West-B	FU-Block Pitam Pura	01127348917 , 01127348927
6	West-A	Govt. Co-ed SS, IA,Karampura/New Moti Nagar, New Delhi-15	01125101797 , 01125932423
7	West-B	GBSSS, GBlock, Vikaspuri,	01128544372 , 01128541734
8	South West-A	C-4, Vasant Vihar Behind Tagore International School	01126145857 , 01126144458
9	South West-B	GBSSS No. 1 Najafgarh	01125324422 , 01125320363
10	South	SKV, C-Block, Defence Colony	01124336572 , 01124332668
11	South East	SKV, C-Block, Defence Colony	01124336572 , 01124332668
12	Central/ New Delhi	Plot No. 5, Old Mahila College Jhandewalan, Karol Bagh	01123615308 , 01123514063

Annexure-1

Government of India
Ministry of Human Resource Development
Department of School Education and Literacy

Minutes of the 221st PAB meeting held on 12th March, 2015 for approval of the Annual Work Plan & Budget of Sarva Shiksha Abhiyan (SSA), Delhi.

1. The 221st meeting of the Project Approval Board for considering the Annual Work Plan and Budget (AWP&B) 2015-16 for SSA-RTE for the State of Delhi was held on 12th March, 2015, under the Chairpersonship of Ms. Vrinda Sarup, Secretary (SE&L).
2. A list of participants who attended the meeting is attached at **Annexure-I**.
3. The Fact Sheet of the State with educational indicators is attached at **Annexure-II**.
4. At the outset Secretary (SE&L) welcomed Ms. Punya Salila Srivastava, Secretary, Education, SPD, SSA, Director, Directorate of Education, the other state team and the other participants to the PAB. Thereafter the following important issues of the State were flagged
 - (i) The web portal data entry for districts is incomplete for quarter I, Quarter II and Quarter III.
 - (ii) The percentage of girls is little less at upper primary level than primary level. However, the Gender Parity Index (GPI) is same for both the levels. The GPI is 0.87 at primary and 0.87 at upper primary level.
 - (iii) The overall transition rate in the State is 97.43, which means some children are either dropping out or migrating or repeating in primary grade. Dropout rate is -ve in the state and the retention rate is 99.88 at elementary level. This needs special attention.
 - (iv) There are large numbers of schools with adverse PTR at Primary (45%) and Upper Primary level (25%).
 - (v) The state has lower NER (92) at upper primary level and 95 at primary level.
 - (vi) There is one zero enrolment schools as per DISE-0702 North Delhi I.
5. The AWP&B presented by the State was comprehensively appraised by the TSG and shared with the State in an Appraisal Note as well as in the PAB.

Comments on States commitments made during PAB 2014-15 and action taken thereon:-

Sl. No.	Commitment	Action taken	Remarks
1.	The State assured that the 10628 vacant posts (9958 State Cadre and 670 under SSA) of teachers would be filled up by July, 2014.	State has filled up partly through regular and remaining by guest Teacher For SSA:- 670 posts which could not be filled up during 2013-14. However these posts were not approved by PAB during 2014-15.	Yet to be complied

Annexure-2

REMINDER-1

GOVERNMENT OF NATIONAL CAPITAL TERRITORY OF DELHI
DIRECTORATE OF EDUCATION
PLANNING BRANCH
TIMARPUR, DELHI-110054

No.F.DE.18-11/6/2015-16/RTE/Plg./2217-2219

Dated: 02/11/15

CIRCULAR

Sub: Online entry of EWS & DG category students for the academic session 2015-16 for reimbursement of per child expenditure under the provisions of RTE Act,2009.

1. In continuation of this office circular of even number dated 16/06/2015 on the subject cited above, it is stated that only 908 out of 1731 schools (DOE recognised) and 26 out of 964 schools recognised by Local Bodies, have submitted their EWS/DG category data/ claims.
2. All heads of defaulter unaided recognised schools (list attached) on private and Govt. land of Delhi (under DOE/MCD's/NDMC/DCB), who have not filled their EWS/DG category students details for session 2015-16 in the online module are again directed to submit the data of students using their school login ID & password at link School Plant => EWS admission 2015-16 in the web portal of this Directorate (www.edudel.nic.in) through Internet Explorer. Information against all items must be filled with due care and no item shall be left blank. Information shall be submitted **latest by 13.11.2015**. Printout of the online report duly certified by HOS shall be submitted by 27th November, 2015 to the zonal Dy. Director concerned.
3. Zonal Dy. Director concerned are directed to approve the online data submitted by private unaided schools of DOE after due processing & verification. Hard copy submitted by schools shall be retained at distt./ zones only.
4. Private unaided schools of MCD's (North DMC, South DMC & East DMC) /NDMC/DCB shall submit data online and DDEs (Edu.)/ ADEs (Edu.) are advised to forward the data submitted by schools under their respective jurisdiction in hard & soft copy form duly certified to the Directorate of Education, GNCTD to process for reimbursement.

All HOS, Private Un-Aided (Recognized) Schools.

All Dy. Director (Zones).


(Dr. ASHIMA JAIN)
IAS


ADDL. DIRECTOR (PLG.)

No.F.DE.18-11/6/2015-16/RTE/Plg./2217-2219

Dated: 02/11/15

Copy to:

1. Director Education, North DMC/South DMC/East DMC/NDMC/DCB.
2. All DDE's (District) are directed to instruct all the defaulter schools under their respective jurisdiction to enter the data of students admitted under EWS /DG category in the online module within the prescribed time limit to enable this Directorate to process the claims on priority.
3. OS (IT) for upload on web portal.


(Dr. ASHIMA JAIN)
IAS

ADDL. DIRECTOR (PLG.)

Annexure-3

GOVERNMENT OF NATIONAL CAPITAL TERRITORY OF DELHI
DIRECTORATE OF EDUCATION: RIGHT TO EDUCATION BRANCH
ROOM NO. 252, OLD SECRETARIAT, DELHI-110054: Ph. 23890097

No.F.23 (14)/RTE/2012-13/962-965

Dated:- 25-04-2014

CIRCULAR

Subject: -Guidelines for Redressal of Grievances of Children/Students under section 32 of the Right of Children to Free and Compulsory Education Act (RTEA) 2009.

Section 32 of the RTE Act, 2009 provides for Redressal of Grievances relating to Right of a Child by the Local Authority within a period of three months, and appeal against the decision of the local authority before the Delhi Commission for Protection of Child Rights (DCPCR). Grievances may relate to violation of any of the provisions under the RTE Act and may be against any public officer, public servant, private institution, private person or any other agency responsible directly or indirectly for the effective implementation of provisions of the RTE Act.

Each District Deputy Director of Education, Directorate of Education, Govt. of NCT of Delhi has been authorized to perform the function of Local Authority as envisaged in section 32 of RTE Act, 2009 in relation to schools under the administrative control of the Government vide Notification No.F.23(40)/DE/RTE/2012-13/772-83 dated 24/01/2014.

The following procedure for filing and processing of such complaints/grievances shall be followed:-


- (i) The District Deputy Directors of Education can accept written complaint made by any person on behalf of the child. Complaints could be sent by Post, Fax, E-mail or in person in the enclosed format (**Annexure-1**). Complaints can also be filed online through the website of Directorate of Education www.edudel.nic.in at the link **Grievances RTE Act-09**. The authority shall ensure that all such complaints received (except filed online) are registered in the complaint register maintained for the specific purpose in prescribed format (**Annexure-2**) and are entered online on the same day. A receipt of registration of the grievance should be provided to the complainant instantly in the enclosed format (**Annexure-3**).
- (ii) A three member committee comprising the following shall be constituted in each District for the purpose of deciding a matter arising out of a grievance/complaint:-

- | | |
|---|-----------------|
| (a) District Deputy Director of Education | - (Chairperson) |
| (b) Education officer of the concerned Zone/DEO | - (Member) |
| (c) Assistant Director of Education (Admn.) or an Equivalent Officer-(Member) | |



- (iii) The committee may cause such verification and call for such information as it considers necessary.
- (iv) The District Deputy Director of Education shall fix days/timings for hearing grievances and for personal meetings with aggrieved parties.
- (v) The registered grievance should be decided by the committee within three months of its filing after affording adequate opportunity to both the parties. The decision of the notified authority under Section 32(2) shall be reasoned order and should contain the details of the Appellate Authority(DCPCR) before whom an appeal can be preferred by the complainant under section 32(3) of RTE Act, (Annexure-4)
- (vi) In respect of grievances relating to matters of urgency, such as denial of admission etc., the District Deputy Director of Education shall endeavour to decide the matter within 15 days from the date of receipt.
- (vii) In respect of grievance relating to violation of Indian Penal Code, such as violence, child abuse, corporal punishment etc., District Deputy Director of Education may facilitate filing of FIR before the police authorities.
- (viii) In respect of grievance registered which requires to be decided by an authority other than the notified authority, such grievance(s) be sent to that authority which is competent and empowered to decide the matter under proper record and intimation to the complainant. On receipt of such grievance, the other authority shall take steps to decide the matter expeditiously.
- (ix) Each District Deputy Director of Education will submit the online report to Director of Education by the end of each month regarding number of complaints received, addressed, transferred and decision taken in the enclosed format (Annexure-5) under the link report grievances-RTE Act, 2009.

Encl. Annexures 1-5


(PADMINI SINGLA, IAS)
Director of Education

All District Deputy Director of Education, Govt. of NCT of Delhi through Del E.

Copy for information to:-

1. PS to Hon'ble Lt. Governor of Delhi
2. OSD to Hon'ble Chief Secretary, Delhi
3. PS to Secretary (Education), Govt. of NCT of Delhi
4. Guard File


(Dr. MADHU RANI TEOTIA, IAS)
Addl. D.E. (RTE)

Annexure-1**Performa for filing the complaint under RTE Act-2009**

1. Date of registering the complaint. :
2. Whether the complaint registered is through NGO : Yes/No
3. If yes, name of the NGO :
4. If no, name of the complainant :
5. Name of child on whose behalf the complaint is made :
6. Relation to the Child :
7. Address of the complainant :
8. Phone No. :
9. E-mail, if any:- :
10. The complaint is against (please tick) : School/Individual
11. In case of school, write the name of the school :
12. In case of an individual write the name, place of posting and designation of the individual. :
13. Nature of complaint (Not more than 100 words) :

Signature of the Complainant**Name** _____

Annexure-2

Office of the Deputy Director of Education, Govt. of NCT of Delhi, District _____

Record of maintaining the grievances filed under Section 32 of RTE Act, 2009 for the academic year _____

1	2	3	4	5	6	7	8	9	10	11
Date of Receipt	Name of Complainant	Complaint made on behalf of	Address with Contact No.	Complaint against School	Complaint against working as in School/office	Nature of Complaint	complaint attended on-----	Decision taken on-----	Decision communicated to complainant on-----vide mail/inperson/online	complaint transferred to----- authority on-----

Signature of Deputy Director

Annexure-3**Office of the Deputy Director of Education
Government of NCT of Delhi
District _____**

Received from Shri/Smt. _____ / _____ organization
complaint against _____ school/Sh./Smt. _____ working
as _____ made on behalf of _____ regarding _____.
Your Complaint number is _____ dated _____.

(_____)

**Name of the recipient
In block letters**

Designation-----

Date-----

Annexure-4

Office of the Deputy Director of Education
Govt. of NCT of Delhi
District-----

Order

Your complaint No. _____ dated _____ made on behalf of
_____ regarding _____ was attended and is found to be
baseless/true. The following decision has been taken by the Committee constituted for this
purpose:-

In case you are not satisfied by the decision of the undersigned, you may prefer your appeal to
Delhi Commission of Protection of Child Right (DSCPCR) at the following address:

Delhi Commission of Protection of Child Rights
5th Floor, I.S.B.T., Kashmiri Gate, Delhi-110006.
Ph: 011-23862685 Fax: 011-23862684

(_____)
Deputy Director of Education

To
Shri/Smt. _____
Address _____

Annexure-5**OFFICE OF THE DEPUTY DIRECTOR OF EDUCATION
GOVT. OF NCT OF DELHI, DISTRICT _____****Report of Grievances received and disposed of
[To be sent to Director (Education) online]**

1	2	3	4	5
Month/Year	Number of Complaints Received	Number of Cases in which decision has been taken.	Number of cases in which decision has been communicated to the complainant	Number of Complaints transferred to the competent authority
			(a)By Post. _____ (b) Online _____ Total _____	

Signature of Member

Name: -

Signature of Member

Name:-

Signature of Chairperson**Name** _____

Annexure-3

W. no.	Ward	Total Seats	Filled Seats	Fill Rate
1	Narela	197	63	32%
2	Bankner	181	77	43%
3	Alipur	282	134	48%
4	Bakhtawar Pur	235	137	58%
5	Bhalaswa Jahangirpuri	57	10	18%
6	Mukandpur	220	15	7%
7	Burari	461	105	23%
8	Jharoda	300	61	20%
9	Malka Ganj	48	2	4%
10	Timarpur	182	60	33%
11	Mukherjee Nagar	30	30	100%
12	G.T.B. Nagar	21	14	67%
13	Dhirpur	43	37	86%
14	Adarsh Nagar	142	78	55%
15	Sarai Pepal Thalla	35	12	34%
16	Jahangirpuri - I	11	0	0%
17	Samaypur Badli	232	11	5%
18	Libaspur	198	44	22%
19	Bhalaswa	143	13	9%
20	Jahangirpuri-II	11	11	100%
21	Rohini	309	246	80%
22	Rithala	125	119	95%
23	Budh Vihar	420	195	46%
24	Vijay Vihar	141	51	36%
25	Pooth Kala	418	267	64%
26	Shahbad Daulatpur	198	104	53%
27	Begumpur	453	320	71%
28	Bawana	309	147	48%
29	Karala	294	248	84%
30	Mundka	543	264	49%
31	Nangloi Jat	394	360	91%
32	Nilothi	215	121	56%
33	Pratap Vihar	123	51	41%
34	Nithari	183	83	45%
35	Kirari Suleman Ngr.	293	96	33%
36	Prem Nagar	93	35	38%
37	Sultanpuri East	15	0	0%
38	Mangolpuri North	23	23	100%
39	Sultanpur Majra	33	33	100%
40	Sultanpuri South	90	40	44%
41	Guru Hari Kishan Ngr.	111	102	92%
42	Peera Garhi	76	67	88%
43	Nangloi East	375	128	34%

W. no.	Ward	Total Seats	Filled Seats	Fill Rate
44	Quamriddin Ngr	362	106	29%
45	Rohini South	247	217	88%
46	Mangolpuri East	0	0	0%
47	Mangolpuri	14	0	0%
48	Mangolpuri	0	0	0%
49	Rohini North	58	58	100%
50	Rohini Central	130	130	100%
51	Rohini East	116	116	100%
52	Naharpur	21	21	100%
53	Pitam Pura (S)	262	204	78%
54	Pitampura (N)	287	275	96%
55	Shalimar Bagh (N)	83	80	96%
56	Shalimar Bagh(S)	208	163	78%
57	Paschim Vihar (S)	263	190	72%
58	Paschim Vihar (N)	225	212	94%
59	Rani Bagh	77	10	13%
60	Saraswati Vihar	360	302	84%
61	Tri Nagar	72	3	4%
62	Ram Pura	17	5	29%
63	Kohat Enclave	21	20	95%
64	Shakur Pur	58	0	0%
65	Neemri Colony	56	56	100%
66	Sawan Park	0	0	0%
67	Wazirpur	33	20	61%
68	Ashok Vihar	230	217	94%
69	Kamla Nagar	103	67	65%
70	Rana Pratap Bagh	10	0	0%
71	Sangam Park	26	26	100%
72	Model Town	257	178	69%
73	Shastri Nagar	45	0	0%
74	Inderlok Colony	14	0	0%
75	Kishan Ganj	19	9	47%
76	Deputy Ganj	19	0	0%
77	Kashmere Gate	33	0	0%
78	Majnoo Ka Tilla	59	7	12%
79	Jama Masjid	9	9	100%
80	Chandni Chowk	55	0	0%
81	Minto Road	46	0	0%
82	Kuccha Pandit	70	6	9%
83	Bazar Sita Ram	0	0	0%
84	Turkmaan Gate	0	0	0%
85	Idgah road	0	0	0%
86	Ballimaran	26	2	8%
87	Ram Nagar	0	0	0%
88	Kasabpura	16	0	0%
89	Paharganj	8	8	100%
90	Model Basti	21	11	52%
91	Karol Bagh	59	17	29%
92	Dev Nagar	11	0	0%
93	Baljit Nagar	9	0	0%
94	West Patel Nagar	129	80	62%
95	East Patel Nagar	177	105	59%
96	New Ranjit Nagar	23	3	13%

W. no.	Ward	Total Seats	Filled Seats	Fill Rate
97	Kirti Nagar	64	40	63%
98	Mansarovar Garden	45	30	67%
99	Moti Nagar	95	54	57%
100	Karam Pura	0	0	0%
101	Raja Garden	34	25	74%
102	Raghubir Nagar	39	0	0%
103	Punjabi Bagh	268	111	41%
104	Madipur	0	0	0%
105	Rajouri Garden	138	94	68%
106	Tagore Garden	62	3	5%
107	Vishnu Garden	37	5	14%
108	Khyala West	15	0	0%
109	Janakpuri North	360	189	53%
110	Nangal Rai	30	7	23%
111	Hari Nagar	160	124	78%
112	Subhash Nagar	0	0	0%
113	Mahavir Nagar	147	135	92%
114	Tilak Nagar	128	64	50%
115	Major B. Singh Ngr.	33	0	0%
116	Vikas Puri East	66	66	100%
117	Janakpuri (West)	233	228	98%
118	Janakpuri (South)	98	94	96%
119	Milap Nagar	114	39	34%
120	Sita Puri	112	5	4%
121	Kanwar Singh Nagar	274	134	49%
122	Hastsal	412	185	45%
123	Vikaspuri	336	252	75%
124	Vikas Nagar	296	106	36%
125	Mohan Garden	154	17	11%
126	Nawada	22	0	0%
127	Uttam Nagar	126	0	0%
128	Bindapur (West)	109	0	0%
129	Dabri	169	54	32%
130	Manglapuri	43	25	58%
131	Sagarpur	122	24	20%
132	Sagarpur (West)	130	22	17%
133	Chhawla	377	223	59%
134	Nangli Sakrawati	501	149	30%
135	Kakrola	209	47	22%
136	Matiala	1551	1214	78%
137	Roshanpura	222	130	59%
138	Nazafgarh	257	83	32%
139	Dichaon Kalan	525	165	31%
140	Khaira	182	48	26%
141	Bijwasan	360	58	16%
142	Raj Nagar	202	31	15%
143	Kapashera	224	17	8%
144	Mahipal Pur	136	54	40%
145	Palam	166	84	51%
146	Sadh Nagar	85	0	0%
147	Mahavir Enclave	231	54	23%
148	Madhu Vihar	197	37	19%
149	Rajinder Nagar	197	129	65%

W. no.	Ward	Total Seats	Filled Seats	Fill Rate
150	Pusa	93	50	54%
151	Inder Puri	108	69	64%
152	Naraina	92	61	66%
153	Darya Ganj	210	144	69%
154	NIZAMUDDIN	26	0	0%
155	Lajpat Nagar	190	120	63%
156	Bhagal	125	103	82%
157	Kasturba Nagar	60	60	100%
158	Kotla Mubaraqpur	45	40	89%
159	Andrews Ganj	0	0	0%
160	Amar Colony	74	65	88%
161	Malviya Nagar	64	46	72%
162	Village Hauz Rani	57	48	84%
163	Safdarjung Enclave	65	59	91%
164	Hauz Khas	222	163	73%
165	Vasant Vihar	248	127	51%
166	Munirka	31	13	42%
167	R.K. Puram	192	145	76%
168	Nanak Pura	42	42	100%
169	Lado Sarai	243	208	86%
170	Mehrauli	124	52	42%
171	Vasant Kunj	213	123	58%
172	Kishan Garh	274	153	56%
173	Said-ul-Ajaib	137	53	39%
174	Chhattarpur	144	19	13%
175	Aaya Nagar	190	0	0%
176	Bhatti	54	27	50%
177	Sangam Vihar	540	122	23%
178	Devli	164	65	40%
179	Tigri	55	17	31%
180	Dakshinpuri Extn	0	0	0%
181	Khanpur	170	128	75%
182	Ambedkar Nagar	0	0	0%
183	Madangir	7	0	0%
184	Pushp Vihar	143	143	100%
185	Tuglakabad Ext.	44	0	0%
186	Sangam Vihar (West)	73	4	5%
187	Sangam Vihar (Central)	137	44	32%
188	Sangam Vihar (East)	232	43	19%
189	Chirag Delhi	81	50	62%
190	Chhitranjan Park	0	0	0%
191	Shahpur Jat	21	21	100%
192	Greater Kailash-I	375	241	64%
193	Sri Niwas Puri	116	75	65%
194	East of Kailash	99	99	100%
195	Govind Puri	43	0	0%
196	Kalkaji	277	110	40%
197	Tuglakabad	52	4	8%
198	Prahladpur	126	2	2%
199	Tehkhand	65	0	0%
200	Harkesh Nagar	57	21	37%
201	Jaitpur	292	30	10%
202	Mitha Pur	257	14	5%

W. no.	Ward	Total Seats	Filled Seats	Fill Rate
203	Badarpur	308	23	7%
204	Molarband	268	8	3%
205	Zakir Nagar	0	0	0%
206	Okhla	219	123	56%
207	Madanpur Khadar	221	0	0%
208	Sarita Vihar	104	75	72%
209	Mayur Vihar Phase- I	126	75	60%
210	Dallu Pura	67	8	12%
211	Trilokpuri	0	0	0%
212	New Ashok Nagar	302	2	1%
213	Kalyan Puri	0	0	0%
214	Khichri Pur	183	75	41%
215	Kondli	202	76	38%
216	Gharoli	462	213	46%
217	Vinod Nagar	82	33	40%
218	Mandawali	227	25	11%
219	Mayur Vihar Phase-II	308	83	27%
220	Patparganj	435	379	87%
221	Kishan Kunj	49	16	33%
222	Laxmi Nagar	143	88	62%
223	Shakar Pur	123	22	18%
224	Pandav Nagar	87	16	18%
225	Anand Vihar	354	179	51%
226	Vishwas Nagar	133	57	43%
227	I.P. Extension	172	138	80%
228	Preet Vihar	307	270	88%
229	Krishna Nagar	149	73	49%
230	Geeta Colony	130	21	16%
231	Ghondli	126	87	69%
232	Anarkali	157	28	18%
233	Dharampura	19	0	0%
234	Gandhi Nagar	63	6	10%
235	Azad Nagar	120	0	0%
236	Raghubarpura	100	0	0%
237	Shahdara	186	13	7%
238	Jhil Mil	163	22	13%
239	Vivek Vihar	131	79	60%
240	Dilshad Colony	101	49	49%
241	Dilshad Garden	350	124	35%
242	New Seema Puri	6	0	0%
243	Nand Nagri	8	0	0%
244	Sunder Nagri	0	0	0%
245	Durga Puri	178	119	67%
246	Ashok Nagar	145	63	43%
247	Ram Nagar	208	43	21%
248	Welcome Colony	185	65	35%
249	Chauhan Bangar	37	0	0%
250	Jaffrabad	77	9	12%
251	New Usmanpur	157	21	13%
252	Mauzpur	262	105	40%
253	Bhajanpura	131	0	0%
254	Brahampuri	185	79	43%
255	Ghonda	92	24	26%

