

Acknowledgement

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Some Abbreviations

DAMC:	District Admission Monitoring Committee
DISE:	District Information System for Education
DG:	Disadvantaged Group
DoE:	Department of Education
ECCE:	Early Childhood Care and Education
EWS:	Economically Weaker Section
HSC:	Higher Secondary Class
ICDS:	Integrated Child Development Scheme
MCD:	Municipal Corporation of Delhi
MDM:	Mid-Day Meal
NEP:	New Education Policy
NGO:	Non-Government Organization
Non-RTE types:	Non-Beneficiary of EWS/DG reservations (Students or Parents as per context)
RTE:	Right to Education
RTE types:	Beneficiary of EWS/DG reservations (Students or Parents as per context)
VIF:	Variance Inflation Factors
SSA:	Sarva Shiksha Abhiyan
UT:	Union Territory

RTE Act, 2009: Whether a Path to Better Elementary Education for Disadvantaged Children: A Case of Delhi

SACHIN SISODIYA and VIJAY PRAKASH

So far as the implementation of section 12(1) (c) of Right to Education (RTE) Act is concerned, Delhi has recently ranked second among all states/UTs. Thus, in this study, we try to analyze the current situation of the implementation of various provisions of RTE Act by surveying three slum localities in Delhi. In our study, we also try to look at the composition of disadvantaged children in neighborhood un-aided private schools through RTE Act and see how it has impacted their schooling and educational behavior. The share of children of these three slum localities in neighborhood un-aided private schools through RTE Act is found to be minimal, even though concerned schools have filled the respective quotas. It seems that various provisions of RTE Act are being violated with the consent or ignorance of RTE types. If section 12(1) (c) of RTE Act is concerned only with compulsorily filling few seats for free, who should take the responsibility of sustaining RTE types up to the completion of elementary education? Does the duty of government end there?

1. INTRODUCTION

Quality elementary education is the need of today. In Indian context, opportunity of quality elementary education was never equitable and thus there has been an everlasting pattern of huge differences in learning abilities among children of different backgrounds. The majority of disadvantaged communities of slum localities opt for the elementary education provided at the government schools only. There was a need to encourage these disadvantaged communities to avail better elementary education at private schools at low costs.

RTE Act provides a right to the children to free and compulsory education till the completion of elementary education. Section 12(1) (c) of RTE Act, reserves at least 25% of entry level seats for Economically Weaker Sections (EWS) and Disadvantaged Groups (DG) in all un-aided private schools including aided minority schools up to the completion of elementary education. In Delhi, EWS is defined as those households whose annual family income is less than one Lakh and are living in Delhi at least from last three years irrespective of their social groups, whereas DG includes SCs, STs and OBCs falling under non-creamy layer who are living in Delhi at least from last three years. The costs associated with educational expenses of RTE types are reimbursed according to the financial norms of Sarva Shiksha Abhiyan (SSA) on the basis of per child cost norms notified by the States and UTs for Classes I to VIII.

As per the report of Dr. R.B.L. Soni on eight states including Union Territories, he pointed out the gross negligence towards recommended scholarships under RTE act and also mentioned about parental unawareness which quite match with our findings. According to RTE Forum, in some states schools raised issues of delaying reimbursements and lack of communication from the Government and thus Ambarish Rai, Convener, RTE Forum says "They [schools and government] are implementing RTE like a scheme, not as a right".

There has been sufficient research on RTE Act, but it should be noted that most of them were carried out merely to see whether schools are implementing section 12(1) (c) of RTE Act. This study looks at the schooling experiences of RTE types and sees whether various provisions of RTE Act concerned with RTE types are executed or not? In this study we have also tried to analyse how aware people are of various provisions of RTE Act.

¹ Elementary education means, education from first class to eighth class. Free means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. Compulsory education means an obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group.

Section 2 discusses the background of Delhi RTE rules, 2011. Section 3 broadly describes the data. Section 4 analyses the data from different perspectives. Section 5 is concerned with some recommendations and section 6 concludes.

2. BACKGROUND

The provisions of RTE Act came into effect from 1st April, 2010. Before the existence of RTE Act, the Delhi government had been exercising manifold provisions to enhance the gross enrollment ratios for primary education. There was a provision pertaining to land allocation for schools in interest of children belonging to EWS. According to that schools who had received the land from any of the Delhi government agencies at highly concessional rates were required to admit EWS children into schools by reserving some seats for every class that schools function. But schools were hardly practicing this provision as there was no constitutional mechanism adhered to it which could have abided the school managements to follow it.

On 20th January 2004, a judgment was passed by the Delhi High Court on the petition filed by Social Jurist in regards with the fulfillment of conditions of lease deed pertaining to the land allotted to private schools from the government. This order had also threatened to derecognize or cancel the lease deed provided to concerned schools if any of these schools found disobeying the order of the court.

Furthermore, for systematic execution of the agreement, Delhi High Court also directed the Education Department of Delhi to issue rules for the admission procedure of EWS children. According to Delhi School Education (Free seats for students belonging to EWS) Order,

² See Appendix B for details of gross enrollment ratio in Delhi since 2001.

³ Social Jurist, an NGO filed a petition(W.P.(C) 3156/2002) regarding violation of clause of reserving seats for EWS students by the private schools who had received land from the government at subsidize

2006, Delhi government ordered to reserve at least 20% of admissions for EWS students. On 23rd November, 2011 "Delhi Right of Children to Compulsory and Free Education Rules 2011" (Delhi RTE Rules, 2011) came into force which mandated to follow all provisions specified under RTE Act, 2009.

3. DATA

There are many slum localities in Delhi. We surveyed three of them, one from each district, North-West Delhi, Central Delhi and South Delhi. In all, we surveyed 171 households and divided them broadly into two types. In total, 152 households are Non-RTE types and 19 are RTE types. Based on schooling pattern, the collected data can be viewed as following,

Table 3.1: Locality-wise schooling pattern

No	Locality	Non-RTE types					RTE types	Total
		Govt. / MCD	Private Aided	Minority Aided	Private Un-Aided	KVS		
1	Balmiki Basti, New Chandrawal-110009	39	1	1	12	0	0	53
2	Punjabi Basti, Anand Parbat-110005	16	11	1	10	1	6	45
3	Jagdamba Camp, Khirkee-110017	41	5	0	14	0	13	73
Total		96	17	2	37	1	19	171

(Numbers represent number of children)

KVS- Kendriya Vidyalaya Sanghatan

The majority of the children are studying in schools which are being run either by the government or Municipal Corporation of Delhi (MCD). It is well known that the slum dwellers majorly comprised of un-Organized workers or laborers and very few among them possess some job security. Group-wise occupational details of households can be viewed as shown in table 3.2. Among male, 75.30% are laborers and self-employed, 22.22% work in private sector and 0.025% are government employees.

⁴ According to a circular dated 23/07/2009, the order of 2006 was revised and reservations of seats were reduced to 15% categorized as 10% for EWS and 5% for staff. This order is applicable to 448 private schools in Delhi.

Among female, 81.76% comprised of housewives who don't work for wages, 14.12% are laborers and self-employed, 0.035% works in private sectors.

Table 3.2: Group-wise occupational pattern

Group / Occupation	Mother				Total	Father				Total
	SCs	STs	OBCs	Others		SCs	STs	OBCs	Others	
Labor	13	1	4	1	19	43	0	5	18	66
Self-Employed	1	0	0	4	5	30	1	11	14	56
Government Job	1	0	0	0	1	3	0	1	0	4
Private job	4	0	1	1	6	24	0	6	6	36
Housewife	84	0	18	36	138	-	-	-	-	-
Total	104	1	23	42	170	100	1	23	38	162

(Numbers represents number of Parents (Mother/Father))

4. DATA ANALYSIS

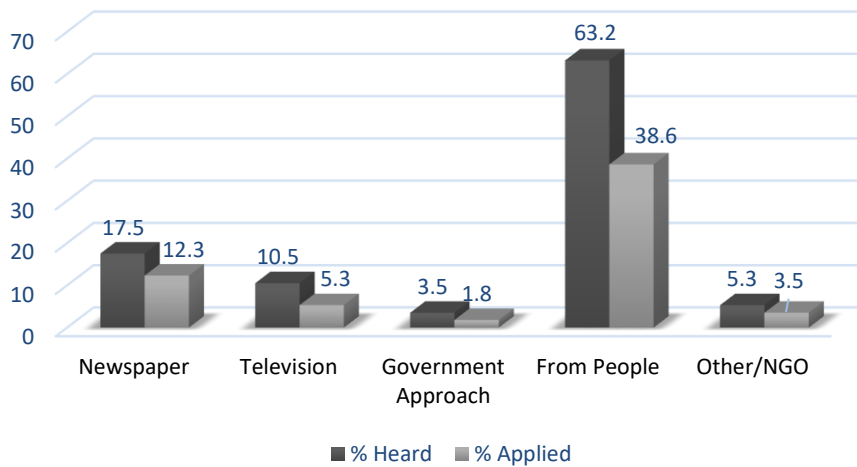
4.1 Awareness about section 12(1) (c) of RTE Act.

Unless policies are made public, it is difficult to actually implement them. According to RTE Act, it is the responsibility of private schools to give wide publicity in the neighborhood locality about section 12(1) (c) of the said act. However, we found that there was minimal awareness among people about section 12(1) (c) of the RTE Act.

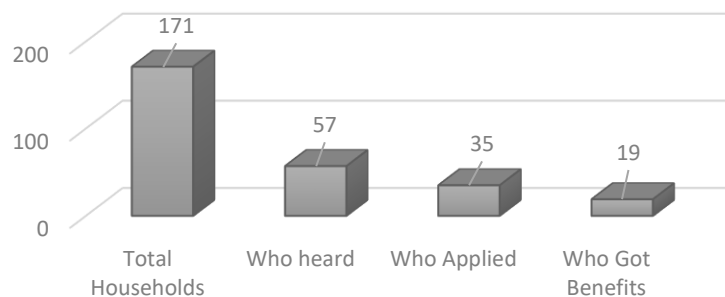
Graph 4.1 illustrates about the sources of information about section 12(1) (c) of RTE Act and corresponding percentage of households who had heard about the provision from that source. This graph also tells about percentage of people who after knowing from respective source had applied for EWS/DG seats.

We found that those who had heard about the section 12(1) (c), 63.2% people did so from other people, may be in the neighborhood or relatives. The highest number of people i.e. 38.6% actually applied after knowing about it from the people. About 17.5% of the people received the information from the newspaper and 12.3% applied for it. Other sources were not significant in providing the information to the people.

Graph 4.1: Sources of Information



Graph 4.2: Experience of getting benefits of EWS/DG seats



In graph 4.2 as shown above, there were only 57 households (i.e. 33.33%) who knew about the section 12(1) (c) of RTE Act before we met them.

⁵ We restricted our data collection to those households where the upper age of the children belonging to Non-RTE types was less than or equal to 10 years. The reason being as the Delhi RTE Rules, 2011 came into force from session 2012-13, so if someone who belongs to Non-RTE types now, would have been of RTE types if he/she would have been admitted under EWS/DG seats at the age of 6 in 2012-13. We have not restricted any age limits for RTE types because before RTE Rules, children might have been availing benefits of the free ship quota.

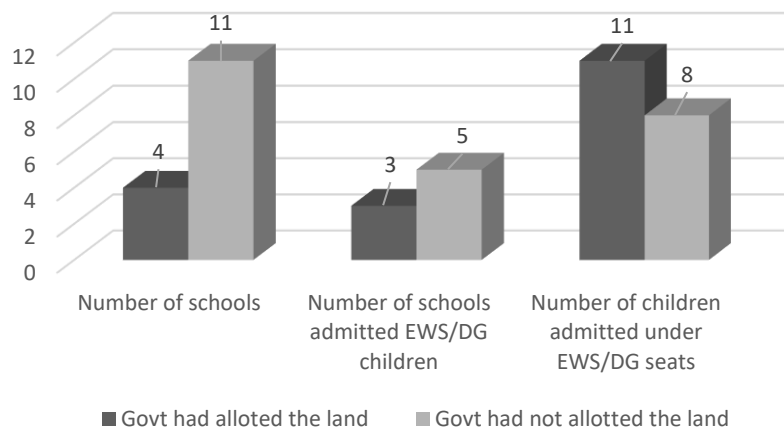
⁶ Slum localities often referred to as Jhuggi Jhopdi (JJ) in Delhi.

Among total, 35 households (i.e. 20.47%) had managed to apply for EWS/DG seats. Only 19 households (i.e.11.11%) got selected for availing the benefits of EWS/DG seats. Interestingly among those 16 applicants who had got rejected for EWS/DG seats, 13 applicants were out from the centralized lottery system.

4.2 Admissions under EWS/DG seats

In our three rounds of surveys, we got children from 29 private schools among them, 14 schools are un-recognized. Out of 15 recognized schools 2 are aided minority and 4 schools are allotted the land from the Delhi government.

Graph 4.3: EWS/DG Admission



Graph 4.3 explains that, out of 19 RTE types, 11 are studying in those schools to which the Delhi government had allotted the land. It seems that, the schools those were allotted the land from the Delhi government and were complying to follow free seats norms according to government order, 2006 (*See* section 2) are more likely to admit slum dwelling children.

4.3 Educational status of students

We obtained children specific details by,

- i) Noting, the grade they have obtained in the previous class.
- ii) Noting, whether they do homework by their own.

iii) Asking children, three questions based on what they have been taught in the school.

This section throws light on children’s educational status. Table 4.3 illustrates the education status of children from class I to Class V, which is comprised of three categories namely,

Mean Grade (i.e.) the average grade of children obtained in the previous class,

Homework (i.e.) percentage of the children who do homework by their own and

Mean Answer (i.e.) the average number of questions children answered correctly during our interview.

It seemed that, the educational status of students of RTE types is better than that of Non-RTE types. RTE types also seemed more confident while answering to the questions as compared to Non-RTE types.

Table 4.3: Type-wise educational status of children

Class	RTE types			Non-RTE types		
	Mean Grade	Homework (In percentage)	Mean Answer	Mean Grade	Homework (In percentage)	Mean Answer
I	9	100	3	7.3	100	1.8
II	6.9	87.5	2.4	6.9	86.9	1.9
III	7	100	2	7.8	92.8	1.2
IV	7.6	100	2	7.3	83.3	1.8
V	9	100	3	6.4	95	2.1

This may indicates that the average performance of students who are studying in the private school under EWS/DG seats is comparatively better than those who are studying either in Government schools or in private schools without EWS/DG seats.

⁷ See Appendix A, for description of variables used for educational status of children.

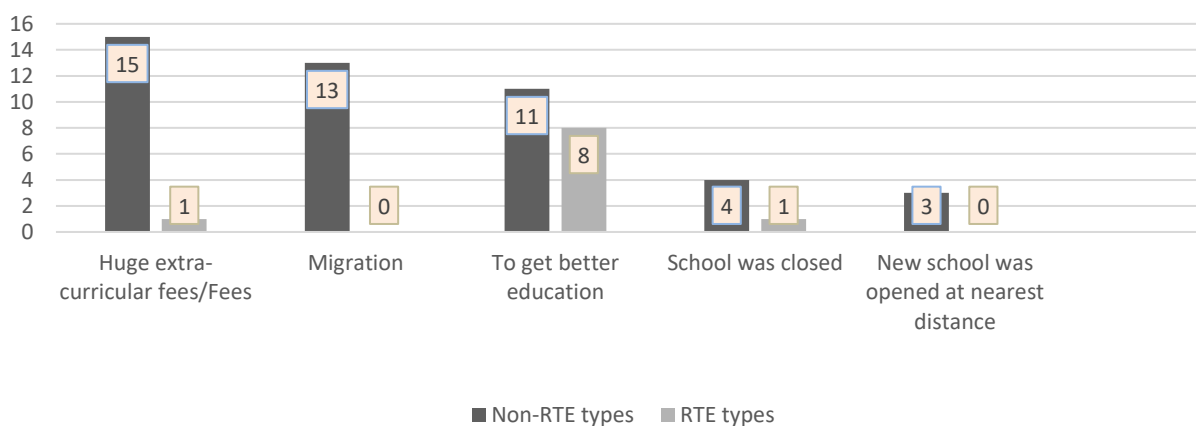
4.4 Schooling Experience

We often noticed one thing while collecting the data that people cared a lot about sending their children to good quality schools, even if they were from low income backgrounds.

4.4.1 School changing behavior

In this section, we present schooling experiences of both Non-RTE types and RTE types.

Graph 4.4.1: Major reason behind changing schools



In our sample, 56 parents (i.e. 32.7%) changed schools of their children due various reasons. Out of those 56 parents, 46 belong to Non-RTE types and 10 belong to RTE types. Graph 4.4.1 shows motivation behind changing the schools as per the type of households. It seems that, the major reason for Non-RTE types (15 out of 46) behind changing the school is huge extra-curricular fees or Fees of the school. For RTE types (8 out of 10) the major reason was to get better education.

4.4.2 Private coaching expenditures

For a few decades commercialization of education has been growing due to which each and every step of learning has become expensive. In our study also, more than 60% of children were taking private coaching. Table 4.4.2(a) depicts the distribution of mean coaching expenditure according to each type of school for both Non-RTE types

and RTE types. The mean private coaching expenditures per month for Non-RTE types is Rs. 237 whereas for RTE types it is Rs. 432.

Table 4.4.2(a): School-wise monthly expenditures on private coaching

	Govt./MCD	Private Aided	Private Un-Aided	Total (Mean)
For Non-RTE types	176	344	309	237
For RTE types	NA	NA	432	432

NA- Not Applicable

(Values are in Rs.)

Dr. Gautam Rao of Harvard University, in his paper says,

"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". (Dr.Gautam Rao, 2015).

Our findings also validate that, RTE types parents are expending more on the education of their children including private coaching expenses than Non-RTE types.

Table 4.4.2(b) shows the range of per month coaching expenditures and percentages of RTE types and Non-RTE types falling under those ranges. In Non-RTE types, the coaching expenditures of majority i.e.(30.11%) fall under Rs.400 to 600 whereas in RTE types 41.66% fall under this range. It is surprising that some of RTE types were paying in the range of Rs.600 or more for private coaching.

Table 4.4.2(b): Category-wise ranges of expenditures on private coaching

Range of Expenses (In Rs.)	(0-200)	(201-400)	(401-600)	(601-800)	(801-1000)	(1000-1500)
% Non-RTE types	18.3	12.9	30.1	9.7	1.1	1.1
% RTE types	8.3	8.3	41.7	8.3	25.0	8.3

(Numbers are in percentages)

4.4.3 Parents reactions

This section highlights parents experiences after going through the process of admission under EWS/DG seats and afterward. Delhi has a

District Admission Monitoring Committee (DAMC) which is empowered to establish District or Zonal wise Help Desks for grievance handling of parents for EWS/DG admission seekers. It seems that, most parents have not heard about this, so, they would have faced some problems in the admission process under EWS/DG seats.

As per our findings, RTE types are only exempted from paying admission fees and tuition fees and are paying fees for each and every other facility provided by private schools including schooling materials. Here are few instances we recorded by interviewing parents, which may help in figuring out the ground level status of implementation of RTE Act.

4.4.3 a) From Non-RTE types

Rajkumar, a resident of Balmiki Basti who had applied for his son under EWS, but had not selected through lottery system. His concern was worth noting, he said,

"Maine DG ke andar apply karna chaha lekin mera caste certificate legal honeke bavjud bhi accept nahi hua, 1993 se pehle bane hue certificates hi accept ho rahe the, islie mujhe EWS se bharna pada, aur dusri baat jab me mere bachche ko nursery se padhana chahu to kyu ham pe force kiya jata he ki age group me nahi aa raha he islie first me hi apply karna padega, hame pata hamare bachcho ko nursery se padhane ki jarurat he". [I had tried to apply through DG, but my caste certificate despite being legal, was not getting accepted online. Those caste certificates which were made before 1993 were only being accepted. And second thing, when I want to teach my son from nursery why we are forced to admit them into class one by saying that he is not fulfilling age criterion. We know, our children need to study from Nursery only.]

Applications from DG should be handled carefully and computer errors should be checked timely.

Sunil kumar, a resident of Jagdmba Camp had applied for his

daughter in more than 15 schools under EWS. Her name had also appeared in one of those schools, but school refused to admit her daughter claiming no vacancy for the same, he said,

"EWS se admission garib logo ko nahi mil raha he. Garib log bahut jyada preshan ho kar RTE ka form bharte he, par selection paise walon ka hi hota he. Hauzrani aur saket me kai aise logo ka RTE ke tahat admission hua he jinka ghar school se bahut dur he aur jo bachche school ke pas ke he unka selection nahi hua he jabki hamare sare documents sahi he".[Poor people are not getting admission through EWS. Poor people fill these forms after getting hugely troubled, but only rich get selected. There are some people in Hauzrani and Saket whose houses are much far from school got admissions through RTE, but those who are living nearby school were not given admissions despite having legal documents.]

Centralized lottery system should be made transparent. Distance criterion should be observed appropriately so that people staying nearby schools will not be affected badly. Some monitoring is needed to see whether those whose names appeared in the lots are being admitted in to the schools or not?

Ranjeet Mandal, a resident of Jagdamba Camp, had been applying from last two years for EWS seats but had not succeeded yet to get a seat. His wife while taking jibe at some fake income certificate holders said,

"Amir log bhi paisa dekar income certificate banwa lete he aur wahi log EWS ka labh le rahe he. kuch log ek school me apne bachche ko padha rahe he aur us se achche school me padhane ke liye bar-bar EWS ka form bharte he".[Rich after bribing make income certificates and those are only getting benefits of EWS. Some people are teaching their kids into one school and are applying through EWS frequently to get better school than earlier.]

This seems a valid argument, as our findings also shows under-representation of disadvantaged children in ESW/DG seats.

4.4.3 b) From RTE types

Munki Devi Mahato, a resident of Jagdamba Camp, her daughter got admission against EWS seats a year before. She said,

"School me free me dress nahi milta aur School walo ko bus facility ke liye 2000 Rs. per month dena padta he. school me kai sari cheejo ke liye lagabagh 1500 Rs. har mahine lagta he".[School doesn't provide free uniform and I have to pay Rs. 2000 per month for school bus facility. I also have to pay approximately Rs. 1500 per month for number of things at the school.]

If parents who are dwelling in slums are being asked for such big amounts, it strictly violates the definition of *free education* of RTE Act.

Indra, a resident of Punjabi Basti being very happy after her son got admitted under EWS seats claimed that she had to buy all schooling materials from outside after school refused to give any, she said,

"School ne kitabe ya uniform nahi diye islie mujhe bahar se kharidna pada tha, school me jo khana milta he uska 1000 Rs. har mahina dena pad raha he. Sarkar ne khaneke rate ko adha karvana chahie aur kitabe or uniform to free dena chahiye".[I had to purchase books and uniform from the market because school was not providing them. I also require to pay Rs.1000 per month for the lunch. Government should halve the charges for the lunch. Books and uniforms should be given for free.]

This should be taken very seriously, how could RTE types be required to pay for the lunch?

4.5 Recent scenario

It is worth noting that, in last few years after the transfer of powers at the Delhi government, the budget on education has been doubled and the implementation of section 12(1) (c) of RTE Act has been growing yearly. In the economic survey of Delhi in 2014-15, it is claimed that the admissions given under RTE act was about 25000 in 1159 unaided

private schools. For session 2015-16 and 2016-17 also claimed more than 25000 admissions through section 12(1) (c) of RTE Act. The mere filling of reserved seats will not be fruitful if no necessary action is taken for implementing various important provisions of the said act. For example, if these seats are filled and no schooling materials are provided within few days of the starting of the school session, it is highly possible that RTE types would feel ashamed of their inability of purchasing whatever school demands.

Directorate of Education (DoE) of Delhi provides school-wise data on the filling of EWS/DG seats categorically (EWS and DG). We gathered and observed all available information of the schools that we came across during our survey (see Appendix B).

Table 4.5: Seats distribution between EWS and DG

Year	2013-14	2014-15	2015-16	2016-17
Mean EWS	86.0	72.0	75.0	NI
Mean DG	14.0	28.0	25.0	NI

Values are in percentages NI-No Information

We categorically, observed the data from 2013-14 to 2016-17 for each school. We found that, in 25% seats reserved for both EWS and DG, the share of EWS is very large. Table 4.5 shows category-wise mean sharing of seats. Equal attention has to be paid over DG seat sharing as compared to EWS in total 25% seats. If share of DG seats continue falling, in future, appropriate action should be taken for increasing DG seat sharing.

⁸ New Education Policy (NEP), 2016 has recommended extension of section 12(1) (c) of RTE Act up to an appropriate age so as to cover secondary level education and also recommended extension of MDM scheme to Private Un-Aided schools for EWS/DG students.

5. MAJOR RECOMMENDATIONS

1. There is a huge unawareness about section 12(1) (c) of RTE Act among people dwelling into three slum localities we surveyed. So, we strongly recommend for arranging awareness camps into all slum localities of Delhi.

2. According to the findings of our survey, we suggest to carry out some functional changes in School Management Committee (SMC). SMCs should be held responsible for few more things as specified below,

a) For carrying out summer orientation program, may be for a week for all new EWS/DG entrants before starting of school session.

b) For distributing all schooling materials to EWS/DG children once orientation program ends, so that when schools start functioning every child belonging to EWS/DG would start improving their learning abilities as soon as possible without being deprived of the essential schooling materials.

c) For monitoring admission details of all EWS/DG students and its timely uploading at Delhi education websites after completion of the orientation program.

3. As per our survey finding, which also matches with the Delhi government's frequent notifications on the matter that, some people are making false income certificates and taking advantages of EWS seats. So we recommend that, some concerted efforts should be thrown, by targeting slum localities so that section 12(1) (c) may work more efficiently and benefits may be served to them.

4. During our survey, some people complained that, schools are running only up to class V, which is an alarming signal for RTE types because they may face difficulties in completing elementary education availing same benefits as provided by RTE Act. Hence government or respective private schools must safeguard children for availing education for remaining higher classes by admitting them in neighborhood schools.

6. CONCLUSION

Since the representation of the children under EWS/DG seats, from these three slum localities was found to be minimal even when many among the respective schools have had filled EWS/DG quotas from 2013-14 onwards. This may indicate that the benefits of RTE Act are not being served to the disadvantaged children of slums localities. Moreover, for availing benefits of RTE Act, one must have a fate of winning a lottery, which as per some evidences seems quite non-transparent in nature. We found wide unawareness among the majority of these people about section 12(1) (c) of RTE Act. We found no RTE types who has received any of the study materials including text books, uniforms, writing material from the government or the school for free. As per our study, it seems that, many provisions of RTE Act including section 12(1) (c) are working as a scheme rather than a right.

⁹ Summer Orientation program should focus on letting EWS/DG children know about the functioning of school, introducing them to their teachers who would teach them. It will definitely help children to be familiar with the school culture and they may gain some sort of confidence about their schooling.

¹⁰ See Appendix B for details about seats filling under EWS add DG category from 2013 to 2016.

¹¹ There are at least 396 MCD recognized Private (Un-Aided) schools function up to class V.

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14. Various rules, acts and notifications provided by the Delhi DoE and Government of India.

Appendix A:

- **Variable description**

Variable Name	Description
Ans	Number of questions answered correctly If Zero=0, One=1, Two=2, Three=3
Grade	(Up to 50% or D)=4 ,(51%-60% or C)=5 ,(61%-70% or B)=8 ,(70% onwards or A)= 9

- **Group-wise incomes of parents**

Group	SCs	STs	OBCs	Others
Bellow 1 lakh	85	1	20	32
Above 1 lakh	20	0	3	10

- **Parental co-operation in study of their children**

Type	% of parents who help in homework
N-type	86.18
B-type	89.47

- **Scholarships to RTE types**

	Number of students	Amount of Scholarship	
		Rs. 500	Rs. 600
Who haven't got Scholarship	14	NA	NA
Who have got Scholarship	5	4	1

- **Social behavior of students**

% of children do not attend Birthday parties of their classmates with reasons		% of children attend Birthday parties
Distance is too much	10.53	78.36
He/She is not mature	4.09	
Parents don't allow	5.26	
Not interested	1.17	
Do not get invitation	0.58	

Appendix B: Secondary data

- Outlays for SSA in the Union Government from 2007-08 to 2016-17

YEAR	Budget in Rs. Crore
2007-08 RE	13171
2008-09 RE	13100
2009-10 RE	13100
2010-11 RE	19000
2011-12 RE	21000
2012-13 RE	23875
2013-14 RE	26608
2014-15 RE	24380
2015-16 RE	22000
2016-17 BE	22500

Union Budget document, various years from Centre for Budget and Governance Accountability (CBGA) RE= Revised Estimate, BE= Budget Estimate

- Gross Enrollment Ratio for primary education since 2001.

Year	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Boys	NA	NA	NA	89.83	112.84	105.74	108.25	114.9	119.8	126
Girls	NA	NA	NA	99.72	117.77	105.94	110.08	117	122.5	129.6
Total	83.14	91.83	90.1	94.42	115.13	1005.83	109.09	115.9	121	127.7

Source: data.govt.in

NA –[Data] Not Available

- Category-wise seats distribution for last four sessions.

For 2013-14:

School ID	Total number of seats available	Number of seats available under EWS/DG	Number of seats filled under EWS/DG (1)	Percent filled	Number of seats filled under EWS (2)	Ratio (2)/(1) (a)	Number of seats filled under DG (3)	Ratio (3)/(1) (b)
1923285*	169(Nr)	42	NA	NA	NA	NA	NA	NA
2128121*	60(Nr)	15	NA	NA	NA	NA	NA	NA
1925282*	80(Nr)	20	NA	NA	NA	NA	NA	NA
1923282	70(Nr)	18	18	100	5	0.28	13	0.72
1104328	35(C-I)	9	1	11.11	1	1	0	0
2128126	NA(Nr)	NA	3	-	3	1	0	0
1207168	269(KG)	67	67	100	48	0.72	19	0.28
1411226	52(Nr)	13	8	61.54	8	1	0	0
1923275	58(Nr)	15	13	86.67	13	1	0	0
2160335	NA(C-I)	NA	NA	NA	NA	NA	NA	NA
1516109	180(Nr)	45	45	100	45	1	0	0
1923372	40(C-I)	10	NA	NA	NA	NA	NA	NA

NA- Data not Available

For 2014-15:

School ID	Total number of seats available	Number of seats available under EWS/DG	Number of seats filled under EWS/DG (1)	Percent filled	Number of seats filled under EWS (2)	Ratio (2)/(1) (a)	Number of seats filled under DG (3)	Ratio (3)/(1) (b)
1923285*	169(Nr)	42	42	100	19	0.45	21	0.55
2128121*	60(Nr)	15	5	33.33	1	0.20	4	0.80
1925282*	80(Nr)	20	20	100	9	0.45	11	0.55
1923282	70(Nr)	18	15	83.33	10	0.67	5	0.33
1104328	35(C-I)	9	1	11.11	1	1	0	0
2128126	NA (Nr)	NA	19	-	19	1	0	0
1207168	269(KG)	67	67	100	44	0.66	23	0.34
1411226	52(Nr)	13	NA	NA	NA	NA	NA	NA
1923275	58(Nr)	14	14	100	13	0.93	1*	0.07
2160335	NA(C-I)	NA	13	-	13	1	0	0
1516109	180(Nr)	45	45	100	39	0.87	6	0.13
1923372	40(C-I)	10	NA	NA	NA	NA	NA	NA

NI- No information provided yet.

NA- Data not Available

For 2015-16:

School ID	Total number of seats available	Number of seats available under EWS/DG	Number of seats filled under EWS/DG (1)	Percent filled	Number of seats filled under EWS (2)	Ratio (2)/(1) (a)	Number of seats filled under DG (3)	Ratio (3)/(1) (b)
1923285*	169(Nr)	42	40	95.23	19	0.45	21	0.55
2128121*	60(Nr)	15	4	23.67	1	0.25	3	0.75
1925282*	80(Nr)	20	20	100	12	0.60	8	0.40
1923282	70(Nr)	18	18	100	11	0.61	7	0.39
1104328	35(C-I)	9	4	44.44	4	1	0	0
2128126	NA(Nr)	NA	15	-	15	1	0	0
1207168	269(KG)	67	67	100	42	0.63	25	0.37
1411226	52(Nr)	13	NA	NA	NA	NA	NA	NA
1923275	58(Nr)	15	11	73.33	11	1	0	0
2160335	NA(C-I)	NA	13	-	13	1	0	0
1516109	180(Nr)	45	45	100	32	0.71	13	0.29
1923372	40(C-I)	10	10	100	10	1	0	0

NI- No information provided yet.

NA- Data not Available

For 2016-17:

School ID	Total number of seats available	Number of seats available under EWS/DG	Number of seats filled under EWS/DG (1)	Percent filled	Number of seats filled under EWS (2)	Ratio (2)/(1) (a)	Number of seats filled under DG (3)	Ratio (3)/(1) (b)
1923285*	169(Nr)	42	42	100	NI	NI	NI	NI
2128121*	60(Nr)	15	NI	NI	NI	NI	NI	NI
1925282*	80(Nr)	20	20	100	NI	NI	NI	NI
1923282	70(Nr)	18	18	100	NI	NI	NI	NI
1104328	35(C-I)	9	7	77.77	NI	NI	NI	NI
1207168	269(KG)	67	67	100	NI	NI	NI	NI
1411226	52(Nr)	13	12	92.31	NI	NI	NI	NI
1923275	58(Nr)	15	15	100	NI	NI	NI	NI
2160335	NA(C-I)	NA	NA	NA	NA	NA	NA	NA
1516109	180(Nr)	45	45	100	NI	NI	NI	NI
1923372	40(C-I)	10	NA	NA	NA	NA	NA	NA

NI- No information provided yet.

NA- Data not Available

