



## PATNA

The Right of Children to Free and Compulsory Education Act, 2009 (RTE Act) was notified to come into force on April 1 2010. Almost five years have gone by since the RTE Act became a law. In the context of urban areas, especially with respect to low income neighbourhoods, what does “guaranteeing” education mean? How can citizens find out if every child in their community is in school and whether he/she is learning? What is the way for people to assess whether schools in their locality are complying with the norms laid down by the law?

The aim of this exercise was to find the answers to these questions and figure out what it would take to translate policy into practice in urban locations across India. Five cities participated in this exercise. These cities were: Delhi, Jaipur, Patna, Mysore and Hyderabad. In each of these cities, one municipal ward, typically a mixed or low income area, was chosen to be a “pilot” location and a census was carried out.

We hope that the measures, methods and findings from this exercise are useful as a demonstration of what can be done to understand the status of education in urban areas. We also hope that the actual example of a census of one municipal ward in the city can guide the way for community-based planning, not just for compliance with the RTE Act, but for guaranteeing quality elementary education for all children in the city.

## ENROLLMENT

Table 1: % Children in different types of schools 2014

Age group	*No. of children	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	4138	34.3	53.0	4.6	8.1	100
Age: 6-14 BOYS	2133	28.2	57.0	4.7	10.1	100
Age: 6-14 GIRLS	2004	40.7	48.8	4.4	6.1	100
Age: 6-10 ALL	2358	26.3	61.0	6.1	6.6	100
Age: 6-10 BOYS	1224	22.1	64.0	6.2	7.7	100
Age: 6-10 GIRLS	1134	31.0	57.8	5.9	5.3	100
Age: 11-14 ALL	1780	43.9	43.4	2.7	10.0	100
Age: 11-14 BOYS	909	35.9	48.3	2.8	13.0	100
Age: 11-14 GIRLS	870	52.0	38.4	2.6	7.0	100
Age: 15-16 ALL	713	56.1	24.9	1.5	17.6	100
Age: 15-16 BOYS	330	49.0	26.7	1.0	23.3	100
Age: 15-16 GIRLS	383	62.5	23.2	1.9	12.4	100

Note: 'Other' includes children going to madarasas and EGS.

'Not in school' = dropped out + never enrolled

\* The numbers might not add up due to missing information under certain categories.

Table 2: % Children age 2-6 enrolled in different types of pre-schools and schools 2014

Age	No. of children	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
				Govt.	Pvt.	Other		
Age 2	277	14.8	2.9				82.3	100
Age 3	381	34.7	12.6				52.8	100
Age 4	324	39.5	27.5				33.0	100
Age 5	471	22.5	12.3	8.3	40.6	3.4	13.0	100
Age 6	452	13.9	11.1	12.6	48.5	4.7	9.3	100

Note: For 2, 3 and 4 year old children, only pre-school status was recorded.

## ABOUT THE WARD

Out of a total of 72 wards in Patna, Ward number 60 was surveyed for this study. This densely populated ward is located in the eastern part of Patna. Some prominent localities in this ward are Pakki Goraiya, Choti Bazar, Mogalpur, Uma Babu Lane, Bhagat Singh Colony, Jalwa Toli, Girja Hospital Purvi, Shishe Ka Sipal and Lala Toli. Typical to any urban settlement, this ward has a large number of small shops selling goods and providing services to the local population. Small scale units produce leather goods, footwear, boxes and biscuits. Activities such as bag sewing, rubber packaging, *bindi* making, and stone and *zari* work can be seen everywhere in the area. There are also a large number of private schools and coaching centres, many of which operate from residential buildings or religious places due to lack of space. The habitations in this ward are dense and consist of a mix of commercial and residential areas closely packed together.

This survey was conducted in November-December 2014. It reached a total of 3,818 households and 6,510 children in the age group of 2 to 16 years.

Table 3: % Children going to schools in different location by school type 2014

School type	No. of children	Location of school		Total
		Inside ward	Outside ward	
Govt.	1153	34.9	65.1	100
Pvt.	1524	28.9	71.1	100
Other	52	19.2	80.8	100
Total	2729	31.2	68.8	100



## READING

**Table 4: % Children by class and READING level  
All schools 2014**

Std	Not even letter	Letter	Word	Level 1 (Std I text)	Level 2 (Std II text)	Total
Std I-II	11.1	21.5	25.3	18.5	23.7	100
Std III-V	2.3	8.0	14.2	22.7	52.9	100
Std VI-VIII	0.8	1.9	4.3	13.1	79.9	100
Total	4.6	10.3	14.5	18.3	52.3	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in classes III-V, 2.3% children cannot even read letters, 8% can read letters but not more, 14.2% can read words but not Std I level text or higher, 22.7% can read Std I level text but not Std II level text, and 52.9% can read Std II level text. For each group of classes, the total of all these exclusive categories is 100%.



### Reading Tool

**कहानी**  
रामपुर में एक मैदान था। वहाँ कुछ नहीं उगता था। वहाँ कोई खेलने नहीं जाता था। एक दिन कुछ लोग आए। उन्होंने गाँव के लोगों को बुलाया। सबने मिलकर तय किया कि यहाँ बगीचा बनाया जाए। खाद मंगाकर हर तरह के पौधे लगाए गए। सही समय पर पानी दिया गया। आज वहाँ एक सुंदर बगीचा है। इसलिए वहाँ सभी खेलने जाते हैं।

**अनुकेद**  
रूपा बाहर खेल रही थी। खेलते-खेलते रात हो गई। रूपा अपने घर चली गई। वह खाना खाकर सो गई।

**द क च**  
ल ब  
ह थ त  
म ख

**नाक**  
कूड़ा  
खुश  
मौका  
पीला  
झोला

**तेला**  
मेना  
सेब  
दिन

**Table 5: % Children in Std I to Std VIII at different READING levels by school type 2014**

Std	Reading level	Govt.		Pvt.		Govt. & Pvt.*	
		No. of children	%	No. of children	%	No. of children	%
Std I-II	Children who can read at least letters	272	77.2	568	94.5	840	88.9
Std III-V	Children who can read at least a Std I level text	396	64.9	585	83.4	981	75.9
Std VI-VIII	Children who can read a Std II level text	502	77.7	368	83.2	870	80.0

\* This is the weighted average of children in government and private schools only.

**Table 6: % Children studying in different medium of instruction by school type 2014**

Std	Type of school	No. of children surveyed	Hindi	English	Urdu	Other	Total
Std I-V	Govt.	650	92.6	4.5	2.5	0.5	100
	Pvt.	1140	24.2	75.2	0.3	0.4	100
	Govt. & Pvt.*	1790	49.1	49.5	1.1	0.4	100
Std VI-VIII	Govt.	476	93.5	2.5	3.2	0.8	100
	Pvt.	367	24.0	75.8	0.3	0.0	100
	Govt. & Pvt.*	843	63.2	34.4	1.9	0.5	100

\* This is the weighted average of children in government and private schools only.

**Table 7: % Children in Std I to VIII at different READING levels by school medium of instruction and school type 2014**

Std	Reading level	Govt. school (Medium of instruction - Hindi)		Pvt. school (Medium of instruction - English)	
		No. of children	%	No. of children	%
Std I-II	Children who can read at least letters	239	76.6	407	95.8
Std III-V	Children who can read at least a Std I level text	349	65.0	435	83.0
Std VI-VIII	Children who can read at least a Std II level text	440	77.1	272	82.4

## ARITHMETIC

**Table 8: % Children by class and ARITHMETIC level All schools 2014**

Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
Std I-II	8.5	24.1	31.3	21.8	14.5	100
Std III-V	1.6	10.2	21.8	27.6	38.9	100
Std VI-VIII	0.6	3.3	9.3	18.5	68.3	100
Total	3.4	12.3	20.8	22.9	40.6	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in classes III-V, 1.6% children cannot even recognize numbers 1-9, 10.2% can recognize numbers up to 9 but not more, 21.8% can recognize numbers up to 99 but cannot do subtraction, 27.6% can do subtraction but cannot do division, and 38.9% can do division. For each group of classes, the total of all these exclusive categories is 100%.

### Math Tool

अंक पहचान 1-9	संख्या पहचान 10-99	घटाव	भाग
2    7	76    58	$\begin{array}{r} 74 & 63 \\ - 57 & - 27 \\ \hline \end{array}$	$8 \overline{) 993}$
5    3	48    99	$\begin{array}{r} 47 & 84 \\ - 29 & - 35 \\ \hline \end{array}$	$6 \overline{) 758}$
9    8	34    61	$\begin{array}{r} 41 & 32 \\ - 15 & - 17 \\ \hline \end{array}$	$7 \overline{) 865}$
4    1	46    25	$\begin{array}{r} 31 & 68 \\ - 18 & - 49 \\ \hline \end{array}$	$4 \overline{) 658}$
86    62			

बच्चे से कोई भी 5 अंक पहचानने को नहीं। कम से कम 4 सही होने चाहिए।

बच्चे से कोई भी 5 संख्या पहचानने को नहीं। कम से कम 4 सही होने चाहिए।

बच्चे से कोई भी 2 घटाव को सफल करने को नहीं। दोनों ही सही होने चाहिए।

बच्चे से कोई भी 1 भाग का सफल करने को नहीं। सही सही होने चाहिए।

**Table 9: % Children in Std I to Std VIII at different ARITHMETIC levels by school type 2014**

Std	Arithmetic level	Govt.		Pvt.		Govt. & Pvt.*	
		No. of children	%	No. of children	%	No. of children	%
Std I-II	Children who can recognize numbers 1-9 or more	271	83.4	561	95.5	832	91.6
Std III-V	Children who can do at least subtraction	398	55.8	584	75.0	982	67.2
Std VI-VIII	Children who can do division	497	62.0	371	77.4	868	68.6

\* This is the weighted average of children in government and private schools only.

## ENGLISH

**Table 10: % Children by class and READING level in ENGLISH All schools 2014**

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
Std I-II	11.3	19.5	24.0	28.5	16.7	100
Std III-V	3.5	8.4	18.9	34.4	34.8	100
Std VI-VIII	1.2	2.4	10.3	27.5	58.5	100
Total	5.2	10.0	17.8	30.4	36.6	100

How to read this table: Each cell shows the highest level in reading English achieved by a child. For example, in classes III-V, 3.5% children cannot even read capital letters, 8.4% can read capital letters but not more, 18.9% can read small letters but not words or higher, 34.4% can read words but not sentences, and 34.8% can read sentences. For each group of classes, the total of all these exclusive categories is 100%.

### English Tool

उपरोक्त अक्षर (ऊपर) पहचान कर दो।  
पढ़ने के उदाहरण नीचे जो दिए गए हैं।  
बच्चों से उदाहरण सही (सही) रूप में पढ़ने को कहें। कम से कम 2 सही होने चाहिए।

A	J	Q	h	p	x
N	E		u	m	
Y	R	O	d	g	t

बच्चों से कोई भी 5 अक्षर पहचानने को नहीं। कम से कम 4 सही होने चाहिए।

उपरोक्त अक्षर (ऊपर) पहचान कर दो।  
पढ़ने के उदाहरण नीचे जो दिए गए हैं।  
बच्चों से उदाहरण सही (सही) रूप में पढ़ने को कहें। कम से कम 2 सही होने चाहिए।

cat	red	<p>What is the time?</p> <p>This is a large house.</p> <p>I like to read.</p> <p>She has many books.</p>
sun	fan	
new	bus	

बच्चों से कोई भी 5 अक्षर पहचानने को नहीं। कम से कम 4 सही होने चाहिए।

**Table 11: % Children in Std I to Std VIII at different ENGLISH levels by school type 2014**

Std	English level	Govt.		Pvt.		Govt. & Pvt.*	
		No. of children	%	No. of children	%	No. of children	%
Std I-II	Children who can recognize at least capital letters	270	76.7	560	94.3	830	88.6
Std III-V	Children who can read at least words	398	57.5	576	79.0	974	70.2
Std VI-VIII	Children who can read sentences	484	46.1	367	75.8	851	58.9

\* This is the weighted average of children in government and private schools only.



## SCHOOLS

According to DISE (2013-14), Ward no. 60 in Patna has 7 schools. Our surveyors visited 21 schools of which 8 were government and 13 were private. All schools permitted us to enter and record basic data on enrollment, attendance and school facilities. For most RTE indicators, private schools performed better than government schools. For instance, only 1 of the 8 government schools was PTR compliant while all the private schools had PTRs that complied with the RTE norms. Similarly, compliance was higher in private schools for playground, office and boundary wall. Even in the case of toilets, more private schools had useable toilets as compared to government schools. For instance, only 1 out of 4 government schools had a useable girls' toilet as compared to 6 out of 8 private schools. Presence and usage of library books was the only indicator in which government schools outperformed private schools. Finally, while none of the government schools had a computer, 9 out of 13 private schools had computers and children were observed using them.

Note: In some cases, there can be a mismatch between the number of schools surveyed and the number of schools with information on school facilities due to missing data.

Some schools in the ward were not recorded in DISE (2013-14).

## KEY FINDINGS

### Enrollment in schools

- ◆ Close to 92% of children in the age group 6-14 years are enrolled in school.
- ◆ The proportion of children out of school in the age group 6-14 years is close to 8%. It is higher for boys (10%) compared to girls (6%). This proportion more than doubles as the children cross the elementary age group; 18% of children in the 15-16 years age group are out of school. For boys, the figure is 23%, which is 11 percentage points higher than that for girls.
- ◆ More children are going to private schools than to government schools. About 60% of children in the age group 6-10 years are in private schools, whereas just 26% of children in the same age group are going to government schools. (The remaining 14% are either enrolled in other schools or not in school.)
- ◆ The medium of instruction for most of the children studying in government schools is Hindi (92%) while English is the medium of instruction for majority of children going to private schools (75%).

### Preschool

- ◆ In the age group 5-6 years, between 9 and 13% of children are not enrolled in pre-school or school.
- ◆ More than 40% of children in the age group of 5-6 years are going to private primary schools.

### Learning

- ◆ 53% of children in Std 3 to 5 could read a Std 2 level text. About 39% could do division and 35% could read simple sentences in English.
- ◆ Children in private schools outperformed children in government schools.
- ◆ The proportion of children in Std 3 to 5 who could read at least a Std 1 level text is 65% for government school children and 83% for private school children.
- ◆ In arithmetic, while 56% of children in Std 3 to 5 in government schools could do at least subtraction, the corresponding figure for private school children is 75%.
- ◆ Lastly, in English, while 58% of children in Std 3 to 5 in government schools could read at least words, the corresponding figure for private school children is 79%.

### Thoughts on the way forward

The proportion of boys out of school age 11 years and above is a cause of concern in this ward. Also, the basic learning level of children in government schools is far behind that of the children in private schools. It seems the choice for them is either to stay in a school with little learning opportunity or to join the workforce in the neighborhood. The focus on building the basic reading, writing and math competencies in the initial years may be critical to ensure that children stay in school and are able to learn well.