



DELHI

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	9305	73.9	24.1	0.2	1.8	100
Age: 6-14 BOYS	4834	68.0	29.8	0.2	2.0	100
Age: 6-14 GIRLS	4466	80.5	17.9	0.1	1.5	100
Age: 6-10 ALL	5046	66.2	32.5	0.2	1.1	100
Age: 6-10 BOYS	2658	59.9	38.6	0.2	1.3	100
Age: 6-10 GIRLS	2384	73.4	25.7	0.1	0.9	100
Age: 11-14 ALL	4259	82.7	14.6	0.2	2.6	100
Age: 11-14 BOYS	2176	77.4	19.6	0.1	2.9	100
Age: 11-14 GIRLS	2082	88.2	9.4	0.2	2.2	100
Age: 15-16 ALL	1689	84.3	7.5	0.4	7.9	100
Age: 15-16 BOYS	882	79.7	10.7	0.4	9.3	100
Age: 15-16 GIRLS	805	89.2	4.1	0.4	6.4	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	594	19.9	2.9				77.3	100
Age 3	789	33.2	18.8				48.0	100
Age 4	862	25.6	46.8				27.6	100
Age 5	966	4.8	31.4	28.1	27.5	0.4	7.9	100
Age 6	946	0.9	10.3	52.6	33.4	0.0	2.9	100

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

ABOUT THE WARD

Out of a total of 272 wards in Delhi, Ward number 243 was surveyed for this study. Known as Nand Nagri, the ward is situated across the Yamuna river in north-east Delhi, bordering Uttar Pradesh. Nand Nagri is similar to many other such neighbourhoods in east Delhi in that it is densely populated with mixed habitation patterns. The ward has three distinct kinds of settlements. The first is a “resettlement colony” the second is a slum cluster (*jhuggi-jhopri*) which has existed in the area for almost forty years. The third settlement is one that used to be a village but gradually urbanised with the growth of the city. Nand Nagri is crowded with shops, houses, factories, schools, dispensaries and banks. Many residents work in small scale factories and enterprises in the local or adjoining areas. Some sell goods or provide services to other residents.

This survey was conducted in November-December 2014. It reached 11,987 households and 14,532 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.	5630	46.0	54.0	100
Pvt.	1913	12.8	87.3	100
Other	7	28.6	71.4	100
Total	7550	37.6	62.4	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	18.5	43.7	15.5	12.2	10.1	100
Std III-V	4.7	18.5	15.7	23.9	37.2	100
Std VI-VIII	2.3	6.6	7.4	19.6	64.1	100
Total	7.2	20.2	12.6	19.4	40.7	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in classes III-V, 4.7% children cannot even read letters, 18.5% can read letters but not more, 15.7% can read words but not Std I level text or higher, 23.9% can read Std I level text but not Std II level text, and 37.2% can read Std II level text. For each group of classes, the total of all these exclusive categories is 100%.



Reading Tool

कहानी

राजू नाम का एक लड़का था। उसकी एक बड़ी बहन व एक छोटा भाई था। उसका भाई गाँव के पास के विद्यालय में पढ़ने जाता था। वह खूब मेहनत करता था। उसकी बहन बहुत अच्छी खिलाड़ी थी। उसे लंबी दौड़ लगाना अच्छा लगता था। वे तीनों रोज़ साथ-साथ मौज-मस्ती करते थे।

अनुच्छेद

हर रविवार नानी घर आती है। हमारे लिए मिठाई लाती है। मैं नानी के साथ सोता हूँ। वह मुझे कहानी सुनाती है।

शब्द

ह च ट
ल न
फ म र
स त

शब्द

कुल बड़ा
रोज़
पानी चूना
चलो नहीं
घेर
देर कौन

**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	1039	72.1	709	95.2	1748	81.5
Std III-V	Children who can read at least a Std I level text	2036	54.5	717	79.9	2753	61.1
Std VI-VIII	Children who can read a Std II level text	2324	60.8	371	84.9	2695	64.2

* 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.	3167	93.9	5.9	0.0	0.3	100
	Pvt.	1513	14.1	85.7	0.0	0.1	100
	Govt. & Pvt.*	4680	68.1	31.7	0.0	0.2	100
Std VI-VIII	Govt.	2393	93.2	6.8	0.0	0.1	100
	Pvt.	393	10.4	89.6	0.0	0.0	100
	Govt. & Pvt.*	2786	81.5	18.5	0.0	0.1	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	957	71.5	583	96.2
Std III-V	Children who can read at least a Std I level text	1861	52.7	609	79.3
Std VI-VIII	Children who can read at least a Std II level text	2113	59.4	325	85.5

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	13.8	40.9	38.0	6.0	1.4	100
Std III-V	2.8	20.7	44.4	17.9	14.3	100
Std VI-VIII	0.9	7.1	40.8	19.3	31.9	100
Total	4.8	20.6	41.5	15.5	17.7	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in classes III-V, 2.8% children cannot even recognize numbers 1-9, 20.7% can recognize numbers up to 9 but not more, 44.4% can recognize numbers up to 99 but cannot do subtraction, 17.9% can do subtraction but cannot do division, and 14.3% can do division. For each group of classes, the total of all these exclusive categories is 100%.

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	21.7	22.1	31.5	16.5	8.3	100
Std III-V	7.2	12.6	29.8	25.7	24.7	100
Std VI-VIII	3.3	6.9	21.2	25.1	43.6	100
Total	9.3	12.8	27.0	23.2	27.8	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, 7.2% children cannot even read capital letters, 12.6% can read capital letters but not more, 29.8% can read small letters but not words or higher, 25.7% can read words but not sentences, and 24.7% can read sentences. 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
5 7	74 23	63 - 44 51 - 35	7) 898
8 4	91 86	92 - 48 71 - 35	4) 659
2 9	24 79	45 - 27 34 - 19	8) 946
3 1	37 61	43 - 29 46 - 17	6) 757
58 14			

बच्चे से कोई भी 5 अंक पहचानने को कहें। कम से कम 4 सही होने चाहिए।
 बच्चे से कोई भी 5 संख्या पहचानने को कहें। कम से कम 4 सही होने चाहिए।
 बच्चे से कोई भी 2 घटाव को सफल करने को कहें। दोनों ही सही होने चाहिए।
 बच्चे से कोई भी 1 भाग का सफल करने को कहें। वह सही होगा चाहिए।

English Tool

कौन कौन कौन कौन कौन है।
 पाठकों को समझना सारा को पहचानना है।
 बच्चे से कोई भी 2 अंक पहचानने को कहें। कम से कम 4 सही होने चाहिए।
 बच्चे से कोई भी 3 अंक पहचानने को कहें। कम से कम 4 सही होने चाहिए।

बड़े अक्षर: B H R z j o
 L V w g
 M P F u s k

कम से कम 4 सही होने चाहिए।
 कम से कम 4 सही होने चाहिए।

शब्द: cow wet Where is your house?
 big This is a long road.
 hat man I like to play.
 pen She has a green kite.

बच्चे से कोई भी 5 शब्द पहचानने को कहें। कम से कम 4 सही होने चाहिए।
 बच्चे से कोई भी 5 शब्द पहचानने को कहें। कम से कम 4 सही होने चाहिए।
 बच्चे से कोई भी 2 वाक्य को सफल करने को कहें। दोनों ही सही होने चाहिए।
 बच्चे से कोई भी 1 वाक्य का सफल करने को कहें। वह सही होगा 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	1035	79.1	708	96.5	1743	86.2
Std III-V	Children who can do at least subtraction	2021	23.8	707	56.2	2728	32.2
Std VI-VIII	Children who can do division	2290	27.2	368	61.4	2658	31.9

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

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	1026	66.8	709	94.9	1735	78.3
Std III-V	Children who can read at least words	2012	38.8	706	83.0	2718	50.3
Std VI-VIII	Children who can read sentences	2295	37.4	369	82.4	2664	43.6

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

SCHOOLS

According to DISE (2013-14), Nand Nagri ward in Delhi has 30 schools. Our surveyors visited 23 schools of which 20 were government and 3 were private. Of these, 14 government schools and all 3 private schools gave us permission to enter and record basic data on enrollment, attendance and school facilities. Compliance with the RTE indicators in government schools was better than in private schools except for the PTR norm. For instance, 10 out of 13 government schools complied with PTR norm as opposed to all 3 private schools. All government schools had drinking water available while 2 out of 3 private schools had drinking water. More than half of the government schools (7 out of 13) had computers, whereas no private school had a computer. Finally, while all government schools had toilets, a separate girls' toilet, a playground, a boundary wall and a library books the same was not true in case of private schools.

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.

KEY FINDINGS

Enrollment in schools

- ◆ Close to 98% 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 2% with a very small difference between boys and girls (2% and 1.5% respectively). This proportion increases as the children cross the elementary age group; almost 6% of children in the 15-16 years age group are out of school. In the older age group of 15-16 years, there is a small difference in the proportion between boys and girls (9% and 6% respectively).
- ◆ More children are going to government schools than to private schools. About 66% of children in the age group 6-10 years are going to government schools, whereas just 33% of children in the same age group are going to private schools. (The remaining 1% are either enrolled in other schools or not in school.)
- ◆ The medium of instruction for most of the children studying in government schools (more than 93%) is Hindi while English is the medium of instruction for majority of children going to private schools (more than 85%).

Preschool

- ◆ In the age group 5-6 years, between 3 and 8% of children were not enrolled in pre-school or school.
- ◆ More than 55% of 5 year old children are enrolled in primary schools with government schools recording marginally higher enrollment than private schools.

Learning

- ◆ 37% of children in Std 3 to 5 could read a Std 2 level text. About 14% could do division and 25% could read simple sentences in English.
- ◆ Children in private schools significantly 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 55% for government school children and 80% for private school children.
- ◆ In arithmetic, while 24% of children in Std 3 to 5 in government schools could do at least subtraction, the corresponding figure for private school children is 56%.
- ◆ Lastly, in English, while 39% of children in Std 3 to 5 in government schools could read at least words, the corresponding figure for private school children is 83%.

Thoughts on the way forward

This ward has attained a near universal enrolment for children in the age group 6-14 years. With almost three fourths of children enrolled in government schools, there is high expectation from these schools to meet the learning needs of children. Significant proportion of government schools meet the RTE norms and have requisite Pupil Teacher Ratio. However, with just over half the number of children in government schools in Std 3-5 being able to read simple paragraph and less than a quarter (in the same grades) being able to do subtraction, the government schools clearly need to do more for improving the learning outcomes of their children.



HYDERABAD

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	1963	38.0	54.8	3.8	3.4	100
Age: 6-14 BOYS	1051	28.9	65.4	2.5	3.2	100
Age: 6-14 GIRLS	912	48.5	42.7	5.2	3.6	100
Age: 6-10 ALL	1184	34.5	60.3	3.3	1.9	100
Age: 6-10 BOYS	636	26.0	70.1	2.2	1.7	100
Age: 6-10 GIRLS	548	44.5	48.8	4.6	2.2	100
Age: 11-14 ALL	779	43.0	47.0	4.5	5.5	100
Age: 11-14 BOYS	415	33.2	58.4	3.0	5.5	100
Age: 11-14 GIRLS	364	54.2	33.9	6.2	5.7	100
Age: 15-16 ALL	266	41.4	31.3	3.9	23.4	100
Age: 15-16 BOYS	146	31.5	41.3	2.1	25.2	100
Age: 15-16 GIRLS	119	53.6	18.8	6.3	21.4	100

Note: 'Other' includes children going to madaras 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	39	35.9	5.1				59.0	100
Age 3	139	35.3	41.0				23.7	100
Age 4	154	11.7	79.2				9.1	100
Age 5	260	5.8	30.8	10.4	46.9	1.2	5.0	100
Age 6	258	1.9	14.3	20.9	56.2	2.3	4.3	100

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

ABOUT THE WARD

Out of a total of 150 wards in Hyderabad, Ward number 20 was surveyed for this study. Known as Indira Sewa Sadan (I S Sadan), the ward is located in the eastern part of Hyderabad and is part of the Saidabad zone. Some well-known localities in this ward are Vinay Nagar, Laxminagar, Singareni Colony and D.S. Nagar. Shops in the area specialise in construction material. Much of the working population in this area, especially men, are employed in construction work in different parts of the city. The ward has a mixed pattern of habitations with residential dwellings, workshops, small factories and shops coexisting with one another.

This survey was conducted in November-December 2014. It reached a total of 2,214 households and 3,003 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.	648	56.5	43.5	100
Pvt.	894	57.8	42.2	100
Other	22	22.7	77.3	100
Total	1564	56.8	43.2	100

HYDERABAD

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	21.2	47.5	25.9	5.3	0.2	100
Std III-V	2.6	19.3	40.5	28.5	9.0	100
Std VI-VIII	1.7	6.7	13.7	34.1	43.9	100
Total	8.1	24.0	27.6	23.1	17.3	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in classes III-V, 2.6% children cannot even read letters, 19.3% can read letters but not more, 40.5% can read words but not Std I level text or higher, 28.5% can read Std I level text but not Std II level text, and 9% can read Std II level text. For each group of classes, the total of all these exclusive categories is 100%.



Reading Tool

కథ

అది ఎండాకాలం. రమేష్ వాళ్ళ మామయ్య ఇంటికి బయలుదేరాడు. అతనికి దారిలో దాహం వేసింది. రమేష్ కు చుట్టూ ప్రకృతి ఎక్కడా నీళ్ళు కనిపించలేదు. కొంత దూరములో ఒక కొబ్బరి చెట్టు మీద కొలి కనిపించింది. రమేష్ కు మెరుపులా ఒక ఆలోచన వచ్చింది. వెంటనే ఒక రాయి తీసి దాన్ని బలంగా కొలిపై విసిరాడు. కొలి కూడ కొబ్బరి కాయను తెప్పి చుట్టూ తిరిగి విసిరింది. రమేష్ కొబ్బరి కాయను వగలగొట్టి దాని నీళ్ళు తాగి దాహం తీర్చుకున్నాడు. చాలాగా అతని మామయ్య ఇంటికి బయలు దేరాడు.

పేరా

భవాని బడికి వెళ్ళింది
అమెకి దాహం వేసింది
కుండలో నీటిని చూసింది
నీటిలో రాళ్ళను వేసింది.

అక్షరాలు

అ డి
క న ర
డ గ
మ

పదాలు

అట డీడ కల
జాతీయ ఓటు
ఓంబి వూలు
నూది
నెమలి రూపాయి

**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	159	79.9	305	78.4	464	78.9
Std III-V	Children who can read at least a Std I level text	237	34.2	330	39.7	567	37.4
Std VI-VIII	Children who can read a Std II level text	245	40.4	228	48.3	473	44.2

* 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	Telugu	English	Urdu	Other	Total
Std I-V	Govt.	400	68.5	27.8	3.5	0.3	100
	Pvt.	657	3.5	94.8	1.5	0.2	100
	Govt. & Pvt.*	1057	28.1	69.4	2.3	0.2	100
Std VI-VIII	Govt.	266	65.8	29.7	4.5	0.0	100
	Pvt.	236	3.8	95.8	0.4	0.0	100
	Govt. & Pvt.*	502	36.7	60.8	2.6	0.0	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 - Telugu)		Pvt. school (Medium of instruction - English)	
		No. of children	%	No. of children	%
Std I-II	Children who can read at least letters	101	82.2	286	78.0
Std III-V	Children who can read at least a Std I level text	162	34.6	314	39.5
Std VI-VIII	Children who can read at least a Std II level text	165	44.9	219	48.0

HYDERABAD

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	14.1	34.3	45.1	6.5	0.0	100
Std III-V	0.9	10.4	49.6	31.8	7.4	100
Std VI-VIII	0.4	2.9	18.8	38.6	39.3	100
Total	4.8	15.5	38.6	26.1	15.1	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in classes III-V, 0.9% children cannot even recognize numbers 1-9, 10.4% can recognize numbers up to 9 but not more, 49.6% can recognize numbers up to 99 but cannot do subtraction, 31.8% can do subtraction but cannot do division, and 7.4% can do division. For each group of classes, the total of all these exclusive categories is 100%.

Math Tool

అంకెను గుర్తించండి 1-9	సంఖ్యను గుర్తించండి 10 - 99	తీసివేత	భాగహారం
5 7	74 23	63 - 44 51 - 35	7) 898
8 4	91 86	92 - 48 71 - 35	4) 659
2 9	24 79	45 - 27 34 - 19	8) 946
3 1	37 61	43 - 29 46 - 17	6) 757
58 14			

ఏదైనా 5 అంకెలలో 4 అంకెలను సరిగ్గా గుర్తించాలి. ఏదైనా 5 సంఖ్యలలో 4 సంఖ్యలను సరిగ్గా గుర్తించాలి. ఏదైనా 2 లెక్కలను సరిగ్గా చేయాలి ఏదైనా 1 లెక్కలను సరిగ్గా చేయాలి

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	159	84.9	308	86.4	467	85.9
Std III-V	Children who can do at least subtraction	238	37.8	333	40.5	571	39.4
Std VI-VIII	Children who can do division	246	31.7	225	48.0	471	39.5

* 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	17.2	25.2	41.1	15.3	1.3	100
Std III-V	1.7	8.3	33.0	45.0	11.9	100
Std VI-VIII	0.6	3.4	11.0	38.5	46.5	100
Total	6.2	12.0	28.7	33.8	19.4	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, 1.7% children cannot even read capital letters, 8.3% can read capital letters but not more, 33% can read small letters but not words or higher, 45% can read words but not sentences, and 11.9% can read sentences. For each group of classes, the total of all these exclusive categories is 100%.

English Tool

ఈ పేజీ అక్షరాలను గుర్తించండి. ఇలాగే అక్షరాలను గుర్తించండి. వేరే వేరే అక్షరాలను గుర్తించండి. ఇలాగే అక్షరాలను గుర్తించండి. ఇలాగే అక్షరాలను గుర్తించండి.

Capital letter	Small letter
B H R	z j o
L V	w g
M P F	u s k

ఇలాగే అక్షరాలను గుర్తించండి. ఇలాగే అక్షరాలను గుర్తించండి. ఇలాగే అక్షరాలను గుర్తించండి. ఇలాగే అక్షరాలను గుర్తించండి. ఇలాగే అక్షరాలను గుర్తించండి.

Word	Sentence
cow wet	Where is your house?
big	This is a long road.
hat man	I like to play.
pen	She has a green kite.

ఇలాగే అక్షరాలను గుర్తించండి. ఇలాగే అక్షరాలను గుర్తించండి. ఇలాగే అక్షరాలను గుర్తించండి. ఇలాగే అక్షరాలను గుర్తించండి. ఇలాగే అక్షరాలను గుర్తించండి.

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	158	77.9	306	85.3	464	82.8
Std III-V	Children who can read at least words	238	45.0	333	65.5	571	56.9
Std VI-VIII	Children who can read sentences	241	33.6	226	60.2	467	46.5

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

HYDERABAD

SCHOOLS

According to DISE (2013-14), Saidabad zone in Hyderabad has 214 schools. Our surveyors visited 25 schools of which 3 were government and 22 were private. All 3 government schools and only 3 private schools gave us permission to enter and record basic data on enrollment, attendance and school facilities. Compliance with the RTE indicators was more or less the same in government and private schools. Both kinds of schools were fully compliant with the PTR norm of the RTE Act. Similarly, all the government and private schools visited had drinking water available and children were seen using library books. In the case of computers, playground and boundary wall, 2 of the 3 schools of each type had the facility in question. However, in the case of toilets, 2 of the 3 government schools had useable toilets, including girls' toilet, while all the private schools had useable toilets including useable girls' toilet.

KEY FINDINGS

Enrollment in schools

- ◆ Close to 97% 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 3%. The proportion of children not in school increases by a huge amount as the children cross the elementary age group; 23% of children in the 15-16 years age group are out of school. For girls, the figure is 25% which is high as compared to boys (21%).
- ◆ About 60% of children in the age group 6-10 years are going to private schools and 35% of children in the same age group are going to government schools. (The remaining 5% are either enrolled in other schools or not in school). The proportion of boys going to private schools in the same age group is more than 20 percentage points higher than that for girls.
- ◆ The medium of instruction for most of the children studying in government schools is Telugu (more than 65%) while English is the medium of instruction for majority of children going to private schools (95%).

Preschool

- ◆ About 35% of children who are 3 years old go to a government pre-school (*anganwadi/balwadi*), the corresponding figure for private pre-schools (*LKG/UKG*) is 41%.
- ◆ As the children move to the age group 4-6 years, an increase in the proportion of children going to private pre-schools (*LKG/UKG*) or private schools is noticed. For instance, the proportion of children who are 4-6 years old and enrolled in a private pre-school (*LKG/UKG*) or a private school is between 70-80%.

Learning

- ◆ Only 9% of children in Std 3 to 5 could read a Std 2 level text. About 7% could do division and 12% could read simple sentences in English.
- ◆ There is not much difference between the performance of children in government and private schools, except in English.
- ◆ The proportion of children in Std 3 to 5 who could read at least a Std 1 level text is 34% for government school children and 40% for private school children.
- ◆ In arithmetic, while 38% of children in Std 3 to 5 in government schools could do at least subtraction, the corresponding figure for private school children is 41%.
- ◆ Lastly, in English, while 45% of children in Std 3 to 5 in government schools could read at least words, the corresponding figure for private school children is 66%.

Thoughts on the way forward

Less than 4% children are out of school in 6-14 years age group, however the proportion of out of school children starts rising after the age of 10. The private schools in the ward are not significantly different from government schools as far as performance in basic reading and arithmetic skills is concerned. The low levels of learning in the primary grades points to the need to focus on improving basic reading, writing and math competencies for children from early grades.



JAIPUR

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	3345	11.8	79.2	2.3	6.7	100
Age: 6-14 BOYS	1759	9.8	82.4	1.8	6.1	100
Age: 6-14 GIRLS	1586	14.1	75.6	2.8	7.5	100
Age: 6-10 ALL	1870	11.5	82.0	2.8	3.7	100
Age: 6-10 BOYS	968	9.7	84.7	2.1	3.4	100
Age: 6-10 GIRLS	902	13.4	79.1	3.6	4.0	100
Age: 11-14 ALL	1475	12.2	75.9	1.7	10.2	100
Age: 11-14 BOYS	791	9.8	79.7	1.5	9.0	100
Age: 11-14 GIRLS	684	14.8	71.6	2.0	11.6	100
Age: 15-16 ALL	536	17.5	56.9	2.3	23.3	100
Age: 15-16 BOYS	268	12.8	64.2	2.0	21.0	100
Age: 15-16 GIRLS	268	22.1	49.6	2.7	25.6	100

Note: 'Other' includes children going to madaras 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	227	0.9	4.0				95.2	100
Age 3	286	2.8	25.5				71.7	100
Age 4	318	1.9	55.0				43.1	100
Age 5	364	0.6	51.1	4.1	25.0	1.1	18.1	100
Age 6	349	1.2	37.8	6.3	41.3	1.7	11.8	100

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

ABOUT THE WARD

Out of a total of 91 wards in Jaipur, Ward number 62 was surveyed for this study. The ward is situated in west Jaipur and is part of the walled city of Jaipur. It is also a part of the well-known Chandpole market. The area is known for idol-making, making of marble sculptures and embroidery. Some residents work as labourers in handicraft businesses; others own or work in shops and showrooms. Old-style buildings adorn the many lanes and by-lanes in this area. Some buildings are workshops, some are places for workers to stay, and others are godowns and residential quarters.

This survey was conducted in November-December 2014. It reached 4,501 households and 5,110 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.	353	64.3	35.7	100
Pvt.	1576	44.9	55.1	100
Other	54	48.2	51.9	100
Total	1983	48.5	51.5	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	21.4	29.6	19.6	16.3	13.2	100
Std III-V	1.7	11.3	13.1	23.3	50.6	100
Std VI-VIII	0.1	2.7	3.4	10.0	83.8	100
Total	7.6	14.7	12.3	17.0	48.4	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in classes III-V, 1.7% children cannot even read letters, 11.3% can read letters but not more, 13.1% can read words but not Std I level text or higher, 23.3% can read Std I level text but not Std II level text, and 50.6% can read Std II level text. For each group of classes, the total of all these exclusive categories is 100%.



Reading Tool

कहानी

सावन का महीना था। आसमान में बहुत काले-काले बादल छाए थे। ठंडी-ठंडी हवा चल रही थी। मुझे झूला झूलने का मन किया। बड़े भैया एक मोटी सी रस्सी लेकर बाहर आए। भैया ने रस्सी को पेड़ से लटकाकर झूला बनाया। सब ने मिलकर खूब झूला झूला। बाकी बच्चे भी आकर मजे से झूलने लगे। झूलते-झूलते रात हो गई।

अनुच्छेद

नीलू के घर में गाय है। उसका रंग सफेद है। गाय हरी घास खाती है। वह बहुत दूध देती है।

शब्द

ल प स
क ग
ड ब म
ट झ

शब्द

लाल पेर दूध
तेल किला
मोर जूला
कुल पानी मौका

**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	109	56.9	654	83.2	763	79.4
Std III-V	Children who can read at least a Std I level text	116	58.6	761	76.9	877	74.5
Std VI-VIII	Children who can read a Std II level text	101	70.3	630	86.0	731	83.9

* 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.	237	97.1	3.0	0.0	0.0	100
	Pvt.	1533	67.8	31.6	0.5	0.1	100
	Govt. & Pvt.*	1770	71.8	27.8	0.4	0.1	100
Std VI-VIII	Govt.	116	97.4	1.7	0.0	0.9	100
	Pvt.	694	72.6	27.0	0.3	0.1	100
	Govt. & Pvt.*	810	76.2	23.3	0.3	0.3	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	102	57.8	204	94.1
Std III-V	Children who can read at least a Std I level text	111	57.7	224	83.0
Std VI-VIII	Children who can read at least a Std II level text	99	69.7	164	90.9

ARITHMETIC

Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
Std I-II	12.4	40.5	37.0	9.2	1.0	100
Std III-V	1.0	14.3	39.8	28.7	16.3	100
Std VI-VIII	0.0	3.4	26.4	28.0	42.2	100
Total	4.4	19.6	34.8	22.1	19.1	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% children cannot even recognize numbers 1-9, 14.3% can recognize numbers up to 9 but not more, 39.8% can recognize numbers up to 99 but cannot do subtraction, 28.7% can do subtraction but cannot do division, and 16.3% can do division. For each group of classes, the total of all these exclusive categories is 100%.

ENGLISH

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
Std III-V	3.4	7.9	25.7	38.1	24.9	100
Std VI-VIII	0.7	2.3	12.4	31.6	53.1	100
Total	8.9	9.9	22.7	31.1	27.4	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, 3.4% children cannot even read capital letters, 7.9% can read capital letters but not more, 25.7% can read small letters but not words or higher, 38.1% can read words but not sentences, and 24.9% can read sentences. 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
1	4	51	83	$\begin{array}{r} 46 \\ - 29 \\ \hline 17 \end{array}$	$7 \overline{)879}$
7	3	37	65	$\begin{array}{r} 47 \\ - 28 \\ \hline 19 \end{array}$	$6 \overline{)824}$
6	9	55	26	$\begin{array}{r} 92 \\ - 76 \\ \hline 16 \end{array}$	$8 \overline{)985}$
5	2	91	43	$\begin{array}{r} 52 \\ - 66 \\ \hline 14 \end{array}$	$4 \overline{)517}$
36	27	52	66	$\begin{array}{r} 52 \\ - 14 \\ \hline 38 \end{array}$	
		36	27	$\begin{array}{r} 52 \\ - 48 \\ \hline 4 \end{array}$	

बच्चों से कोई भी 5 अंक पहचानने को कहें। कम से कम 4 सही होने चाहिए।
 बच्चों से कोई भी 5 संख्या पहचानने को कहें। कम से कम 4 सही होने चाहिए।
 बच्चों से कोई भी 2 घटाव के बराबर करने को कहें। दोनों ही सही होने चाहिए।
 बच्चों से कोई भी 1 भाग का बराबर करने को कहें। यह सही होना चाहिए।

English Tool

यदि बच्चा इन सभी बच्चों को ही, अपने से बराबर रूप से पहचानेगा तो:

छोटे अक्षर	छोटे अक्षर
D L T K G X P N	y f i s v m a h
बच्चों से कोई भी 5 अक्षर पहचानने को कहें। कम से कम 4 सही होने चाहिए।	बच्चों से कोई भी 5 अक्षर पहचानने को कहें। कम से कम 4 सही होने चाहिए।

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

शब्द	वाक्य
dog fat cup boy out box	What is the time? This is a small door. I like to sleep. He has a blue shirt.
बच्चों से कोई भी 5 शब्द पहचानने को कहें। कम से कम 4 सही होने चाहिए। बच्चों से कोई भी 5 वाक्य पहचानने को कहें। कम से कम 4 सही होने चाहिए।	बच्चों से कोई भी 5 वाक्य पहचानने को कहें। कम से कम 4 सही होने चाहिए। बच्चों से कोई भी 5 शब्द पहचानने को कहें। कम से कम 4 सही होने चाहिए।

बच्चों से कोई भी 5 शब्द पहचानने को कहें। कम से कम 4 सही होने चाहिए।
 बच्चों से कोई भी 5 वाक्य पहचानने को कहें। कम से कम 4 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	110	71.8	655	90.7	765	88.0
Std III-V	Children who can do at least subtraction	116	37.9	759	46.4	875	45.3
Std VI-VIII	Children who can do division	101	13.9	628	46.8	729	42.3

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

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	108	49.1	654	83.5	762	78.6
Std III-V	Children who can read at least words	116	42.2	761	67.8	877	64.4
Std VI-VIII	Children who can read sentences	101	25.7	625	57.4	726	53.0

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

SCHOOLS

According to DISE (2013-14), Ward no. 62 in Jaipur has 17 schools. Our surveyors visited 21 schools of which 6 were government and 15 were private. All 6 government schools and 10 private schools gave us permission to enter and record basic data on enrollment, attendance and school facilities. Compliance with the RTE norms in private schools was better than in government schools. Of the 6 government schools 3 complied with the PTR norm while all 10 private schools complied with the PTR norm. Half of the government schools had a drinking water available while all private schools had the facility. Even in the case of toilets more private schools had useable toilets as compared to government schools. For instance, 4 out of 6 government schools had a useable toilet while all private schools had the facility. All schools had a boundary wall, while playground was found in none of the government schools and in only 2 out of 10 private schools. Presence and usage of library books was the only indicator in which government schools outperformed private schools. All 6 government schools had library books while only 3 out of 10 private schools had the facility.

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

KEY FINDINGS

Enrollment in schools

- ◆ Close to 93% 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 7%. Across all age groups reported, the proportion of girls not in school is higher as compared to boys.
- ◆ The proportion of children not in school increases by a huge amount as the children cross the elementary age group; 23% of children in the 15-16 years age group are out of school. For girls the figure is 25% which is high as compared to boys (21%).
- ◆ More children are going to private schools than to government schools. About 82% of children in the age group 6-10 years are going to private schools, whereas just 11% of children in the same age group are going to government schools. (The remaining 7% are either enrolled in other schools or are not in school.)
- ◆ The medium of instruction for most of the children studying in government schools is Hindi (97%). The same is true for private school children as well (more than 68%).

Preschool

- ◆ A negligible proportion of children in the age group 4-6 years are attending government pre-schools (*balwadi/anganwad*). Majority of children in this age group are either going to a private pre-schools (*LKG/UKG*) or private schools or are not enrolled anywhere.

Learning

- ◆ 51% of children in Std 3 to 5 could read a Std 2 level text. About 16% could do division and 25% 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 59% for government school children and 77% for private school children.
- ◆ In arithmetic, while 38% of children in Std 3 to 5 in government schools could do at least subtraction, the corresponding figure for private school children is 46%.
- ◆ Lastly, in English, while 42% of children in Std 3 to 5 in government schools could read at least words, the corresponding figure for private school children is 68%.

Thoughts on the way forward

Schooling needs of children in this ward is mainly met by private schools. The poor infrastructure and inadequate number of teachers in government schools indicates the need to improve their facilities and employ more teachers. Further, the teachers of both private and government schools require some more inputs on early grade arithmetic teaching.



MYSORE

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	755	15.4	83.2	0.6	0.9	100
Age: 6-14 BOYS	426	14.4	84.1	0.8	0.8	100
Age: 6-14 GIRLS	329	16.7	82.1	0.3	1.0	100
Age: 6-10 ALL	400	13.7	84.6	0.8	0.8	100
Age: 6-10 BOYS	229	10.7	87.3	1.5	0.5	100
Age: 6-10 GIRLS	171	17.6	81.1	0.0	1.3	100
Age: 11-14 ALL	355	17.2	81.7	0.3	0.9	100
Age: 11-14 BOYS	197	18.3	80.6	0.0	1.1	100
Age: 11-14 GIRLS	158	15.7	83.0	0.7	0.7	100
Age: 15-16 ALL	122	14.8	80.0	0.9	4.4	100
Age: 15-16 BOYS	64	16.4	80.3	0.0	3.3	100
Age: 15-16 GIRLS	58	13.0	79.6	1.9	5.6	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	7	57.1	42.9				0.0	100
Age 3	45	31.1	66.7				2.2	100
Age 4	64	7.8	92.2				0.0	100
Age 5	92	0.0	63.0	4.4	32.6	0.0	0.0	100
Age 6	68	0.0	22.1	5.9	70.6	0.0	1.5	100

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

ABOUT THE WARD

Out of a total of 65 wards in Mysore, Ward number 63 was surveyed for this study. Known as Siddharthanagar, the ward is situated in the eastern part of Mysore. Two prominent localities in this ward are Siddharthanagar and Kurubarahalli. While the residents of Kurubarahalli belong to a middle or low income group, residents of Siddharthanagar belong to a higher-income group. Residents of Kurubarahalli are mostly labourers, vegetable vendors or autorickshaw drivers. Many of the women residents of Kurubarahalli work as domestic helps in the households of Siddharthanagar. While many children from Siddharthanagar are enrolled in private schools, their counterparts in Kurubarahalli are mostly enrolled in government schools.

This survey was conducted in November-December 2014. It reached 2,180 households and 1,144 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.	98	39.8	60.2	100
Pvt.	472	53.8	46.2	100
Other	2	100.0	0.0	100
Total	572	51.6	48.4	100

MYSORE

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	23.1	29.4	30.8	11.2	5.6	100
Std III-V	3.2	11.7	33.3	26.6	25.2	100
Std VI-VIII	4.6	1.8	12.3	25.5	55.9	100
Total	8.6	12.3	24.8	22.4	32.0	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in classes III-V, 3.2% children cannot even read letters, 11.7% can read letters but not more, 33.3% can read words but not Std I level text or higher, 26.6% can read Std I level text but not Std II level text, and 25.2% can read Std II level text. For each group of classes, the total of all these exclusive categories is 100%.



Reading Tool

ಲಘೆ

ಆಮೆ ಮತ್ತು ಮೊಲ ಒಳ್ಳೆಯ ಸ್ನೇಹಿತರು. ಒಂದು ದಿನ ಆಮೆ ಮತ್ತು ಮೊಲ ಸ್ವರ್ಧೆ ಬರ್ಪಾಟು ಮಾಡಿಕೊಂಡವು. ಯಾರು ಮೊದಲು ಪಕ್ಕದ ಊರನ್ನು ತಲುಪುವರೋ ಅವರಿಗೆ ಬಹುಮಾನ ಎಂದು ಘೋಷಿಸಿದವು. ಮೊಲ ಓಡುತ್ತಾ ಮುಂದೆ ಸಾಗಿತು. ಅರ್ಧ ಸಾಗಿದ ಮೇಲೆ ಮೊಲ ವಿಶ್ರಾಂತಿ ಪಡೆಯಲು ಬಯಸಿತು. ಅಲ್ಲೇ ಮರದ ಕೆಳಗೆ ನಿದ್ದೆ ಮಾಡಿತು. ಅಷ್ಟರಲ್ಲೇ ಆಮೆ ಬೇಗನೇ ಸಾಗಿ ಊರನ್ನು ತಲುಪಿತು. ಸ್ವರ್ಧೆಯಲ್ಲಿ ಆಮೆ ಜಯಿಸಿದಾಗ ಮೊಲ ಸಪ್ತೆ ಮೋರೆ ಮಾಡಿ ಕುಳಿತುಕೊಂಡಿತು.

ಸಾಧಾರಣ

ಕಮಲೆಗೆ ಗುಲಾಜಿ ಹೂವು ಅಂದರೆ ಬಹಳ ಇಷ್ಟ. ಇದು ನೋಡಲು ಬಹಳ ಅಂದ. ಕಮಲೆಯ ಮನೆಯ ಅಂಗಳದಲ್ಲೆ ಬಣ್ಣ ಬಣ್ಣದ ಗುಲಾಜಿ ಹೂವುಗಳ ಅಂದವಾದ ತೋಟವಿದೆ.

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ದಾರಿ ದಾರಿ ಭಯ
ಬಾಣ ಭಯ
ದೇವ ದೂರು

**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	15	60.0	127	78.7	142	76.8
Std III-V	Children who can read at least a Std I level text	39	48.7	181	53.0	220	52.3
Std VI-VIII	Children who can read a Std II level text	42	45.2	177	58.8	219	56.2

* 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	Kannada	English	Urdu	Other	Total
Std I-V	Govt.	56	57.1	32.1	0.0	10.7	100
	Pvt.	324	2.8	96.3	0.0	0.9	100
	Govt. & Pvt.*	380	10.8	86.8	0.0	2.4	100
Std VI-VIII	Govt.	43	67.4	20.9	0.0	11.6	100
	Pvt.	187	3.2	96.3	0.0	0.5	100
	Govt. & Pvt.*	230	15.2	82.2	0.0	2.6	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 - Kannada)		Pvt. school (Medium of instruction - English)	
		No. of children	%	No. of children	%
Std I-II	Children who can read at least letters	8	50.0	120	80.0
Std III-V	Children who can read at least a Std I level text	21	52.4	175	54.3
Std VI-VIII	Children who can read at least a Std II level text	27	33.3	168	60.1

MYSORE

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	13.3	21.7	42.0	19.6	3.5	100
Std III-V	2.3	3.2	26.6	52.7	15.3	100
Std VI-VIII	2.7	0.0	10.9	25.3	61.1	100
Total	5.1	6.5	24.4	34.3	29.7	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in classes III-V, 2.3% children cannot even recognize numbers 1-9, 3.2% can recognize numbers up to 9 but not more, 26.6% can recognize numbers up to 99 but cannot do subtraction, 52.7% can do subtraction but cannot do division, and 15.3% can do division. For each group of classes, the total of all these exclusive categories is 100%.

Math Tool

ಅಂಕ ಗುರುತಿಸುವಿಕೆ 1 ರಿಂದ 9	ವಿರಹ ಅಂಕ ಸಂಖ್ಯೆ ಗುರುತಿಸುವಿಕೆ 10 ರಿಂದ 99	ಕಳೆಯುವುದು	ಭಾಗಾಕಾರ
1 4	51 83	46 63 - 29 - 39	7) 879
7 3	37 65	47 45 - 28 - 17	6) 824
6 9	55 26	92 84 - 76 - 57	8) 985
5 2	91 43	52 66 - 14 - 48	4) 517
5 ಅಂಕಗಳನ್ನು ಕೇಳಿ ಅವುಗಳಲ್ಲಿ 4 ಉತ್ತರಗಳು ಸಂಯೋಜಿಸಿ.	5 ಅಂಕ ಸಂಖ್ಯೆಗಳನ್ನು ಕೇಳಿ ಅವುಗಳಲ್ಲಿ 4 ಉತ್ತರಗಳು ಸಂಯೋಜಿಸಿ.	ಯಾವುದಾದರೂ 2 ಲೆಕ್ಕಗಳನ್ನು ಮಾಡಿ, ವಿರಹ ಉತ್ತರಗಳು ಸಂಯೋಜಿಸಿ.	ಯಾವುದಾದರೂ ಒಂದು ಲೆಕ್ಕ ಮಾಡಿ, ಲೆಕ್ಕದ ಉತ್ತರ ಸಂಯೋಜಿಸಿ.

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	15	73.3	127	88.2	142	86.6
Std III-V	Children who can do at least subtraction	39	48.7	181	72.9	220	68.6
Std VI-VIII	Children who can do division	40	45.0	180	64.4	220	60.9

* 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	21.4	8.6	29.3	30.7	10.0	100
Std III-V	3.3	3.8	14.8	44.8	33.3	100
Std VI-VIII	2.3	0.9	1.9	29.4	65.4	100
Total	7.5	3.9	13.5	35.5	39.7	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, 3.3% children cannot even read capital letters, 3.8% can read capital letters but not more, 14.8% can read small letters but not words or higher, 44.8% can read words but not sentences, and 33.3% can read sentences. For each group of classes, the total of all these exclusive categories is 100%.

English Tool

ಈ ಸಾಧನವು, ಮಗು ವ್ಯಕ್ತಿಯೊಬ್ಬರನ್ನು ಓದಲು ಸಿದ್ಧನು, ಕೂಡಲೆ ತಿಳಿಸಿ. ಈ ಮಗು ಒಂದು ಉತ್ತರ ಕಾರ್ಡ್‌ನಲ್ಲಿ ಓದಲು ಸಿದ್ಧನು ಮತ್ತು ಇತರ ಕಾರ್ಡ್‌ಗಳನ್ನು ಓದಲು ಸಿದ್ಧನು.

ದೊಡ್ಡ ಅಕ್ಷರ	ಚಿಕ್ಕ ಅಕ್ಷರ
D L T K G X P N	y f i s v m a h
ಮೂಲಕ ಅಕ್ಷರಗಳನ್ನು 3 ಆಯ್ಕೆಮಾಡಿ, ಒಂದು ಅಕ್ಷರ 3 ಅಕ್ಷರಗಳನ್ನು ಕೂಡಿಸಿ.	ಮೂಲಕ ಅಕ್ಷರಗಳನ್ನು 3 ಆಯ್ಕೆಮಾಡಿ, ಒಂದು ಅಕ್ಷರ 3 ಅಕ್ಷರಗಳನ್ನು ಕೂಡಿಸಿ.
ಮದು	ಪಾಠ್ಯ
dog fat cup boy out box	What is the time? This is a small door. I like to sleep. He has a blue shirt.
ಮೂಲಕ ಪದಗಳನ್ನು 3 ಆಯ್ಕೆಮಾಡಿ, ಒಂದು ಪದ 3 ಪದಗಳನ್ನು ಕೂಡಿಸಿ. ಮೂಲಕ ಪದಗಳನ್ನು 3 ಆಯ್ಕೆಮಾಡಿ, ಒಂದು ಪದ 3 ಪದಗಳನ್ನು ಕೂಡಿಸಿ.	ಮೂಲಕ ಪದಗಳನ್ನು 3 ಆಯ್ಕೆಮಾಡಿ, ಒಂದು ಪದ 3 ಪದಗಳನ್ನು ಕೂಡಿಸಿ. ಮೂಲಕ ಪದಗಳನ್ನು 3 ಆಯ್ಕೆಮಾಡಿ, ಒಂದು ಪದ 3 ಪದಗಳನ್ನು ಕೂಡಿಸಿ.

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	15	60.0	124	81.5	139	79.1
Std III-V	Children who can read at least words	32	59.4	176	81.8	208	78.4
Std VI-VIII	Children who can read sentences	39	48.7	174	69.0	213	65.3

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

MYSORE

SCHOOLS

According to DISE (2013-14), Ward no. 63 in Mysore has 9 schools. Our surveyors visited 5 schools of which 1 was government and 4 were private. The government school gave us permission to enter and record basic data on enrollment, attendance and school facilities while we got permission from only 1 private school for the survey. Both schools had an office, a playground, boundary wall, library books, facility for drinking water, a useable toilet as well as a separate toilet for girls' that was in useable condition. The government school did not comply with the PTR norm while the private school had a PTR compliant with the RTE norm.

KEY FINDINGS

Enrollment in schools

- ◆ Close to 99% 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 1%. This proportion increases as the children cross the elementary age group; almost 4% of children in 15-16 years age group are out of school. And there is only a marginal difference in the proportion between boys and girls (4% and 3% respectively).
- ◆ Majority of the children are going to private schools than to government schools. About 83% of children in the age group 6-10 years are going to private schools, whereas just 15% of children in the same age group are going to government schools. (The remaining 2% are either enrolled in other schools or not in school.)
- ◆ The medium of instruction for most of the children (more than 57%) studying in government schools is Kannada while English was the medium of instruction for majority of children (96%) going to private schools.

Preschool

- ◆ In the age group 4-6 years, almost all children are enrolled in pre-schools or schools. 97% of the 5 year old children are enrolled in primary schools.
- ◆ It is interesting to note that among all surveyed 5 and 6 year old children, no child attends a government pre-school (*anganwadi/balwadi*). Most children in this age group attend either a private pre-school (*LKG/UKG*), a government school or a private school. For instance, 70% of 6 year old children are enrolled in private schools.

Learning

- ◆ 25% of children in Std 3 to 5 could read a Std 2 level text. About 15% could do division and 33% 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 49% for government school children and 53% for private school children.
- ◆ In arithmetic, while 49% of children in Std 3 to 5 in government schools could do at least subtraction, the corresponding figure for private school children is 73%.
- ◆ Lastly, in English, while 60% of children in Std 3 to 5 in government schools could read at least words, the corresponding figure for private school children is 82%.

Thoughts on the way forward

Through the combination of pre-schools and schools, though largely private, the ward has attained universal enrollment with less than 1% of children in the age group 6-14 years out of school. However, the learning levels of children remain low. Thus, the schools clearly need to focus on learning in order to reap the benefit of high enrollment. In the absence of adequate data related to school observation, we cannot comment on whether the schools in the ward meet RTE norms or not.



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
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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

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

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

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

सबसे से कोई भी 5 अंक पहचानने को नहीं। कम से कम 4 सही होने चाहिए।
 सबसे से कोई भी 5 संख्या पहचानने को नहीं। कम से कम 4 सही होने चाहिए।
 सबसे से कोई भी 2 घटाव को समझ करने को नहीं। दोनों ही सही होने चाहिए।
 सबसे से कोई भी 1 भाग का समझ 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 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

एक एक चरित्र बनाए जा रहे हैं।
पढ़ने के उपायों पर जो ध्यान दें।
क्यों कि उपायों पर जो ध्यान दें।

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

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

What is the time?
This is a large house.
I like to read.
She has many books.

सबसे से कोई भी 5 वाक्य पहचानने को नहीं। कम से कम 4 सही होने चाहिए।
सबसे से कोई भी 5 वाक्य 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.