THE QUEST FOR QUALITY

The efforts in Bihar

Amarjeet Sinha
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The Context of Bihar

• 104 million people with 41% below 14.
• Majority children enrolled and attending government schools – 80-95%.
• While Bihar registered the highest percentage point improvement in literacy of women and SCs, between 2001 and 2011 Census, it is still at the bottom of the literacy ladder.
• Major thrust on education 2005 onwards, reducing out of school children to 1%.
## Bihar – the turnaround so far

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Female Literacy</td>
<td>33.12% (2001)</td>
<td>53.33% (2011)</td>
</tr>
<tr>
<td>Out of school children 6-14</td>
<td>45.76 lakh (26%) 2001</td>
<td>1.81 lakh (1%) 2014</td>
</tr>
<tr>
<td>GER at Upper Primary</td>
<td>52 in 2007-08 3 pt. gender gap</td>
<td>80 in 2011-12 -8pt. gender gap</td>
</tr>
<tr>
<td>Students appearing in Class – X Board Exam</td>
<td>5.60 lakh in 2005 1.86 lakh girls</td>
<td>13.69 lakh in 2013 6.05 lakh girls</td>
</tr>
</tbody>
</table>
## The Turnaround

<table>
<thead>
<tr>
<th>Sl.</th>
<th>Major Parameters</th>
<th>Status 2005</th>
<th>Status 2012-13</th>
<th>Status as on December, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Schools (Govt. &amp; Aided)</td>
<td>52112</td>
<td>73591</td>
<td>73591</td>
</tr>
<tr>
<td>2</td>
<td>Enrolment (Govt. &amp; Aided)</td>
<td>14079124</td>
<td>19292002</td>
<td>19292002</td>
</tr>
<tr>
<td>3</td>
<td>Annual Average Drop Out (Primary)</td>
<td>11.36</td>
<td>5.71</td>
<td>5.71</td>
</tr>
<tr>
<td>4</td>
<td>Teachers (Including Aided)</td>
<td>146448</td>
<td>358368</td>
<td>393368</td>
</tr>
<tr>
<td>5</td>
<td>Pupil Teacher Ratio (PTR)</td>
<td>96</td>
<td>54</td>
<td>49</td>
</tr>
<tr>
<td>6</td>
<td>School Buildings</td>
<td>49575</td>
<td>62767</td>
<td>63584</td>
</tr>
<tr>
<td>7</td>
<td>Classrooms</td>
<td>143027</td>
<td>298197</td>
<td>344478</td>
</tr>
<tr>
<td>8</td>
<td>Student Classroom Ratio (SCR)</td>
<td>95</td>
<td>65</td>
<td>56</td>
</tr>
<tr>
<td>9</td>
<td>Common Toilets (At least One Toilets)</td>
<td>27227</td>
<td>55919</td>
<td>58040</td>
</tr>
<tr>
<td>10</td>
<td>Separate Girls Toilets</td>
<td>8292</td>
<td>54652</td>
<td>59221</td>
</tr>
<tr>
<td>11</td>
<td>Drinking Water</td>
<td>49050</td>
<td>66442</td>
<td>67259</td>
</tr>
</tbody>
</table>
What made this possible

- Expansion of school system.
- Up-gradation of primary to upper primary.
- Uniforms, cycles, scholarships.
- Special Initiatives for hitherto under privileged – Minorities, Mahadalits, girls.
- Large scale infrastructure for schools – classrooms, teachers, drinking water, toilets.
- State initiative for female literacy-Akshar Anchal
Bihar: Distribution of Number of Institutes Based on Faculty in 2009-10

- ASC Colleges: 78%
- Engg./Teach./Arch./Design Colleges: 13%
- Medical Colleges: 3%
- Teacher Education: 3%
- Polytechnics: 3%
- Others: 2%
Tamilnadu: Distribution of Number of Institutes Based on Faculty in 2009-10

- ASC Colleges: 26%
- Engg./Teach./Arch./Design Colleges: 19%
- Medical Colleges: 16%
- Teacher Education: 28%
- Polytechnics: 19%
- Others: 3%
The quest for quality

• Transforming classroom processes.
• Assessing progress of children.
• Removing basic need constraints of children.
• Improving infrastructure.
• Recruiting quality teachers.
• Removing governance deficits.
• Building institutions for teacher development.
MISSION GUNWATTA

Ensuring learning outcomes in Primary Schools
2013-14
WHY MISSION GUNWATTA

• Dramatic improvement in outcomes.
• Improve language and mathematics.
• Trainers changing classroom processes.
• Support teachers in schools - CRC.
• Vibrant training institutions – DIET/BRC
• A complete learning environment for all.
• More teachers who are capable teachers.
WHY MISSION GUNWATTA - II

• Improve infrastructure for learning.
• Bridge material to improve language.
• Loud reading with understanding.
• Assess learning progress of children.
• Assess schools and teachers.
• Sports and culture in schools.
• Community/parents’ involvement.
Annual Status of Education Report 2012

Bihar Report Card
About the ASER survey

ASER 2012 in Bihar

37 districts (Nawada district not included)
35 partner organizations involved in conducting the survey
1095 villages (30 randomly sampled villages per district)
1057 government schools with primary sections visited

ASER is a household survey conducted in rural districts
22168 households surveyed
55473 children in age group 3 to 16 surveyed

ASER is facilitated by Pratham/ASER Centre teams.
In each district a local institution/organization carries out ASER.
Training, monitoring and recheck is carried out by ASER teams.
First the good news:

Improvement in school facilities:

<table>
<thead>
<tr>
<th></th>
<th>BIHAR ASER 2010</th>
<th>BIHAR ASER 2011</th>
<th>BIHAR ASER 2012</th>
<th>INDIA ASER 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drinking water available and useable</td>
<td>78.7</td>
<td>83.8</td>
<td>85.4</td>
<td>73</td>
</tr>
<tr>
<td>Toilets available and useable</td>
<td>33.6</td>
<td>45.7</td>
<td>51.2</td>
<td>56.5</td>
</tr>
<tr>
<td>Library available and books being used</td>
<td>28.2</td>
<td>31.8</td>
<td>45.3</td>
<td>43.9</td>
</tr>
<tr>
<td>Kitchen shed in school</td>
<td>64</td>
<td>71.6</td>
<td>74.1</td>
<td>84.4</td>
</tr>
<tr>
<td>Midday meal available</td>
<td>57.2</td>
<td>54.6</td>
<td>75</td>
<td>87.1</td>
</tr>
</tbody>
</table>

Note: ASER figures based on visits to govt schools in a randomly sampled village on a day in Sept-Oct-Nov. A total of 1057 government schools were visited.
## Enrollment levels holding steady

<table>
<thead>
<tr>
<th>% of Out of School GIRLS (AGE 11-14) over time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State</strong></td>
</tr>
<tr>
<td>RAJASTHAN</td>
</tr>
<tr>
<td>BIHAR</td>
</tr>
<tr>
<td>ODISHA</td>
</tr>
<tr>
<td>CHHATTISGARH</td>
</tr>
<tr>
<td>JHARKHAND</td>
</tr>
<tr>
<td>WEST BENGAL</td>
</tr>
<tr>
<td>UTTAR PRADESH</td>
</tr>
<tr>
<td><strong>All INDIA</strong></td>
</tr>
</tbody>
</table>

**ASER 2012**

- % Children: Age 6-14 out of school
  - Bihar = 3.7%
  - India = 3.5%

- % Girls: Age 15-16 out of school
  - Bihar = 14.6%
  - Raj = 29.8%
  - India = 17.9%
Children’s attendance rising

Children’s school attendance was low but increasing

<table>
<thead>
<tr>
<th>% of children attending (average)</th>
<th>ASER 2011</th>
<th>ASER 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of government school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>50</td>
<td>58.3</td>
</tr>
<tr>
<td>Primary + Upper primary</td>
<td>49.1</td>
<td>55.5</td>
</tr>
</tbody>
</table>

But...teachers’ attendance is going down:

2011 : 85.1%
2012 : 78.2%.

Note: ASER figures based on visits to govt schools in a randomly sampled village on a day in Sept-Oct-Nov. A total of 1057 government schools were visited.
ASER 2012: Reading level is a cause for worry

BH rural: % Children in Std V who can read at different levels (all)

44.4 %

Std II level text

20.8 %

Std I level text

15.4 %

Letters

13.5 %

Simple words

Std II level is the highest reading task in ASER. Children who can read this can perhaps read higher level texts also.
Basic reading levels declining over time

<table>
<thead>
<tr>
<th>Year</th>
<th>BIHAR</th>
<th>INDIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASER 2010</td>
<td>58.5</td>
<td>53.7</td>
</tr>
<tr>
<td>ASER 2011</td>
<td>49.5</td>
<td>48.2</td>
</tr>
<tr>
<td>ASER 2012</td>
<td>44.4</td>
<td>46.8</td>
</tr>
</tbody>
</table>

% of children in Std III who CAN at least read simple words

<table>
<thead>
<tr>
<th>Year</th>
<th>BIHAR</th>
<th>INDIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASER 2010</td>
<td>71.5</td>
<td>75.7</td>
</tr>
<tr>
<td>ASER 2011</td>
<td>60.9</td>
<td>68.6</td>
</tr>
<tr>
<td>ASER 2012</td>
<td>52.9</td>
<td>61.8</td>
</tr>
</tbody>
</table>

Half of all children in Bihar will finish Std V & not be able to read at Std II level
**Bihar losing its math advantage**

| % children in Std IV who CAN do SUBTRACTION problems (or more) |
|---|---|
| **Year** | **BIHAR** | **INDIA** |
| ASER 2010 | 67.3 | 57.6 |
| ASER 2011 | 47.7 | 48.4 |
| ASER 2012 | 43 | 42.2 |

| % of children in Std V who CAN do DIVISION problems (or more) |
|---|---|
| **Year** | **BIHAR** | **INDIA** |
| ASER 2010 | 51.7 | 36.2 |
| ASER 2011 | 36.9 | 27.6 |
| ASER 2012 | 31.4 | 24.8 |

Children expected to do this kind of SUBTRACTION by Std II

Children expected to do this kind of DIVISION by Std III/IV

3 out of 4 children in Bihar will finish 5 years of school and still not be able to do division.
MISSION GUNWATTA

AN AGENDA FOR ACTION
GOAL OF THE MISSION

Every child in Bihar enrolled in Primary schools attains learning competencies of the class that he/she are in.
OBJECTIVES OF THE MISSION

- Focus will be on children in Classes I to V.
- It will be a 5 year programme.
- Special focus on language and mathematics learning.
- In the first year 2013-14, special thrust on ensuring that children in Classes III, IV and V are able to read textbooks of Class – II.
- In 2013-14, focus on children in Classes I and II attaining competencies of their class.
- Targets will be decided after assessing progress made each year.
IMPLEMENTATION STRATEGIES

• To ensure language and mathematics learning in Classes I and II so that children move up the system with full preparedness.

• To ensure that children in Classes III, IV and V, first and foremost, acquire the competencies in Mathematics and Language of Class II so that further learning could be possible.

• To organize special summer classes to ensure basic learning before the next session.
IMPLEMENTATION STRATEGIES - II

• Primary role of school teacher, Head Master, CRC Coordinator, BRC Coordinator, DIETs, SCERT.

• Developing excellence among specially selected CRC coordinators.

• Developing excellence among specially selected BRC Coordinators.

• Grouping of children based on competency.

• Earmarked teachers for Classes I and II.
IMPLEMENTATION STRATEGIES - III

• Teams of excellent resource persons at CRC level for some days – need based.
• Training modules for all levels of functionaries with well – defined roles.
• Developing testing tools in training institutions.
• Assessing learning progress of children.
• Assessing performance of schools and teachers.
• Use of bridge language material using local dialects.
IMPLEMENTATION STRATEGIES - IV

• Assessing current competency of children – testing is not a bad thing if it helps in self-improvement and collective outcomes.
• Individual profiles of children and sharing them with parents.
• Samajik Utsavs in schools every quarter to share progress with parents.

• Clearly articulated role and responsibility for all stake-holders.
IMPLEMENTATION STRATEGIES - V

• Separate teacher training for teachers of Class I and II and for teachers of Class III, IV and V.

• Role for CRC Coordinators in granting leave for teachers – prior permission.

• Residential training programmes at all levels.

• CRC Coordinators to work in schools for 15 days after training – linking theory with practice.
IMPLEMENTATION STRATEGIES - VII

• Insisting on 75% attendance to qualify for assistance for uniforms, scholarships, cycle, etc.
• Role for Tola Sewaks and Talim – i- Markaj volunteers.
• Training and support for all levels.
• Thrust on on-site support to teachers for transforming classroom processes.
IMPLEMENTATION STRATEGIES - VIII

• Support of institutions like Azim Premji Foundation and Pratham factored into the over-all strategy document.
• Regular assessment of progress.
• Use of Learning Facilitation activity books.
• Practice and demonstrate by doing.
• Class room process has to change.
TOGETHER WE CAN.

LET US TRY
GIRLS’ EDUCATION
MAINSTREAMING THE DIFFERENTLY ABLE
INSPIRE NATIONAL AWARDS FOR BIHAR
KARATE – ALL GIRLS TRAINED BY 2015
TARANG – GOVT. SCHOOL ANNUAL SPORTS & CULTURAL MEET

बिहार सब-जूनियर स्पोर्ट्स मीट
9 - 13 फरवरी 2014
TARANG ACTIVITY
TARANG SAMAPAN
Learning Assessments

• NCERT study for Classes III and VIII - 2012.
• Education Initiative Study – 2014.
• Pratham School Based Study – 2014.
• Progress card of children.
• Progress Card of teachers and schools.
• Profile of children.
• Rewarding outstanding schools.
Let us craft credible public systems with excellence

It is possible to do so!!!