



Getting Educated In Govindpuri :
*An Overview of Primary Education in an Unauthorised Colony
of Govindpuri*

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EXECUTIVE SUMMARY

There is no free education in Govindpuri. This is punctuated by the fact that there are not any government schools in the colony. This absence creates a market for private unrecognized public schools. Parents of children going to government schools pay in terms of the transport that is necessary to reach these schools.

This study looks at the quality of primary education accessible in Govindpuri and the contribution of private stakeholders in it. The term 'private stakeholders' is used for private schools, tuition centers and providers of other goods and services (such as transport, books, etc.) that enable a child to receive an education. We collected our data by conducting a survey of households, students, schools, and tuition centres.

One of our goals was to determine the reasons behind parents' school selection and the compulsions they face while making this choice. It was found out that 80% of parents considered school distance a crucial variable for choice. Quantitative and qualitative parameters are used for judging quality of education provided by both government and private schools. These parameters include school infrastructure such as computers, canteen, etc. and the satisfaction they provide to the users.

It has been found that the total cost for our sample of 120 households to receive an education (including school fee, tuition fee, transport, books and uniform expenses) is Rs 17 lakh. The cost for private education is Rs 15 lakh and cost for public education is Rs 2 lakh.¹ By calculating the average number of daily contact hours we can see that the students spend practically the same amount of time acquiring an education, (7 hours for private vs. 7.03 hours for government).² However, government students do spend more time in tuitions than private school students.³

Overall, it seems that there is a system working to educate primary students in Govindpuri. However, households are spending more time and money doing so than would be expected for students on this level.

¹ Annexure D

² Annexure B

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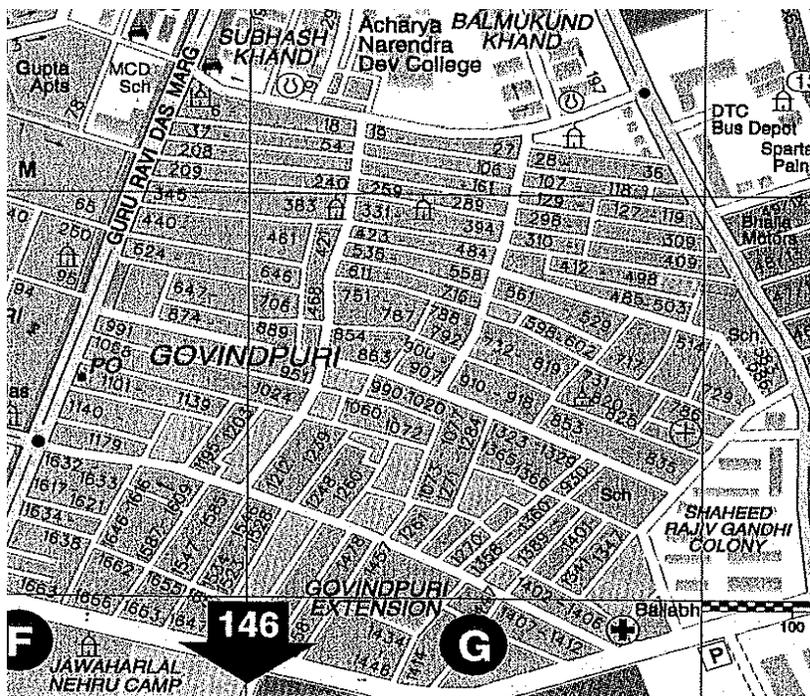
1.0 INTRODUCTION

Education is very important for children, especially poor children, because it enables them to break the circle of poverty and increases their chances of upward economic and social mobility. Thus it becomes pertinent to get good quality education. In order to improve the education system, the Government of India has levied a 2% education cess on all taxpayers to finance public schooling for the poor. In Delhi, the government spends Rs. 927 per month on every child studying in a public school.³ Is this the only way to realise the goal of universal education or can private stakeholders contribute to its realisation? The study in the unauthorised colony of Govindpuri tries to answer these questions.

Govindpuri: an introduction

The colony of Govindpuri has 15 lanes and a population of approximately 1.5 lakh according to SHO, Govindpuri, Gurucharan Das. The figure below gives us a bird's eye view of the area.

Figure 1.1 Map of Govindpuri

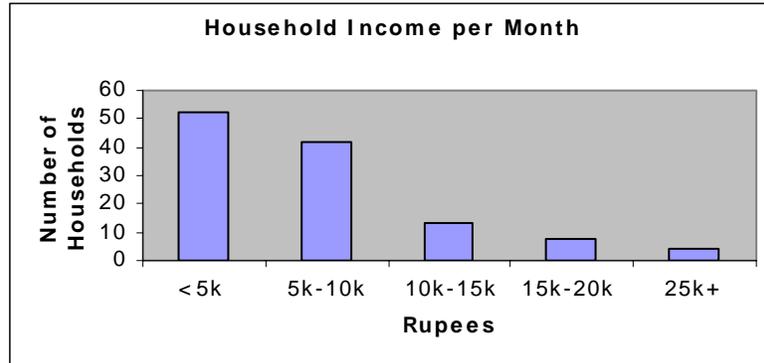


Source: Eicher City Map Delhi

³ Delhi Handbook 2006

Most families have a monthly income below Rs 5000 as shown by Figure 1.2 which shows the distribution of income in Govindpuri. The lowest bracket is 'up to Rs 5000' while the highest is from Rs. 20,000-25,000. As we move to the higher bracket number of households reduces. Considering the area and its amenities, such a trend is to be expected.

Figure 1.2 Household Income per Month at Govindpuri



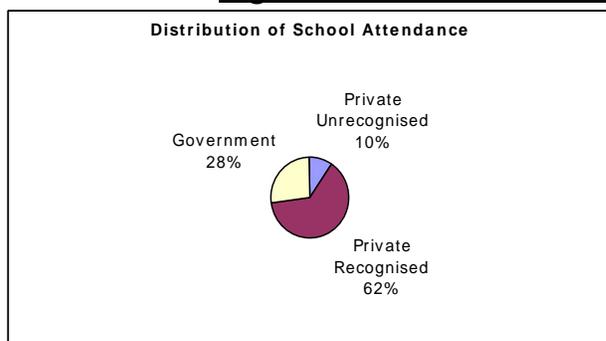
Source: Appendix A

The average family size is 4.88. The chief wage earner of almost every household is the husband who's most common occupations are shop keeping, tailoring and electrician. As for students in the area, of those who were surveyed, the gender ratio was equal with 75 respondents from each. Most families typically have one child in primary school.⁴

Figure 1.3 demonstrates that a majority of students attend private schools, with 'private recognized' being the most popular category. This data was collected using information from the households, so it is possible that some students' maybe going to unrecognised schools while they believe otherwise. This was found to be the case for Gyan Public School, which claimed to have recognition, but later admitted that they were unrecognised. Figure 1.2 shows the distribution of school attendance in the types of schools that exist in the area.

⁴ Annexure J

Figure 1.3 Distribution of School Attendance



Source: Appendix K

2.0 METHODOLOGY

The study is based on primary research. A random sample of 120 households was taken from almost all lanes of the colony to have a representative sample yet diverse enough to distribute the results. Data on schools, tuition centers, students and households was collected by surveying households, schools and tuition centers in the area. Questionnaires were based on a similar study conducted in Sangam Vihar². We collected information on a family's demographic profile ranging from income, family size, and the type and mode of education being given to the children. We used quantitative and qualitative parameters to assess education quality. The quantitative parameters based on facilities provided by the schools, while the qualitative assessment is based on the level of user satisfaction of these facilities.

We asked the following questions related to education in Govindpuri:

- ❖ What is the total number of contact hours spent by a child in getting education? (Contact hours are defined as time spent in schools and tuition and time spent traveling to schools and tuitions).
- ❖ What is the total cost incurred for education? What are the differences in public and private schooling? The fees included in total cost are school, tuition, books, uniform, and transport.
- ❖ What is the role of tuition centres in supplementing school education?
- ❖ Are parents able to send their child to the school of their preference or this choice restricted? What are the reasons for such restrictions if any?
- ❖ Does gender play a role? Do girls get the same education as boys or is there any discrimination?

- ❖ What are the problems associated with government school accessibility? How has this effected schooling in the area?
- ❖ How is the overall quality of education provided by private and government schools?

3.0 A COMPARISON OF EDUCATION QUALITY IN PUBLIC AND PRIVATE SCHOOLS

Since there are no public schools in the colony the information used to establish school infrastructure for public schools is based on student response. We used the coordinating data for private schools in order to keep our information consistent. Thus, the information recorded reflects student perception. The basic parameters for profiling school facilities are:

Figure 3.1: Classroom in Dashmesh Public School



1. Provision of facilities – drinking water, classrooms, desks, library, computer labs, transport, sports, extracurricular activities and playground.
2. Number of students per class.
3. Students' feedback on performance of teachers judged on regularity, teaching style, behaviour, homework and other criteria suggested by the students.
4. Overall satisfaction with teachers.
5. System of substitution for absent teachers.

Table 3.1 below shows that most of the basic amenities such as desks, fans, classrooms, and drinking water are provided for nearly every student. It is surprising however, that the percentage of government school students having an access to playground is 14% more than the access to libraries.

Not surprising though, is the fact that 17% more private school students have access to a computer. Only 58% of students going to private school are provided with a canteen. One of the major reasons for this is that some schools only provide canteen to students after a certain classes, the same holds for library access as well. Data was not collected to account for these irregularities.

It is also observed that a majority of all students approve of their teachers and are taught by a substitute. By speaking with parents, we learned that most of the times the 'substitutes' called in to take over the class are parents. Due to lack of teaching skills and corresponding education qualifications, there is a more of a baby sitting situation, rather than learning.

Table 3.1 Percentage of Schools with Facilities

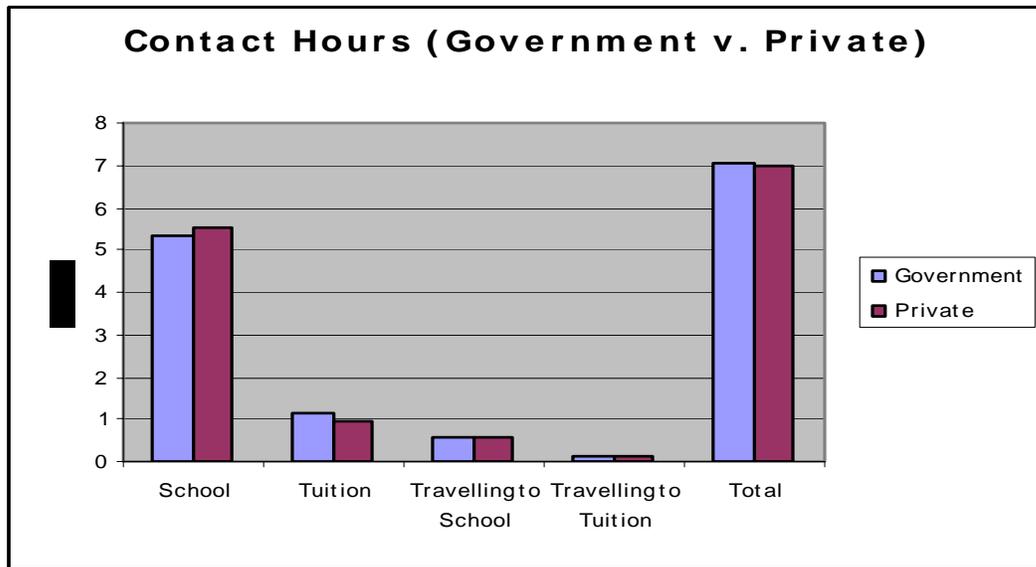
Source: Annexure N

	Parameters									
	computer	Sports	Extra.	Canteen	Rooms	Desks	Fan	Water	Playground	library
Govt	57.6%	66.7%	87.7%	21.2%	93.9%	97%	97%	97%	90.8%	48.5%
Private	74.3%	76.1%	92.9%	57.5%	96.5%	96.5%	96.5%	93.8%	77%	63.5%

4.0 CONTACT HOURS

The total number of contact hours a child has to spend on acquiring primary education was calculated by adding time spent in school, tuition and time spent travelling to schools and tuition centres. The average number of contact hours for a primary school student was found to be 7 hours, irrespective of the type of school. Figure 4.1 shows the distribution of total contact hours for both private and public schools.

Figure 4.1: Contact Hours in Government and Private Schools



Source: Annexure B

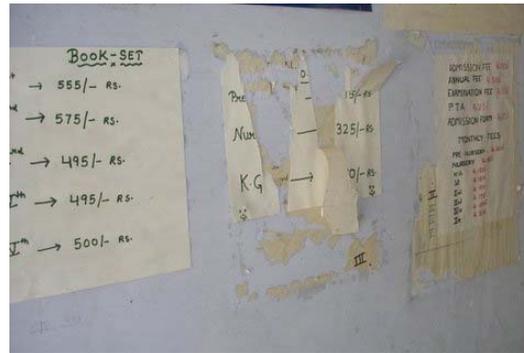
The average number of contact hours for private school students is 7.0 hours, while the average number for their private counterparts is 7.03 hours. Though the overall difference is less than two minutes, private school students do spend less time in tuitions.

5.0 COST

Typically we think of government education as being free and accessible to everyone. This however is not the case for the residents of Govindpuri. Since there are no government schools within the colony, students wishing to pursue this option must go by to the nearby MCD schools in Kalkaji or Chirag Enclave. Though students may receive free books and uniforms, they often have to pay for transportation since these schools are out within walking distance. The average monthly transport costs for these students are Rs. 131.⁵

⁵ Annexure E

Figure 5.1 Fees at Siddharth Public School



Considering that students from unrecognised private schools often have difficulty in obtaining seats in secondary institutions, it is expected that their fees would be lower. As you can see in Figure 5.2, this is exactly the case. In every category besides school fee, private unrecognised schools have the lowest prices.⁶ The absence of government schools seems to have created a market for these unrecognised schools in this lower income area. If we add the average cost paid for transport (Rs. 131) and tuitions (Rs. 135) the sum is Rs. 265.⁷ Considering that the average fee for private schools in Govindpuri is approximately Rs. 250, these private schools and tuitions can replace government education.

The average total cost borne by households sending their children to a government school is Rs. 431 per child, while the average cost per child at a private school is triple the price at Rs. 1305.⁸

The average total cost borne by households sending their children to a government school is Rs. 431 per child, while the average cost per child at a private school is triple the price at Rs. 1305.⁹ Uniform and book fees are also not similar across the board. It is Rs 23 for a government school on one end, and Rs 169 for private recognized schools at the other. However, there is overwhelming willingness of people of sending their children to private schools. It can be observed that the quality of education is also one of the determinants for people who face major financial constraints in sending their children to better private schools.

SHARE OF PRIVATE STAKEHOLDERS FROM TOTAL COST

⁶ Though government schools have no official school fee, many charge a base rate to ensure student attendance.

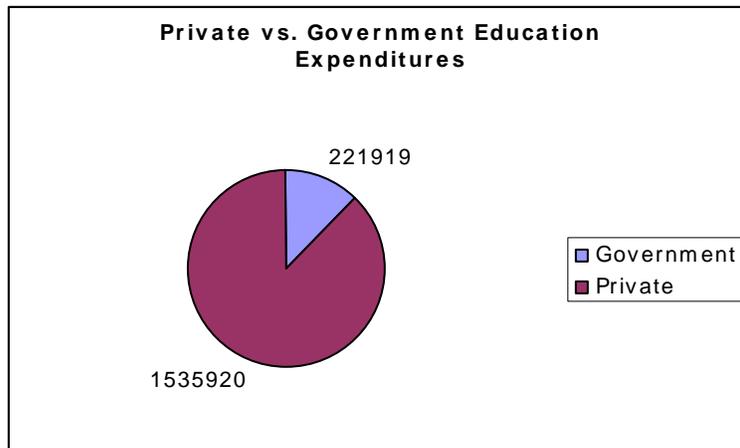
⁷ Annexure E

⁸ Annexure C: Monthly Schooling Costs Based on School Attendance

⁹ Annexure C: Monthly Schooling Costs Based on School Attendance

The share of private stakeholders comprising of private school fee, tuition fee, and money spent on books, transport and uniforms for private school students was found out to be Rs. 3,09,273, which makes 90.9% of the total cost incurred by the people who were surveyed. It is interesting to note that even poor households spend a larger chunk of their earnings on private education than on government education by choice.

Figure 1.5 Private and Government Expenditure on Education



Source: Appendix D

6.0 Case Study: Gender Dimension

It becomes clear from our study that majority of parents want to send their children to private schools but are unable to do so due to economic reasons. Scarcity of resources induces one to make choice. It was observed that two families facing a resource crunch chose to send their son to a private school while their daughter goes to a government school. No cases were found where the opposite is true. Thus, choice here has a gender dimension. The reasons they gave were we would have liked both of them to study in a good private school but we cannot afford the fee thus we had to send one. On being asked why the daughter none of them openly accepted practicing gender discrimination but claimed because the son is smarter in studies or the decision was spontaneous.

However placing this finding in the Indian social context we can say that lack of choice affects prospects of girl child more than a boy. It would be unfair to blame parents alone because in a social set up where your daughter is supposed to leave home after marriage and not look back parents have no incentive to educate them. Another reason is in many quarters of our society women are not looked up on as potential earners but rather as dependents, thus educating them is seen as serving no practical purpose. Therefore, lack of options for parents hurt future options for women.



6.0 TUITION CENTRES

Almost every gully has one or more tuition centres in Govindpuri. They charge an average fee of Rs. 300 per month for teaching all subjects. Parents cited reasons such as heavy syllabus, lack of parental education and time, and children not heeding parents' words as an explanation for sending their children to tuitions. However as the following photo shows, not all tuitions are of the highest calibre.

Figure 1.7 Tuition Centre Advertisement



Despite such glaring occasions, most of the students and their parents claimed that they have improved with tuitions. For both government and privately educated children approximately 47% take tuitions. The reason for not taking tuitions in most cases has been ability of the parents, in most cases the mother, to teach the child. Many parents also believed that their child was too young for tuitions. Finally, there were a few cases where tuitions were not taken due to unwillingness on part of the child. The percentage of public school students taking tuitions is 47.2%, while the percentage for private school students is 47.6%. Since these percentages are approximately the same, the expected result that government school students require more tuition does not hold.

Tuition centres were asked to comment on any discrepancies they see in government and private school students and they claim the problem is with the poor quality of English education and lack of discipline in government schools. Of those parents surveyed, 93% preferred private schools to government schools. This could be one of the reasons for the many private schools within the colony. For primary school children distance is a major factor in school selection as 80% of parents were influenced by distance in their school selection for their ward.¹⁰ Thus it becomes very clear that unlike common perception that private schools cater only to the elite while government schools take up the noble task of educating the poor is a myth.

8.0 THE PRIVATE ALTERNATIVE

In spite of a clear preference for private schools over government schools most parents are unable to send their ward to a preferred school due to economic compulsions. 93% prefer private schools over government schools.¹¹ 60% of students do go to the schools that their parents preferred. It is important to note that some of those in the “non-preferred” category are private school students whose parents are unhappy with the school their child is attending, thus their reply was government school. (Appendix H)

This scenario makes us look for an alternative to the present choice-less system of education. We need to provide an equal opportunity to education for all. This is why we are recommending an education voucher system. The idea behind education vouchers is to empower poor students by allowing them to attend the school of their choice. This will provide equal choices to both the rich and poor, causing schools to compete for all students. The same student who goes to a government school today can take the voucher from the government and go to any school of her choice. Their choice in turn creates competition among schools to attract and retain students. The schools collect vouchers from students, deposit them in their bank account, and their account is credited while debiting the amount from the government. No money actually changes hand, only the voucher moves from the government, to the students, and then to the schools.

CONCLUSION AND IMPLICATIONS

1. There is no government school in Govindpuri, but the market is working and education facilities are being provided by private schools.
2. An equal ratio of private and public school students send their children for tuition. Thus, education is not free for the public school children.

¹⁰ Annexure O: Reason for School Selection

¹¹ Annexure I

3. Most people from all income groups want private education for their children but have to settle for government schools due to economic compulsions. 93% parents preferred private schools to government schools. (appendix I)
4. There is a clear discrepancy between quality of education in government and private schools. We can say this on the basis of parameters we used to judge quality of education in private and public schools and on the basis of observations from tuition centers.
5. A majority of expenditure incurred for education is private. This includes private schools, tuitions, books, uniforms, and transport.
6. For primary school children, distance is a major factor in school selection as 80 % of parents were influenced by distance in their school selection for their ward.
7. Daughters' are given less importance than sons in terms of quality of education when resources are limited and priorities have to be set.
8. Many people resort to tuitions not just for improved academic performance but also for keeping children busy after school.
9. The role of tuition centers in trying to fill the gap in education quality of private and public schools should also be scrutinized. The syllabus covered in primary education does not call for much time outside of school. Every school in our sample said they would not promote third party tuitions.
10. We see that private tuitions instead of supplementing school education become a way to squeeze out extra-money from the parents. Many private schools in Govindpuri have in house tuitions, which they call extra classes. Parents are charged money almost equal to the school fee for a one-hour per day class. The schools claim they are for helping weaker students catch up but the parents claim school authorities often compel their children to take tuitions and if they refuse they are discriminated against.
11. A voucher system would allow students within Govindpuri to have choice in their education.

Appendix

Annexure A: Income of households in Govindpuri

Income	<5k	5k-10k	10k-15k	15k-20k	25k+
Households	52	42	13	8	4

Annexure B: Contact hours for private and public schools

	School	Tuition	Travelling to School	Travelling to Tuition	Total
Government	5.32	1.16	0.59	0.1	7.03
Private	5.53	0.96	0.59	0.11	7

Annexure C: Monthly Schooling Costs based on School Attendance

Type of School	School Fee	Private Tuition Fee	Book Fees	Uniform Fees	Transport Fees	Total Cost
Government	163	131	23	0	135	431
Private Aided	493	325	96	84	363	1361
Private Unrecognised	192	150	81	36	82	541
Private Recognised	758	158	110	59	220	1305

Annexure D: Cost of education for private and public schools

Total Costs for Govindpuri	School	Tuitions	Books	Uniform	Transport	Total
Government	82119	58200	10200	3600	67800	221919
Private	874509.6	194851.2	136050	61710	268800	1535921
						1757840
					221919	1535920

Annexure E: Average cost in education for private and government schools

	School	Tuitions	Books	Uniform	Transport	Total
Government	162.9364	131.0811	22.97	8.108	134.5238	459.6193
Private	675	159.1922	105.95	58	207	1205.106

Annexure F: Contact hours for private and public schools

private	Govt
5.58	
8	7.92
6.17	7.33
7.42	6.75
	7.5
	9.17
6	7.5
7	8.32
8	5.84
7.67	7.84
6.33	6.17
7.67	5.33
7.83	6.25
6.33	4.83
7.5	5.5
5	5
7.75	8
7.5	7.84
7	8
7.33	9.16
5.5	7.67
6.5	8.5
6.5	7.33
6	6.17
6	5
7	7
8.67	6.83
6.67	6
9.08	7.25
9	
5.83	
0.33	
5.33	

0
4.5
5.33
5.5
7.58
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7.66
9.67
5.08
6.33
6.5
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6.84
6.84
4.67
7.28
9.84
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8.83
6.75
6.5
5.67
6.34
7.84
5.28
6.67
6.66
7.59
6.83
8.16
7.5
8.92
6.17
8.5

6.33	
6.5	
5.33	
7	
6.75	
8.83	
8.34	
7.33	
8.3	
5.67	
6	
11.5	
8.63	
5.5	
6.33	
7.17	
5.83	
5	
Private	government
6.818913	7

Annexure G
Hours in school for government and private schools

75.60%	24.40%
96	31
Private	Government
3.08	5.08
6	5.42
5	5
6	4.5
6.33	5.5
4	6
6	6.5
7	5.67
5	5.5
6	5.5
6.5	5
5	6
4	4.5

6.08	5
3.5	4
6	5.5
5	5.5
6	4
6	5.5
5.5	5.33
5.5	5
5.5	5.5
4.5	6
5	5.5
4.5	4.5
5	5.5
6	5
6	6
5	6.5
5.67	4.5
6	5.5
6	5
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6.5	
7	
6.8	
5	
5.5	
7.5	
6	
5	
5	
6	
5.17	
5.5	
5	
5.458878	5.296875

534.97	169.5

Annexure H: Preference and school attendance

90/150 children go to the preferred school	Number of students
Preferred	60
Non-preferred	40

Annexure I: Preference for government and private schools

Preferred school	Number of households
Private	139
government	11

Annexure J: Gender distribution of respondents

Male	female
75	75

Annexure K: Distribution of students in school categories

Percentage	9.8	62.6	27.6
	Private Unrecognised	Private Recognised	Government

Annexure L: Effectiveness of tuitions

Tuitions	Number of children taking tuitions	Number of children who register improvement in studies by tuitions
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Number of students	72	64
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Annexure N: Percentage of Students with Access to Facilities at School

Annexure M: School Infrastructure

Schools	Category	Number of Respondents Attending	Computers	Sports	Extracurricular	Canteen	Classrooms	desks	Toilets
LaBella	PR	4	1	1	1	0	1	1	
Bal Academy	PR	8	1	1	1	0	1	1	
Deepthi	PU	0	0	1	1	0	1	1	
Gyan	PU	3	0	0	1	0	1	1	
Dashmesh	PU	5	1	1	1	0	1	1	

	Parameters									
	computer	Sports	Extra.	Canteen	Rooms	Desks	Fan	Water	Playground	library
Govt	57.6%	66.7%	87.7%	21.2%	93.9%	97%	97%	97%	90.8%	48.5%
Private	74.3%	76.1%	92.9%	57.5%	96.5%	96.5%	96.5%	93.8%	77%	63.5%

Siddhart	PR	1	1	1	1	0	1	1	
Jagdamba	PU	0	1	0	1	0	1	1	
Sriram	PU	2	1	1	1	0	1	1	

Annexure N: Government vs. Private School Facilities

Annexure O: Reason behind School Selection

Reason	Distance	School Fee	Education Quality	Religion
Number of Respondents	96	29	54	6

Annexure P: Satisfaction with School Services

School Service	Like Teachers?	Have Substitute Teachers?
government	90.90%	81.80%
private	87.60%	86.70%

Annexure Q: Are Tuitions Effective?

	In Tuitions	Improved	
Number of students	73	64	

Annexure R: Contact Hours by School Type

Type of School	Number of Children	Hours in School	Hours in Tuition	Hours Travelling to School	Hours Travelling to Tuition	Total Contact Hours
Government	42	5.32	1.16	0.59	0.103	
Private Aided	4	5.02	0.88	0.46	0.11	
Private Unrecognised	14	4.95	1.21	0.45	0.09	

Type of School	Average Number of Family Members	Rs. <5K	Rs. 5-10k	Rs. 10-15k	Rs. 15-20k	Rs. 20-25k	Rs. +25,000
Government	4.88	26	11	4	1	0	0
Private Aided	4.75	1	1	2	0	0	0
Private Unrecognised	5.29	9	4	1	0	0	0
Private Recognised	4.76	37	31	8	8	0	4
Type of School	90	5.64	0.92	0.62	0.11		

Annexure S: Reason for Tuitions (All students)

Reason for Tuitions:	Heavy Syllabus	Friends Go	Ineffective Teachers	Low performance in school	Parent's will
Respondents%	45.20%	5.47%	4.11%	4.11%	57.53%

Annexure T: Family Demographics

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