

Annual Status of Education Report (Rural) 2013

Provisional

January 15, 2014



ASER 2013 - Rural

Annual Status of Education Report (Rural)

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Also available on CD.

For more information: www.asercentre.org

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They reached the remotest villages of India

ANDHRA PRADESH

District Institute of Education and Training, Adilabad
District Institute of Education and Training, Anantapur
District Institute of Education and Training, Chittoor
District Institute of Education and Training, Cuddapah (Y.S.R.)
District Institute of Education and Training, East Godavari
District Institute of Education and Training, Guntur
District Institute of Education and Training, Karimnagar
District Institute of Education and Training, Khammam
District Institute of Education and Training, Krishna
District Institute of Education and Training, Kurnool
District Institute of Education and Training, Mahbubnagar
District Institute of Education and Training, Medak
District Institute of Education and Training, Nalgonda
District Institute of Education and Training, Nizamabad
District Institute of Education and Training, Prakasam
District Institute of Education and Training, Rangareddy
District Institute of Education and Training, Sri Potti Sriramulu Nellore
District Institute of Education and Training, Srikakulam
District Institute of Education and Training, Visakhapatnam
District Institute of Education and Training, Vizianagaram
District Institute of Education and Training, West Godavari

ASSAM

1 No. Khalihamari Jubok Sangha, Dhalpur, Lakhimpur
Agnigarh Welfare Society, Balipara, Sonitpur
Dhemaji District Village Development Society, Dhemaji
District Institute of Education and Training, Jorhat
Elevare North East, Sripuria, Tinsukia
Kalang Kapili Integrated Development Society, Rajagaon, Marigaon
Kalpadroom Foundation, Guwahati, Kamrup
Kliirdap Welfare Society, Diphu, Karbi Anglong
North East Society for the Promotion of Youth and Masses (NESPYM), Naliapool, Dibrugarh
North Eastern Society for Social Empowerment and Development (NESSED), Golaghat
Pathikriti, Demow, Sivasagar (Sibsagar)
Shishur Adhikar Suraksha Samiti (SASS), Halakura, Dhubri
Shubham, Kalayahati, Barpeta
Simultala Coaching Centre, Ratabari, Karimganj
Sivam Green Valley, Nalbari
Society for Progressive Implementation and Development (SPID), Silchar, Cachar
Socio-Economic and Health Development Organisation (SEHDO), Bordoulguri, Darrang
Swagatam Sanskritik Gosthi, Raidangia, Dibrugarh
Uday Diganta Samaj Kalyan Society, Hailakandi
West Goalpara Development Society, Baguan, Goalpara
Local Volunteers of Kokrajhar

BIHAR

Adithi, Gopalganj
Akhil Bharatiya Shikshit Berozgar Yuva Kalyan Sansthan, Rohtas
All India Centre for Urban & Rural Development, Supaul
An Unit of Research, Gaya
Bal Mahila Kalyan, Katihar
Chhatra Chhaya, Lakhisarai
Disha Vihar, Munger
District Institute of Education and Training, Araria
District Institute of Education and Training, Banka
District Institute of Education and Training, Begusarai
District Institute of Education and Training, Bhagalpur
District Institute of Education and Training, Muzaffarpur
District Institute of Education and Training, Nawada
District Institute of Education and Training, Patna
District Institute of Education and Training, Purba Champaran
District Institute of Education and Training, Vaishali
Gram Swaraj Seva Sansthan, Kaimur (Bhabua)
Harijan Adiwasi Shikshan Prashikshan Kalyan Sansthan, Purnia
Jawahar Jyoti Bal Vikas Kendra, Samastipur
Lok Janhit Sansthan, Khagaria
Nai Sambhavana, Arwal
Nav Jeevan Ambedkar Mission, Saharsa
Pragati Bharti (Tulbul), Aurangabad
Prerna Development Foundation, Patna
Ramkripal Seva Sansthan, Darbhanga
Sadbhavana Vikas Mandal, Saran
Samagra Manav Seva Samiti, Bhojpur
Samagra Raja Salhesh Vikas Manch, Madhubani
Samagra Shikshan Evam Vikas Sansthan, Pashchim Champaran

Sarvshree Seva Sadan, Sheohar
Shiva Jan Vikash Foundation, Patna
The Message Welfare Foundation, Kishanganj
Veena Jyoti, Sheikhpura
Vidyapati Jan Vikas Samiti, Patna
Vikas Sarthi, Siwan
Vikash Puram, Sitamarhi
Womens Primary Teachers Education College, Buxar

CHHATTISGARH

District Institute of Education and Training Khairagarh, Rajnandgaon
District Institute of Education and Training Pendra, Bilaspur
District Institute of Education and Training, Bastar
District Institute of Education and Training, Dhamtari
District Institute of Education and Training, Janjgir-Champa
District Institute of Education and Training, Jashpur
District Institute of Education and Training, Kabeerdham
District Institute of Education and Training, Korba
District Institute of Education and Training, Koriya
District Institute of Education and Training, Mahasamund
District Institute of Education and Training, Raigarh
District Institute of Education and Training, Raipur
District Institute of Education and Training, Surguja
District Institute of Education and Training, Uttar Bastar Kanker
Sarthak Divya Jyoti Shiksha Sansthan, Dhamtari

GUJARAT

Department of Social Work, Sardar Patel University, Vallabh Vidyanagar, Anand
Innovative B.S.W. College, Khorasha (Gadu), Junagadh
Krantiguru Shyamji Krishna Verma Kachchh University, Bhuj, Kachchh
M.A. Parikh Fine Arts & Arts College, Palanpur, Banaskantha
Mahila Samakhya, Ahwa, The Dangs
Manav Kalyan Seva Trust, Bhinar, Navsari
P.G. Centre of Social Work, Vivekanand Post Graduate Academy, Bhavnagar
Samajkarya Maha Vidhyalaya, Salal (Himatnagar), Sabarkantha
Sarvajanic B.S.W./M.S.W. College, Mahesana
Sheth P.T. Arts & Science College, Godhra
Shikshan Ane Samaj Kalyan Kendra, Amreli
Shree Kedareshvar Education & Charitable Trust, Patan
Shree Saraswati College of Social Work, Bharuch
Shree Surabhi M.S.W. College, Rajkot
Shri V.M. Mehta Municipal Arts & Commerce College, Jamnagar
Smt. Laxmiben & Shri Chimanlal Mehta Arts College, Ahmadabad
Local volunteers of Valsad

HARYANA

Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan, Sonapat
Central University of Haryana, Jant-Pali Villages, Mahendragarh
Chaudhary Devi Lal College of Education, Bhagwargarh, Yamunanagar
Chaudhary Devi Lal University, Sirsa
Deen Dayal Rustagi College of Education, Khandewla, Gurgaon
Green Valley College of Education, Shahpur, Jind
Kalpana Chawla College of Education, Chikanwas, Hisar
Manohar Memorial College of Education, Fatehabad
Masters' Cultural Group J.L.N. College, Faridabad
Pt. Sita Ram Shastri B.Ed.Training College, Bhiwani
Rao Abhay Singh College of Education, Saharanwas, Rewari
Ravindra Bharti College of Education, Jhajjar
S.S.R. College of Education, Kachhwa, Karnal
Sanatan Dharma College, Ambala
Shiv Shankar College of Education, Jakholi, Kaithal
Shree Birkha Ram College of Education, Kohra-Bhura (Bhurewala), Ambala
University College of Education, Kurukshetra University, Kurukshetra

HIMACHAL PRADESH

District Institute of Education and Training, Bilaspur
District Institute of Education and Training, Hamirpur
District Institute of Education and Training, Kinnaur
District Institute of Education and Training, Kullu
District Institute of Education and Training, Lahul & Spiti
District Institute of Education and Training, Mandi
District Institute of Education and Training, Shimla
District Institute of Education and Training, Sirmaur
District Institute of Education and Training, Solan
Government Degree College, Arki, Solan

Government Degree College, Jawalamukhi, Kangra
Government Degree College, Kukumseri (Udaipur), Lahul & Spiti
Government P.G. College, Una
Ranjani Vikas Sanstha, Palampur, Kangra
ZCA Centum College, Chamba

JAMMU AND KASHMIR

17000 ft Foundation, Leh
Government Degree College, Badgam
Government Degree College, Damhal Hanjipora, Kulgam
Government Degree College, Ganderbal
Government Degree College, Kargil
Government Degree College, Punch
Government Degree College, Ramban
Government G.L. Dogra Memorial Degree College, Hiranagar, Kathua
Government P.G. College, Bhaderwah, Doda
Government P.G. College, Pulwama
Government P.G. College, Rajouri
Government Degree College, Billawar, Kathua
Jehlum Education Trust (JET) College of Education, Baramula
M.A.M. College, Jammu
Rehmat-e-Alam College of Education, Anantnag
Sheikh-ul-Alam College of Education, Kupwara

JHARKHAND

Abhayan Sahibganj, Sahibganj
Association for Social and Human Awareness (ASHA), Khunti
Birsa College Simdega, Simdega
Chetna Vikas, Deoghar
Dr. Bhimrao Ambedkar Shiksha Sansthan, Dhanbad
Dridh Sankalp, Jamtara
Foundation for Awareness Counselling and Education (FACE), Pakur
Jharkhand Mahila Samakhya Society, Pashchimi Singhbhum
Life Education and Development Support (LEADS), Ranchi
Lohardaga Gram Swarajya Sansthan, Lohardaga
Lok Hit Sansthan (Simla Gandhi Ashram), Saraikela-Kharsawan
Lok Prerna Kendra, Chatra
Mahila Samagra Utthan Samiti, Palamu
Nav Bharat Jagriti Kendra, Hazaribagh
Prerna, Garhwa
Rural Outright Development Society, Purbi Singhbhum
Sahyogini, Bokaro
Samajik Parivartan Sansthan, Giridih
Santhal Pargana Gram Rachna Sansthan, Godda
SREYA, Dumka
Veer Jharkhand Vikas Seva Manch, Kodarma
Vikas Bharti Bishunpur, Gumla
Vikas Foundation, Ranchi

KARNATAKA

Aa Foundation for Community Development, Bangalore
Akshara Foundation, Bangalore
Akshara Foundation, Dharwad
Association for Socio-Educational Management and Initiatives, Dharwad
BIRDS, Mandya
Centre for Rural Studies, Manipal University, Manipal, Udupi
EMBARC Youth Association®, Kodagu
FRIENDS, Kittali (Badami), Bagalkot
Government Junior College, Virajapete, Kodagu
Hindulida Guddagaadu Janara Vikasa Sangha, Uttara Kannada
Hyderabad Karnataka Education and Rural Development Trust, Raichur
Janasamsthana, Molakalmuru, Chitradurga
Karanji Trust, Chamarajanagar
Navachetana Rural Development Society, Gadag
Navodaya Educational and Environment Development Service (NEEDS), Ranebenur, Haveri
Niranthara Social Welfare Society, Tumkur
PADI - Value Oriented Education Program (VALORED), Dakshina Kannada
PARIVARTHAN®, Chikmagalur
People Organisation for Waste Land and Environment Regeneration (POWER), Bijapur
Pragathi Urban and Rural Development Seva Society, Ghataprabha, Belgaum
Sajjalshri SKA and GAS, Lingasguru, Raichur
Samruddhi, Raichur
Spoorthi Samsthe, Davanagere
Srikantha Vidhya Samsthe, Hassan

Suprabha Charitable and Educational Trust, Shimoga
Yashaswi Swayam Seva Samsthe, Bangalore Rural
Pratham Volunteers of Mysore

KERALA

National Service Scheme Cell, Directorate of Vocational Higher Secondary Education (DVHSE), Thiruvananthapuram

MADHYA PRADESH

Adivasi Chetna Shikshan Seva Samiti, Jhabua
Advance Information Management Society (AIMS), Mandsaur
Aurobindo Chaudhuri Memorial Great Indian Dream Foundation (GIDF), Sagar
Bal-Mahila Vikas Samiti (VAMA), Gwalior
Darshna Mahila Kalyan Samiti, Chhattarpur
Dhara Vikas Samiti, Khargone (West Nimar)
Dharti Gramotthan evam Sahbhagi Gramin Vikas Samiti, Morena
Diksha Shaikshanik Samajik Seva Sansthan, Indore
Dr. Bhimrao Ambedkar Seva Parishad, Bhind
Gram Seva Trust, Paraswada, Balaghat
Gramin Swavlamban Samiti, Tikamgarh
Jai Narayan Sarvodaya Vidyalaya Samiti, Betul
Jan Sansadhan Vikas Avom Jeev Kalyan Samiti, Narsimhapur
Kalptaru Vikas Samiti, Guna
Kalyani Welfare Society, Umaria
M.P. Paryavaran Sudhar Sangathan, Rajgarh
Maa Pitambara Lokhit Seva Sansthan, Dewas
Madhya Pradesh Jansevi Sangathan, Khandwa (East Nimar)
Manav Foundation, Sheopur
Narmadanchal Education and Welfare Society (NEWS), Jabalpur
Narmadapur Shiksha Avam Jankalyan Samiti, Hoshangabad
Nav Jyoti Shiksha Samiti, Chhindwara
Nav Parivartan Samaj Sevi Sangathan, Dhar
Naveen Bharti Seva Samiti, Mandla
Omkar Krishak Avam Samaj Kalyan Samiti, Sidhi
Path Pragati Samaj Kalyan Samiti, Shahdol
Prakash Yuva Mandal Itaura Samiti, Rewa
Rang Welfare Society, Damoh
RICHERD Sansthan, Panna
Sahara Manch, Katni
Sahara Saksharta Educational and Social Welfare Society, Bhopal
Samarpan Care Awareness and Rehabilitation Centre, Ratlam
Sankalp Samajik Vikas Sansthan, Shivpuri
Sanyogita Samajik Seva Sanstha, Barwani
Saress Welfare Society, Seoni
Sarthi Vikas Parishad, Raisen
Shiva Gramin Vikas Sansthan (SRDIM), Satna
Shri Atal Bihari Vajpayee Government Arts & Commerce College, Indore
Social Advancement and Resource Foundation (SARF), Vidisha
Swadesh Gramotthan Samiti, Datia
Swami Vivekanand Shiksha Samiti (SVSS), Sehore
Synergy Sansthan, Harda
The Kanchan Welfare and Education Society, Shajapur
Tirupati Jagrati Shree Vinayak Mahila Samaj Kalyan Samiti, Ujjain
Udit Prakash Yuva Samarpan Samiti, Dindori

MAHARASHTRA

Annapurna Bahuuddeshiya Sanskritik Seva Mandal, Pachkhedi, Nagpur
Avhan Bahuuddeshiya Sanstha, Akot, Akola
Com. Godavari Shamrao Parulekar College, Talasari, Thane
D.S.P. College, Dahivel Sakri, Dhule
Dhanaji Nana Chaudhari Samajikarya Mahavidyalaya, Kusumba, Jalgaon
Dryanganga Samajik Shaikshanik Sanstha, Babhulgaon, Osmanabad
Jijamata Sevabhavi Sanstha, Ahmadpur, Latur
Kasturbai College of Education & Adhyapak Vidyalaya, Solapur
Late B.B. Sawant Junior College of Education, Digas, Sindhudurg
Loknete Hanumantrao Patil College, Vita, Sangli
Mahatma Jyotiba Phule College of Social Work, Buldana
Mahavir Mahavidyalaya, Kolhapur
Navjyot Bahuuddeshiya Sevabhavi Sanstha, Shrirampur, Ahmadnagar
Navkiran Social Centre, Amravati
Padmabhushan Vasantraodada Patil Mahavidyalaya, Sangli
Prahar Samajik Kalyankari Sanstha, Goregaon, Gondiya
Pratham Raigarh Education Initiative Trust, Alibag, Raigarh
Pratham Shikshan Mandal, Pune
Rajmudra Pratishthan, Ashti, Bid
Raju Kakade Help Academy, Devrukh, Ratnagiri

Samajik Sahayata Bahuuddeshiya Sanstha, Talegaon, Wardha
 Samruddhi Bahuuddeshiya Sevabhavi Sanstha, Aurangabad
 Sanchar Infotech Foundation, Nashik
 Sankalp Bahuuddeshiya Prkalp, Ralegaon, Yavatmal
 Sanmitra D.Ed. College, Kolhapur
 Sant Gadgebaba Gram Vikas Pratishthan, Dingi, Hingoli
 Sant Ravidas Bahuuddeshiya Shikshan Sanstha, Amravati
 Savitri Jyotirao Samajkarya Mahavidyalaya, Yavatmal
 Savitri Mahila Sanstha, Sahada, Nandurbar
 Savitribai Phule Mahila Shikshanshastra Mahavidyalaya, Peth Vadgaon, Kolhapur
 Sevarth Bahuuddeshiya Sanstha, Aurangabad
 Shahu Shikshan Sanstha Pandharpur Sanchalit Rajmata Adhyapak Vidyalaya, Vijay Nagar, Sangli
 Shivshakti Pratishthan, Jalna
 Shri Gurudev Sevashram Samiti, Karanja, Washim
 Shri Swami Vivekanand Shikshan Sanstha Raje Ramrao Mahavidyalaya, Jat, Sangli
 Shrimant Babasaheb Deshmukh Mahavidyalaya, Atpadi, Sangli
 Wanchit Vikas Loksanstha, Nanded
 Local Volunteers of Satara

MANIPUR

Chingri Society, Ukhrul
 International Ministry Centre, Sagang, Churachandpur
 Justice, Unity, Peace and Security Organisation, Shikhong Bazar, Thoubal
 Kangchup Twikun Youth Organisation, Kangchup Twikun, Senapati
 Komlathabi Development Club, Komlathabi, Chandel
 Kumbi Kanjeibung Mapal Fishermen Association, Kumbi, Bishnupur
 People's Endeavour for Social Change (PESCH), Tamenglong
 The Youth Goodwill Association, Uripok, Imphal West

MEGHALAYA

Martin Luther Christian University, Shillong
 Nongstoin Government College, West Khasi Hills
 Tura Government College Student Union, Tura, West Garo Hills
 Local Volunteers of East Garo Hills, Jaintia Hills and South Garo Hills

MIZORAM

Games and Sport Association, Saidan, Kolasib
 Hmar Students' Association, Kolasib Joint Headquarter, Kolasib
 Hmar Students' Association, Sinlung Hills Joint Headquarter, Sakawrdai
 Mizo Students' Union, Mauchar Branch, Aizawl

NAGALAND

All Sumi Students' Union, Zunheboto
 Changkikong Students' Conference, Mokokchung
 People's Agency for Development, Peren
 Saron Colony Youth Organisation, Wokha
 Southern Angami Students' Union, Kohima
 Local Volunteers of Dimapur, Kiphire, Kohima, Mon, Phek and Tuensang

ODISHA

All Odisha Martial Arts Academy (AOMAA), Malkangiri
 Association to Inspirit the Distress (AID), Jharsuguda
 Biswa Vikas, Sandunguriguda, Kalahandi
 District Institute of Education and Training, Anugul
 District Institute of Education and Training, Bargarh
 District Institute of Education and Training, Bhadrak
 District Institute of Education and Training, Cuttack
 District Institute of Education and Training, Dhenkanal
 District Institute of Education and Training, Jagatsinghapur
 District Institute of Education and Training, Jajapur
 District Institute of Education and Training, Kandhamal
 District Institute of Education and Training, Kendujhar
 District Institute of Education and Training, Khordha
 District Institute of Education and Training, Nabarangapur
 District Institute of Education and Training, Nayagarh
 District Institute of Education and Training, Puri
 District Institute of Education and Training, Rayagada
 District Institute of Education and Training, Sambalpur
 District Institute of Education and Training, Sundargarh
 District Resource Center, Baudh
 District Resource Center, Debagarh
 District Resource Center, Nuapada
 Government Secondary City School, Mayurbhanj
 Khaira College, Khaira, Baleshwar

National Institute for Rural Motivation Awareness & Training Activities (NIRMATA), Ganjam
 Parsuram Gurukula Mahavidyalaya, Sevakpur, Gajapati
 Research Academy for Rural Enrichment (RARE), Subarnapur
 World Odisha Techno Services, Cuttack

PUDUCHERRY

New Life District Differently abled People Federation, Viluppuram

PUNJAB

Adesh Institute of Engineering & Technology (AIET), Sadiq Road, Faridkot
 Akal College of Pharmacy & Technical Education, Mastuana Sahib, Sangrur
 Bharat Institute of Engineering & Technology, Sardulgarh, Mansa
 CT Institute of Engineering, Management & Technology, Shahpur, Jalandhar
 D.M. College of Education, Moga
 District Institute of Education and Training, Gurdaspur
 Giani Zail Singh College of Engineering & Technology, Dabwali Road, Bathinda
 Institute of Engineering & Technology, Bhaddal (Mianpur), Rupnagar (Ropar)
 Khalsa College of Education, Muktsar
 King's College of Engineering & Technology, Patti Road (Barnala), Sangrur
 Ramgarhia Institute of Engineering & Technology (RIET), Phagwara, Kapurthala
 Rayat Institute of Management, Rail Majra (Balachaur), Nawashaher (SBS Nagar)
 Rayat-Bahra Institute of Engineering & Nano-Technology, Bohan, Hoshiarpur
 RIMT-IET, Mandi Gobindgarh, Fatehgarh Sahib
 School of Social Sciences, Guru Nanak Dev University (G.N.D.U.), Amritsar
 Shaheed Bhagat Singh College of Education, Patti, Tarn Taran
 Shaheed Bhagat Singh College of Engineering & Technology, Moga Road, Firozpur
 Shaheed Udham Singh College of Engineering & Technology, Tangori, Mohali (SAS Nagar)
 Swami Parmanand College of Engineering & Technology, Jaulan Kalan (Lalru), Mohali (SAS Nagar)
 Local Volunteers of Ludhiana

RAJASTHAN

District Institute of Education and Training, Ajmer
 District Institute of Education and Training, Alwar
 District Institute of Education and Training, Banswara
 District Institute of Education and Training, Baran
 District Institute of Education and Training, Bharatpur
 District Institute of Education and Training, Bhilwara
 District Institute of Education and Training, Bikaner
 District Institute of Education and Training, Bundi
 District Institute of Education and Training, Chittaurgarh
 District Institute of Education and Training, Churu
 District Institute of Education and Training, Dausa
 District Institute of Education and Training, Dhaulpur
 District Institute of Education and Training, Dungarpur
 District Institute of Education and Training, Ganganagar
 District Institute of Education and Training, Hanumangarh
 District Institute of Education and Training, Jaipur
 District Institute of Education and Training, Jalor
 District Institute of Education and Training, Jhalawar
 District Institute of Education and Training, Jhunjhunun
 District Institute of Education and Training, Jodhpur
 District Institute of Education and Training, Karauli
 District Institute of Education and Training, Kota
 District Institute of Education and Training, Nagaur
 District Institute of Education and Training, Pali
 District Institute of Education and Training, Rajsamand
 District Institute of Education and Training, Sawai Madhopur
 District Institute of Education and Training, Sikar
 District Institute of Education and Training, Sirohi
 District Institute of Education and Training, Tonk
 District Institute of Education and Training, Udaipur
 Society to Uplift Rural Economy (SURE), Barmer

SIKKIM

Gyalshing Government College, Gyalshing, West Sikkim
 Namchi Government College, Upper Kamrang, South Sikkim
 Rhenock Government College, Rhenock, East Sikkim
 Tadong Government College, Tadong, Gangtok, East Sikkim

TAMIL NADU

Achievers Trust, Chennai
Award Trust, Cuddalore
Eureka Child Foundation, Chennai
Gramodhaya Social Service Society, Tirunelveli
Grassroots Foundation, Kancheepuram
Institute of Human Rights Education, Madurai
Jeeva Anbalayam Trust, Tiruchirappalli
Manitham Charitable Trust, Sivaganga
Nether's Economic and Educational Development Society (NEEDS), Virudhunagar
New Life District Differently abled People Federation, Viluppuram
Press Trust, Thoothukkudi
Raise India Trust, Ramanathapuram
Rural People Welfare Trust, Coimbatore
Rural Women Development Trust (RWDT), Salem
Society for Development of Economically Weaker Section (SODEWS), Vellore
Udhavum Manasu Trust, Thiruvallur
Valarum Vandavasi Trust, Tiruvannamalai
Village People Education for Rural Development Association (VPERDA), Karur
World Trust, Thiruvallur

TRIPURA

Chetana Social Organization, Kolai, Dhalai
Kasturba Gandhi National Memorial Trust, Durga Chowdhury Para, West Tripura
Organization for Rural Survival, Belonia, South Tripura
Pushparaj Club, Kailashahar, Unakoti

UTTAR PRADESH

District Institute of Education and Training, Agra
District Institute of Education and Training, Aligarh
District Institute of Education and Training, Allahabad
District Institute of Education and Training, Ambedkar Nagar
District Institute of Education and Training, Auraiya
District Institute of Education and Training, Azamgarh
District Institute of Education and Training, Baghpat
District Institute of Education and Training, Bahraich
District Institute of Education and Training, Ballia
District Institute of Education and Training, Balrampur
District Institute of Education and Training, Banda
District Institute of Education and Training, Barabanki
District Institute of Education and Training, Bareilly
District Institute of Education and Training, Basti
District Institute of Education and Training, Bijnor
District Institute of Education and Training, Budaut
District Institute of Education and Training, Bulandshahar
District Institute of Education and Training, Chandauli
District Institute of Education and Training, Chitrakoot
District Institute of Education and Training, Deoria
District Institute of Education and Training, Etah
District Institute of Education and Training, Etawah
District Institute of Education and Training, Faizabad
District Institute of Education and Training, Farrukhabad
District Institute of Education and Training, Fatehpur
District Institute of Education and Training, Firozabad
District Institute of Education and Training, Gautam Buddha Nagar
District Institute of Education and Training, Ghaziabad
District Institute of Education and Training, Ghazipur
District Institute of Education and Training, Gonda
District Institute of Education and Training, Gorakhpur
District Institute of Education and Training, Hamirpur
District Institute of Education and Training, Hardoi
District Institute of Education and Training, Hathras (Mahamaya Nagar)
District Institute of Education and Training, Jalaun
District Institute of Education and Training, Jaunpur
District Institute of Education and Training, Jhansi
District Institute of Education and Training, Jyotiba Phule Nagar
District Institute of Education and Training, Kannauj
District Institute of Education and Training, Kanpur Dehat
District Institute of Education and Training, Kaushambi
District Institute of Education and Training, Kheri
District Institute of Education and Training, Kushinagar
District Institute of Education and Training, Lalitpur
District Institute of Education and Training, Lucknow
District Institute of Education and Training, Mahoba
District Institute of Education and Training, Mahrajganj

District Institute of Education and Training, Mainpuri
District Institute of Education and Training, Mathura
District Institute of Education and Training, Mau
District Institute of Education and Training, Meerut
District Institute of Education and Training, Mirzapur
District Institute of Education and Training, Moradabad
District Institute of Education and Training, Muzaffarnagar
District Institute of Education and Training, Pilibhit
District Institute of Education and Training, Pratapgarh
District Institute of Education and Training, Rae Bareilly
District Institute of Education and Training, Rampur
District Institute of Education and Training, Saharanpur
District Institute of Education and Training, Sant Kabir Nagar
District Institute of Education and Training, Sant Ravidas Nagar (Bhadohi)
District Institute of Education and Training, Sant Jai Prasad Das
District Institute of Education and Training, Shahjahanpur
District Institute of Education and Training, Shravasti
District Institute of Education and Training, Siddharthnagar
District Institute of Education and Training, Sitapur
District Institute of Education and Training, Sonhadra
District Institute of Education and Training, Sultanpur
District Institute of Education and Training, Unnao
District Institute of Education and Training, Varanasi

UTTARAKHAND

B.S.M. Inter College, Roorkee, Hardwar
Dolphin (P.G.) Institute of Bio Medical & Natural Sciences, Dehradun
Dr. B.Gopal Reddy Campus, Pauri Garhwal
Faculty of Management Studies, Gurukul Kangri Vishwavidyalaya, Hardwar
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Pratham teams in all states - State Heads, Accountants and Master Trainers.

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Notes on ASER 2013



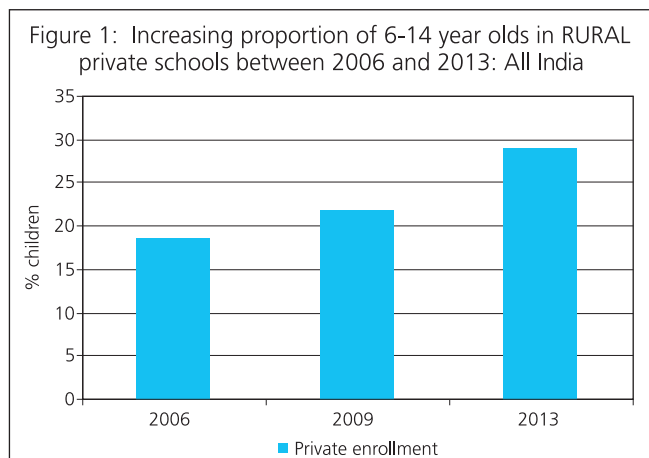
Old challenges for a new generation

Madhav Chavan, CEO-President, Pratham Education Foundation

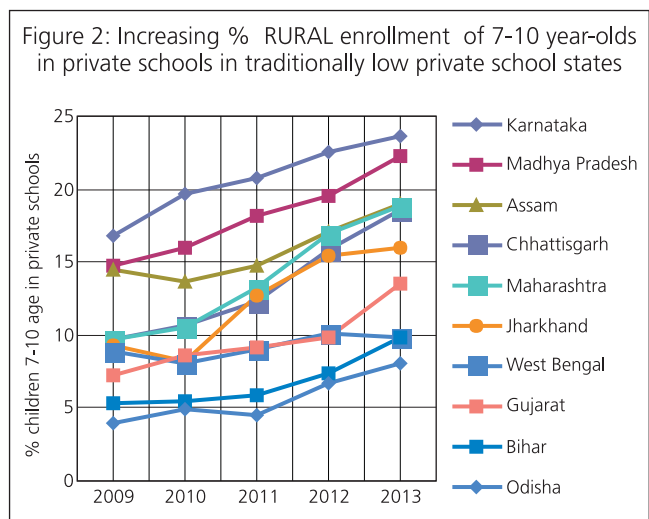
The nine ASER surveys since 2005 cover almost two complete terms of the Indian Parliament and of most state governments. The first term of the Indian Parliament was impacted by the imposition of 2% cess for elementary education that made available substantial funds from the union government for elementary education. The main feature of the second term has been the Right to Education Act. The highlight of the first term was the increase in enrollment of children from about 92% to 96%. In the second term, the main story is that school facilities are showing some improvements thanks to the focus on infrastructure. However, in spite of these improvements, the issues of quality of learning have remained largely neglected over the last nine years.

What will the next term of the Parliament and state legislatures bring? There are several major challenges for the education sector: from introducing at least one year of pre-school education to building mechanisms for open learning, continuing education, vocational training, and quality education and research at the university level. All these challenges are interconnected yet very different in character. Yet, it has to be acknowledged that a good foundation of elementary education holds the key to building a much stronger education sector in India. Political decisions are needed to address problems and they need to take into account the overall changing realities of India.

Among others, ASER surveys highlight two major issues that need to be addressed urgently. First, the dramatic shift to private school enrollment in rural areas. It is a development that demands a new approach to how our education is organized. The second issue is the crisis of learning. It affects both government and private schools where large numbers of low income families send their children. This crisis of learning simultaneously threatens the economy of the country and the future of millions of children and youth.

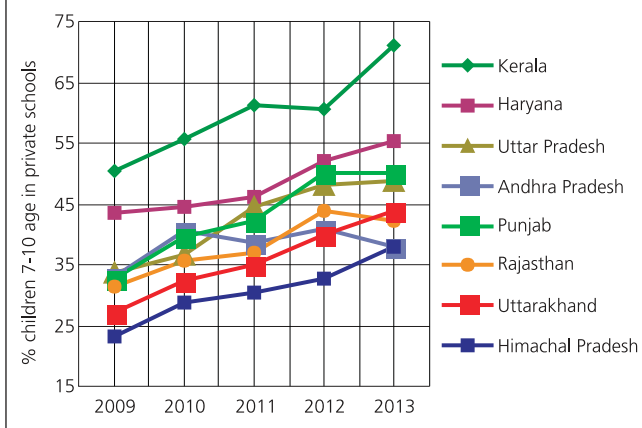


To a large extent, the Right to Education Act reflects the ideals of India from the 1950's and 60's. Even without the Act or any special funds provision from the Government of India, the elementary school system was expanding slowly for several decades. It is no accident that by 2005 over 92% children were enrolled in schools. But something else had begun to change. When ASER started measuring enrollment in 2005, the all India rural private primary school enrollment was about 17%. ASER seems to have caught a big change in its early stages - rural private school enrollment rose to 29% by 2013. Ironically, after the Indian Parliament declared that it would provide free and compulsory education to all children, the pace of enrollment in private schools quickened.



There are at least three clear factors contributing to this change. The first is growing urbanization. This does not only mean migration to urban areas. It also means increasing urban influence on the entire population leading to greater educational aspirations. Second is the increased wealth and access to the external world and information. ASER 2013 indicates that nearly 70% rural households have at least one mobile phone. We also find that although the proportion of families owning a TV has not changed much over the past five years (54% in 2013), the proportion of those among TV owners who have access to cable TV has gone up from 36% in 2010 to 79% in 2013. That is, nearly 43% of all rural households have cable or direct to home TV. Half of these families send their children to government schools today and may shift to private schools if they become accessible. On top of it we have a clear failure of government schools to deliver on even basic achievements in learning.

Figure 3: Increasing % RURAL enrollment of 7-10 year-olds in private schools in traditionally high private school states



Governments' policies and plans are still centered around villages and rural areas. Plans for provision of education assume an all-pervasive governmental school system. There is a need to urgently deal with growing urbanization and the trend of enrollment in private schools in urban and rural areas. Banning private schools or even curtailing them is no more a democratic option unless a visibly better government school alternative can be presented. By introducing 25% reservation for economically weaker sections, the Right to Education Act has in fact opened the door for unaided schools being aided by the government. There is no reason why government-aided and privately managed schools cannot be encouraged further. The segregation of children, even among the poorer sections, into those who go to government schools and those who attend private schools is socially undesirable and the option of government-aided and privately managed schools which function autonomously can in fact help create schools where all children can go to school together.

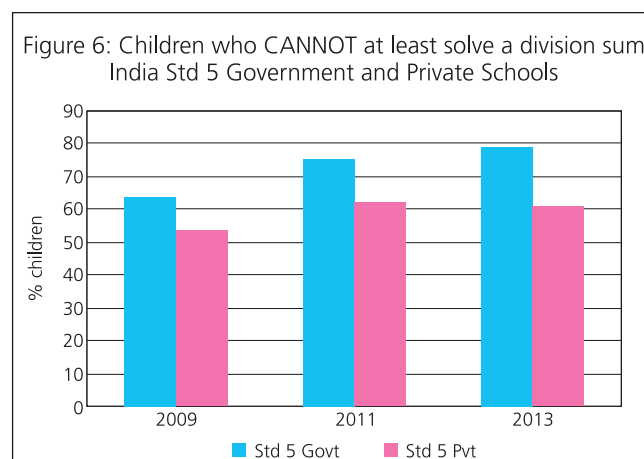
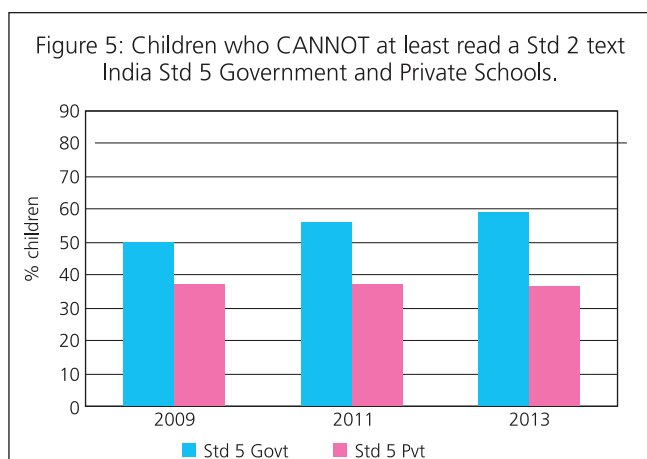
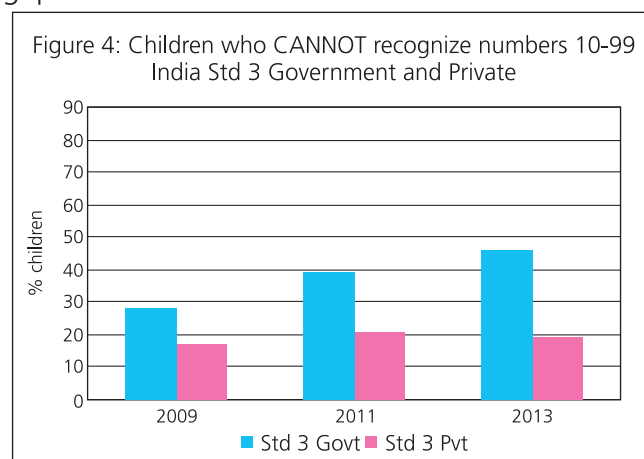
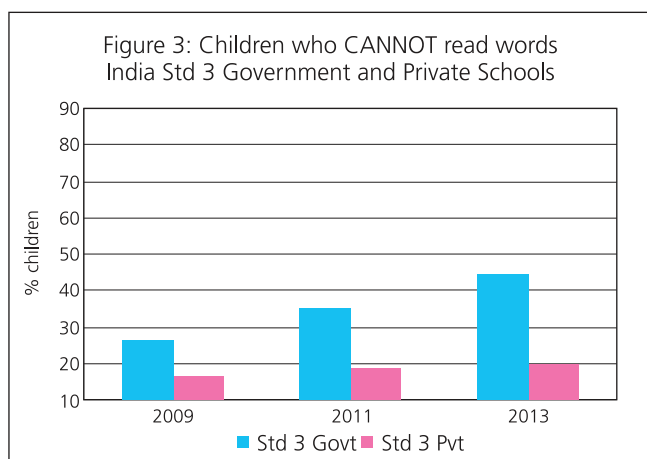
States where nearly half the rural population and considerably larger urban population send their children to private schools could lead the way in this matter.

The second issue is related to what children learn in schools and how to measure what they learn. Over the last couple of years, international and national attention has begun to shift from being input focused to learning outcome oriented. There is no question that schools need to have good infrastructure, but to keep achievement of quality on hold until all infrastructure is taken care of is quite absurd. Discussions being held at different international platforms suggest that the next Millennium Development Goals for education will be much more focused on measurable learning outcomes. In India, the 12th Plan adopted in December 2012 attempts to give a learning outcome orientation to the education sector. For a while, there has been growing consensus that quality of education has to be the focus of education. The question always was; how? The dominant thinking in the education establishment for the last decade has been that if we do more of what we have been doing and do it better, quality of education will improve. ASER maintains that learning outcomes, especially in the government schools in most states, are poorer today than they were a few years ago. The data of 2013 further confirms the decline we observed over the last three years regardless what the official response to our report is.

After ASER 2012 was released in January 2013, as many as 15 MPs asked questions in the January-February session of the Parliament about the decline in learning levels since 2009-10 as reported by ASER. We have printed one of the questions and a Minister's response to it at the end of this section. We have also printed a detailed comparison of ASER and NCERT's National Achievement Surveys. We find the response from MHRD to questions in Parliament unacceptable, even bordering on misleading the house on facts. There have been three surveys of Std 5, two of which were held in 2001-02 and 2005-06, several years before ASER noted a decline in learning levels. The third survey which was conducted in 2010-11 was based on a new methodology for data analysis. By NCERT's own statement in the report published in 2012, its results are not comparable with previous surveys. However, they seem to have somehow come up with results that show improvement. We find it interesting that in this latest survey Uttar Pradesh government schools have scored the highest in the country by a wide margin, using what NCERT claims to be 'rigorous' and 'detailed' methods as compared to ASER's.

The unwillingness to admit that there is a problem is not helpful. The problem won't go away. It will only get worse.

Widening gap



These figures tell the story of a widening gap in rural India. ASER has not been monitoring urban areas but there is no reason to believe that the picture is any different in urban India either. Over the past few years, some state governments have been monitoring learning levels using simple assessments of their own. These reports are not publicized but in informal exchanges various state officials do say that their findings are not too different from what ASER states. In fact, several states are initiating learning improvement programs once again thanks to their own assessments. The initiative from the Planning Commission has clearly helped.

There is some good news from the Sarva Shiksha Abhiyan too. The SSA has started telling the states that essential learning outcomes have to be taken care of, especially in reading and math. Words like "assessment", "measurable outcomes" which were taboo for many years have appeared in the latest SSA documents. The intent clearly appears to be good but the instructions are confusing thanks to the requirements of the Right to Education Act. A Mission to improve learning is needed but it is not possible if simple clear goals to be achieved are not enunciated.

There are two major obstacles created by RTE. First is the teachers' duty to complete the grade-level syllabus within the year. Second, children are to be placed in grades or standards according to their age. In a country where more than 60% government schools have multi-grade, multi-level classes, and where more than 50% lag at least two years behind if not more in terms of basic learning competencies, how is the teacher supposed to 'complete the syllabus'? The teacher is also supposed to individually assess each child and ensure that she/he comes up to the grade level. SSA instructions recently sent out try to balance both these factors while also attempting to emphasize that defining measurable learning outcomes and planning to achieve them is a must. We are hoping that the states will clearly define their priorities and plan their actions. After all it is the states that have to run the schools.

It is essential that we get rid of, or at least stop emphasizing, the grade-wise syllabus at least up to Std 5. It should be replaced with stage-wise sets of learning achievement goals which recognize that if children are going to learn at their own pace it is unrealistic for a teacher to 'complete a syllabus' and have children attain their grade-level competencies within that year. Focusing on defined learning outcomes by the end of the current Std 2 and current Std 5 is necessary. Syllabi, school time-tables, textbooks all need to be reoriented to achieve basic reading with comprehension, writing with thinking, math with problem solving abilities.

This brings us to the issue of how to measure children's progress. The SSA started conducting sample based Achievement Surveys since 2001. These are pen and paper tests which require Std 3 and 5 children to read and respond to questions. In a country where nearly 65% children in Std 3 and 35% children in Std 5 in government schools struggle to even read words, how can pen and paper tests be justified? The so-called reading comprehension test conducted by NCERT actually does not check whether a child can read fluently or can read at all. In fact, NCERT has no test to check if and how well children can read.

ASER introduced a new element in education assessment internationally by using a simple, oral method of home-based assessment of reading and math done one on one with children. The end result is easy to understand and can be communicated transparently whether in a national sample survey or a in a simple village census. Another method - EGRA (Early Grade Reading Assessment- developed by RTI in the US) is also an oral method that can transparently report to parents and lay persons whether the child is reading well or not. These innovations are a big departure from the pen and paper tests that are complex, difficult to administer, and whose reports make sense only to experts and not to lay persons.

At this moment the governmental system relies on a dysfunctional Continuous Comprehensive Evaluation process in schools, periodic sampled Achievement Surveys (every three years), and possibly Std 10 examinations to assess quality of learning achievements. Although the government will defend all three, as any system would, in reality none of these actually give reliable information on what children have learned. There is a need to take a close look to make the reporting system more transparent and more reliable and the data more useful/useable.

First, there is a need to rework and simplify the so-called CCE into a system of systematic monitoring of attainment of basic learning outcomes coupled with regular programs to raise the basic learning outcomes instead of insisting on "completion of syllabus", which is often equated with textbook content to be crammed. Second, the so-called achievement surveys with pen and paper test should be targeted at Std 8 rather than Std 3 or 5 to get any meaningful results, at least until we know that most children in every state can read well.

One big need of the country is standardized assessments of different skills and subjects that are textbook independent and that can be taken by anyone at any time of the year. This will set the standards of basic skills of learning that children need to achieve. The RTE is against all Board examinations to be held before Std 8. But that does not mean children should not be able to voluntarily check their skills as they study. The present Std 10 Board examinations have lost all value and there is a need to reform the examination system completely.

There is a lot more to be done beyond elementary education. Every stage of education needs a relook and reform. Unfortunately, the political leaders are not engaged enough with issues of the future which is already upon us. It will not do to leave decision-making to educationists and bureaucrats. Systems will not reform themselves. Perhaps developments like increasing enrollment in private schools will creep up on the system from outside and force it to change. One thing is clear, the status quo is not good and it will not sustain.

One way or another, a new breed of political leaders is going to take over India in the next decade. Informed judgments will be needed if decisive changes are to be made. But it remains to be seen whether the new generation of political leaders will bring a new outlook, energy, and dedication to education or whether they will continue to run on the old tracks.

It is common sense that a strong and sturdy foundation is crucial for a good building. It is also well known that the foundations, although usually underground and not visible, make a critical difference to the strength, scope and scale of the actual building. Similarly, what we do with our children in early grades in school sets the tone and the pace for what will be possible for them to achieve in the future.

The thrust of policy and practice in India is beginning to shift from “schooling” to “learning”. The Twelfth Plan document underlines the importance of learning outcomes. One of the most important steps for long run and sustainable improvement in learning outcomes is to focus at the beginning. For the 2014-15 school year the annual work plan guidelines of Sarva Shiksha Abhiyan have new insertions that underline the importance of building solid foundations of language and numeracy in early grades.¹ India’s Right to Education Act “guarantees” education from age six and provides 25% reservation in private schools for economically disadvantaged students from the first year in school.

For all of these old and new reasons, it is worth taking a closer look at Std. I in India. In order to understand how foundations of learning can be built for children in rural India, let us explore who is in Std. I? And who is beginning to read? Available data from the series of Annual Status of Education Reports (ASER) are used to search for answers to these questions.²

Every year the ASER survey is done in the middle of the school year. The set of reading tasks used in ASER are very basic – reading letters, common and simple every day words, easy four line paragraphs (at Std. I level of difficulty). The highest reading task is reading a small “story” at Std. II level of difficulty. Since this is an assessment of reading, this exercise is carried out orally, one-on-one with children (age 5 to 16) and in the language of instruction that the child has in school. The child is marked at the highest level that s/he can read comfortably.

Table 1 Std I: Children reading at different levels. ASER 2013			
ASER 2013 (Rural) : All India	Std I: % Children reading at different levels by school type		
Reading levels	Govt. schools	Pvt. schools	All schools
Can read “story” (at Std. II level)	1.7	7.8	3.6
Can read a simple paragraph (at Std. I level) but not as yet able to read “story” (at Std II level)	2.4	8.6	4.4
Can read words but not as yet able to read sentences or paragraphs	9.0	20.8	12.6
Can recognize letters but not as yet able to read words	29.8	37.9	32.3
Not able to recognize letters as yet	57.1	24.9	47.3
Total	100	100	100

Table 1 summarizes the all India findings for reading in Std. I in 2013. Nationally about half of all children can recognize letters. But the difference between government school children and those in private schools is quite substantial.³ Among private school children close to 75% can recognize letters but the comparable figure for government school children is closer to 40%.

¹Discussions about the post 2015 MDG goals for education are focusing a great deal on access plus learning as a new goal. See documents related to the UNESCO-Brookings Learning Metrics Task Force. See also the “All Children Reading”, a joint initiative of USAID, AUSAID and World Vision (allchildrenreading.org). The World Bank Education strategy 2020 focuses on learning for all; “the bottom line is invest early, invest smart and invest for all”.

² The analyses presented in this note are preliminary but they serve as a useful pointer towards deeper research that needs to be done on this topic.

³Nationally, about a third of all children in Std. I are enrolled in private schools. But here too there is a great deal of variation by state. In five states (Punjab, Haryana, Uttar Pradesh, Kerala, Manipur) more than 50% children in Std. I are enrolled in private schools. Another seven states (Jammu & Kashmir, Himachal Pradesh, Andhra Pradesh, Uttarakhand, Rajasthan, Sikkim and Meghalaya) have 41-50% children in private schools in Std. I. In four states (Assam, Chhattisgarh, Madhya Pradesh and Karnataka) this figure is between 21 and 30%. And in 7 states (Bihar, Jharkhand, West Bengal, Odisha, Tripura, Gujarat and Maharashtra), the percentage of Std. I children in private schools is less than 20%.

Usually, in India, the debates on the pros and cons of government versus private schools tend to be of a macro and generic nature. Very little is done to actually look at empirical evidence from different stages of the school system, to analyze the main similarities and differences, or attempt to understand their implications. A close look at Std. I data from ASER 2013 shows an interesting difference between these two types of children – a difference that has not been discussed much in policy or academic circles.

Table 2 Std I : % Children by age and school type. ASER 2013						
ASER 2013 (Rural)	Of all children in Std. I, % enrolled in private school	School type	Std I: % Children by age and school type			
			Age 5	Age 6	Age more than 6	Total
All India	31.5	Govt.	27.4	45.2	27.4	100
		Pvt.	18.3	34.8	46.9	100
		Total	24.5	41.9	33.6	100

Table 2 takes a closer look at the age distributions of children enrolled in government schools and private schools. Despite the age specified in the Right to Education Act, the actual age of children enrolled in Std. I varies considerably both within and across states. If we compare the age distributions of children enrolled in government schools with the age distribution of children in private schools we find that a greater proportion of older children in Std. I are in private schools as compared to government schools. The All India (rural) figures show that of all children enrolled in Std. I in government schools, about 27% are less than six years old. In a comparable population of private school children this figure is almost 10 percentage points lower at 18.3%. If we look at children who are older than six, we see the reverse trend. Of all children enrolled in Std. I in private schools, close to half are older than six, whereas the equivalent figure in government schools is only about one fourth. Similar trends are visible in almost every state.

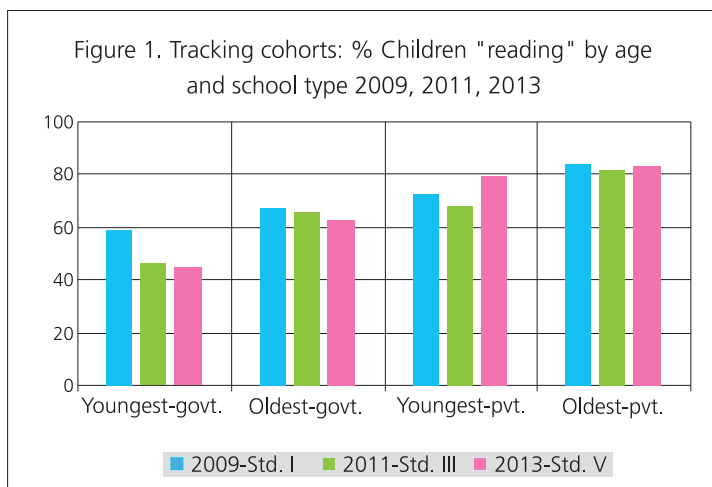
Looking at the different age patterns in Std. I, the obvious question that crops up is: does age matter for learning in early grades? Based on data from ASER 2013, the quick answer is yes. Let us take the ability to recognize letters as an indicator of beginning “reading”. Table 3 shows that across both types of schools, a higher fraction of older children are able to at least read letters as compared to younger children.

Table 3 Reading level in Std. I by age and school type			
ASER 2013 (Rural)	School type	% Children in each category who can at least read letters	
		Children who are 5 years old in Std. I	Children who are more than 6 years old in Std. I
All India	Govt	33.2	49.0
	Pvt	57.2	82.0

Note: Age for Std. I can be divided into three categories: (a) age 5 (b) age 6 (c) age more than 6. Here the youngest and oldest age categories have been shown.

The beginnings of different learning trajectories for different kinds of children can be seen as early as Std. I. Within the same type of schools, older children seem to have a definite advantage in learning. If we compare across school types, the differences are also clear. The comparison is most stark if we compare the two extremes in age in Std. I - the youngest children in government schools with the oldest children in private schools.

The next logical question that follows is whether the early learning advantage sustains over time. Again, the quick answer from ASER data is yes.⁴ For purposes of illustration, let us follow a cohort that was in Std. I in 2009, moved to Std. III in 2011 and to Std. V in 2013. In this tracking exercise, the youngest age group in the Std. I cohort (those who were five years old in 2009) and the oldest (those who were more than six in 2009) are compared with the youngest age group in Std. V (those who were less than nine years old in 2013) and the oldest (age more than ten in 2013). Reading level for Std. I children is taken as the ability to at least recognize letters. Reading level for Std. III is taken as the ability to at least read simple words and the reading level for Std. V children is taken as the ability to read Std. I level text. Figure 1 gives a glimpse of trends over time.



For the cohort who started Std. I in 2009, the youngest and the oldest children are tracked to Std. III in 2011 and to Std. V in 2013. Even the basic tabulations presented here suggest that the learning disadvantage of the youngest children in the cohort that was visible in Std. I persists over time. First, for all cohorts, the proportion of children who can read at least a simple text by Std. V is about the same as the proportion of children who could read alphabets when they were in Std. I. The implication is that those who did not learn to read at least letters in Std. I were unlikely to learn to read later. Second, the youngest children in government schools simply never catch up with their older counterparts or those in private schools. Relatively speaking, this group of children (who were five when they started their formal schooling in government school) continues to be the weakest group two years later in Std. III and another two years later in Std. V. The early lead of private school children over government school children that was visible in Std. I continues and sustains over the next five years.

Where is the early advantage of children attending private schools coming from? It is often argued that children self-select into private schools and that the differences in outcomes that are visible for children enrolled in different kinds of schools are a result at least partially of other non-school related factors. Family background, additional expenditures on education and parental aspirations all influence the eventual outcomes of children.

But looking at Std. I in the context of this discussion, it is worth thinking about how what children do before entering Std. I and how that may influence their early learning opportunities. ASER data suggests that in states with high incidence of private schooling, a significant proportion of three and four year olds go to LKG/UKG. It is quite likely that children who enroll in Std. I in private schools are coming with a one- or two-year period of "preparation" or school readiness. Anecdotal information suggests that private schools discourage direct enrollment of young children in Std. I and re-direct such children to LKG or UKG. It is also likely that children who eventually enroll in Std. I in government schools come either from anganwadis or have not been to any early childhood education program. Rising educational aspirations and the assumption that more schooling is better often leads parents to enroll children early into school, especially in states or areas where anganwadi services are weak. All of these factors may help to explain the age gap and also the learning advantage of private school students. Clearly, much more analysis is needed both with available ASER data as well as with new research to understand the pathways of children through primary school and beyond.

Thinking ahead

The issue of the right age to enter formal schooling has been the subject of a lot of research and debate in Western countries. It is well known that the early years set the stage for later development. The concept of "school readiness" in terms of content and delivery as well as questions of when children should enter first grade and what should be taught, are all issues taken seriously in policy and practice in developed countries. In

⁴ ASER is a rotating panel of villages and does not track the same children over time. However, one can construct artificial cohorts and follow them over time. So, for instance, a cohort that started Std. I in 2009 would be in Std. II in 2010, in Std. III in 2011 and so on. This tracking of "artificial cohorts" may give us a glimpse of some of the underlying dynamics of change over time. The use of artificial cohorts, however is based on certain assumptions. For example, that children in private schools remain in private schools over time and likewise for government school children.

India too, as we move towards taking the foundation-building activity in Std. I seriously, there are important considerations to think about.

The Right to Education Act specifies age six as the starting point for formal schooling. It assumes that children enter school in Std. I at age six (and that eight years later they complete the elementary stage in Std. VIII at age fourteen). Should we not take this age cut off seriously? If entry into school into Std. I is supposed to be the first step in “guaranteeing education”, then what steps can be taken to ensure that children are not left behind even before they start? How can we provide “school readiness” and preparation for children, especially to those who enroll in government schools and who may be younger than age 6? Reforming the ICDS structure to give priority to pre-school education may be a tall order but certainly within the school system decisions can be taken to ensure that children have a good opportunity to become “ready for school”. The world over, formal school systems start with “reception” classes or kindergartens. Is it not time for India to consider such a step?⁵ In order to improve learning outcomes and sustain them in the long run, early years may be the best place to invest.

Serious discussions also need to take place in India about curriculum expectations in Std. I. Where to start from, how to move forward, how far (and deep) to go and how fast? Analyses of different Std. I textbooks across states reveal many underlying assumptions related to content, method and pace. At age 5, children’s ability to learn needs to be scaffolded well but in most states the Std. I curriculum covers a great deal of content very quickly, so that many children get left behind even before they have started.

Curriculum or textbooks are means to an end. It is the end – learning – that is of key importance. Learning goals need to be stated. What we want our children to be able to do by the end of the first year (or even the second year) of school needs to be clearly laid out. The articulation should be simple enough so that parents and teachers understand it well and can work together to enable children to achieve these goals. The goals need to be within the reach of the majority of all children enrolled in Std. I. Regardless of what the Right to Education Act says about completing the syllabus on time, it is critical that the goal of the first year in school be widely understood not as a race to finish all chapters in the textbook, but to enable all children to reach the learning objectives that have been decided on.

Finally, the role that families, especially mothers, can play in supporting children’s learning must be integrated into learning support interventions for children in Std. I. For example a recent study tracking children in early years in Assam, Rajasthan and Andhra Pradesh found that although a high proportion of young children in Andhra Pradesh had been to private schools and pre-schools, children in Assam who had attended anganwadis did better on many dimensions of school readiness. What was different in Assam was that mothers were more educated and home literacy environments were much richer - more mothers telling stories and reading stories to children, for example.⁶ Another study conducted in rural Rajasthan and Bihar with mostly illiterate and unschooled mothers of children (age 4 to 8) concluded that specific engagement activities that mothers did with children led to improvements in children’s ability to read and to basic arithmetic.⁷

Enrolling children only after they are 6, preparing children to enter schools through school readiness programs, starting at least one year of school preparation classes for children under 6, involving mothers in the child’s learning, or better yet starting mothers’ adult education programs and integrating them with the child’s learning process are all necessary initiatives for a strong beginning for all children.

Now that SSA has taken the first steps toward attainment of learning outcomes, there is hope that policy makers will think of the first steps that the children need to take.

⁵ In the past, many states have had experiences of integrating a school-readiness stage into the primary stage. In line with the kindergarten idea, Assam has had “ka-sreni” in school – a class before Std. I. Bihar has had “baal-varg”. But typically these initiatives have not been supported thoroughly with resources or trained manpower. Years ago, Mumbai Municipal Corporation had an eight week program for the first two months of the school year to support children coming into Std. I. Summer school readiness programs are another possibility for the summer as children enter Std. I.

⁶This is a five year longitudinal study of young children that is being jointly carried out by ASER Centre/Pratham and Ambedkar University, known as the India Early Childhood Education Impact study.

⁷<http://www.povertyactionlab.org/evaluation/impact-mother-literacy-and-participation-programs-child-learning-india>

Private inputs into schooling: Bang for the buck?

Wilima Wadhwa, Director, ASER Centre

ASER data shows that the proportion of children enrolled in private schools in rural India has been rising steadily. In 2006, 18.7% 6-14 year olds were enrolled in private schools and this number has increased to 29% in 2013. As in everything else, there is a lot of variation across states. In 2013, private school enrollment varied between 6.6% in Tripura and 70.5% in Manipur. However, this rising trend is observed in states with both low and high private school enrollment. For instance, in Uttar Pradesh, a high private school state, enrollment in private schools increased from 30.3% in 2006 to 49% in 2013. In Jharkhand, a low private school state, the increase was from 4.3% to 15.7% in the same period. Clearly, rural households are revealing a preference for private schools, even though this results in additional expenditure that they would not incur if they sent their children to government schools.

While ASER does not collect detailed information on household characteristics, the building material of the house the child lives in has been recorded, since ASER 2008. Following NFHS, ASER records three categories of 'house type' - katcha, semi-pucca and pucca.¹ In the absence of household income or consumption data, this variable works as a good proxy for affluence. In 2013, 29.5% of surveyed households were katcha, 26.4% semi-pucca and 44.1% pucca.²

The positive correlation between income and private schooling is well established. Indeed, in 2013, the proportion of children enrolled in private schools is much higher among pucca-households (44.2%), than the national average (29%). However, even among katcha-households, as many as 15% children are enrolled in private schools. Thus, even among poor households, parents are making a conscious choice in favor of private schools.

It is not just on private schools that parents are choosing to spend money; they are also spending money to get their children additional help in the form of paid private tuition. Close to 25% children in Std I-VIII in rural India pay for tuition classes. Once again, there are significant variations across states. In 2013, West Bengal had the highest proportion of children availing of private tuition (72.4%). In contrast, this figure was 14.2% in Uttar Pradesh and 5.4% in Rajasthan. At the All India level, there is a marginal difference between government and private school children in the incidence of tuition - 24.1% in government schools as compared to 22.8% in private schools. This is surprising, since one would expect that a higher proportion of private school children would opt for tuition. In fact, one does observe this in many states. This pattern may not be visible at the All India level since, by and large, it is in the low private school states that the incidence of tuition is high. For instance, in Bihar where only about 8% of children go to private schools, 51.4% get private tuition. In contrast, in Uttar Pradesh with close to 50% private enrollment, only 14% children get private tuition. Faced with fixed budget constraints, rural households seem to be optimizing the best that they can. However, note that they are still choosing to pay for some private input into the schooling of their children, when the free option of government schooling is available to them.

Furthermore, less affluent households are not very different from more affluent ones in this regard. At the All India level, 23.2% children from katcha houses paid for tuition classes as compared to 25.4% children who lived in pucca houses. So, despite a much tighter budget constraint poor parents are still choosing to spend extra on their children's education. This pattern is reflected across states as well. In a poor state like Bihar, as many as 45.8% children living in katcha homes paid for tuition compared to 58.5% of those living in pucca homes.

Looking at private schooling and private tuition together, therefore, reveals that large proportions of children are getting some form of private input into schooling. Combining these two variables, we can divide children into 4 categories: children in government schools with no tuition; children in government schools who also take private tuition; children in private schools with no tuition; and children in private schools who also take private tuition. Children in the last three categories have some private input in their schooling. In 2013, 46% of all rural children were either going to private schools and/or getting private tuition. Not surprisingly, among richer households, this proportion was as high as 60%. While the number was lower for less affluent households at 35%, it still comprised a significant proportion.

¹ Following NFHS, a pucca house is defined as one, which has walls made of burnt bricks, stones, cement, timber, etc., and roof made of tiles, GCI sheets, asbestos cement sheet, etc. A katcha house is defined as one which has walls and roof other than those mentioned above, such as un-burnt bricks, bamboo, mud, grass, reeds, etc. A semi-pucca house is one with wall made of pucca material, but roof made of material other than those used for pucca house.

² In ASER 2013, a total of 327,397 households were surveyed.

But does this extra expenditure result in better learning outcomes? There is now a fair amount of literature showing that private schools deliver better learning outcomes. There is significant variation across states and some of the private school advantage can be explained by other factors, such as educated parents and home environment, which are correlated with the private school choice. But, even controlling for home background, there is evidence that children in private schools perform better. One thing to note here is that while private school learning levels may be higher than those in government schools, children in private schools also are far below grade competency. For instance, in 2013, the proportion of Std. 5 children who could read a Std. 2 level text is 41.1% in government schools. The corresponding number for private schools is 63.3%- indicating that one third of children even in private schools are at least 2 grades behind in reading ability.

What about tuition? Are coaching classes effective? Are parents getting a big enough bang for their buck? In Std. 5, overall, about 47.3% children could read a Std. 2 level text. If we decompose this number into learning outcomes of the 4 groups mentioned before, the following points emerge:

1. Among children who do not take tuition, the private school advantage is even greater - 37.4% Std 5 children could read a Std 2 level text in government schools, versus 61.8% in private schools.
2. Private tuition helps narrow this difference to a large extent. Of the government school children in Std. 5, with tuition, 52.1% could read a Std. 2 level. In other words, additional help in the form of paid tuition bridges 60% of the gap in learning levels.
3. Children in private schools also improve their performance with tuition, but not as much as those in government schools. Among private school children in Std. 5, who also paid for private tutoring, 69.3% could read the Std. 2 level text.
4. These patterns are observable for most states. In states with a low proportion of private schooling, like Bihar and Jharkhand, the gains from tuition for government school children are even greater.

However, it is quite possible that there is a self-selection problem in the case of tuition as well. Differences in learning levels between children, which we are attributing to the incidence of tuition, may be due to other characteristics of the household that are correlated with tuition. For instance, richer households are more likely to send their children to private schools and pay for additional help. But it is these very households that are also more likely to have educated parents and a more supportive learning environment at home, both of which are correlated with better learning outcomes. Although it is true that a larger proportion of children living in pucca homes go to private schools, pay for tuition, and have higher learning levels, gains from tuition are not limited to the upper tail of the income distribution. Table 1 below gives learning levels of Std. 5 children by the type of home they live in.

Table 1: % Children in Std. 5 who can read a Std. 2 level text – 2013				
ASER 2013 (Rural)	Govt+NoTuition	Govt+Tuition	Pvt+NoTuition	Govt+Tuition
All	37.38	52.12	61.75	69.34
Katcha	29.36	46.86	54.15	58.08
Pucca	46.57	59.53	65.01	71.66

³ See for instance: Desai, S., A. Dubey, R. Vanneman and R. Banerji. 2008. "Private Schooling in India: A New Educational Landscape." *India Policy Forum*, 5:1-58; Wadhwa, W. 2009. "Private Schools: Do They Provide Higher Quality Education?" in *Annual Status of Education Report*. New Delhi: Pratham Resource Centre and ASER Centre; Muralidharan, K. and M. Kremer. 2008. "Public and Private Schools in Rural India." In *School Choice International: Exploring Public-Private Partnerships*, ed., P. Peterson and R. Chakrabarti. MIT Press.

Not only do children in the lower tail of the income distribution gain from tuition, it also seems that tuition makes up for other household-based disadvantages. Note that children who live in katcha homes and get tuition have very similar learning outcomes to those who live in pucca homes and do not take private tuition. Further, additional private input in terms of private schooling results in a similar jump in learning outcomes.

What these numbers seem to suggest is that private inputs into schooling may be leveling the playing field, giving poor children a leg up. Even after we control for other household characteristics and parents' education, learning levels of poorer children improve significantly with tuition - about 12 percentage points.

ASER 2013, for the first time, recorded how much rural households spend per month on private tuition. The mean tuition expenditure per child in rural India is Rs. 168 per month. Richer households spend a little more - mean tuition expenditure is Rs. 191 for children who live in pucca homes. What is surprising is that poor households don't spend that much less - Rs. 146 per month for children who live in katcha homes. Among this group, those whose children go to government schools spend Rs. 139 per month on paid private tuition.

The government's SSA allocations have been rising steadily. Between 2005-06 and 2011-12, SSA allocations rose by a whopping 360%. The rise in actual expenditures was more modest at 200%. This is because utilization has been falling. In 2005-06, 68% of the allocation was spent. By 2011-12, only 43% of the allocation was actually spent, leaving more than 50% of the allocation unspent. In 2011-12, the average cost per child in government schools was about Rs. 2023 annually, based on actual expenditures. But, the allocation was more than double at Rs. 4673. If these unutilized funds had been spent, it would have resulted in an additional expenditure of Rs. 220 per month per child - more than what parents are spending on private tuition!

Parents, whether rich or poor, are consciously making the choice to spend more on their children's education. They would not do so year on year, unless there was a return on these expenditures. These choices are reflected in the data with more and more children getting some private input into their schooling process. Furthermore, evidence from different studies using different methodologies, consistently shows that children with supplemental private inputs perform better in terms of learning outcomes. So parents are clearly choosing private interventions to better their children's educational prospects.

The question is, why can't government schools deliver on learning? The interventions we are talking about are not particularly sophisticated or need a huge outlay of expenditure. Private schools in rural areas are not the elite public schools seen in urban metros. It is well documented that rural private schools have fewer facilities as compared to government schools and their teachers are less qualified and paid less than their government counterparts. Similarly, private tuition classes tend to be crowded and are often taught by government school teachers themselves.

So, what is it about these settings that facilitate better outcomes? Two things come to mind immediately. First is the link between incentives and accountability. If someone is paying for a service, the onus is on the service provider to deliver, because the consumer can always "vote with her feet". This creates accountability in the system. Both incentives and accountability are completely missing from the public school system.

Second, teaching-learning activities are organized differently in the private sector. The ground reality in rural government schools is an increasing number of small schools, 50% or more children sitting in multigrade classrooms, huge variations in learning levels of those who are in the classroom, wide age distributions in the classroom, close to 20% children being first generation learners with no learning support from either parent. Yet, the brief to teachers remains "complete the curriculum"; the direction to schools to build more classrooms, kitchen sheds, office-cum-stores and supervise the midday meal.

So what are possible ways forward to improve learning levels? Pratham has demonstrated that, even within the public school system, simple interventions that start from the current learning level of the child and build up can deliver learning gains in a short period of time. Because these interventions are simple, they can easily be scaled up. They don't require hiring more teachers or building more infrastructure in schools. We don't need more allocations, what we need is more effective use of the allocations we already have.

⁴ Various issues of "Analysis of Budgetary Expenditures on Education," Ministry of Human Resource Development, Government of India.

Money Matters: PAISA and the ASER survey

Yamini Aiyar, Director, Accountability Initiative

In 2009, the ASER survey introduced a series of questions to track the flow of money in schools. The questions were referred to as “PAISA” (in March every year the PAISA survey was released as a national report in partnership with Accountability Initiative) and aimed at understanding the processes through which financial resources reached schools. This year, we’ve taken a break from doing the national PAISA survey in ASER, partly to spend time studying resource flows in greater depth (Accountability Initiative is currently working on a series of in-depth district level expenditure tracking PAISA surveys which will be released in March 2014) and partly to reflect on what four years of doing PAISA taught us about the governance of elementary education in India.

First, why PAISA? We began PAISA at a time when India’s financial allocations toward elementary education had increased significantly. Between 2007-08 and 2012-13, India’s elementary education budget had more than doubled from Rs. 68,503 crore to Rs. 147,059 crore. According to our calculations (reported in the 2013 PAISA National report) the average per student allocation was as much as Rs. 11,509 in 2011-12. Yet, as financial allocations were increasing, ASER reports regularly highlighted the fact that learning outcomes were stagnant and more recently worsening. While money allocated and spent is not necessarily the route to achieving outcomes, this widening gap between financial allocations and outcomes does raise some important governance questions – Are we allocating the right resources to the right activities? Who makes plans? Who takes expenditure decisions on the ground? How do funds flow? Does money reach where it is supposed to? We believed that understanding the pathways through which outlays translate into action on the ground and unpacking the process of decision-making would offer some insights into this puzzle of increased outlays and stagnant (or rather worsening) outcomes. In its essence then, PAISA is an exercise that tries to connect the micro (implementation process) with the macro (national level resource allocation decisions).

A second (and arguably more important) rationale for PAISA is a belief that greater citizen engagement with government resources is critical to ensuring accountability for outcomes. The Right to Education mandates the creation of school management committees (SMC) tasked with planning and monitoring school level resources. However, little effort has been made to empower SMCs to make these plans. For the most part SMC members and the community at large has little knowledge of money flows and resources available in the schools – this is information that technocrats prefer to keep close to their hearts. Through PAISA, we hoped to bring this information directly to citizens. During the ASER survey all volunteers were given a poster to paste on school walls that provided basic information on the grants that schools ought to receive. In the long term we hope that PAISA data on money flows would actually be shared and used by SMC members to plan and make the school accountable.

So what have we learnt from four years of PAISA?

1. *Planning, budgeting and decision making are de-linked from outcomes:* First and foremost, our analysis of budgetary allocations and expenditure suggests that there is no correlation between overall expenditure and learning outcomes. PAISA 2013 mapped per-student elementary education allocations with ASER outcome numbers to find absolutely no link between budgetary allocations and learning levels. In the report, my colleagues Ambrish Dongre and Vibhu Tewary present results of a detailed analysis where they find that an increase of Rs. 1,000 in per-student allocations increased the proportion of students in Std. 3-5 who can read a Std. 1 textbook by a mere 0.2%! So clearly, we are not allocating the right resources to the right activities.

2. *Top-down resource control:* Our second most important finding is that the entire elementary education planning and budgeting system is extremely centralized. Our first step in the PAISA process was to unpack the Sarva Shiksha Abhiyan budgetary envelope to identify what monies in fact reached the school and what aspects of these funds the school had control over. Our findings varied little across years and so to make my point, I’ll share the 2012-13 numbers. In 2012-13, 43% of the SSA budget was allocated to teachers and 35% was allocated to school level infrastructure. Programs aimed at providing direct entitlements to children (mandated under the RTE) accounted for 12% percent of the budget. And quality specific programs like the Learning Enhancement Program and the Innovations programs received a meager 2%!

All critical teacher-related decision-making, hiring and salary payment for example, lie with the state administration. Funds for infrastructure development are often channeled to schools; however, key decisions related to implementation - sanctions and procurement are taken by the district administration. While the

district takes implementation decisions, priorities on the nature of infrastructure to be created are set by the State government, often in response to pressures placed on it by the Government of India (GOI). For instance, in 2011, the Supreme Court of India issued an order requiring that all schools meet the RTE norms for girls' toilets by the end of the year. This resulted in a rush of activity in many states to initiate toilet construction. Orders were issued to districts, which in turn directed schools to start construction.

These top-down decisions result in serious distortions during implementation. In 2013, PAISA researchers undertook a workflow analysis to try and understand the consequences of top down decision-making in infrastructure. The following anecdote best illustrates our findings. In a school in Nalanda, Bihar, the Headmaster had received a grant for building a boundary wall in 2012. When asked "When did you make the request for the wall?" here's what he told our researchers: he never did! The wall was sanctioned at the state level based on DISE data, and finalized at the district level. When asked if he was satisfied with the way the civil works process was conducted, he shrugged his shoulders and said, "The wall is built, this is good. But the main problem here is the lack of clean water as the children get sick. We don't know who to talk to about this. And honestly, the DISE form doesn't ask us for this information".

Interwoven in this top-down system is an intent to involve schools and parents in decision-making through school management committees. However, in practice, schools and therefore school committees and parents have control over very small amounts of money - in 2012-13, this accounted for a mere 2% of the total SSA budget. These monies arrive in schools as school specific grants (which the PAISA survey in ASER tracks) that are tied to specific expenditure items – so if a school wants to spend its school development grant on buying reading material, well the rules won't allow it.

In essence, then, PAISA has taught us that the top-down decision making governance system in education has resulted in a mismatch between school level needs (even of the most basic things like inputs) and actual expenditure.

3. Process related bottlenecks in fund flows: Finally, one of the most important findings of the PAISA surveys is that the expenditure management system is riddled with process-related bottlenecks. In all the years that we have tracked money, no state in the PAISA national survey was able to ensure that schools receive their grants at the start of the school year. We found year after year that on average, just about half of India's schools had received this money by November, which is half way through the school year. This had a knock on effect on school level expenditures as headmasters rushed to spend money, resulting in a disconnect between school needs and actual spending. Moreover, this creates serious disincentives for community participation. After all, why plan if there is no money to spend! Our detailed district studies suggest that these delays in getting money to schools are a result of process inefficiencies that run through the entire expenditure chain from the Government of India to district governments. Solving this problem will require a massive overhaul of the governments' expenditure management systems.

So in sum, the broad conclusion to draw from PAISA is that in the current system, GOI, State and the District are the key actors in determining plans, budgets and implementation procedures. Thus it is these levels of government and not the school or parents that determine outputs and outcomes. This raises important challenges for our elementary education establishment as it begins to take baby steps toward building an outcomes focus. As ASER and Pratham have repeatedly highlighted, an outcomes based system requires autonomy and innovation at the school level. School level actors need to have the flexibility and incentive to identify school-specific learning needs and innovate with different pedagogical practices to meet these needs. But can this be achieved through such a centralized, top-down governance system? Through its work, PAISA hopes to repeatedly ask this question in order to push public debate on how to build state capacity and administrative capability to build an education system focused on learning outcomes.





About the Survey

What to do in a village?

How to make a map and make sections?

To start making a map: Walk around the village and talk to the villagers.

- To get to know the village, walk around the whole village first before you start making the map.
Talk to people: Ask how many different hamlets/sections are there in the village? Where are they located? Ask the children to take you around the village. Tell people about ASER. This initial process of walking and talking may take more than an hour.

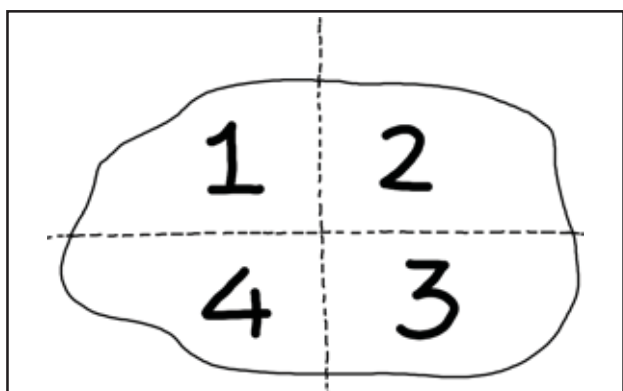
Map:

- **Rough map:** The purpose of a rough map is to understand the pattern of habitations in the village. Use the help of local people to show the main landmarks – temples, mosques, river, schools, bus-stop, panchayat bhavan, shops etc. Mark the main roads/streets/paths through the village prominently on the map.
- **Final map:** Once everyone agrees that the rough map is a good representation of the village and it matches with your experience of having walked around the whole village, copy it on to the map sheet that has been given to you in the survey booklet.

Once the map is made, make sections on the map as follows:

How to mark and number hamlets/sections on the map you have made?

1. Continuous village



If it is a village with continuous habitations:

- Divide the entire village into 4 sections geographically.
- Assign each section a number. Write the number on the map.
- Select 5 households from each section.

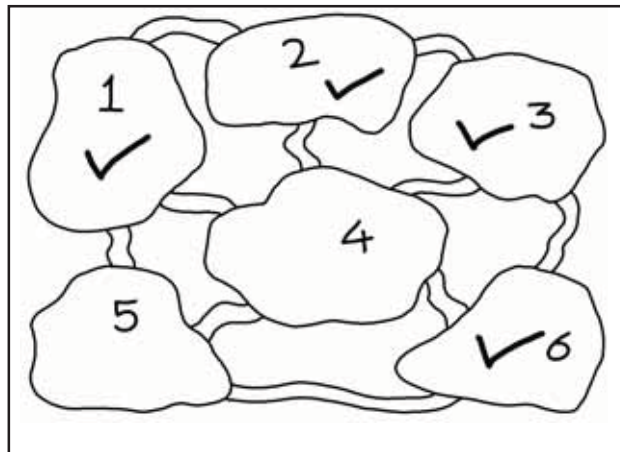
2. Village with hamlets/sections

If it is a village with different hamlets/sections:

- Assign each hamlet/section a number. Write the number on the map.

If the village has:

- **2 hamlets/sections:** Divide each hamlet/section in 2 parts and take 5 households from each section.
- **3 hamlets/sections:** Take 7, 7 and 6 households from the 3 hamlets respectively.
- **4 hamlets/sections:** Select 5 households from each hamlet/section.
- **More than 4 hamlets/sections:** Randomly pick 4 hamlets/sections and then select 5 households from each hamlet/section. On the map, tick the hamlets/sections chosen for the survey.



(more than 4 hamlets/sections in a village)

What to do in each hamlet/section?

Pick 5 households from each of the 4 selected hamlets/sections, using the following procedure:

- Go to each selected hamlet/section. Try to find the central point in that hamlet/section and start household selection from the left.
- Select every 5th household. Begin from the first household on your left. After you have surveyed this household, skip the next 4 households and select the 5th one. While selecting households, count only those dwellings that are residential. "Household" refers to every 'door or entrance to a house from the street'.
- If you have reached the end of the hamlet/section before 5 households are sampled, go around again using the same every 5th household rule. If a surveyed household gets selected again then go to the next household. Continue till you have surveyed 5 households from the hamlet/section.
- Stop after you have surveyed 5 households in the hamlet/section. Now move to the next selected hamlet/section.
- If the hamlet/section has less than 5 households, then survey all the households in that hamlet/section and survey the remaining households from other hamlets/sections.
- If the village has less than 20 households, then survey all the households in the village.

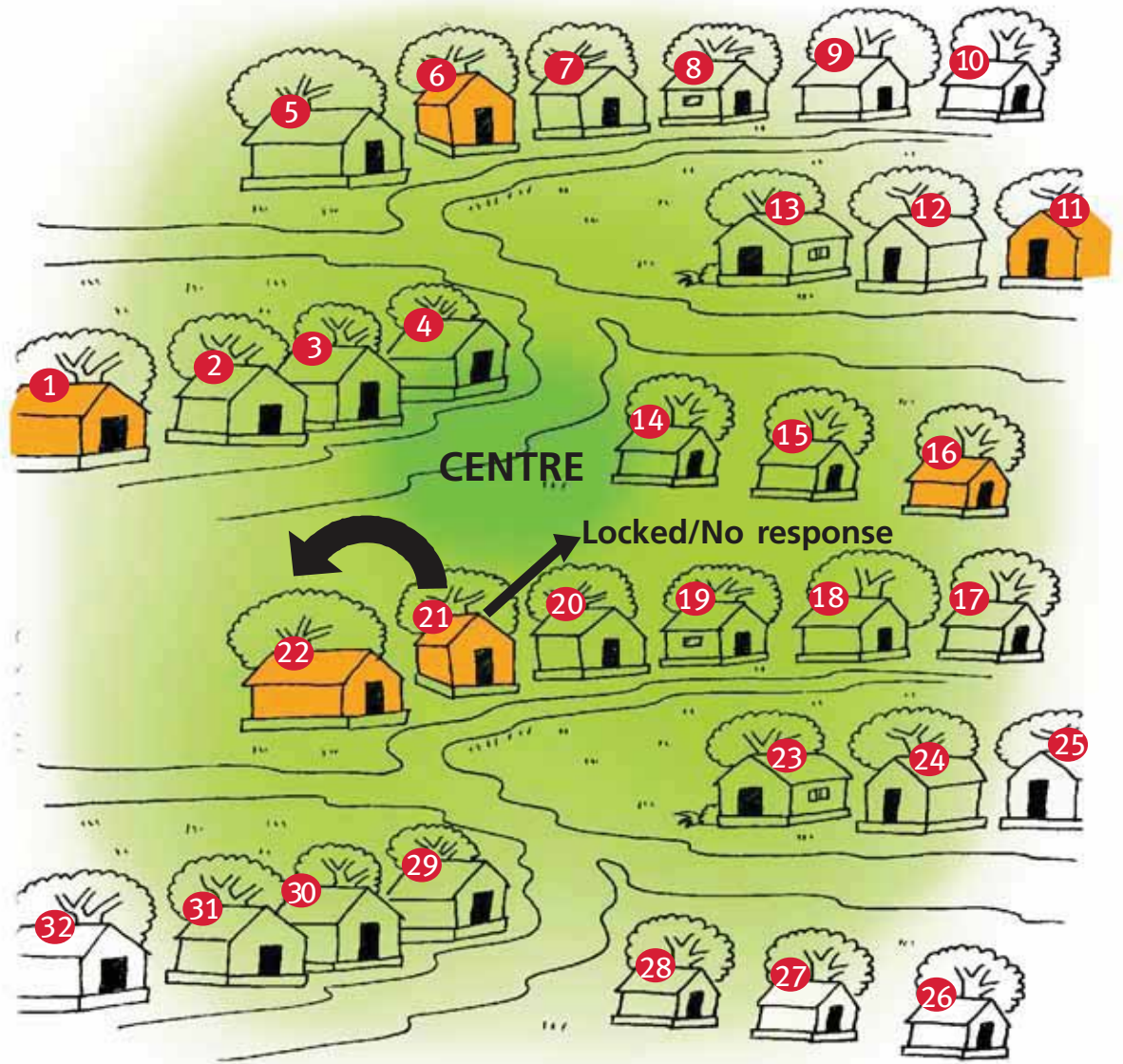
What to do if:

- 1. Household has multiple kitchens:** In each house ask how many kitchens or 'chulhas' there are. If there is more than one kitchen in a household, then select the kitchen from which the respondent's family eats.¹ You will survey only those individuals who regularly eat from the selected kitchen. After completing the survey in this house proceed to the next 5th house (counting from the next house on the street, not from the next 'chulha').
- 2. Household has no children:** If there are no children in the age group 3–16 in the selected household but there are inhabitants, include that household. Take the information about the name of the head of the household, total number of members of the household, household assets, name of the respondent and mobile number of the household. Also, write the number of the hamlet/section from which the house has been selected from the map. Such a household will be counted as one of the 5 surveyed households in that hamlet/section but no information about mothers or fathers will be collected.
- 3. House closed:** If the selected house is closed or if there is nobody at home, note that down on your Village Compilation Sheet (at the end of the survey booklet) as "house closed". This household does not count as a surveyed household. Do not include this household in the survey booklet. Move to the next/adjacent house.
- 4. No response:** If a household refuses to participate in the survey, record the house on your Village Compilation Sheet in the "no response" box. This household also does not count as a surveyed household. Do not include this household in the survey booklet. Move to the next/adjacent house.

Ensure that you go to households only when children are likely to be at home. This means that you will go to households after school hours and/or on a holiday/Sunday.

¹Respondent = An adult who is present in the household during the survey and is providing you with information.

How to sample households in a hamlet?



What to do in a house with multiple kitchens?



What to do in each household?

1. General information

- **Household (HH) Number:** Write down the household number on every sheet. Write 1 for the first household surveyed, 2 for the second household surveyed and so on till the 20th household.
- **Total number of members in the HH who eat from the same kitchen:** Ask this question to the adults present in the household and write down the total number. If there are multiple kitchens (chulhas) in the household, remember to include only those members who eat regularly from the same kitchen.
- **Note down the following:**
 - o Respondent name: Respondent is an adult who is present in the household during the survey and is providing you with information.
 - o Hamlet/Section no. (from the map) and/or name of hamlet/section from where the household is selected.

2. Information about children and adults living in the household

No information will be written in the household survey sheet about any individual who does not regularly live in the household and doesn't eat from the same kitchen.

We will collect information from the sampled household about all children aged 3-16 years who regularly live in the household and eat from the same kitchen. Ask members of the household to help you identify these children. All such children should be included, even if their parents live in another village or if they are the children of the domestic help in the household.

Rules for selecting children

1. **Older children:** Often older girls and boys (in the age group of 11 to 16 years) may not be thought of as children. Avoid saying "children". Probe about who all live in the household to make sure that nobody in this age group gets left out. Often older children who cannot read are very shy and hesitant about being tested. Be sensitive about this issue.
2. **Children who are not at home at the time of survey:** Often children are busy in the household or in the fields. If the child is somewhere nearby but not at home, take down information about the child, like name, age and schooling status. Ask family members to call the child so that you can speak to her directly. If she does not come immediately, make a note of the household and revisit it once you are done surveying the other households. But if there are children who regularly live in the household but are out of the village on the day of the survey, for e.g. if a child has gone to visit her relatives, we will write her information even if we cannot test her.
3. **Children who are relatives but live in the sampled household on a regular basis:** We will include these children because they live in the same household on a regular basis. But we will not take information about their parents if parents do not regularly live in this household.
4. **Children not living in the household:** DO NOT INCLUDE children of this family who do not regularly live in the household, for e.g. children who are studying in another village or children who got married and are living elsewhere.
5. **Visiting children:** DO NOT INCLUDE children who have come to visit their relatives or friends in the sampled household as they do not regularly live in the sampled household.

Many children may come up to you and want to be included out of curiosity. Do not discourage children who want to be tested. You can interact with them. But data must be noted down ONLY for children regularly living in the 20 households that have been randomly selected.

Now that we have identified which children to survey, let us understand what information is to be collected about each child. Remember, one row of the household survey sheet will be used for each child.

- **Child's name, age and sex:** Name, age and sex should be filled for all children aged 3-16 who live in the selected household. In the column for sex, write 'F' for female children and 'M' for male children.
- **Children aged 3-6 years:** The first block, "Pre-school children (Age 3-6)", is to be asked only for children aged 3 to 6 years. On the household sheet, note down whether they are attending anganwadi (ICDS), balwadi, or nursery/LKG/UKG, etc. If the child is not going to any anganwadi/preschool, etc., put a tick under 'Not going' in the "Pre-school children (Age 3-6)" section.
- **Children aged 5-16 years:** The remaining blocks of information are ONLY to be filled for children aged 5-16 years.

For In School Children (currently enrolled in school): The child's current schooling status and Std. will be noted. The following terms should be written under 'Std.', if the child is in pre-school:

'NUR' for nursery; 'LKG' for LKG; 'UKG' for UKG; 'AW' for Anganwadi; 'BW' for Balwadi.

For Out of School Children (who are currently not enrolled in school):

- If the child has never been enrolled in school, then put a tick under 'Never Enrolled'.
- If the child has dropped out of school, then put a tick under 'Drop out'.

Note the Std. in which the child was studying when she dropped out irrespective of whether she passed or failed in that Std. Probe carefully to find out these details.

Also, note the actual year when the child left school. E.g. if the child dropped out in 2006 write '2006'. Similarly if the child dropped out in the last few months write '2013'.

For all children (aged 5-16 years):

- Ask the respondent if the children aged 5-16 take any tuition, meaning paid classes outside school. If they do take paid tuition classes then ask how much do the parents pay for the child's tuition per month.
If the respondent cannot tell you the amount paid for child's tuition per month then leave the box blank.
If the child takes more than one paid tuition class, then add the payment for all the classes (per month) and write the total amount paid for the child's tuition classes per month.
- Ask the children if they attend the specific government school which you have/will be surveying. Do not ask this to children who are not currently enrolled in school.
- All children in this age group (5-16 years) will be tested in basic reading and arithmetic. (We know that younger children will not be able to read much or solve arithmetic problems but still follow the same process for all children so as to keep the process uniform).

Mother's background information: At the beginning of the entry for each child, we ask for the name of the child's mother. Note down her name only if she is alive and regularly living in the household. If the child's mother is dead or not living in the household we will not write her name. If the mother has died or has been divorced and the child's stepmother (father's present wife) is living in the household, we will include her as the child's mother. Note down the mother's age and schooling information in the box provided.

Father's background information: At the end of the entry for each child, we ask for the age and schooling information of the child's father. We will only write this information if the father is alive and regularly living in the household. If the father is dead or not living in the household we will not ask for this information. If the father has died or has been divorced and the child's stepfather (mother's present husband) is living in the household, we will include him as the child's father.

3. Household indicators

All information on household indicators is to be recorded, based as much as possible, on observation. However, if for some reason you cannot observe it, note down what is reported by household members only and not by others. In case of assets like TV, mobile phone, ask whether it is there in the household and whether it is owned by the household or not. This information is being collected in order to link education status of the child with the household's economic conditions.

- **Type of house:** Types of houses are categorized as follows:
 - **Pucca house:** A pucca house is one which has walls and roof made of the following material:
 - Material for walls: Burnt bricks, stones (packed with lime or cement), cement concrete, timber, ekra etc.
 - Material for roof: Tiles, GCI (Galvanised Corrugated Iron) sheets, asbestos cement sheet, RBC (Reinforced Brick Concrete), RCC (Reinforced Cement Concrete), timber etc.
 - **Kutchra house:** The walls and roof are made of material other than those mentioned above, such as un-burnt bricks, bamboos, mud, grass, reeds, thatch, loosely packed stones, etc.
 - **Semi-kutchra house:** A house that has fixed walls made of pucca material but the roof is made of material other than those used for pucca houses.
- **Motorized 2 wheeler:** Ask the respondent and mark 'yes' if the household owns a motorized two wheeler like a motorcycle/scooter, otherwise mark 'no'.
- **Electricity in the household:**
 - Mark 'yes' or 'no' by observing if the household has wires/electric meters and fittings and bulbs.
 - If there is an electricity connection, ask whether the household had electricity at any time on the day of your visit, not necessarily when you are doing the survey.
- **Toilet:** Mark 'yes' or 'no' by observing if there is a constructed toilet in the house. If you are not able to observe, then ask whether there is a constructed toilet in the house or not.
- **Television:** Mark 'yes' or 'no' by observing if the house has a television or not. If you are not able to observe, then ask. It does not matter if the television is in working condition or not.
- **Cable TV:** If there is a TV in the household, ask whether there is cable TV. This includes any cable facility which is paid for by the household (include Direct To Home (DTH) facility). Mark 'yes' if there is cable facility. If not, mark under 'no'.
- **Reading material**
 - **Newspaper:** Mark 'yes' if the household gets a newspaper everyday. If not, mark under 'no'.
 - **Other reading material:** This includes story books, magazines, religious books, comics etc., but does not include calendars and school textbooks. If the above reading material is available, mark 'yes', otherwise mark 'no'.
- **Other questions for the household:**
 - Mark 'yes' if anyone in the household (apart from mother(s) and father(s) whose background information has already been recorded earlier) has completed Std.12.
 - Mark 'yes' if anyone in the household knows how to use a computer.
 - If the household has a mobile phone mark 'yes' and note the mobile number in the next column. The mobile number will only be used for the recheck process and not for any other purpose. Please tell household members that this is the reason for taking the mobile number.

If you do not get an answer for a question in the household survey sheet, leave the column for that question blank.

Be polite. Often a lot of people gather around and want to know what is going on. Explain what you are doing and why. Tell them about the ASER survey. Remember to thank people after you have finished surveying the household.

ASER 2013: Reading tasks



All children were assessed using a simple reading tool. The reading test has 4 categories:

- Letters: Set of commonly used letters.
- Words: Common familiar words with 2 letters and 1 or 2 matras.
- Level 1 (Std 1) text: Set of 4 simple linked sentences, each having no more than 4-5 words. These words or their equivalent are in the Std 1 textbook of the states.
- Level 2 (Std 2) text: Short story with 7-10 sentences. Sentence construction is straightforward, words are common and the context is familiar to children. These words (or their equivalent) are in the Std 2 textbook of the states.

पढ़ने की जाँच

कहानी

बहुत दिनों से बारिश हो रही थी। गाँव में सभी जगह गंदा पानी भर गया था। सभी बारिश के रुकने की राह देख रहे थे। अचानक एक दिन बारिश रुक गयी। सूरज निकल आया। सब लोग खुश हो गये। आसमान में चिड़ियाँ उड़ने लगीं। लोग अपने कपड़े सुखाने लगे। बच्चे भी घरों से बाहर निकलकर खेलने लगे।

अनुच्छेद

राधा के पास एक तोता है। उसकी चोंच लाल है। वह बहुत बोलता है। सब को हँसाता है।

अक्षर

म र थ
ह श
ल ब न
क घ

आपको इन अक्षरों को 2 अक्षर पढ़ने का काम।
आप को इन 4 अक्षरों को पढ़नी होगी।

शब्द

गाना खुश
मोती
पैर झोला
आलू धूप
किला
आग मोर

आपको इन शब्दों को 2 अक्षर पढ़ने का काम।
आप को इन 4 शब्दों को पढ़नी होगी।

Sample: Hindi basic reading test*

Similar tests developed in all languages

Child can choose the language in which she wants to read.

While developing these tools in each state language, care is taken to ensure:

- Comparability with the previous years' tools with respect to word count, sentence count, type of word and conjoint letters in words.
- Compatibility with the vocabulary and sentence construction used in Std 1 and Std 2 language textbooks of the states.
- Familiarity with words and context through extensive field piloting.

* Shortened to a more concise layout for purposes of this report. However the four components or 'levels' of the tool remain the same in the full version.

How to test reading?

PARAGRAPH

START HERE:

Ask the child to read either of the 2 paragraphs.
Let the child choose the paragraph herself. If the child does not choose, give her any one paragraph to read.
Ask her to read it. Listen carefully to how she reads.

The child is not at '**Paragraph Level**' if the child:

- Reads the text like a string of words, rather than a sentence.
- Reads the text haltingly and stops very often.
- Reads the text fluently but with **more than 3 mistakes**.

*If the child is not at '**Paragraph Level**', then ask the child to read words.*

The child can read a paragraph, if the child:

- Reads the text like she is reading sentences, rather than a string of words.
- Reads the text fluently and with ease, even if she is reading slowly.
- Reads the text with **3 or less than 3 mistakes**.

If the child can read a paragraph, then ask the child to read the story.

WORDS

Ask the child to read any 5 words from the word list.
Let the child choose the words herself. If she does not, then point out any 5 words to her.
The child is at '**Word Level**' if the child:

- Reads at least **4 out of the 5** words with ease.

*If the child is at '**Word Level**', then ask her to try to read the paragraph again and then follow the instructions for paragraph level testing.*
*If she can correctly and comfortably read words but is still struggling with the paragraph, then mark the child at '**Word Level**'.*
*If the child is not at '**Word Level**' (cannot correctly read at least 4 out of the 5 words chosen), then show her the list of letters.*

STORY

Ask the child to read the story.
The child is at '**Story Level**' if the child:

- Reads the text like she is reading sentences, rather than a string of words.
- Reads the text fluently and with ease, even if she is reading slowly.
- Reads the text with **3 or less than 3 mistakes**.

*If the child can read the story then mark the child at '**Story Level**'.*
*If the child is not at '**Story Level**', then mark the child at '**Paragraph Level**'.*

LETTERS

Ask the child to read any 5 letters from the letter list.
Let the child choose the letters herself. If she does not choose, then point out any 5 letters to her.
The child is at '**Letter Level**' if the child:

- Correctly recognizes at least **4 out of 5** letters with ease.

*If the child is at '**Letter Level**', then ask her to try reading the words again and then follow the instructions for word level testing.*
*If she can recognize 4 out of 5 letters but cannot comfortably read words, then mark the child at '**Letter Level**'.*
*If the child is not at '**Letter Level**' (cannot recognize 4 out of 5 letters chosen), then mark the child at '**Beginner Level**'.*

IN THE HOUSEHOLD SURVEY SHEET, MARK THE CHILD AT THE HIGHEST LEVEL SHE CAN REACH.

ASER 2013: Arithmetic tasks



All children were assessed using a simple arithmetic tool. The arithmetic test has 4 categories:

- Number recognition 1 to 9: Randomly chosen numbers between 1 to 9.
- Number recognition 10 to 99: Randomly chosen numbers between 10 to 99.
- Subtraction: 2 digit numerical problems with borrowing.
- Division: 3 digit by 1 digit numerical problems.

गणित की जाँच				
अंक पहचान 1-9	संख्या पहचान 10-99	घटाव		भाग
3 7	65 38	$\begin{array}{r} 51 \\ - 35 \\ \hline \end{array}$	$\begin{array}{r} 67 \\ - 48 \\ \hline \end{array}$	$7 \overline{)918}$
1 4	92 23	$\begin{array}{r} 84 \\ - 49 \\ \hline \end{array}$	$\begin{array}{r} 73 \\ - 36 \\ \hline \end{array}$	$6 \overline{)769}$
8 9	47 72	$\begin{array}{r} 56 \\ - 37 \\ \hline \end{array}$	$\begin{array}{r} 31 \\ - 13 \\ \hline \end{array}$	$8 \overline{)987}$
5 2	56 87	$\begin{array}{r} 45 \\ - 18 \\ \hline \end{array}$	$\begin{array}{r} 43 \\ - 24 \\ \hline \end{array}$	$4 \overline{)513}$
29 11				

बच्चे को कोई भी 5 अंक पहचानने को कहें। कम से कम 4 सही होने चाहिये।

बच्चे को कोई भी 5 संख्या पहचानने को कहें। कम से कम 4 सही होनी चाहिये।

बच्चे से कोई भी 2 घटाव के सवाल करने को कहें। दोनों ही सही होने चाहिये।

बच्चे से कोई भी 1 भाग का सवाल करने को कहें। यह सही होना चाहिये।

Sample:
Arithmetic
test

Similar
tests
developed
in all
languages

How to test arithmetic?

SUBTRACTION 2 digit with borrowing

START HERE:

Show the child the subtraction problems. Ask the child to choose a problem, if not, then you pick one. Ask the child what the numbers are and then ask the child to identify the subtraction sign. If the child is able to identify the numbers and the sign, ask her to write and solve the problem. Observe to see if the answer is correct. Even if the first subtraction problem is answered wrong, still ask the child to solve the second question with the same method. If the second problem is correct ask the child to try and do the first problem again. If the child makes a careless mistake, then give the child another chance with the same question.

*If the child **cannot do both** subtraction problems correctly, then ask the child to recognize numbers from 10-99.*

Even if the child does just one subtraction problem wrong, give them the number recognition (10-99) task.

*If the child **does both** the subtraction problems correctly, ask the child to do a division problem.*

NUMBER RECOGNITION (10-99)

Ask the child to identify any 5 numbers from the list. Let the child choose the numbers herself. If she does not choose, then point out any 5 numbers to her.

If she can correctly identify at least **4 out of 5** numbers then mark her at '**Number Recognition (10-99) Level**'.

If the child cannot recognize numbers from 10-99, then ask the child to recognise numbers from 1-9.

DIVISION 3 digit by 1 digit

Show the child the division problems. She can choose any one problem. If not, then you pick one.

Ask her to write and solve the problem.

Observe what she does. If she is able to correctly solve the problem, then mark the child at '**Division Level**'. **Note:** The quotient and the remainder both have to be correct.

If the child makes a careless mistake, then give the child another chance with the same question.

*If the child is unable to solve a division problem correctly, mark the child at '**Subtraction Level**'.*

NUMBER RECOGNITION (1-9)

Ask the child to identify any 5 numbers from the list. Let the child choose the numbers herself. If she does not choose, then point out any 5 numbers to her.

If she can correctly identify at least **4 out of 5** numbers then mark her at '**Number Recognition (1-9) Level**'.

If the child is not at '**Number Recognition (1-9)**' level (cannot recognize numbers 1-9), mark her at '**Beginner Level**'.

NOTE: ASK THE CHILD TO SOLVE THE ARITHMETIC PROBLEMS AT THE BACK OF THE HOUSEHOLD SURVEY SHEET.

IN THE HOUSEHOLD SURVEY SHEET, MARK THE CHILD AT THE HIGHEST LEVEL SHE CAN REACH.

What to do in a school?

General instructions

- Visit any Government Upper Primary School in the village with classes from Std. 1 to 7/8. If there is no school in the village which has classes from Std. 1 to 7/8, then visit a Government Primary School (Std. 1 to 4/5). If there is more than one Government Primary School in the village, then visit the Government Primary School with the highest enrollment in Std. 1 to 4/5. In the top left box of the school observation sheet, tick according to the school type.
- Meet the Head Master (HM). If the HM is not present, meet the senior most teacher. He/she will be the respondent. Explain the purpose and importance of ASER and give him/her the letter. Be very polite. Assure the respondent and teachers that the name of the school will not be shared with anybody.
- Ask the respondent for his/her phone number for the purpose of recheck.
- Note the time of entry, date and day of visit to the school.
- Ask the respondent for the enrollment register or any official document for the enrollment figures in that school.

1. Children's enrollment & attendance

- Ask for the registers of all the classes and fill in the enrollment information from them. If a standard/class has many sections, then take total enrollment.
- Then move around to the classes/areas where children are seated and take down their attendance class-wise by counting yourself. You may need to seek help from the teachers to distinguish children class-wise as they are often found seated in mixed groups. In such a case, ask children from each Std. to raise their hands. Count the number of raised hands and accordingly fill the same class-wise in the observation sheet. Please note that only children who are physically present in the class while you are counting should be included.
- Attendance of class with many sections: Take headcount of the individual sections, add them up and then write down the total attendance.

2. Official medium of instruction in the school

- Note the official language used as the medium of instruction.
- If the school has more than 1 official medium of instruction, note all of them in the box provided.

3. Teachers

- Ask the respondent and note down the number of teachers appointed. Acting HM will be counted as a regular teacher. HM on deputation will be counted under the regular HM category. Do not include the HM in the regular government teacher column.
- Observe how many HMs/teachers are present and note down this information.
- If the school has para-teachers, mark them separately. (Definition of a para-teacher: Para-teacher is a contract teacher with a different pay scale than that of a regular teacher). In many states para-teachers are called by different names such as Shiksha Mitra, Panchayat Shikshak, Vidya Volunteer etc.
- Do not include NGO volunteers in the list of teachers.

4. Continuous and Comprehensive Evaluation (CCE)

- Ask the respondent if he/she has heard about CCE.
- If he/she has not heard about CCE then don't ask the next question.
- If he/she has heard about CCE, then ask if the teachers have received a CCE manual/format.
- If yes, ask the respondent to show you the CCE manual/format and tick accordingly.

5. Mid-Day Meal (MDM)

- Ask the respondent whether the mid-day meal was served in the school today.
- Observe if there is a kitchen/shed for cooking the mid-day meal.
- Observe if any food is being cooked in the school today.
- Observe whether the mid-day meal was served in the school today (look for the evidence of the mid-day meal in the school like dirty utensils or meal bought from outside). Mark accordingly.

6. Classroom observations - only for Std. 2 and Std. 4

This section is for Std. 2 and Std. 4 only. If there is more than one section for a class, then randomly choose any one section to observe. You may need to seek help from the teachers to distinguish children class-wise as more than one classes may be seated together.

- Are two/more classes sitting together in the same class or is a single class sitting separately? (The seating arrangement of children)
- Is there a blackboard where the children are sitting? If yes, could you write on it easily?
- Was there any teaching material other than textbooks available like charts on the wall, board games etc.? (Material painted on the walls of the classroom is not counted as teaching material)
- Where are children sitting? (In the classroom, in the verandah or outside)

7. Facilities observation

Observe the following and fill accordingly:

- Observe and count the total number of pucca rooms (excluding toilets). Also observe and count the total number of pucca rooms used for teaching on the day of the survey.
- Observe if there is an office/store/office cum-store. Tick under 'yes' if even one of these is present.
- Observe if there is a playground. (Definition of a playground: it should be within the school premises with a level playing field and/or playing equipment eg: slide, swings etc)
- Observe if there are library books in the school (even if kept in a cupboard).
- If there is a library, then observe if library books are being used by children.
- Observe if there is a hand pump/tap. If yes, whether you could drink water from it. If there is no handpump/tap or you could not drink water from it, check whether any other source of drinking water is available.
- Observe if the school has a complete boundary wall or complete fencing. It can be with or without a gate.
- Observe if there are computers to be used by children in the school. If yes, then did you see children using computers?

8. Toilets

- Observe whether the school has a common toilet, a separate toilet for girls, a separate toilet for boys and a separate toilet for teachers. Ask the respondent or any teacher or any child if you cannot tell who the toilets are for.
- For each type of toilet facility that you find at the school, note whether it is locked or not. If it was unlocked, note whether it was usable or not. A usable toilet is a toilet with water available for use (running water/ stored water) and a basic level of cleanliness.
- If 2 common toilets or other type of toilets are there in the school then take information about the toilet which is in a better condition.

Sample household survey sheet - English



State: JAMMU & KASHMIR District: DODA Block: BHADERWAH Village: SADGADAN

ASER 2013 - HOUSEHOLD SURVEY SHEET

Full name of family head: LAISHMAN SINGH
 Total number of members in the HH who eat from the same kitchen: 6
 Respondent name: MEGHA KAUR
 Names of surveyors:
 1. ROHAN SHARMA
 2. POONAM SINGH
 Date of survey: 15/09/2013
 Day of survey: SUNDAY
 Start time of survey: 10:30am

Serial No.	Child information (for age 3-16)		For age 3-6			For age 5-16				Father's background information							
	Name of child (Children age 3-16 regularly living in the household)	Age	Sex	Pre-school children (Age 3-6)	In school children (Age 5-16)	Out of school children (Age 5-16)	Tuitions	Does the child go to the surveyed school?	In which language is the child taught in school?	Language in which the child is tested in reading?	Which sample no. was used to test the child (1/2/3/4)?	Basic Learning Levels (Test all children between the ages of 5-16 only)	Reading (the highest level ONLY)	Math (the highest level ONLY)	Age	Has the father ever attended school?	If attended school, then which std completed?
1	MEGHA KAUR	RITU	4	F	✓	5	✓	✓	✓	1	✓	Beginner	Num Recg 1-9	✓	32	✓	10
2	JASMEET	ROHAN	10	M		6	✓	✓	✓	2	✓	Beginner	Num Recg 1-9	✓	35	✓	
3	JASMEET	PINKY	11	F		6	✓	✓	✓	2	✓	Beginner	Num Recg 1-9	✓	35	✓	
4																	
5																	
6																	
7																	
8																	
Total																	

SL no.	MOTHER'S BACKGROUND INFORMATION		HOUSEHOLD INDICATORS (Tick the appropriate column)										Does anyone in the HH above mentioned (mother and father(s))		End Time of Survey		
	Mother's name	If attended school, then which std completed?	Type of house	Motorised 2 wheelers connection	Electricity in household	TV in household	Household cable TV	Reading material	Has anyone in the HH completed 12th std?	Does anyone in the household know how to use a computer?	Yes	No	Yes	No			
1	MEGHA KAUR	32	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10:55am
2	JASMEET	35	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
3																	
4																	

Sample village information sheet - English

VILLAGE INFORMATION SHEET			
State Name	JAMMU AND KASHMIR	Block Name	BHADERWAH
District Name	DODA	Village Name	SADGAON
Surveyors' names:		1. ROHAN SHARMA	
		2. POONAM SINGH	
Date of Survey	14/09/2013	Day of Survey	SATURDAY
Please tick (✓) the relevant box		Did you see the following services in the village yourself? (Tick Yes/No based on your own observation)	
BASIC SERVICES	Pucca road leading to the village?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
	Electricity connection in the village?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
	Post office in the village?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
	Bank (any type) in the village?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
	Govt. Ration/PDS shop in the village?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
	Govt. Primary/Sub Health Centre in the village?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
	Private health clinic in the village?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
	Computer centre/internet café in the village?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
	Equipment/facility using solar energy (private/public) in the village?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
SCHOOLS	Govt. Primary School (Std. 1 to 4/5) in the village?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
	Govt. Upper - primary School (Std. 1 to 7/8) in the village?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
	Govt. Secondary School (Std. 1 to 10) in the village?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
	Govt. school (Std. 6 to 8/10/12) in the village?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
	Private school in the village?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
	Pre-school (Anganwadi/Balwadi/LKG/UKG/Nursery) in the village?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

Sample village information sheet - Hindi

गाँव की जानकारी प्रपत्र				Annual Survey of Education Report असर ASER 2013 Facilitator: Dr. Pratham
राज्य का नाम	जम्मू और कश्मीर	ब्लॉक का नाम	भट्टेड़ा	
ज़िले का नाम	डीडा	गाँव का नाम	सद गाँव	
सर्वेक्षकों का नाम		1. शैलेश शर्मा 2. पूनम सिंह		
सर्वे का दिनांक	14/09/2013	सर्वे का दिन	शनिवार	
उचित स्थान पर सही (✓) का निशान लगाएं		क्या आपने गाँव में निम्नलिखित सुविधाओं को खुद देखा ? (अपने अवलोकन के आधार पर हाँ/नहीं पर निशान लगाएँ)		
बुनियादी सेवाएं	क्या गाँव में जाने के लिये पक्की सड़क है?	✓ हाँ	नहीं	
	क्या गाँव में बिजली का कनेक्शन है?	✓ हाँ	नहीं	
	क्या गाँव में डाकघर है?	हाँ	✓ नहीं	
	क्या गाँव में बैंक है (किसी भी प्रकार का)?	हाँ	✓ नहीं	
	क्या गाँव में सरकारी राशन/PDS की दुकान है?	✓ हाँ	नहीं	
	क्या गाँव में सरकारी स्वास्थ्य/उप स्वास्थ्य केंद्र (PHC/Sub Centre) है?	✓ हाँ	नहीं	
	क्या गाँव में निजी स्वास्थ्य केंद्र है?	हाँ	✓ नहीं	
	क्या गाँव में कंप्यूटर सेंटर/इंटरनेट कैंफे है?	हाँ	✓ नहीं	
	क्या गाँव में सौर ऊर्जा (solar energy) का प्रयोग करने वाला उपकरण/सुविधा है? (निजी/सार्वजनिक)	✓ हाँ	नहीं	
स्कूल	क्या गाँव में सरकारी प्राथमिक विद्यालय (कक्षा 1 से 4/5 तक) है?	हाँ	✓ नहीं	
	क्या गाँव में सरकारी उच्च प्राथमिक विद्यालय (कक्षा 1 से 7/8 तक) है?	✓ हाँ	नहीं	
	क्या गाँव में सरकारी माध्यमिक विद्यालय (कक्षा 1 से 10 तक) है?	हाँ	✓ नहीं	
	क्या गाँव में सरकारी विद्यालय (कक्षा 6 से 8/10/12 तक) है?	हाँ	✓ नहीं	
	क्या गाँव में निजी (private) विद्यालय है?	हाँ	✓ नहीं	
	क्या गाँव में पूर्व प्राथमिक विद्यालय है? (ऑगनवाड़ी/बालवाड़ी/LKG/UKG/Nursery)	✓ हाँ	नहीं	

Sample school observation sheet - English

ASER 2013 - SCHOOL OBSERVATION SHEET

Annual Survey of Education Report
ASER 2013
ACQUISITION BY PRAIRIAN

Name of school: KUMAR VIDYA MANDIR SADGAON Name of village: SADGAON
 Block: BHADE RWAH District: DODA State: JAMMU & KASHMIR

INSTRUCTIONS: Visit any government school (Std. 1 to 7/8) in the village. If there is no school in the village which has classes from Std. 1 to 7/8, then visit the government school in the village which has the highest enrollment in Std. 1 to 4/5. Do not visit a government school if it has no classes from Std. 1 to 4/5. If there is no government school in the village with classes from Std. 1 to 4/5, do not visit any school. Meet the Head Master (in the absence of the HM, meet the senior most teacher of the school).
 Documents required: Register with enrollment details of children.

Arrival time in school 11:05 am	From which Std. to which Std. (tick any one)	Respondent information		Date of survey 14/09	Day of survey SATURDAY	Surveyors' names: 1. ROHAN SHAR MA 2. POONAM SINGH
	Std. 1 to 4/5 <input checked="" type="checkbox"/>	Name AKSHAY KUMAR	Designation (tick) <input checked="" type="checkbox"/> HM <input type="checkbox"/> Teacher			
	Std. 1 to 6/7/8 <input type="checkbox"/>	Phone no. 9 21 273 X X X X	Others <input type="checkbox"/>			

1. CHILDREN'S ENROLLMENT & ATTENDANCE	Std.1	Std.2	Std.3	Std.4	Std.5	Std.6	Std.7	Std.8
Children's enrollment (Take from register yourself). If more than 1 section write the total	25	30	15	26	31	40	20	19
Children's attendance today*	20	24	12	22	21	30	12	13

*Note: Take a headcount of children in the room. If more than one class is seated together, ask the children of each class to raise their hands separately and then count accordingly. If more than 1 section, do headcount in all sections and write the total.

2. OFFICIAL MEDIUM OF INSTRUCTION IN THE SCHOOL
1. ENGLISH
2.
3.

3. TEACHERS	Number Appointed (Ask)	Number Present (Observe)
Head Master (Doesn't include acting HM)	1	1
Regular govt. teachers (Doesn't include Head Master)	7	5
Para-teachers	0	0

4. CONTINUOUS AND COMPREHENSIVE EVALUATION			
Have you heard about Continuous and Comprehensive Evaluation/CCE? (Ask)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
If yes, How many teachers in this school have received a Continuous and Comprehensive Evaluation manual or format? (Ask)	All	Some <input checked="" type="checkbox"/>	Don't know <input type="checkbox"/>
If manual or format was received, ask the respondent to show it			
Could you see a Continuous and Comprehensive Evaluation manual or format in the school? (Ask and observe)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	

5. MID-DAY MEAL		
Tick the relevant box.	Yes	No
Was mid-day meal served in the school today? (Ask)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is there a kitchen/shed for cooking mid-day meal? (Observe)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Did you see food being cooked in the school? (Observe)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Did you see any evidence of the meal being served to the children today (Look for the evidence like dirty utensils or meal bought from outside)? (Observe)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

6. CLASSROOM OBSERVATIONS			
Tick the relevant box (if more than 1 section, choose any 1)	Std. 2		Std. 4
	Yes	No	Yes No
Are the children of this Std. sitting with children from any other Std.?	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Is there a blackboard for this class?	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
If yes, could you easily write on the blackboard?	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Apart from text books, did you see any other TLM (e.g. other books, charts on the wall, board games etc.) in the room?	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Where is the class seated? (tick one)	Classroom		<input checked="" type="checkbox"/>
	Verandah		
	Outdoor		

7. FACILITIES OBSERVATION		
Total number of pucca rooms in the school excluding toilets (count yourself and write)		10
Total number of rooms being used for teaching today (count yourself and write)		7
Tick the relevant box	Yes	No
Did you see an office /store/ office-cum store?	<input checked="" type="checkbox"/>	
Did you see a playground?	<input checked="" type="checkbox"/>	
Did you see library books in the school?		<input checked="" type="checkbox"/>
If yes, did you see library books being used/read by children?		
Did you see a handpump/tap?		
If there is a handpump/tap, could you use it to drink water?	<input checked="" type="checkbox"/>	
If there is no handpump/tap or it is not usable, did you see drinking water available?	<input checked="" type="checkbox"/>	
Did you see a complete boundary wall or fencing?		<input checked="" type="checkbox"/>
Did you see computers to be used by children in the school?		<input checked="" type="checkbox"/>
If yes, did you see children using computers?		

8. TOILETS (by observation)					
Toilets	Is there a toilet?		If there is a toilet, was it locked?		If unlocked, was it in a usable condition?
	Yes	No	Locked	Unlocked	Yes No
Girl	<input checked="" type="checkbox"/>				
Boy	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Common		<input checked="" type="checkbox"/>			
Teacher		<input checked="" type="checkbox"/>			

Departure time from school	11:40am
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Note: If there is more than 1 toilet of a particular type, then take information of the toilet in a better condition.

Sample school observation sheet - Hindi

असर 2013 - विद्यालय अवलोकन प्रपत्र

विद्यालय का नाम: **कुमाराविद्यामंदिर मद्रांगव** शीव का नाम: **सदगौव**

ब्लॉक: **भदोइवा** जिला: **डोडा** राज्य: **जम्मू और कश्मीर**

Annual Survey of Education Report
असर 2013
TECHNIQUE BY TRAINERS

निर्देश: शीव के किसी एक सरकारी विद्यालय (कक्षा 1 से 7/8) में जायें। यदि शीव में कक्षा 1 से 7/8 का कोई विद्यालय न हो, तो उस सरकारी विद्यालय में जायें जहाँ कक्षा 1 से 4/5 के बच्चों का नामांकन सबसे अधिक हो। ऐसे सरकारी विद्यालय में न जायें जहाँ कक्षा 1 से 4/5 तक की कोई कक्षा न हो। यदि शीव में कक्षा 1 से 4/5 का कोई सरकारी विद्यालय न हो, तो किसी भी सरकारी विद्यालय में न जायें। मुख्य अध्यापक से मिलें (मुख्य अध्यापक के न होने पर विद्यालय के सबसे अधिक शिक्षक से मिलें)। आवश्यक प्रलेख: रजिस्टर जिसमें बच्चों के नामांकन की जानकारी हो।

स्कूल में आने का समय	किस कक्षा से किस कक्षा तक? (किसी एक पर सही का निश्चय नमाएं)	उत्तरदाता की जानकारी	शर्तों का दिनांक	शर्तों का दिन	सर्वेक्षकों का नाम
11:05am	कक्षा 1 से 4/5 <input checked="" type="checkbox"/> कक्षा 1 से 6/7/8 अन्य	नाम: अशय कुमार पद (✓ लगाएं): मुख्य अध्यापक फोन नम्बर: 921273xx xx	14/09	शनिवार	1. बीहन शर्मा 2. पूनम सिंह

1. बच्चों का नामांकन एवं उपस्थिति	कक्षा 1	कक्षा 2	कक्षा 3	कक्षा 4	कक्षा 5	कक्षा 6	कक्षा 7	कक्षा 8
बच्चों का नामांकन (रजिस्टर से लें)। यदि एक से अधिक कक्षा के बच्चे एक साथ बैठे हैं, तो प्रत्येक कक्षा के अनुसार बच्चों को हाथ उठाने को कहें और इससे संकेतन हो, तो कुल नामांकन लिखें।	25	30	15	26	31	40	20	19
शर्तों के दिन उपस्थित बच्चों*	20	24	12	22	21	30	12	13

*नोट: कक्षा में उपस्थित बच्चों की संख्या गिनें। यदि एक से अधिक कक्षा के बच्चे एक साथ बैठे हैं, तो प्रत्येक कक्षा के अनुसार बच्चों को हाथ उठाने को कहें और इससे संकेतन हो, तो कुल नामांकन लिखें। यदि एक से ज्यादा संकेतन हो, तो सभी संकेतन की उपस्थिति गिनें और फिर कुल उपस्थिति लिखें।

2. विद्यालय में पढ़ाई का माध्यम (official)
1. अंग्रेजी
2.
3.

3. शिक्षक	कुल नियुक्ति (पूछें)	कुल उपस्थित (अवलोकन करें)
मुख्य अध्यापक (पसारी मुख्य अध्यापक को न गिनें)	1	1
नियमित सरकारी शिक्षक (मुख्य अध्यापक को न गिनें)	7	5
पैरा-शिक्षक (Para-teacher)	0	0

4. सतत व्यापक मूल्यांकन (CCE)			
क्या आपने सतत व्यापक मूल्यांकन/CCE के बारे में सुना है? (पूछें)	हाँ <input checked="" type="checkbox"/>	हाँ	नहीं
यदि हाँ,			
इस विद्यालय में मिलने शिक्षकों को सतत व्यापक मूल्यांकन (CCE) मैन्युअल या प्रपत्र मिला है? (पूछें)	सभी को कुछ को <input checked="" type="checkbox"/>	किसी को <input checked="" type="checkbox"/>	पता नहीं
यदि मैन्युअल और प्रपत्र मिला है, तो उत्तरदाता से उसे दिखाने को कहें			
क्या आप सतत व्यापक मूल्यांकन (CCE) मैन्युअल या प्रपत्र देख सकते हैं? (पूछें और अवलोकन करें)	हाँ	हाँ	नहीं

5. मध्याह्न भोजन			
उचित स्थान पर निशान लगाएं।	हाँ	हाँ	नहीं
क्या आज विद्यालय में मध्याह्न भोजन दिया गया? (पूछें)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
क्या मध्याह्न भोजन पकाने के लिए कोई रसोई घर है? (अवलोकन करें)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
क्या आपने विद्यालय में मध्याह्न भोजन पकाने वाले हुए देखा? (अवलोकन करें)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
क्या आपने बच्चों को आज मध्याह्न भोजन देने वाले का कोई सबूत देखा? (जैसे: गंदे बर्तन या बाहर से मंगाया गया भोजन आदि) (अवलोकन करें)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

6. कक्षा का अवलोकन				
उचित स्थान पर निशान लगाएं।	अवलोकन करें			
	(यदि एक से ज्यादा संकेत हों, तो कोई एक चुनें)	कक्षा 2		कक्षा 4
	हो	नहीं	हाँ	नहीं
क्या इस कक्षा के बच्चे कितनी और कक्षा के बच्चों के साथ बैठे हुए हैं?	✓			✓
क्या कक्षा में ब्लैक बोर्ड है?	✓		✓	
यदि हाँ, तो क्या आप ब्लैक बोर्ड पर आसानी से लिख सकते हैं?	✓		✓	
पुस्तकों के अलावा क्या कक्षा में आपने कोई भी शिक्षण सामग्री देखी (जैसे अन्य किताबें, दिवारों पर लगे चार्ट, बोर्ड खोल आदि)?	✓			✓
इस कक्षा के बच्चे कहीं बैठे हुए थे? (कितनी एक पर निशान लगाएं)	कमरे में	✓		✓
	बरामदे में			
	खुली जगह पर			

7. सुविधाओं का अवलोकन	
शौचालय के अलावा विद्यालय में कुल कितने पकड़ें कमरे हैं? (खुद गिनकर लिखें)	10
सबों के दिन कुल कितने कमरे बंद होने के लिए इस्तेमाल किये जा रहे थे? (खुद गिनकर लिखें)	7
उचित स्थान पर निशान लगाएं	हाँ नहीं
क्या विद्यालय में ऑफिस/स्टोर/Office-cum-store है?	✓
क्या विद्यालय में खेल का मैदान है?	✓
क्या विद्यालय में पुस्तकालय की किताबें हैं?	
यदि हाँ, तो क्या आपने बच्चों को पुस्तकालय की किताबों का प्रयोग करते हुए/पढ़ते हुए देखा?	✓
क्या आपने विद्यालय में हैंडपंप/नल देखा?	✓
यदि हैंडपंप/नल है, तो क्या आप उस हैंडपंप/नल से पानी पी सकते?	
यदि हैंडपंप/नल नहीं है या इस्तेमाल करने योग्य नहीं है, तो क्या पीने के पानी की उपलब्धता है?	✓
क्या विद्यालय की पूरी चारदीवारी या बाड़ (fencing) है?	
क्या विद्यालय में बच्चों के प्रयोग के लिए कम्प्यूटर है?	
यदि हाँ, तो क्या आपने बच्चों को कम्प्यूटर का इस्तेमाल करते हुए देखा?	✓

8. शौचालय (अवलोकन करें)				
शौचालय	क्या शौचालय है?		यदि खुला है, तो क्या वह प्रयोग करने योग्य है?	
	हाँ	नहीं	बंद है	बंद नहीं है
लटकी	✓			नहीं
लटका	✓		✓	
सामाजिक		✓		
विधायक		✓		



स्कूल से जाने का समय
11:40am

नोट: यदि विद्यालय में कितनी एक प्रकार का 1 से ज्यादा शौचालय है, तो इस शौचालय की जानकारी दें जो बेहतर स्थिति में है।

खड़ाहन
गौव का नक्शा:

सबिचर = T.
सरकारी विद्यालय = GS

डाकघर = P.O.
सिजी विद्यालय = P.S.
सरकारी स्वास्थ्यकेन्द्र = PHC.

बैंक = BK.
विजली स्तम्भ = E.P.
अग्निवाड़ी/बालवाड़ी = AB.

तुकान = S.
सबिवा मण्डल = W.B.
पबकी सडक = MR

सौर ऊर्जा = SE
कच्ची सडक = UR

नक्शा बनाने के निर्देश

18

19

- मुख्य स्थान जैसे कि - विद्यालय, स्वास्थ्य केन्द्र, आगनवाड़ी, मंदिर, मस्जिद, नदी, बस स्टैण्ड, पंचायत भवन, टुकान आदि को दर्शाये।
- गौव का प्रमाण कल्पने के दौरान नक्शे पर दी गयी सभी जानकारी की गौव के लोगों से पुष्टि करें।

गौव के नक्शे पर मुख्य सडकों/गलियों/रास्तों को स्पष्ट रूप से चिह्नित करें।

सड़क = PK.
अक्षर = L.
शब्द = W.
अक्षर/शब्द = P
कहानी = S

नाणित

प्रारम्भिक = PK.
अंक पद्यात्म = AP
संख्या

पद्यात्म = NK.
चराब = M.
आवा = B.

कच्चा

रास्ता = KR.
पक्का

रास्ता = PR.
रास्तीच

उच्च मार्ग = NH.



From 2005 to 2013: Evolution of ASER

ASER 2005

Age group 6-14

Children were asked:

- Enrollment status
- Type of school

Children also did:

- Reading tasks
- Arithmetic tasks

School visits

Sampling:

Randomly selected
20 ASER 2005 villages

ASER 2006

Age group 3-16

Children were asked:

- Enrollment status
- Type of school

Children 5-16 also did:

- Reading tasks
- Arithmetic tasks

- Comprehension tasks
- Writing tasks

Mother's education
Mothers were also asked to read a simple text

Sampling:

Randomly selected
20 ASER 2005 villages
10 new ASER 2006 villages

ASER 2007

Age group 3-16

Children were asked:

- Enrollment status
- Type of school
- Tuition status

Children 5-16 also did:

- Reading tasks
- Arithmetic tasks

- Comprehension tasks
- Problem solving tasks
- English tasks

Mother's education
School visits

Sampling:

Randomly selected
10 ASER 2005 villages
10 ASER 2006 villages
10 new ASER 2007 villages

ASER 2008

Age group 3-16

Children were asked:

- Enrollment status
- Type of school

Children 5-16 also did:

- Reading tasks
- Arithmetic tasks

- Telling time
- Currency tasks

Mother's education

Household characteristics
Village information

Sampling:

Randomly selected
10 ASER 2006 villages
10 ASER 2007 villages
10 new ASER 2008 villages

ASER 2009

Age group 3-16

Children were asked:

- Enrollment status
- Type of school
- Tuition status
- Pre-school status (Age 5-16)

Children 5-16 also did:

- Reading tasks
- Arithmetic tasks

- English tasks

Mother's education
Father's education
Mothers were also asked to read a simple text

Household characteristics
Village information
School visits

Sampling:

Randomly selected
10 ASER 2007 villages
10 ASER 2008 villages
10 new ASER 2009 villages

ASER 2010

Age group 3-16

Children were asked:

- Enrollment status
- Type of school
- Tuition status

Children 5-16 also did:

- Reading tasks
- Arithmetic tasks

- Everyday math tasks

Mother's education
Father's education
Mothers were also asked to dial a mobile number

Household characteristics
Village information
School visits

Sampling:

Randomly selected
10 ASER 2008 villages
10 ASER 2009 villages
10 new ASER 2010 villages

ASER 2011

Age group 3-16

Children were asked:

- Enrollment status
- Type of school
- Tuition status

Children 5-16 also did:

- Reading tasks
- Arithmetic tasks

Mother's education
Father's education

Household characteristics
Village information
School visits

Sampling:

Randomly selected
10 ASER 2009 villages
10 ASER 2010 villages
10 new ASER 2011 villages

ASER 2012

Age group 3-16

Children were asked:

- Enrollment status
- Type of school
- Tuition status

Children 5-16 also did:

- Reading tasks
- Arithmetic tasks

- English tasks

Mother's education
Father's education

Household characteristics
Village information
School visits

Sampling:

Randomly selected
10 ASER 2010 villages
10 ASER 2011 villages
10 new ASER 2012 villages

ASER 2013

Age group 3-16

Children were asked:

- Enrollment status
- Type of school
- Tuition status
- Tuition fees

Children 5-16 also did:

- Reading tasks
- Arithmetic tasks

Mother's education
Father's education

Household characteristics
Village information
School visits

Sampling:

Randomly selected
10 ASER 2011 villages
10 ASER 2012 villages
10 new ASER 2013 villages



ASER 2013 – Training

ASER is conducted in every rural district of India by volunteers from a local organization - colleges and universities, NGOs, youth groups, women's organizations and others. About 30,000 young people volunteer to do ASER every year, reaching about 300,000 households and more than 600,000 children annually. Training is critical to equipping our volunteers with the skills needed to survey a village, assess children's learning outcomes reliably, and record the information accurately.

An important feature of ASER 2013 was our partnership with 175 DIETs (District Institute of Education and Training) across 8 states. Located in every district in India, DIETs are responsible for training in-service and pre-service teachers, and also for equipping staff of the education department at the block and district level to support schools via monitoring and mentoring. The ASER-DIET partnership gave us a unique opportunity to involve close to 10,000 future teachers in assessing the learning levels of children in rural India.

ASER follows a three-tier training structure. The National Workshop is followed by state-level training in every state. This is followed by district-level training workshops, where about 60 volunteers are trained to conduct the ASER survey.

National Workshop: Depending on the size of the state and its complexity (languages, terrain etc), each state has anywhere from 2 to 10 full time state team members devoted to ASER during the ASER season. The national workshop brings together all those who will lead ASER in their state during that year's ASER. Typically 125-150 people attend the national workshop which lasts for 5-6 days. The workshop is conducted in a rural area so that field practice can be conducted easily. ASER 2013 national workshop was carried out in Siwan district in Bihar in August 2013. The national workshop heralds the start of the ASER season for that year.

During the national workshop, ASER state teams are oriented on the tools, procedures and processes to be used. Key features of the national workshop include:

- *Classroom sessions:* Every step of the survey is reviewed and discussed in detail. All documents and relevant materials (tools, instructions, formats) are also field tested and reviewed for the final time before they go to print. Presentations, case studies and videos are used.
- *Field Pilot:* One day of the national workshop is devoted to carrying out an actual survey. All participants are involved. 30 villages are randomly selected and 20 households are surveyed. The field day is extremely useful for clarifying all doubts and revising instructions, if needed.
- *ASER Quiz:* A comprehensive quiz is administered in order to ensure that every participant understands the ASER content and process. Post training, additional sessions are organized to fill the learning gaps identified through the quiz.
- *Mock Trainings:* It is essential that all members of the ASER state teams are good trainers. One day of the national workshop is devoted to "mock" trainings. Participants are informed in advance about the topics that they have to train on and thus have the opportunity to improve content knowledge and delivery. Master trainers observe these training sessions and offer comments and suggestions for improvement.
- *Planning Sessions:* The national workshop is also a time to finalize the roll out plans for all states including state-level trainings and execution of survey. Experience of the previous years' ASER is reviewed, people requirements are identified, partner lists are drawn up, tentative timelines are made, and detailed budgeting is done.

State-level Training Workshop: These workshops are conducted in every state just before the district trainings are to roll out. The main objective of the state level training is to prepare Master Trainers for districts. Master Trainers are selected on the basis of past experience, ability to communicate well and execute projects. Around 1,000 Master Trainers participated in ASER 2013.

This year, most state-level trainings were organized over a five-day period. State level trainings have five main components and mirror the activities conducted in the national workshop. These include classroom session, field visit, mock trainings, quiz and planning sessions.

Performance in mock trainings, field visits and the quiz results are analyzed to identify weak Master Trainers, who are either replaced, re-trained and/or provided with additional support during district trainings. It is mandatory for all participants to be present on all days of the training. Any participant who is not present for all sessions of the training cannot become a Master Trainer for ASER.

District-level Training Workshops: The district-level training is typically a three-day workshop. Like state-level trainings, key elements of district trainings include classroom sessions, field practice sessions and a quiz. Typically, in most districts, volunteers scoring low on the quiz are either replaced or are paired with the stronger volunteers to carry out the survey.

At the district level, because of erratic electricity supply and unavailability of laptops with every Master Trainer, it is difficult to use a projector during trainings. Instead, survey formats are printed on large flex banners and used as aids in explaining the formats to volunteers. These banners are portable, easy-to-use and low cost.

Monitoring of trainings: Specific steps are taken to ensure that key aspects of training are implemented across all state and district training workshops.

- State trainings are usually attended and monitored by the head of the Pratham program in the state as well as members of the central ASER team.
- To support district level activities of ASER including district level training, in most states, a call centre is set up to monitor and support ASER teams. A trained call centre person interacts with Master Trainers on a daily basis to ensure that they complete all basic processes during training, survey and recheck.
- In all district trainings, records are maintained for each ASER volunteer. These records contain attendance data for each day of training and quiz marks of all volunteers. The data in this sheet is extensively used to guide volunteer selection for the ASER survey.

Our training system provides us with a strong foundation for effective implementation of the ASER survey. However, at ASER, we view our trainings not only as a means to collect quality data but also as an opportunity to educate 30,000 people of our country on the significance of measurement. And, in this process ask a simple yet extremely significant question - can our children read and do basic arithmetic?



ASER 2013 – Monitoring & Recheck

Monitoring and recheck activities are an integral part of the ASER process. Each year ASER processes are reviewed and concerted attempts are made to improve the quality of the data that is collected.

The monitoring-recheck system in ASER 2013 comprised four different types of processes:

Call Centre Monitoring: Each state had a 'call centre' which made phone calls to all districts as the survey process rolled out. Information on different aspects of the survey was collected at different points during the survey process. This helped to identify domains or locations requiring immediate corrective action or additional support from the ASER state teams.

Field Monitoring: The ASER survey in each district is led by at least two Master Trainers who have undergone training at the state level. These Master Trainers are responsible for training volunteers and monitoring the survey process while the survey is in the field. Most districts in ASER 2013 had a 2 weekend survey, i.e. half the villages were surveyed over one weekend and the other half were surveyed over the second weekend. Due to this phasing of the survey, Master Trainers were able to monitor 4 villages in a district over the 2 weekends. Approximately 28% of the total surveyed villages were monitored in ASER 2013.

SMS Monitoring: One of the important features of the monitoring process for ASER 2013 was the immediate availability of summary information for each monitored and rechecked village via SMS. 23 states took part in this effort. The data collected was uploaded on a common online portal. This enabled ASER Centre staff, both at the central and state levels, to receive information on a daily basis about these villages.

Recheck: In ASER 2013, there were three levels of rechecks. The first level was in the district by Master Trainers immediately after the village survey. Second, sample-based rechecks were conducted by ASER state team members. A third level involved ASER Centre teams who moved across states to do cross-checks and field verification of data.

- *District level desk and phone recheck:* On the completion of the survey in a district, the Master Trainers conducted desk rechecks of the survey formats received for all the surveyed villages. In addition, the Master Trainers telephoned at least 8 out of 20 surveyed households in each village. This procedure enables the quick identification of villages which were not surveyed correctly. These villages were then rechecked in person by the Master Trainers.
- *District level field recheck by Master Trainers:* Based on the information collected from the desk and phone rechecks, villages were identified for field recheck. In each such village, 50% of all surveyed households were rechecked. This process involved verification of the key parameters of the survey – sampling, selection of children and testing.
- *ASER state team field rechecks:* Based on the performance of the Master Trainers and the volunteers, the ASER state teams also rechecked as many villages as possible.
- *Cross-State Field Rechecks:* Finally as the last stage to strengthen the quality control process, ASER state team members switched states and conducted a cross-state recheck. Some districts for this kind of recheck were chosen purposively and others were selected randomly. The process of the recheck was the same as the Master Trainer field recheck.

In all, approximately half the villages surveyed in ASER 2013 were rechecked by Master Trainers and ASER State Teams.



Frequently Asked Questions about ASER

The why, what and how of ASER

The ASER initiative emerged out of a set of interrelated events, experiences and opportunities. This note contains some background information that may be useful for understanding the context and purpose of ASER. The objective of the note is to explain major influences on the design, content and implementation of ASER over the years.

Pratham's¹ early work in primary education

In the first decade of our work with children in rural and urban communities across India, we noted that both communities and governments were preoccupied with the visible challenges in education: those of inputs, access, and provisions. The less visible but deeper issue of children's learning was 'felt' but not clearly articulated in educational debates and discussions. In many states, more than 90% of children in the age group 6-14 were already enrolled in school. But there was no concomitant focus on children's learning either in policy or in practice. As a consequence, there was no clear nationwide agreement on learning goals or their assessment in elementary education. In fact, in many quarters within the education establishment in India, there was active resistance to the notion of defining learning in measureable terms and at times to the very idea of assessment as well.

In our work we found that surprisingly large numbers of children in primary grades were struggling with early reading and basic arithmetic. We too were struggling to deal with this problem. We needed to be able to accelerate children's pace of learning if they were to have a real and meaningful opportunity to complete primary schooling. One of the big learnings from this phase of our work was realizing the fundamental importance of early reading. Without learning to read, a child could not propel herself or himself further in the education system.

Large scale pilots within Pratham led to three important developments. First, we designed a series of simple reading tasks (which later came to be known as the ASER reading tool) that helped Pratham instructors gain an understanding of their children's reading level and also helped them to track children's progress. These tools were easy and quick to administer, and the results were easily understood by teachers, administrators, and parents.

Second, an unintended consequence of using this tool was that it seemed to help parents, especially illiterate or poorly schooled parents, understand what reading entailed. This demystification of 'learning' enabled parents to understand the goal of the reading interventions and to support their children's learning. The use of the tool with communities created awareness and mobilization. Given the assessment tool's simplicity, it also worked well when taken to scale and across different contexts.

The third important development was the evolution of a pedagogical package (methods, materials, grouping, assessment) that helped children (especially those above the age of 7-8) to learn to read quickly. Within the Pratham network, this method came to be called 'L2R' (Learning to Read). Like the reading assessment tool, instruction using the L2R package was possible on a large scale, both inside schools (by teachers) and also in the community (with community volunteers). Pratham's experiences in the period 2002-2005 indicated that if reading was a 'problem', some solutions were attainable fairly quickly.²

The political and economic context

The broader political and economic landscape in India in the first decade of the new century was also a factor that influenced the birth of ASER. At the national level, the UPA government had come into power in 2004. In its initial policy pronouncements, the new government spoke of "outlays to outcomes"³ and annual reports of outcomes for the different social sectors were proposed.⁴ Despite this rhetoric, hardly any central government department was able to provide annual reports on outcomes. The central Ministry of Human Resource

¹ Pratham is one of the largest non-governmental organizations working in education in India. Pratham's mission is "every child in school and learning well". ASER Centre (the organization that facilitates the ASER survey) is the autonomous research and assessment unit of Pratham.

² There have been many impact evaluations carried out on the effectiveness of Pratham's instructional programs. See the website of J-PAL (Abdul Latif Jameel Poverty Action Lab) for details.

³ See for example the Budget Speech given by the Finance Minister, P. Chidambaram, on February 28, 2005. Available at <http://indiabudget.nic.in/ub2005-06/bs/speecha.htm>

⁴ June 4, 2009. President of India, Smt. Pratibha Devisingh Patil's address to the Joint Session of 15th Lok Sabha in New Delhi. <http://pib.nic.in/newsite/erelease.aspx?relid=49043>

Development continued to produce annual reports focused on inputs, access and provision as well as financial reports on allocations and expenditures. Periodically it also produced reports on student achievement in government schools.⁵

The allocations for elementary education, however, saw a significant increase from the financial year 2004-05, after the Union government imposed a 2 percent education cess for elementary education. The cess is an earmarked 'tax-on-tax' that is used exclusively to finance the flagship program for elementary education (Sarva Shiksha Abhiyan, or SSA) and the Mid Day Meal scheme.

These background contextual conditions were important in leading us to think about generating an outcome-based annual report in education that could push public discourse and action towards focusing on learning and not just on schooling.

Developing tools for assessing learning: Early reading and basic arithmetic

One of the first tasks was to define what we meant by learning – especially learning in the early grades. By this time, our accumulated experience from years of working with children and our understanding of the available research on reading made us realize that reading was a fundamental skill. So the foundation skills for literacy acquisition in early grades such as recognizing letters, reading simple words and reading Grade 1 and Grade 2 level connected text were of central focus in our assessments. Similarly, number recognition and basic numerical operations seemed to be the first important building blocks which anchored other capabilities in arithmetic.

Across the world, most achievement tests are pen-and-paper tests administered to children in groups and typically in school. But this approach is not feasible if a child is a beginning reader or struggling to read, as it requires him/her to read and comprehend the instructions and then carry out the required tasks. Early reading is therefore best assessed one-on-one with individual children in an oral format.⁶ To minimize the reading demand on children and to maintain a standard approach, the arithmetic assessment was also designed to be administered individually in an oral format.

We wanted both reading and arithmetic tasks to assess basic skills. We used textbooks as the main source of guidance on content in developing the ASER assessments, given that regardless of the state, school system, or curriculum framework,⁷ teaching-learning activities in Indian classrooms are heavily dependent on and driven by textbooks,⁸ and most teachers are mindful of 'finishing the textbook' by the end of the school year.

Language and arithmetic textbooks for early grades across all major Indian states were analysed as part of the preparation for ASER. These analyses indicated that in all states, children are expected to be able to read simple sentences in the regional language by the end of Grade 1 and basic text of 8-10 lines by the end of Grade 2. In arithmetic, all state textbooks expect children to be able to do a two digit numerical subtraction problem with borrowing by Grade 2. Three digit by one digit numerical division is expected of children in Grade 3 in some states and Grade 4 in others.

We knew that simply being in school was not a guarantee of learning these skills. So right from the first year, ASER looked for answers to the following questions: Are children enrolled in school? Are they able to read simple Grade 1 and Grade 2 level text? Can they recognize numbers and do basic arithmetic operations?

⁵ <http://mhrd.gov.in/documents/term/140>, <http://mhrd.gov.in/documents/term/142>

⁶ Typically this is how assessments of early reading ability are administered, e.g. the Early Grade Reading Assessment (USAID) and the Dynamic Indicators of Basic Literacy Skills (DIBELS, University of Oregon Center on Teaching and Learning).

⁷ The education system in India is embedded in India's federal system of government with centre, states and local governments each having specific roles and responsibilities. Typically the central government makes the overarching law or policy framework, and states are responsible for framing and implementing specific rules, systems and procedures within this framework.

⁸ As in many other countries, India has a National Curriculum Framework for elementary education. State governments develop textbooks based on the guidelines laid down in the National Curriculum Framework. Currently, there are examinations at Grade 10 and Grade 12 level in India, although the Grade 10 exam may soon become optional in many states. These examinations influence teaching and learning practices in lower grades as well. All schools have to be affiliated to specific examination 'boards'. These can be national boards (the Central Board of Secondary Education and the Indian Certificate of Secondary Education being the main national boards) or state boards. Majority of schools are affiliated to state examination boards. Each school system uses the textbooks that are mandated for the board that they are affiliated to.

By design ASER is a ‘floor’ test: the purpose was to be able to judge if children were at or below a specific level (Grade 2 level for reading and Grade 3/Grade 4 level for arithmetic). The objective is not to administer grade appropriate assessments but rather to gauge early reading and arithmetic ability. As a result, the same tool is administered to all children regardless of age or grade.⁹

Deciding the target population: Generating district level estimates

Each year, state governments submit annual work plans to SSA in order to access funds earmarked for elementary education. These plans are the basis on which financial allocations are made by the central government to the states. Annual work plans are made at the district level and then aggregated into state plans. Presumably, information available at the district level can provide useful inputs into the annual planning process. While information on enrollment and access is readily available at district and sub-district levels in India, there was no current information on learning available at district, state or national levels within the government that could inform the annual planning process.

Given this information gap we decided that ASER would generate estimates for enrollment and learning at the district level. Sampling was designed to ensure that ASER estimates were representative at this level. Generating district level estimates requires much larger sample sizes than state or national level estimates. For this reason, even major government surveys such as the National Sample Survey (NSS) generate estimates that are representative only at the state level, not at the district level. Estimates of poverty in India are also available only at the state level. To be able to generate reliable district level estimates, ASER samples 30 villages from each rural district. This means that a total of more than 16,000 villages are sampled and visited every year, more than twice the number of villages in the NSS sample for rural India.

Deciding where assessments should be done: Household survey

In-school assessment of learning outcomes is the standard practice in developed countries. In these countries, typically all children are in school, and all schools are listed and fall under the jurisdiction of some national or provincial authority. Since a universal list of schools exists, it is possible to draw a sample from this list. And since all children are accounted for, it is possible to sample children, whether by age or by grade, nationally or provincially.

However, this may not be the case in many developing countries, for several reasons. India is a case in point.

- *School attendance varies:* Although a lot of information is available on school enrollment, there is very little systematic measurement of attendance. Measuring attendance is harder to do on an ongoing basis in a reliable way. In India, all measurement of school attendance (including ASER) has noted huge variations in school attendance across states - ranging from 90% on a random day in schools in south India to close to 50% in schools in some northern states. As a consequence, school-based assessments of student learning will leave out non-attending children who may have poorer learning levels.
- *Children drop out of school:* Dropping out from school is often strongly correlated with falling behind or ‘failing’ in school and eventually leaving. This figure may be higher among older children. If assessments are school-based then such children will not be included. However, information about learning levels of these children can reveal a lot about what needs to be done to design ‘second-chance’ schooling opportunities and to improve learning within school systems. By excluding them, such information and therefore possible pressure points on the education system will be lost.
- *Children attend different types of schools:* In India, for example, children can be enrolled in different types of government schools and a wide range of private schools - many of which are not recognized by the government and hence may or may not be included in official lists. Nationally, in rural India, the proportion of children of elementary school age who go to private schools is close to 30% and rising each year; in some states this proportion is above 50%. A school-based assessment would not include children enrolled in the vast majority of unlisted private schools (especially low-cost schools). By not including such children we would be leaving out increasing proportions of school-going children.

⁹ Tools are prepared and administered in 20 languages including English.

A representative sample of ALL children must be drawn from ALL children (i.e. children enrolled in government schools, children enrolled in private and other schools, school drop-outs and children who do not attend school regularly). Therefore, in contexts like India, to get a representative sample of ALL children, drawing a sample based on household surveys and subsequently administering the assessments in the household is the only possible option. For these reasons it was decided that ASER would be a household survey. Globally, ASER is perhaps one of the largest assessments of learning done outside the school.

Ensuring citizen participation in ASER: Using volunteers

In contemporary India, the concept of 'schooling' is well understood, by both parents and governments. But this is not the case for 'learning'. Often it is assumed that if children are going to school, they must be learning. In contexts where a large proportion of parents may not have been to school, people often do not have a clear or practical understanding of what 'learning' entails.

This is further compounded by several other factors. First, typically inputs, access or provision is measured - but outcomes are not. Second, often the practice of using empirical evidence to understand current status and to inform further action is rare. Third, learning goals are not clearly articulated or publicized. These factors strengthen the common assumption that if children are in school, they must be learning.

Since 'schooling for all' was well understood by policymakers, planners, practitioners and parents even in 2005, it was time to shift the focus to 'learning for all'. We assumed that one of the important ways to achieve wider awareness about the issue of learning would be through the participation of a broad-based cross-section of people around the country. Widespread involvement of local citizens in conducting the assessment in each district in India was therefore crucial to the architecture of ASER. But this had important implications for several aspects of ASER's design:

- *Simplicity of the assessment tool and administration protocol:* Widespread participation of citizens in 600 districts implied a massive scale for training and implementation. Therefore the process needed to be relatively straightforward in terms of actual testing of children (process and time for each child and each subject) as well as the time taken to complete a sampled village. The assessment tools and administration protocol have been designed keeping in mind that ASER is a household survey. There are constraints to what can be assessed in the community or in the household.
- *Volunteer model:* Large-scale participation has important cost implications. More than 25,000 volunteers participate in ASER each year. They are trained, mentored and monitored by over 1,000 Master Trainers. ASER volunteers reach 600,000 to 700,000 children annually in 15,000 to 16,000 villages. ASER volunteers are remunerated only for travel and other actual costs. Hence the ASER survey is truly a citizen-led initiative. Training for ASER takes 2-3 days. During training, one day is spent in actually practicing elements of the survey process and the testing of children in nearby communities. The actual ASER survey is conducted over two days with a pair of surveyors assigned to one sampled village. This is usually done over a weekend.
- *Stringent quality control:* The scale of implementation of the model also requires a stringent quality control framework. This framework has evolved over several years. It includes checks at every level of the survey process. The two main quality checks consist of 'monitoring' volunteers and trainers during the survey and 'recheck' of their work once the survey is complete. More than 50% villages were monitored and/or rechecked in ASER 2012.

Summary

The ASER approach differs in fundamental ways from that of other large-scale learning assessments. The guiding principles of the model can be summarized as 1) household-based assessment, so as to include ALL children – those in government schools, private schools, and not in school; 2) assessment of children's mastery of basic reading and arithmetic, rather than grade level competencies, using tools that are simple to administer and easy to understand; 3) involvement of 'ordinary people', rather than experts, in conducting the assessment and disseminating the results; and 4) the generation of estimates at district, state, and national levels, so as to facilitate local level discussions, planning and action.

Readings on ASER:

- See the section on the ASER Centre website - ASER Survey key documents <http://www.asercentre.org/?p=157>
- Banerji, R. (2013). "The Birth of ASER". *Learning Curve* Issue XX. Azim Premji Foundation publication. http://img.asercentre.org/docs/Publications/Other%20publications/banerji_p85_birthofaser_learningcurvexxaug2013.pdf
- Banerji, R., Bhattacharjea, S., Wadhwa, W. (2013). "Annual Status of Education Report". Special Issue of *Research in Comparative and International Education* on 'The Globalization of Assessment: A forum on international tests of student performance' (Vol 8, No.3, 2013) http://img.asercentre.org/docs/Publications/Other%20publications/aser_rcie_fullversion.pdf
- Banerji, R. (2013), "From Schooling to Learning: ASER's Journey in India". In Sir M. Barber and S. Rizvi (Eds.), *Asking More: The Path to Efficacy*. London: Pearson, November 2013. <http://efficacy.pearson.com/the-urgent-challenge/asking-more-the-path-to-efficacy/>
- Banerji, R., Chavan, M. (2013). "The Bottom Up Push for Quality Education in India". In H. Malone (Ed.), *Leading Educational Change Global Issues, Challenges, and Lessons on Whole-System Reform*. New York: Teachers College Press

Technical papers related to ASER:

- Ramaswami, B., Wadhwa, W. (2010). "Survey Design and Precision Estimates of ASER". ASER Centre working paper. http://img.asercentre.org/docs/Aser%20survey/Technical%20Papers/precisionofaserestimates_ramaswami_wadhwa.pdf
- Vagh, S. B. (2009). "Validating the ASER Testing Tools: Comparisons with Reading Fluency Measures and the Read India Measures". http://img.asercentre.org/docs/Aser%20survey/Tools%20validating_the_aser_testing_tools__oct_2012__2.pdf
- Banerji, R., Bobde, S. (2013). "Evolution of the ASER English Tool". In V. Berry (Ed.), *English Impact Report: Investigating English Language Learning Outcomes in Primary School in Rural India*. London: British Council. http://www.britishcouncil.in/sites/britishcouncil.in2/files/english_impact_report_2013.pdf



Frequently asked questions about ASER

Every year as the ASER process rolls out and as ASER findings are disseminated, people ask many questions. This note is an attempt to answer the frequently asked questions. These have been grouped under four main categories – design and sampling, tools and testing, implementation and impact.

About design and sampling

Why does ASER test children at home and not in school?

The ASER survey generates estimates of schooling and basic learning status for ALL children in rural India in the age group 5-16. This includes children enrolled in different types of schools (government, private, and other kinds) as well as children not currently enrolled in school.

The first problem with school-based testing is that there is no complete list of all schools in the country. In particular, there are many low-cost private schools which are not found on any official list. Without a complete list of all schools, it is not possible to select an unbiased sample of schools. The second problem with school-based testing is that not all children are in school. Some have dropped out of school, others are absent from school on the day of the survey, and some have never been enrolled. Testing in school would mean that these children would not be included.

ASER tests children at home so as to include all these different kinds of children. Household based testing is the only way to ensure that ALL children are included. In the Indian context, it is not possible to do this if testing is done in school.

What is the sample size of ASER? How does this compare with other large-scale surveys?

ASER aims to generate district level estimates of children's schooling status, basic reading and arithmetic. Each year, ASER reaches close to 570 rural districts. In each district, 30 villages are selected and in each sampled village, 20 households are randomly selected. This gives a total of $30 \times 20 = 600$ households in each rural district. Depending on the exact number of districts surveyed, a total of between 320,000 and 350,000 households across the country are sampled for each year's ASER. In every surveyed household, all children in the age group 3-16 are surveyed and children age 5-16 are tested in basic reading and arithmetic. A total of between 600,000 and 700,000 children are surveyed each year.

The NSS Survey conducted by the Government of India's National Sample Survey Organization is the main source of official data for estimating poverty, employment and for other socioeconomic indicators. The ASER sample of villages is about twice as large as the NSS sample for rural India. In 2009, the NSS Employment Survey was done in 7,512 villages across India with 8 households per village. In contrast, ASER 2013 surveyed 15,941 villages with 20 households per village.

Why does ASER aim to generate district level estimates?

Most official statistics in India produce estimates only at the state and national level. Even poverty estimates in India, obtained from the National Sample Survey Organization, are available only at state or regional level, not at district level. However, planning and allocation of resources is often done at the district level. For example, in elementary education, annual work plans are made at the district level. While information for enrollment, access and inputs is available annually for each district, estimates of children's learning are neither available at the district level, nor are they available annually. For these reasons ASER aims to provide learning estimates at district level each year.¹

Why does ASER select 30 villages per district and 20 households per village? How are the villages selected?

The sampling strategy used enables ASER to generate a representative picture of each district. All rural districts are surveyed in ASER each year. The estimates obtained are then aggregated (using appropriate weights) to the state and all-India levels. The sample size is 600 households per district.

¹ASER district level estimates for each year are available on the ASER Centre website (www.asercentre.org). Estimates are also produced at the divisional level (a division is a group of districts within a state, thus divisional estimates are at a level of aggregation between district and state level). Divisional estimates are published in the ASER report.

In each district, villages are randomly selected using the village directory of the 2001 Census.² Since villages vary by population, sampling is done using the PPS (Probability Proportional to Size) sampling technique. PPS gives every household in the district an equal chance of being selected.

In each year's ASER, the 30 villages surveyed in a district comprise 10 villages from the previous year's survey, 10 more from two years ago, and 10 new villages selected from the Census village directory using PPS. The 20 old villages and 10 new villages give us what is known as a "rotating panel" of villages, which generates more precise estimates of change. Having a rotating panel of villages means that every year some old and some new villages are included, which ensures that there is both continuity and change in the sample from previous years.

What happens if a village no longer exists, or has become an urban area?

Every year ASER Centre generates the ASER village list from the village directory of the Census 2001. This village list is final. This is to maintain randomness of the sample, which is important in order to obtain reliable estimates. However, every year there are certain situations where replacement villages are required, such as when a village is affected by floods or other natural disasters, or if it has been reclassified as a town. In such cases, ASER Centre provides the name of a replacement village.

How can I find out which villages have been surveyed?

This information is not in the public domain: the ASER village list is confidential and is not shared with anyone. In all large-scale surveys and research studies, it is standard practice to maintain the confidentiality of respondents. This means that any information that could enable someone to identify particular individuals, households, or villages is removed. This includes village names, respondent names, and so on.

Do the ASER estimates for a district also apply to individual villages in that district?

No, they don't. ASER estimates for a district are representative at the district level, and provide a snapshot of children's schooling and learning status for the district as a whole. The sampling is not representative at the village level, and the situation in individual villages can be different.

Who designed this sampling strategy?

The ASER sampling strategy was designed in consultation with experts at the Indian Statistical Institute, New Delhi. Inputs were also received from experts at the Planning Commission of India and the National Sample Survey Organization (NSSO).

Why is ASER done every year?

ASER is done every year for several reasons. First, in addition to presenting district, state and national level estimates each year, ASER also presents trends over time. Comparable measurements have to be done periodically in order to see how the situation is changing. The ASER measurement is done annually because government plans and allocations for elementary education are made every year. If children's learning outcomes are to improve, then evidence on how much children are learning needs to be taken into account during the process of review and planning each year.

Second, longer gaps between assessments can have serious implications for children currently in school. It is well known that falling behind in school often leads to dropping out altogether. If several years go by between assessments, opportunities are lost to take rapid corrective action in order to ensure that children who are falling behind are able to catch up.

Third, it takes time to shift the focus from schooling to learning. When ASER began in 2005, the issue of children's learning was rarely discussed. But after eight years of ASER, the topic of children's learning is very much on the national agenda.

²From Census 2011, the village directory with block identifiers and household population is not yet in the public domain.

Why is ASER not done in urban areas?

Although it has not been done so far, with additional research and resources, an urban ASER can be attempted. There are several areas in which additional preparatory work needs to be done on methodology and measures. First, more research is needed on the appropriate sampling methodology for urban areas (these would include mega cities, metros as well as district and block towns), including the question of where to draw a sample from. In the case of rural India, the Census village directory provides a complete list of all villages in the country. This provides the sampling frame for ASER (the official 'master list' from which a sample of villages is drawn). But in the case of urban India, populations are less stable, and therefore city-level 'master lists' of possible sampling units are often less reliable. For example, they may exclude unrecognized slums and homeless persons. This means that sampling may be biased and may exclude the most marginalized populations – precisely those populations where children's learning is likely to be poorest.

More work also needs to be done to develop tools that assess higher levels of learning. The current ASER tools are 'floor' assessments of basic reading and arithmetic. Testing such basic levels of mastery may not be useful in urban contexts, where the number and variety of schooling options is far greater, children stay in school longer, and children's acquisition of early reading and arithmetic abilities is likely to be higher. The use of higher level tools may in turn require a different implementation strategy, since testing will require more time and more skill.

Finally, there is the issue of what to do with the urban report and how to fit the evidence into a policy and planning process and how it can lead to action. For rural areas, ASER information can be integrated into the annual planning process at the district and state levels. Urban planning especially for elementary education is not as straightforward especially for urban locations with diverse governance structures.

About tools and testing

Why does ASER only assess reading and arithmetic?

Since its inception, Pratham's work has focused on literacy and arithmetic acquisition. Since the early years of our work we noted that a surprisingly large number of children in primary grades were struggling with reading and basic arithmetic. Difficulties in these two domains prevent children from acquiring skills that are built on the foundational skills of fluent reading, number recognition and basic arithmetic ability and also impact performance in other subject areas. Such difficulties adversely impact children's later academic outcomes. Given these important considerations and since no estimates for learning for early grades were available in India at the time, the assessment of early reading and basic arithmetic ability came to be the primary focus of the ASER survey.

What are the guidelines that are followed in developing the reading and arithmetic assessment tools?

By design ASER is a 'floor' test which aims to evaluate children's early reading and basic arithmetic ability. The reading and arithmetic assessments, first used in 2005, were developed taking into account the state-mandated curriculum for each state. The content of the reading assessment (i.e. the selection of words, the length of sentences and reading passages) was aligned to the Grade 1 and 2 level textbooks in each state. At the letter level, recognition of only simple letter is assessed.³ At the word level, simple one and two syllable words, commonly used every day and appropriate for Grade 1 are included. In the development of Grade 1 and 2 level passages, orthography-specific indicators such as the use of simple letters, secondary representations of letters, and conjoint letters have been considered along with sentence and passage length. Vocabulary used in the reading passages is aligned to the state-mandated curriculum for appropriateness. In addition, since ASER 2010 we have also calculated the type-token ratios⁴ for the reading passages as an additional index to ensure comparability across test forms.

³ Secondary forms of letters and conjoint letters are not usually part of the Grade 1 curriculum in most states and hence are not assessed in the ASER reading test.

⁴ The type-token ratio indexes the lexical diversity of a text. It is calculated by obtaining a ratio of the total number of unique words in the text (types) to the total number of words in the text (tokens). A higher type-token ratio indexes greater lexical diversity, which is important in the measurement of fluency, as children who read passages with many repetitive words (lower type-token ratio) are likely to have an easier time and read faster than children who read passages that are more lexically diverse (higher type-token ratio) who have to decode a greater number of different words through the passage.

The ASER arithmetic assessment measures children’s foundational skills in numeracy such as one and two digit number recognition and the ability to perform basic arithmetic operations such as subtraction (with borrowing) and division (three digit by one digit division). The content of the arithmetic assessment is aligned to Grades 1, 2 and 3 or 4 level state-mandated curriculum.⁵

Are the reading assessments comparable across different languages?

The ASER reading tool is available in 20 languages including English. The ASER reading assessments do not strive to be comparable across languages. The objective is to develop a tool that assesses the most basic foundation skills for literacy acquisition, i.e. letter recognition, the reading of simple words and reading words in connected text that are of Grade 1 and Grade 2 level for each language. Consequently, the inference based on the ASER reading assessment is not about comparing performance across different languages but to evaluate children’s level of reading in relation to the state-mandated curriculum for Grades 1 and 2.

Why does ASER test children individually and in an oral format?

Over the last decade, reading has come to be recognized as an important skill. The assessment of early reading can only be done orally and for each child individually. Assessments of early reading ability in other countries are also administered in this format.⁶ A typical pen and paper test of comprehension assumes that the child can read. Thus the oral format has emerged as the only way to separate ‘reading’ and ‘comprehension’. A paper-and-pencil test is not a viable option for a child who is a beginning reader or a struggling reader as it places additional cognitive demands on the child to read and comprehend instructions. In ASER, to minimize the cognitive demands of reading and comprehending instructions and to maintain a standard administration approach, both the reading and the arithmetic assessment are administered individually in an oral format. However, children are given a paper and pencil to solve the subtraction and division problems.

Why does the ASER assessment of reading begin at the Grade 1 passage level? Why does the ASER assessment of arithmetic begin at the Grade 2 subtraction level?

The content of the ASER assessments is aligned to Grades 1 and 2 for reading and Grades 1, 2, and 3 or 4 for arithmetic. Since the same assessments are also administered to children in Grade 3 or higher,⁷ an adaptive testing approach is used. Administration of the reading test begins at the Grade 1 passage level and the administration of the arithmetic test begins at the Grade 2 subtraction level. If the child performs to a satisfactory standard, the child is given the task at the next level, i.e. Grade 2 passage for reading and Grade 3/4 level division for arithmetic. If the child does not perform to a satisfactory standard, the child is given the task at the lower level, i.e. reading simple words for reading and two digit number recognition for arithmetic. Hence, the level of the task administered is adapted to match the child’s ability level. In this administration format each child attempts only two or three tasks for each assessment instead of all four tasks, making the assessment quicker to administer without compromising the objective of identifying the child’s reading and arithmetic level.

Why does the arithmetic testing process not include addition or multiplication?

Pratham’s large scale experience of working with children indicates that when children are given all four basic numeric operations (addition, subtraction, multiplication and division), practically every child who could do subtraction (2 digit operations with borrowing) could also do addition with carry over. Similarly with division and multiplication. These trends were also observed in preparatory work done for the ASER survey and in other data collection efforts.

Why are all children in the age group 5 to 16 assessed with the same tools? Why does ASER not assess children at their grade level?

All children are assessed with the same tools as the objective of the ASER survey is to ascertain whether or not children have attained early foundational skills in reading and arithmetic. This is irrespective of age or grade

⁵ Three digit by one digit numerical division is expected of children in Grade 3 in some states and Grade 4 in other states.

⁶ For example the Early Grade Reading Assessment (EGRA) and the Dynamic Indicators of Basic Literacy Skills (DIBELS, developed by the University of Oregon Center on Teaching and Learning).

⁷ In ASER 2013, for example, 76% of all children tested were in Grade 3 or higher.

level. It is not designed to be a grade-appropriate assessment but rather it is designed to provide an understanding of school-aged children's early reading and basic arithmetic ability.

What do we know about the reliability and validity of the ASER assessments?

Reliability is the consistency with which a test measures any given skill and thereby enables us to consistently distinguish between individuals of differing ability levels. Given that the ASER assessments evaluate mastery at different reading and arithmetic levels, reliability here is the consistency of the decision-making process. Validity indicates whether the test measures what it purports to measure – in other words, is the inference based on the ASER reading assessment about children's mastery or non-mastery of basic reading ability valid? Is the inference based on the ASER math assessment about children's mastery or non-mastery of basic math ability valid?

Three studies were conducted to explore the question of reliability and validity of ASER measurements. The findings from these studies provide favourable empirical evidence for the reliability and validity of the ASER assessments. The findings indicate (a) substantial reliability of decisions across repeated measurements, i.e. consistency in the level assigned to a child assessed by the same examiner on two different occasions, and (b) satisfactory inter-rater reliability, i.e. consistency in the level assigned to a child assessed by different examiners.⁸

In 2010, an impact evaluation study of Pratham's Read India program was conducted by Abdul Jameel Poverty Action Lab (J-PAL). In this evaluation, the measurement of children's learning outcomes included several literacy and arithmetic assessments including the ASER reading and arithmetic assessments. This allowed us to correlate children's performance on the ASER assessments with the additional assessments of reading and arithmetic. This empirical study provided compelling evidence for the validity of the ASER assessments.⁹

About implementation

Why does ASER use volunteers? Are the volunteers capable and well trained to do the survey?

ASER is a citizens' initiative, implemented by partner organizations in every rural district across the country. One of the major aims of the survey is to generate awareness and mobilize people around the issue of children's learning. The entire design of ASER thus revolves around the fact that it aims to reach and involve 'ordinary people' rather than experts. All tools and procedures are designed to be simple to understand, quick to do, and easy to communicate.

Procedures for ensuring the quality of data have evolved over several years. Typically ASER volunteers are given 3 days of training. One of these days is spent practicing all ASER steps and procedures in the field. At the end of the training, a quiz is conducted to ensure that volunteers have understood the key elements of ASER. In addition, volunteers are monitored when the survey is in the field; and a substantial proportion of villages are rechecked by ASER teams. In ASER 2013, for example, more than half of all surveyed villages were either monitored or rechecked or both.

⁸ The full paper is available at <http://www.asercentre.org/p/113.html>

⁹ The main findings from the study of validity of the ASER assessments are summarized here: For reading, there was a very strong association between children's performance on the ASER reading assessment and the concurrently administered assessment of early reading ability modelled on the Early Grade Reading Assessment (EGRA). EGRA is a timed assessment of fluency in reading letters, words, and passages and its score notes the total number of a letters or words read correctly in a minute. While the ASER is a short test requiring children to read 5 letters or 5 words at the letter and word level respectively, the EGRA comprises 52 letters and 52 words on the letter and Word Reading Fluency subtests respectively. Despite these differences in test length, administration, and scoring procedures, a high level of consistency was noted across the ASER reading assessment and the EGRA in classifying children at the 'nothing', 'letter', and 'word' level. For instance, children who were categorized at the 'letter' level were more likely to correctly identify 4 or more letters on the EGRA. In addition, fluency rates of children classified at the 'letter' level were found to be lower than the fluency rates of children classified at the 'word' or higher levels. The ASER arithmetic assessment was also found to be (a) strongly correlated with the paper-and-pencil mathematic assessment used in this evaluation and (b) more closely correlated with the paper-and-pencil mathematic assessment than with the assessments of literacy. These findings provide favourable evidence for validity.

Who funds ASER?

ASER is a citizens' initiative, designed by Pratham/ASER Centre¹⁰ and implemented each year by partner organizations in every rural district. Approximately 25,000 volunteers participate in ASER each year. People who conduct ASER each year donate their time to ASER and are compensated only for their local travel and food costs. The ASER survey receives its support from a variety of sources including foundations, development agencies and corporates. A substantial portion of the funding also comes from individuals. Each year the names of the partner organizations and sources of support are listed in the ASER report. ASER does not receive funding from any government institution.

About impact

What impact has ASER had?

In 2005, when ASER began, most people from parents to governments were concerned with getting children into school. The assumption was that if children were in school, they must be learning. Today, the fact that large proportions of children are not learning even the basics is widely recognized. For example, ASER has been cited in major Government of India documents such as the XI and XII Five Year Plan and the Economic Survey of India. Many state governments are now implementing their own learning assessments, and some are implementing programs aimed at improving learning outcomes. Media coverage of ASER in international, national, regional and state media, in both English and regional languages, is enormous and growing each year. In the last few years, questions have been raised in Parliament about children's learning. Every year increasing numbers of government teacher training colleges are participating in the ASER survey. Overall, ASER has had a major influence in bringing the issue of learning to the centre of the stage in discussions and debates on education in India.

In addition, the ASER model is increasingly being recognized on global education platforms. In the lead up to the establishment of the post 2015 Millennium Development Goals, members of the extended ASER network in many countries have made concerted efforts to ensure that indicators of learning and not just schooling are included in the new MDGs. ASER and ASER like initiatives are mentioned in documents of Global Monitoring Report brought out by UNESCO and the Learning Metrics Task Force (coordinated by Brookings Institution and UNESCO Institute of Statistics). And the importance of large-scale community-based assessment carried out by citizens is beginning to be recognized in international policy and advocacy circles as a viable alternative to other existing assessment models.

A great deal remains to be done to ensure that every child in India is in school and learning well. But the first step is for the problem to be recognized. The second step is to have reliable evidence on the nature and extent of the problem. Only then can workable solutions be found.

Has ASER had an impact in other countries as well?

Yes, it has. The simplicity of ASER's tools and processes coupled with the rigour of its sampling methodology and low cost makes it an interesting option for many countries with contexts similar to India. The ASER methodology has spread organically to several other countries, all of which follow the same set of basic guiding principles while adapting the model to their own context. There is an ASER in Pakistan, conducted since 2008. The initiative is called Uwezo in East Africa (Kenya, Tanzania, Uganda), where it has been implemented since 2009. In Mali, the Beekungo initiative began in 2011 and Jangandoo in Senegal in 2012. Mexico will be piloting the Medición Independiente de Aprendizaje in 2014, and several other countries in Asia, Africa and South America have expressed interest in learning more about the model.

¹⁰ ASER Centre is an autonomous research and assessment unit of Pratham.

ASER 2012 featured in 15 questions in Parliament from February to March 2013

(4 times in Lok Sabha and 11 times in Rajya Sabha)

As many as 15 Members of Parliament asked questions in the 2013 Winter session of the Parliament with reference to the ASER 2012 report of a decline in learning levels since 2009-10. One such Q&A exchange is reproduced below. Responses to the other questions were similar.

We find the response from MHRD unacceptable, even bordering on misleading. The question is clearly about declining learning levels measured by ASER. In response MHRD talks about three surveys. Of these, two were conducted in 2001-02 and 2005-06, several years before ASER noted a decline in learning levels. The third survey, which was conducted in 2010-11, was based on a new methodology for data analysis. Hence, by NCERT's own statement in the report published in 2012, its results are not comparable with the previous survey of 2005-06. However, they seem to have somehow come up with results that show improvement. MHRD claims that NCERT uses 'rigorous' and 'detailed' methods, which have interestingly resulted in Uttar Pradesh topping the list in learning achievement by a wide margin over other states.

A detailed comparison of ASER and NCERT's Achievement Surveys is provided the following pages.

Question by	Question	Response by and Date	Response
Vivek Gupta (Member of Parliament, Rajya Sabha)	(a) whether Government is aware of the Annual Status of Education Report (ASER) of 2012, which states that the learning outcomes of children is on the decline to the extent that more than half of all children in standard V are at least three grade levels behind where they should be, in terms of reading ability; (b) whether the Right to Education Act fails to give provisions, how quality of education imparted and attained, should be measured; (c) whether Government is considering the much needed amendments to the Right to Education Act, to include therein the aspect of quality of school education;and (d) if so, the details thereof?	Honourable Minister of State in the Ministry of HRD Dr. Shashi Tharoor on 08.03.2013	(a): The Annual Status of Education Report (ASER), which is an assessment brought out annually by PRATHAM, a non-governmental organization, expresses concern regarding the learning levels of children in schools in rural areas. However, the National Council of Educational Research and Training (NCERT), which uses a rigorous research methodology, conducts very detailed periodic national surveys of the learning achievements of children in classes – III, V and VIII. Two rounds of National Learners' Achievement Surveys have been completed by the NCERT which have revealed improvements in the overall learning levels, even though achievements remain low. The findings of the third round conducted recently for class V also indicate that there is enhancement in the level of achievement in most States. (b) to (d): The Right of Children to Free and Compulsory Education (RTE) Act, 2009 provides for a system of Continuous and Comprehensive Evaluation (CCE) of the child's understanding of knowledge and his/ her ability to apply the same. The Act places an obligation on the teacher to assess the learning ability of each child and provide additional instructions, if required. The NCERT has developed guidance material on the CCE which has been shared with the States. As of now, 22 States / UTs have reported that they are implementing the system of CCE.

Comparison of ASER survey and NCERT's National Achievement Survey (NAS)-Class V

Currently two large-scale learning assessments are conducted in India. Pratham/ASER Centre's Annual Status of Education Report (ASER) has been brought out annually since 2005. NCERT's National Achievement Survey (NAS) is conducted every three years, beginning in 2001-2002 for different grade levels.

ASER and NAS are designed for different purposes and employ different methodologies. This note describes and compares these methodologies so that informed conclusions can be reached. The note is based on ASER 2005-2012¹ and the NAS report for Class V, Cycle 3, 2010-2011 released in 2012.²

Objectives, sampling and coverage

ASER is designed to generate district, state, and national level estimates of children's schooling status for all children age 3-16, and estimates of basic ability in reading and arithmetic for all children age 5-16. It is designed as a household-based survey so as to include all children: those enrolled in government schools, private schools, other types of schools, and those not enrolled in school.

ASER aims to cover all rural districts each year. It employs a two-stage sample design. At the first stage, 30 villages are selected in each rural district from the Census 2001 directory using Probability Proportional to Size (PPS). In the second stage, 20 households in each village are randomly selected. All children age 3-16 in sampled households are surveyed. All children age 5-16 are assessed.

ASER 2012 reached 331,490 households in 568 districts. 595,139 children in the age group 3-16 were surveyed and 448,467 children age 5-16 were assessed.

NAS-Class V aims to "provide reliable information on the achievement of students in the elementary sector of education in government and government-aided schools" (p.3). It is a school-based survey intended to assess grade level competencies of children enrolled in Std. V in government and government-aided schools.

NAS aims to cover all 35 states and Union Territories. It employs a three-stage cluster design (p.11). In the first stage, districts are selected using PPS. In the second stage, schools within sampled districts are selected, again using PPS. In the third stage, students are randomly selected within sampled schools.

DISE 2007-08 was used as sample frame for NAS-Class V. The report notes significant discrepancies between DISE data and actual school enrolments (p.22). NAS-Class V, Cycle 3 was implemented in 31 states and Union Territories. It covered 122,543 children from 6,602 urban and rural schools across 27 states and 4 Union Territories. (p.1)

Tools and testing

ASER assesses early reading and basic arithmetic ability, which are foundational skills fundamental to literacy and numeracy acquisition. Early reading ability implies the acquisition of letter knowledge, ability to decode Std. 1 and 2 level words and fluently read Std. 1 and 2 level passages. ASER tools are designed to assess mastery of these foundational skills and are not intended to differentiate within each mastery level. For instance, amongst the group of children identified as fluent readers of Std. 2 level text, the ASER assessments are not designed to differentiate between their ability to read and to comprehend.

The highest level tested in reading is a Std. II level text. The highest level tested in arithmetic is a 3-digit by 1-digit division problem, usually taught in Std. III or IV. Tools and testing procedures are available in the public domain.

NAS-Class V assessed grade level competencies of Std. V students in language (including reading comprehension), mathematics and environmental science (p.3). NAS-Class V, cycle 3 test forms are based on common core content and competencies identified from an analysis of state textbooks (p.4). 40 multiple choice test items were constructed for each subject. The language test additionally included a writing task (p.10). Tools, testing procedures, and grading rubrics for the writing task are not in the public domain.

¹ See www.asercentre.org for ASER reports from 2005 to 2012 and additional details on methodology.

² See www.ssatcfund.org/Home/Publications.aspx for the NAS-Class V report for cycle 3, which used a different methodology from earlier cycles. All page numbers referred to in this note refer to this report.

Test administration

ASER is a household survey. ASER reading and arithmetic assessments are administered one on one in an oral format. Children are tested at home. All children are given the same test, regardless of age or grade.

NAS-Class V is a pen and paper test administered to a group of students in school.³ In most schools, children were tested in two out of the three subjects (p.177). The cover of the test booklet has instructions for students indicating how to record or modify their responses (p.11).

Process implementation and monitoring

ASER is conducted each year by surveyors from partner organizations in each district. These include DIETs, teacher training colleges, universities, NGOs and others. Surveyors receive intensive three-day training in preparation for the survey, including a full day of practice in the field. ASER devotes considerable time and effort to ensuring data quality through carefully designed and implemented training, monitoring, and recheck procedures, details of which are provided in each year's ASER report and on the ASER Centre website.

In addition to an assessment of surveyors' understanding of the process before the survey rollout, quality checks comprise two main processes: monitoring of survey teams during the actual field survey, and recheck of data after the survey has been conducted. These processes are implemented by the central and state ASER teams and Master Trainers in each state. In ASER 2012, more than half of all villages were monitored and/or rechecked. External process audits of the ASER field work and data collection process are also conducted periodically.

NAS-Class V was coordinated by state agencies like SCERTs and SIEs (p.16). Data collection was done by DIET students. The report notes the possibility of insufficient training and practice given to field investigators (p.22). The training manual is not in the public domain. No information on recheck procedures is available in the report.

Accuracy of estimates

ASER estimates are self-weighting at the district level. At the state and national levels, estimates are weighted by the appropriate population weights.

ASER does not report standard errors and margins of error for its state and national estimates. However, a study done on the precision of ASER learning and enrollment estimates shows that margins of error are well within 5% at the state level.⁴ In addition, a detailed check of sample sizes is done for smaller states where sample sizes can be small for some sub-populations. Where the number of observations in the sample is found to be insufficient, estimates are not presented in the report.

Since 2011 ASER reports also present estimates at divisional levels. These estimates are presented with the associated standard errors and margin of error.

NAS-Class V estimates are not weighted. The report notes: "Unfortunately, due to discrepancies in the DISE data, limitations in the sampling method and loss of information at the sampling and administration stages of the survey, it was impossible to estimate sample weights for the survey. Therefore, student responses of class V (NAS) data were equally weighted within their state/UT data and each state/UT carried equal weight as a reporting unit" (p.178). The report notes that this posed problems for aggregation of data and generation of estimates (p.178-179). In particular, it states, "It is important to note that such results are not the average for the pupils nationally since states with larger populations are not weighted more highly, as they would be, for a national or group pupil average" (p.179).

The NAS-Class V report presents the standard errors associated with the estimates that are reported.

³ The NAS-Class V report states that within each school, children were selected from class registers using simple random sampling (implemented via a lottery). This seems to imply that only children present in school on the day of the test were included (p.177).

⁴ Ramaswami and Wadhwa 2010, "Survey Design and Precision of ASER Estimates". Available at http://img.asercentre.org/docs/Aser%20survey/Technical%20Papers/precisionofaserestimates_ramaswami_wadhwa.pdf

Availability of results

ASER findings are made available in the same school year that the fieldwork was conducted. The survey is conducted between September and November of each year and the report is published the following January. District, divisional, state, and national level estimates are in the public domain.

NAS-Class V report was released in July 2012. Fieldwork was conducted between November 2010 and March 2011. (p.xxi)

Test reliability and validity

ASER tests assess achievement of mastery rather than the relative standing of children in relation to their peers. Reliability in this case refers to the consistency of the decision-making process in assigning children to a mastery level across repeated administrations of the test. In addition, since examiners assign each child to a mastery level, it is important to also estimate the consistency of the decision-making process across examiners, which in technical terms is referred to as inter-rater reliability. A series of studies⁵ indicate substantial reliability of decisions across repeated measurements (test-retest) and satisfactory inter-rater reliability.⁶

The validity of the ASER reading test (that is, whether the test actually measures the constructs it is intended to measure) was examined using the Fluency Battery as a criterion measure for estimating the validity of the ASER Hindi language tool. The Fluency Battery is a test of early reading ability adapted from the Early Grade Reading Assessment (USAID, 2009) and the Dynamic Indicators of Basic Early Literacy Skills (University of Oregon Center on Teaching and Learning, 2002). The Fluency Battery is a test of early reading ability similar to the ASER language tool, but it is a longer and more detailed assessment comprising 6 subtests. Children's reading is timed using a stopwatch and scores represent number of units (akshars/words/nonwords) read accurately in one minute. The ASER language assessment is strongly associated with the Fluency Battery. The magnitude of the correlation coefficients range from .90 to .94 (a correlation coefficient of 1 indexes a perfect and positive association between two measures).⁷

NAS-Class V report does not discuss validity or reliability of the tests utilized.

Comparisons over time

ASER has used the same sampling and assessment procedures since 2007. The reading assessment tool has not changed since 2005. All estimates generated since 2007 are comparable.

NAS-Class V, cycle 3, used Item Response Theory (IRT) to analyse the data, unlike earlier two cycles of the survey which used Classical Test Theory (CTT) (p.17). The report points out that the results of the most recent cycle are therefore not comparable with earlier years. (p.23)

Conclusions

ASER and NAS surveys are very different in test content, methodology, sampling, purpose, and years for which the results are reported. More importantly, the results are also computed very differently. Since estimates generated by each of these assessments neither cover the same populations nor assess the same content, their results are not comparable.

⁵http://img.asercentre.org/docs/Aser%20survey/Tools%20validating_the_aser_testing_tools__oct_2012__2.pdf

⁶The test-retest correlation coefficients for the ASER-reading test for all children from Grades 1-5 is .95 and for the ASER math test is .90. More importantly the average Cohen's kappa estimate for decision consistency across repeated test administrations for the ASER-reading test is .76 and for the ASER-math test is .71. The inter-rater reliability estimated using Cohen's Kappa for a group of 590 children is .64 for the ASER reading test and .65 for the ASER-math test on average, also indicating 'substantial' agreement. The average and median weighted Kappa across all pairs of examiners is .82 and .81 respectively for the ASER-reading test and is .79 and .80 for the ASER-math test indicating 'almost perfect' agreement for the ASER-reading test and 'substantial' agreement for the ASER-math test.

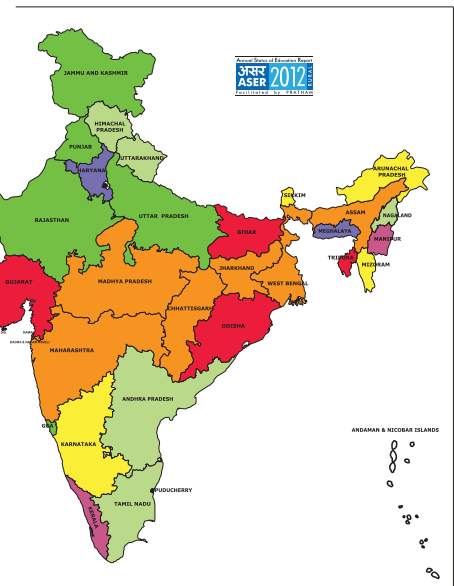
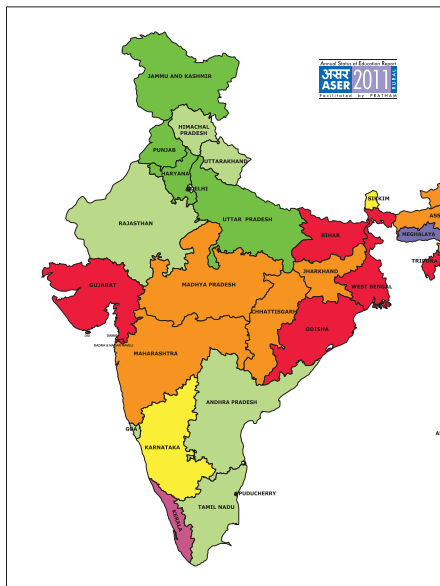
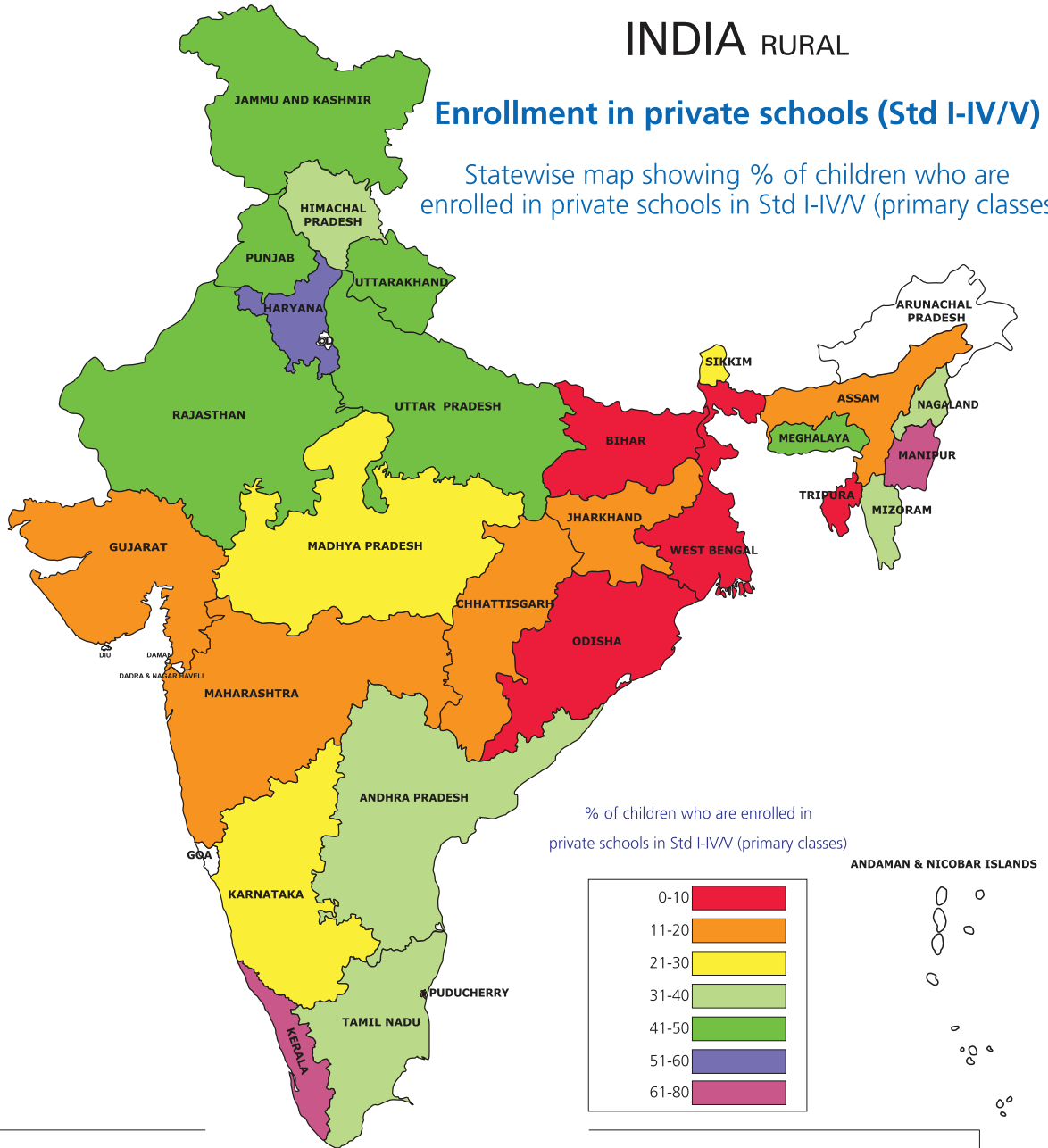
⁷ http://img.asercentre.org/docs/Aser%20survey/Tools%20validating_the_aser_testing_tools__oct_2012__2.pdf



INDIA RURAL

Enrollment in private schools (Std I-IV/V)

Statewise map showing % of children who are enrolled in private schools in Std I-IV/V (primary classes)

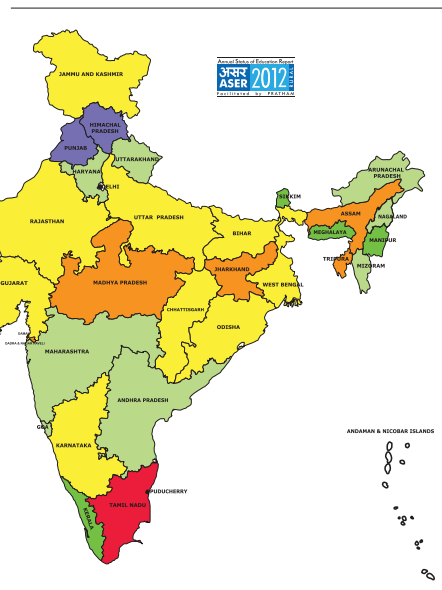
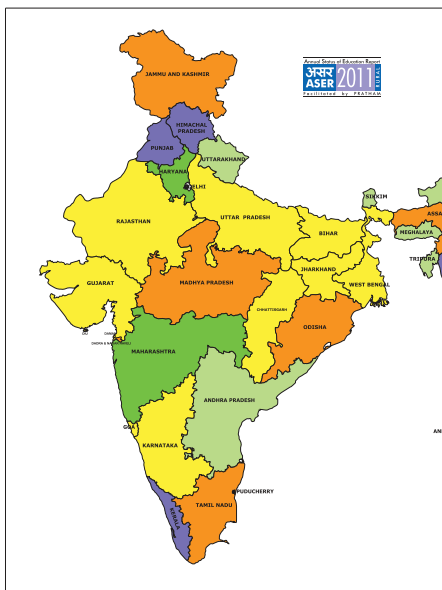
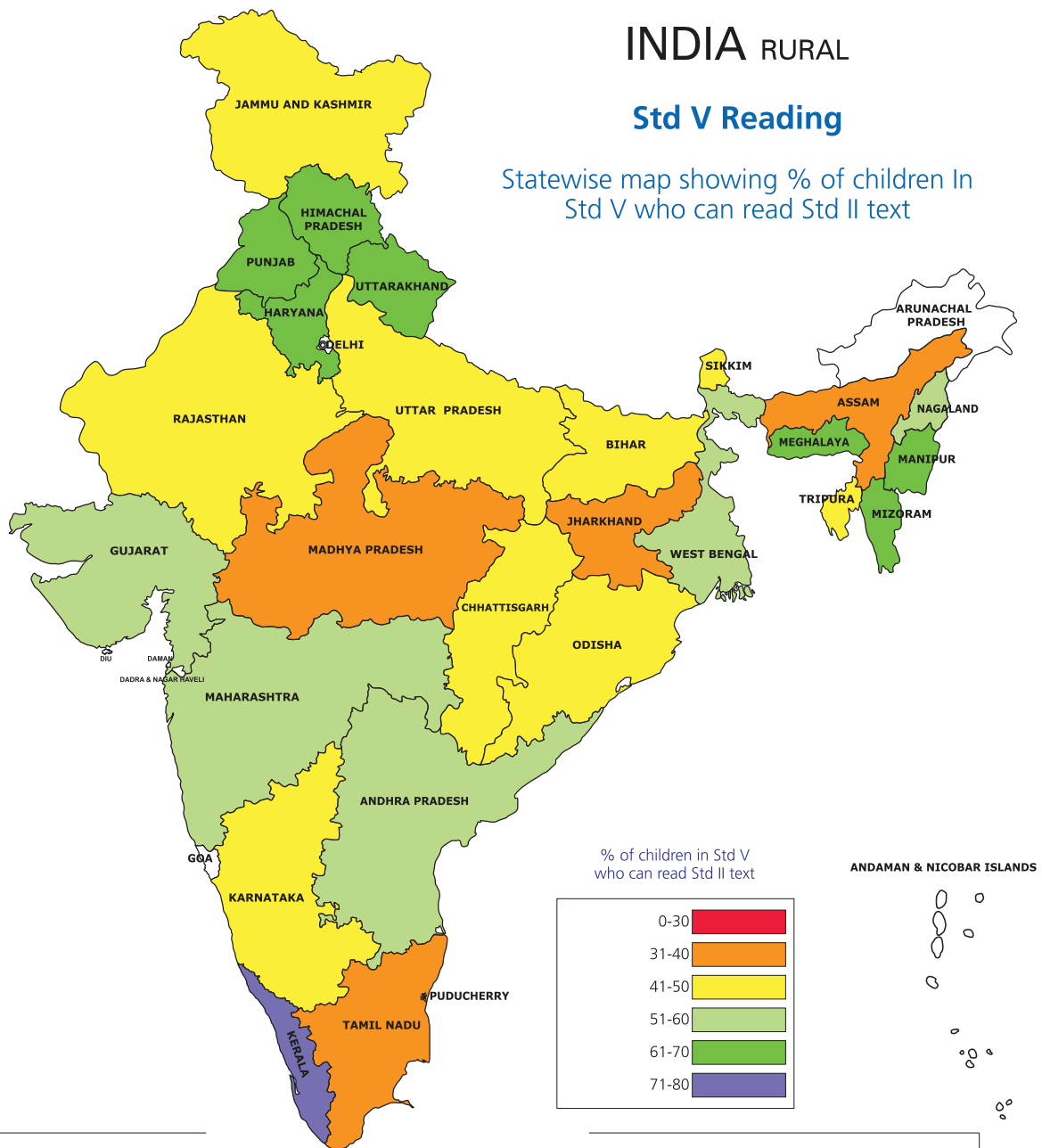


Maps may not be accurate or to-scale. These are mere representations.

INDIA RURAL

Std V Reading

Statewise map showing % of children In Std V who can read Std II text

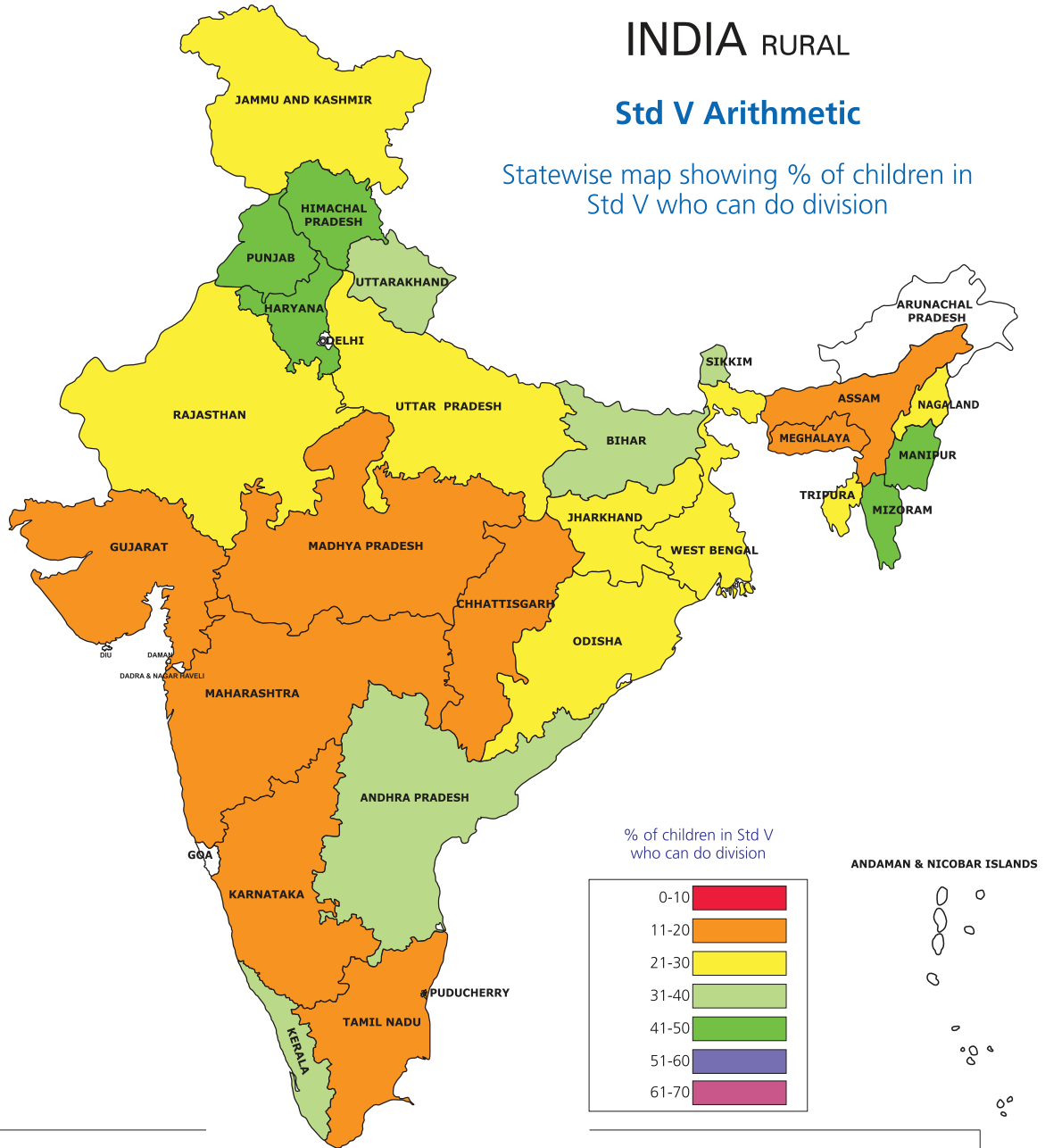


Maps may not be accurate or to-scale. These are mere representations.

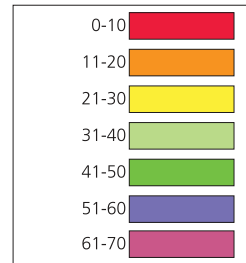
INDIA RURAL

Std V Arithmetic

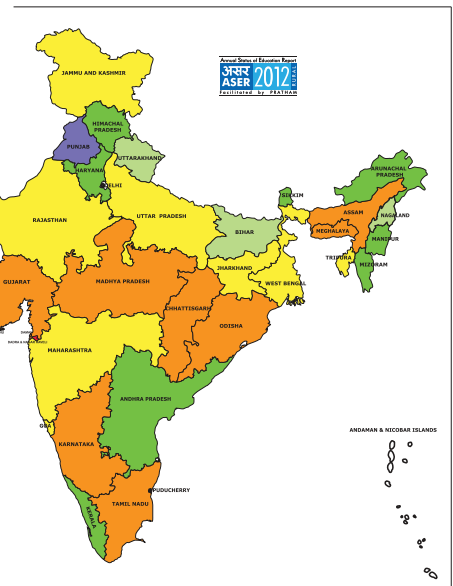
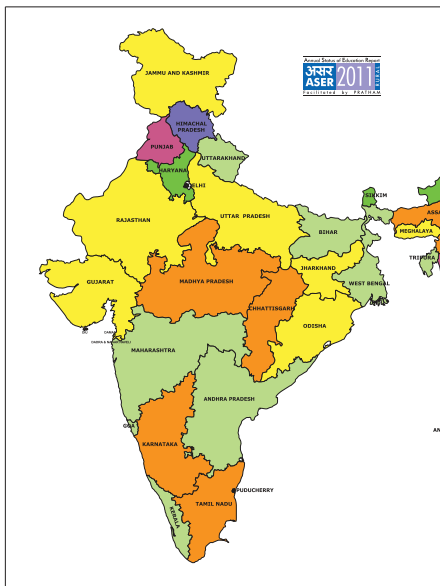
Statewise map showing % of children in Std V who can do division



% of children in Std V who can do division



ANDAMAN & NICOBAR ISLANDS



Maps may not be accurate or to-scale. These are mere representations.



Enrollment in the 6-14 age group continues to be very high, with more than 96% of children in school. The proportion of out of school girls in the 11 to 14 age group has declined since last year.

- Overall, enrollment numbers remain very high. Over 96% of all children in the age group 6 to 14 years are enrolled in school. This is the fifth consecutive year that enrollment levels have been 96% or more.
- Nationally, the proportion of children (age 6 to 14) who are not enrolled in school has decreased slightly, from 3.5% in 2012 to 3.3% in 2013.
- At the All India level, the proportion of girls in the age group 11 to 14 who are not enrolled in school dropped from 6% in 2012 to 5.5% in 2013. The greatest progress is visible in Uttar Pradesh, where this percentage dropped from 11.5% in 2012 to 9.4% in 2013. However, in Rajasthan the proportion of out of school girls age 11 to 14 rose for the second year in a row, from 8.9% in 2011 to 11.2% in 2012 to 12.1% in 2013.

Nationally, there is a slight increase over 2012 in private school enrollment. The proportion of children taking paid private tuition classes has also increased slightly since last year.

- For the age group 6 to 14, there has been a steady increase in private school enrollment from 18.7% in 2006 to 29% in 2013. The increase in private school enrollment since last year has been very small, from 28.3% in 2012 to 29% in 2013.
- There are wide variations in private school enrollment across rural India. In Manipur and Kerala more than two thirds of all children in 6 to 14 age group are enrolled in private schools. Less than 10% are in private school in Tripura (6.7%), West Bengal (7%), and Bihar (8.4%), although these numbers have grown substantially since 2006. Between 2012 and 2013 Kerala showed the highest percentage point increase in private school enrollments among children age 6-14.
- Nationally, the proportion of children in Std. I-V who take paid private tuition classes increased slightly, from 21.8% in 2012 to 22.6% in 2013. For Std. VI-VIII the increase was from 25.3% to 26.1%.
- As with private schooling, the incidence of private tuition varies across states. In Tripura and West Bengal, more than 60% of children in Std. I-V take paid private tuition. In Chhattisgarh and Mizoram, less than 5% do so.
- Between 2012 and 2013, different regions show different patterns. Across states in the south and north east the proportion of Std. I-V children taking tuition declined in all states except Assam. In all other states this proportion increased from 2012 levels.
- The proportion of children in Std. I-V who receive some form of private input into their schooling (private school, private tuition or both) has increased from 38.5% in 2010 to 42% in 2011, 44.2% in 2012 and to 45.1% in 2013.
- For the first time, ASER 2013 measured the amount families pay for a child's private tutoring. Nationally, 68.4% of Std. I-V government school students who go to private tutors pay Rs. 100 or less per month. Among private school students of Std. I-V, 36.7% pay Rs. 100 or less per month and the same proportion pay between Rs. 101 and Rs. 200 per month for private tuition.

Since last year no significant improvement is visible in children's ability to read.

- At the All India level, for Std. III, the proportion of children able to read at least a Std. I level paragraph has risen slightly from 38.8% in 2012 to 40.2% in 2013. This increase is mainly coming from improvements among private school children. Among Std. III students in government schools the proportion of children able to read Std. I level text remains unchanged from 2012 at around 32%.
- States which show steady improvement in reading ability among Std. III students since 2009 are Jammu & Kashmir and Punjab.
- Nationally, the proportion of all children in Std. V who can read a Std. II level text remains virtually the same since 2012, at 47%. This proportion decreased each year from 2009 to 2012, dropping from 52.8% in 2009 to 46.9% in 2012. Among Std. V children enrolled in government schools, the percentage of children able to read Std. II level text decreased from 50.3% (2009) to 43.8% (2011) to 41.1% (2013).
- In 2013, more than 60% children in government schools in Std. V in Himachal Pradesh, Punjab, Mizoram and Kerala can read a Std. II level text. Over time, reading levels among government school students in Std. V students have shown improvement in Jammu & Kashmir and Gujarat.

Children are still struggling with basic arithmetic.

- At the All India level, no change is observed since last year in the proportion of Std. III children who are able to solve a two-digit subtraction with borrowing. This level of arithmetic is part of the curriculum for Std. II in most states.
- In 2010, 33.2% children of Std. III in government schools could at least do subtraction, as compared to 47.8% in private schools. The gap between children in government and private schools has widened over time. In 2013, 18.9% of Std. III students in government schools were able to do basic subtraction or more, as compared to 44.6% of Std. III children in private schools.
- Nationally, the proportion of all children in Std. V who could solve a three-digit by one-digit division problem increased slightly, from 24.9% in 2012 to 25.6% in 2013. Typically, this kind of division problem is part of the Std. III or Std. IV curriculum in most states.
- Among Std. V children in government schools, 20.8% children could do this level of division in 2013. The figure for private schools is 38.9%. In arithmetic, a large fraction of children are lagging several years behind where they are expected to be.
- In 2013, over 40% of government school children in Std. V in three states, Himachal Pradesh, Punjab and Mizoram could do three-digit by one-digit division problems.

SCHOOL OBSERVATIONS: During ASER 2013, 14,724 government schools with primary sections were visited across rural India.

Teacher attendance holds steady, but student attendance drops.

- Teacher attendance in both primary and upper primary schools shows no change over the 2012 level of 85%. But student attendance shows a slight decline, especially in upper primary schools from 73.1% in 2012 to 71.8% in 2013.

The proportion of “small schools” in the government primary school sector is growing.

- The proportion of schools with a total enrollment of 60 students or less has increased steadily since 2010, from 27.3% in 2010 to 33.1% in 2013. This means that almost a third of all government primary schools in India are “small schools”. In Jammu & Kashmir, Himachal Pradesh, Uttarakhand, Meghalaya, Manipur and Mizoram this figure is higher than 60%. 8 states show an increase of more than 10 percentage points in the proportion of small schools in the period since 2010.

Compliance with most measurable Right to Education (RTE) norms continues to grow.

- The proportion of schools that comply with RTE pupil-teacher ratio (PTR) norms has increased every year, from 38.9% in 2010 to 45.3% in 2013.
- The proportions of schools with an office/store, a playground, and a boundary wall have increased slightly over 2012 levels.
- With respect to drinking water in schools, ASER observations include not only if there was provision for drinking water but also if drinking water was available on the day of the visit. Overall, the percentage of schools with no drinking water facility has declined from 17% in 2010 to 15.2% in 2013. In 7 states, more than 80% of schools visited had both the facility and drinking water was available. These states are Himachal Pradesh, Punjab, Uttar Pradesh, Bihar, Gujarat, Kerala and Karnataka.
- Since 2010 there has been a significant increase in the proportion of schools with a useable toilet, from 47.2% in 2010 to 62.6% in 2013. In 2010, 31.2% of all schools visited did not have a separate toilet for girls. This number has declined to 19.3% in 2013. The percentage of useable toilets for girls has also increased from 32.9% in 2010 to 53.3% in 2013.
- Over the last three years, there has been a steady increase in the provision of libraries in schools that have been visited. The All India figure for schools with no library provision dropped from 37.4% in 2010 to 22.9% in 2013.
- During ASER 2013, nationally, mid-day meal was observed being served on the day of the visit in 87.2% of schools. This year, in 14 states, mid-day meals were seen in more than 90% of schools visited.



ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 550 OUT OF 585 DISTRICTS
 Data has not been presented where sample size was insufficient.

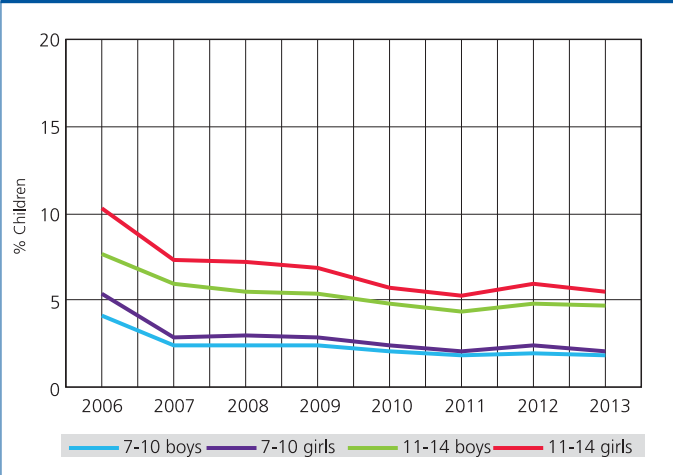
School enrollment and out of school children

Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	66.8	29.0	1.0	3.3	100
Age: 7-16 ALL	64.5	28.9	0.9	5.7	100
Age: 7-10 ALL	67.9	29.0	1.1	2.0	100
Age: 7-10 BOYS	64.8	32.3	1.0	1.9	100
Age: 7-10 GIRLS	71.3	25.4	1.2	2.1	100
Age: 11-14 ALL	65.3	28.8	0.8	5.1	100
Age: 11-14 BOYS	62.5	32.1	0.8	4.7	100
Age: 11-14 GIRLS	68.4	25.3	0.8	5.5	100
Age: 15-16 ALL	53.6	29.0	0.6	16.8	100
Age: 15-16 BOYS	52.4	30.8	0.5	16.4	100
Age: 15-16 GIRLS	54.8	27.3	0.8	17.2	100

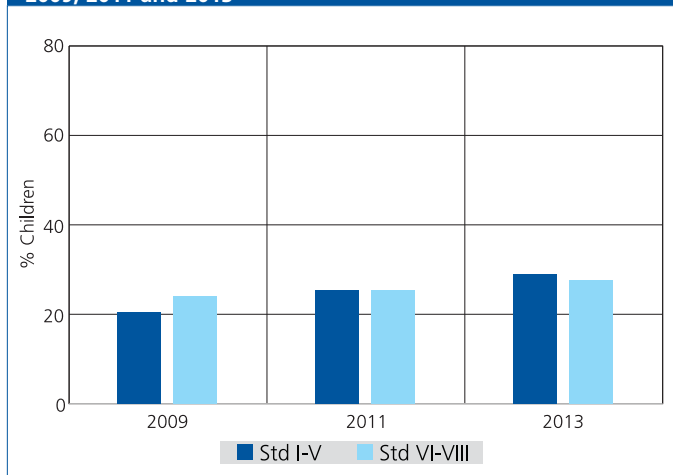
Note: 'Other' includes children going to madarsa and EGS.
 'Not in school' = dropped out + never enrolled.

**Chart 1: Trends over time
 % Children out of school by age group and gender 2006-2013**



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 10.3% in 2006, 5.7% in 2010, 6% in 2012 and is 5.8% in 2013.

**Chart 2: Trends over time
 % Children enrolled in private schools in Std I-V and Std VI-VIII
 2009, 2011 and 2013**



**Table 2: Sample description
 % Children in each class by age 2013**

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	24.5	41.7	20.5	8.0				5.3				100	
II	3.9	14.1	39.1	28.2	6.8	5.1				2.9		100	
III	4.0		13.3	40.8	23.5	11.5				6.9		100	
IV	5.1			14.9	33.4	31.9	6.5	5.5				2.8	100
V	5.7			9.2		42.8	24.2	11.6				6.6	100
VI	4.1			14.0			33.2	33.4	9.4			5.9	100
VII	5.6				9.8		41.1	29.5	9.3			4.8	100
VIII	4.4				15.1				41.9	27.0	8.3	3.3	100

How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 40.8% children are 8 years old but there are also 13.3% who are 7, 23.5% who are 9, 11.5% who are 10 and 6.9% who are older.

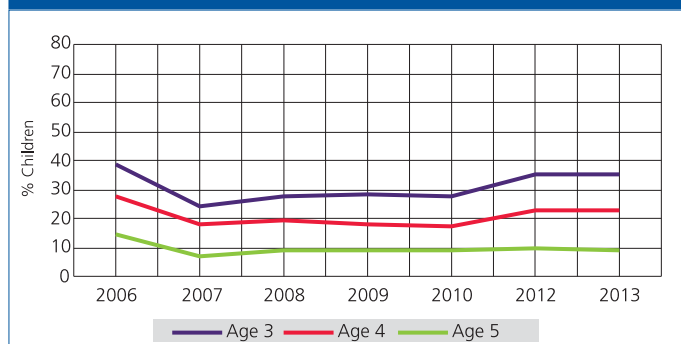
Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2013

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	56.8	7.7				35.5	100
Age 4	54.8	21.9				23.3	100
Age 5	21.5	12.9	35.4	19.6	1.0	9.7	100
Age 6	6.0	7.1	56.4	24.4	1.0	5.1	100

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

**Chart 3: Trends over time
 % Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2013***



* Data for 2011 is not comparable to other years and therefore not included here.

Data has not been presented where sample size was insufficient.

Reading

Table 4: % Children by class and READING level
All schools 2013

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	47.3	32.3	12.6	4.4	3.6	100
II	23.1	33.4	20.8	11.8	11.0	100
III	12.7	25.0	22.2	18.5	21.6	100
IV	8.0	17.6	17.9	21.5	35.1	100
V	5.0	12.6	14.2	21.2	47.0	100
VI	3.0	9.0	10.8	20.1	57.1	100
VII	2.0	6.3	8.2	17.0	66.6	100
VIII	1.4	4.5	5.5	14.3	74.2	100
Total	14.1	18.5	14.4	15.8	37.2	100

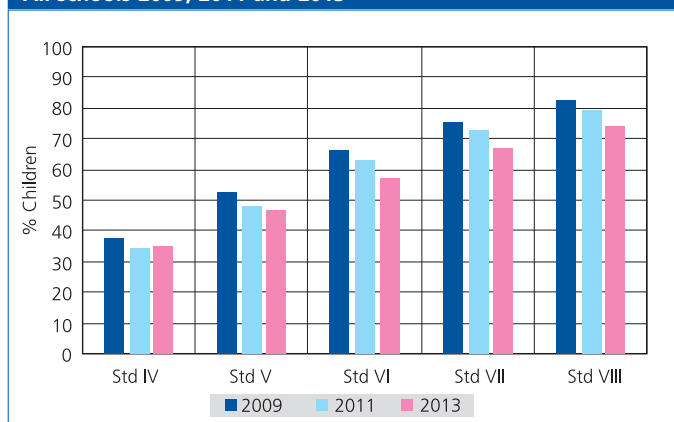
How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 12.7% children cannot even read letters, 25% can read letters but not more, 22.2% can read words but not Std I level text or higher, 18.5% can read Std I level text but not Std II level text, and 21.6% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Table 5: Trends over time
% Children in Std III and V at different READING levels by school type 2009-2013

Year	% Children in Std III who can read at least Std I level text			% Children in Std V who can read Std II level text		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	43.8	58.2	46.6	50.3	63.1	52.9
2010	42.5	57.6	45.7	50.7	64.2	53.7
2011	35.2	56.3	40.4	43.8	62.7	48.3
2012	32.4	55.3	38.8	41.7	61.2	46.9
2013	32.6	59.6	40.2	41.1	63.3	47.0

* This is the weighted average of govt. and pvt. schools only.

Chart 4: Trends over time
% Children who can READ Std II level text by class
All schools 2009, 2011 and 2013



Reading Tool

कलानी
 बहुत दिनों से बारिश हो रही थी। गाँव में सभी जगह गंदा पानी भर गया था। सभी बारिश के रुकने की राह देख रहे थे। अचानक एक दिन बारिश रुक गयी। सूरज निकल आया। सब लोग खुश हो गये। आसमान में चिड़ियों उड़ने लगीं। लोग अपने कपड़े सुखाने लगे। बच्चे भी घरों से बाहर निकलकर खेलने लगे।

अणुभ
 राधा के पास एक तोता है। उसकी चोंच लाल है। वह बहुत बोलता है। सब को हँसाता है।

म र थ
 ह श
 ल व न
 क घ

गाना सुन
 मोती
 पेर झोला
 आव् धूप
 किला
 आग मोर



To interpret the chart alongside (Chart 4), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a "floor" level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

We can see that the proportion of children who can read at least Std II level text increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2013

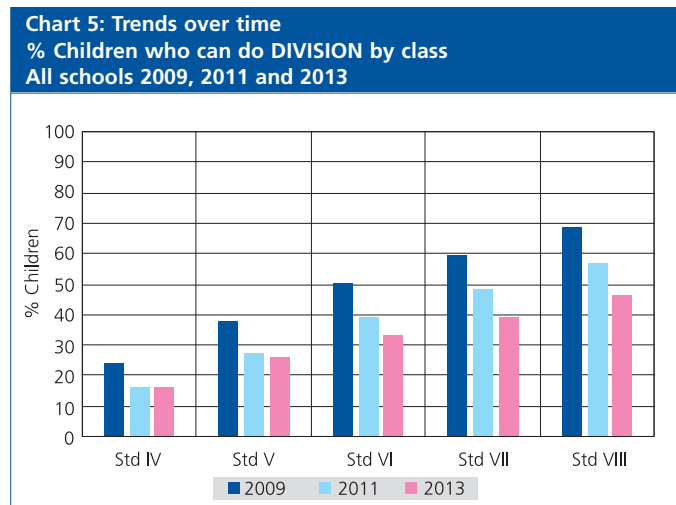
Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	41.6	36.6	17.5	3.2	1.2	100
II	17.7	37.8	31.2	10.3	3.0	100
III	8.6	30.1	35.3	18.7	7.4	100
IV	5.2	21.0	32.8	25.3	15.8	100
V	3.3	15.0	29.5	26.7	25.6	100
VI	2.0	10.7	28.2	26.5	32.6	100
VII	1.4	7.5	26.4	26.0	38.8	100
VIII	1.0	5.5	23.2	24.3	46.0	100
Total	11.2	21.6	27.9	19.5	19.8	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 8.6% children cannot even recognize numbers 1-9, 30.1% can recognize numbers up to 9 but not more, 35.3% can recognize numbers up to 99 but cannot do subtraction, 18.7% can do subtraction but cannot do division, and 7.4% can do division. For each class, the total of all these exclusive categories is 100%.

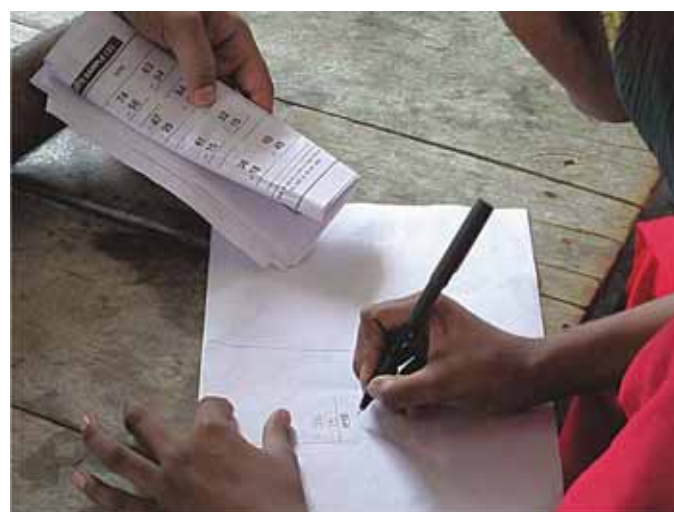
Table 7: Trends over time % Children in Std III and V who can do at least SUBTRACTION and DIVISION respectively by school type 2009-2013

Year	% Children in Std III who can do at least subtraction			% Children in Std V who can do division		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	36.5	49.7	39.1	36.1	46.2	38.1
2010	33.2	47.8	36.3	33.9	44.2	36.2
2011	25.2	44.6	30.0	24.5	37.7	27.6
2012	19.8	43.4	26.4	20.3	37.8	24.9
2013	18.9	44.6	26.1	20.8	38.9	25.6

* This is the weighted average of govt. and pvt. schools only.



Math Tool



To interpret the chart alongside (Chart 5), several things need to be kept in mind:

The highest level in the ASER arithmetic tool is the ability to do a numerical division problem (dividing a three digit number by a one digit number). In most states in India, children are expected to do such computations by Std III or Std IV. ASER does not assess children using grade-level tools.

We can see that the proportion of children who can do this level of division increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a substantial proportion of children are able to do division problems at this level. It is possible that some children are able to do operations at higher levels too, but ASER arithmetic tests do not assess higher than this level.

This chart allows us to compare proportions of children who can do division in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Type of school and paid additional tuition classes (tutoring)

The ASER survey recorded information about paid additional private tutoring by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that the child may have received.

Table 8: Trends over time
% Children attending PAID TUITION CLASSES by school type 2010-2013

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Govt. schools	20.3	21.2	21.5	22.3
Pvt. schools	22.1	21.7	22.4	23.4
All schools	20.7	21.4	21.8	22.6
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
Govt. schools	27.1	27.2	26.6	27.9
Pvt. schools	23.4	22.1	21.8	21.5
All schools	26.2	25.9	25.3	26.1

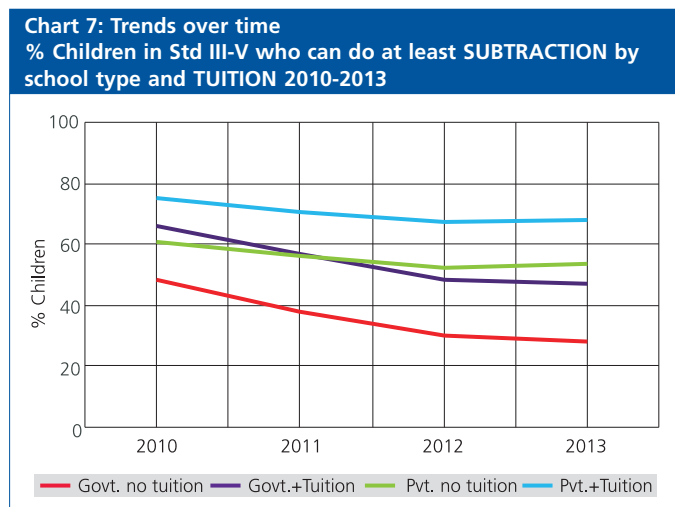
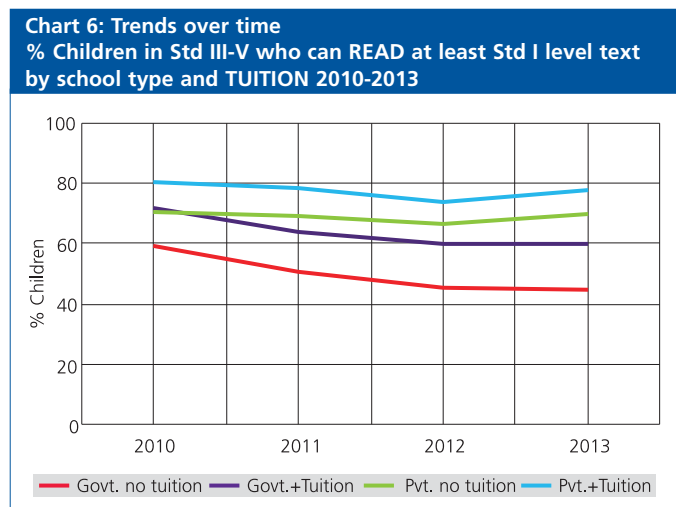


Table 9: Trends over time
% Children by school type and TUITION 2010-2013

	Category	2010	2011	2012	2013
Std I-V	Govt. no tuition	61.5	58.0	55.8	54.9
	Govt. + Tuition	15.7	15.6	15.3	15.7
	Pvt. no tuition	17.7	20.6	22.4	22.5
	Pvt. + Tuition	5.0	5.7	6.5	6.9
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	54.6	53.8	53.1	52.1
	Govt. + Tuition	20.3	20.1	19.3	20.1
	Pvt. no tuition	19.2	20.3	21.6	21.8
	Pvt. + Tuition	5.9	5.8	6.0	6.0
	Total	100	100	100	100

Table 10: TUITION EXPENDITURES by school type in rupees per month 2013

	Type of school	% Children in different tuition expenditure categories				Total
		Rs 100 or less	Rs 101-200	Rs 201-300	Rs 301 or more	
Std I-V	Govt.	68.4	24.0	4.6	3.0	100
Std I-V	Pvt.	36.7	36.7	14.6	12.0	100
Std VI-VIII	Govt.	46.2	37.5	9.4	7.0	100
Std VI-VIII	Pvt.	26.9	37.5	18.0	17.6	100



Data has not been presented where sample size was insufficient.

Performance of states

Table 11: School enrollment, tuition and learning levels 2013

State	Out of school	Private school	Tuition		Std III-V: Learning levels		Std VI-VIII: Learning levels	
	% Children (Age 6-14) out of school	% Children (Age 6-14) in private schools	% Children (Age 6-14) who attend paid additional tuition classes	Average tuition expenditure Rs/month (Age 6-14)	% Children (Std III-V) who CAN READ Std I level text or more	% Children (Std III-V) who CAN DO SUBTRACTION or more	% Children (Std VI-VIII) who CAN READ Std II level text	% Children (Std VI-VIII) who CAN DO DIVISION
Andhra Pradesh	2.8	34.0	12.8	105	68.3	57.6	72.3	51.9
Assam	3.8	17.1	17.7	315	46.4	30.1	52.6	19.0
Bihar	3.5	8.4	52.2	140	47.9	41.1	66.1	54.5
Chhattisgarh	2.3	15.9	2.8	185	53.8	27.7	72.3	26.9
Gujarat	3.0	15.1	14.8	184	59.2	32.3	67.8	26.8
Haryana	1.3	51.4	14.5	276	72.5	62.7	78.9	58.4
Himachal Pradesh	0.8	33.9	7.7	262	78.5	65.3	86.4	59.1
Jammu & Kashmir	1.8	45.5	16.3	367	63.6	53.6	60.9	35.8
Jharkhand	3.8	15.7	29.7	131	45.4	34.9	61.0	42.8
Karnataka	1.8	22.5	8.9	121	56.6	45.0	63.1	37.4
Kerala	0.1	68.6	26.2	231	77.8	60.6	87.9	56.0
Madhya Pradesh	3.5	20.3	8.1	161	38.1	22.3	51.2	25.2
Maharashtra	1.6	37.5	10.2	213	70.3	31.7	72.5	28.9
Manipur	1.5	70.5	38.9	345	78.7	67.2	83.1	62.6
Meghalaya	4.1	45.3	13.3	240	80.0	46.9	78.0	29.5
Mizoram	0.4	32.4	3.7	305	80.2	77.8	82.5	72.3
Nagaland	1.2	39.4	16.7	276	75.8	57.0	72.6	43.7
Odisha	3.3	7.3	51.2	157	55.6	38.3	63.3	34.9
Puducherry	0.6	54.3	37.6	137	51.9	41.2	49.8	35.0
Punjab	1.4	46.7	23.0	260	72.3	66.6	82.0	61.7
Rajasthan	5.8	39.5	5.6	258	52.8	37.4	70.1	42.6
Sikkim	1.3	23.1	30.6	360	75.2	72.3	77.4	63.3
Tamil Nadu	0.6	26.8	14.5	82	50.2	39.2	56.9	30.9
Tripura	1.1	6.7	65.8	309	53.6	41.6	55.3	28.2
Uttar Pradesh	5.1	49.0	14.5	174	47.8	36.0	62.8	37.6
Uttarakhand	1.9	39.4	18.5	210	64.2	45.1	76.2	47.8
West Bengal	3.1	7.0	73.9	178	59.1	43.6	66.1	33.7
All India	3.3	29.0	24.1	169	54.8	39.7	65.7	38.9

ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 550 OUT OF 585 DISTRICTS
 Data has not been presented where sample size was insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 12: Number of schools visited 2010-2013

Type of school	2010	2011	2012	2013
Std I-IV/V: Primary	8419	8516	8774	8682
Std I-VII/VIII: Primary + Upper primary	5821	5857	5888	6042
Total schools visited	14240	14373	14662	14724

Table 13: Student and teacher attendance on the day of visit 2010-2013

Type of school	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Enrolled children present (Average)	72.9	71.0	71.4	70.7	73.4	72.0	73.1	71.8
% Teachers present (Average)	87.1	87.2	85.2	85.5	86.4	86.7	85.4	85.8

Table 14: Small schools and multigrade classes 2010-2013

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Schools with total enrollment of 60 or less	27.3	30.0	32.3	33.1	2.7	5.3	6.3	7.1
% Schools where Std II children observed sitting with one or more other classes	55.2	58.2	62.6	63.0	54.0	57.4	58.7	60.0
% Schools where Std IV children observed sitting with one or more other classes	49.0	53.0	56.5	55.9	41.6	45.4	46.1	47.2

RTE indicators

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies a series of norms and standards for a school. Data on selected measurable indicators of RTE are collected in ASER.

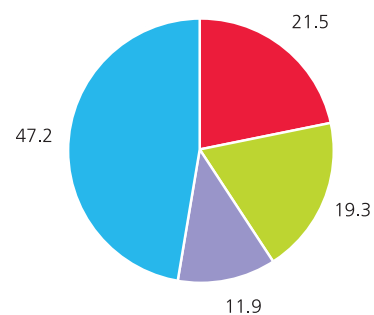
Table 15: Schools meeting selected RTE norms 2010-2013

% Schools meeting the following RTE norms:		2010	2011	2012	2013
PTR & CTR	Pupil-teacher ratio (PTR)	38.9	40.8	42.9	45.3
	Classroom-teacher ratio (CTR)	76.2	74.3	73.7	73.8
Building	Office/store/office cum store	74.1	74.1	73.5	76.3
	Playground	62.0	62.8	61.1	62.4
	Boundary wall/fencing	51.0	53.9	54.7	56.3
Drinking water	No facility for drinking water	17.0	16.7	16.7	15.2
	Facility but no drinking water available	10.3	9.9	10.3	11.1
	Drinking water available	72.7	73.5	73.0	73.8
	Total	100	100	100	100
Toilet	No toilet facility	11.0	12.2	8.5	7.2
	Facility but toilet not useable	41.8	38.9	35.2	30.2
	Toilet useable	47.2	49.0	56.4	62.6
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	31.2	22.7	21.4	19.3
	Separate provision but locked	18.7	15.0	14.2	13.6
	Separate provision, unlocked but not useable	17.2	18.7	16.4	13.9
	Separate provision, unlocked and useable	32.9	43.7	48.1	53.3
	Total	100	100	100	100
Library	No library	37.4	28.7	24.1	22.9
	Library but no books being used by children on day of visit	24.7	29.1	32.2	36.4
	Library books being used by children on day of visit	37.9	42.2	43.8	40.7
	Total	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	82.1	83.7	84.3	87.0
	Mid-day meal served in school on day of visit	84.6	87.5	87.0	87.2



In each visited school, we asked a teacher/HM a few questions about Continuous & Comprehensive Evaluation (CCE).

Chart 8: Continuous & Comprehensive Evaluation (CCE) in schools 2013



- Had not heard about CCE
- Had heard about CCE but did not report receiving manuals/formats
- Had heard about CCE & reported receiving manuals/formats but could not show them
- Had heard about CCE & reported receiving manuals/formats and were able to show them

Data has not been presented where sample size was insufficient.

Table 16: Performance of schools with respect to selected Right to Education indicators 2010-2013

State	PTR & CTR										School Facilities																													
	Number of schools visited					% Schools complying with:					% Schools that have:																													
	2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013																
Andhra Pradesh	632	642	649	616	61.7	56.4	56.4	45.8	53.4	66.5	61.1	72.0	64.5	70.5	61.6	64.5	70.5	61.6	64.5	70.5	61.6	64.5	70.5	61.6	38.6	33.4	47.7	55.1	38.6	28.1	38.2	43.0								
Assam	519	510	492	559	33.6	29.0	35.2	31.3	67.7	64.9	64.4	66.1	57.5	54.2	49.3	46.5	61.5	56.6	59.3	58.5	19.1	23.3	27.8	23.0	84.1	84.0	60.9	64.6	65.6	65.4	60.9	13.7	27.4	40.4	43.0	43.0				
Bihar	967	1022	1057	1082	8.8	5.3	8.5	11.9	48.2	54.2	56.7	64.7	69.0	66.0	69.0	75.9	48.3	49.1	43.1	48.5	48.1	47.5	47.9	52.5	64.0	71.6	74.1	82.7	83.8	85.4	85.9	33.6	45.7	51.2	58.7	42.0	47.6	42.0	47.6	47.6
Chhattisgarh	425	392	430	438	39.6	51.3	48.3	51.6	64.2	59.6	70.2	64.5	79.0	76.0	80.9	79.9	45.0	46.3	49.2	60.2	48.8	48.7	50.5	52.8	86.1	86.8	89.0	89.5	77.6	73.3	79.2	75.5	29.6	26.8	51.4	60.3	20.0	20.7	41.6	46.7
Gujarat	623	650	692	722	62.7	62.0	55.3	64.3	84.2	87.6		90.1	80.2	82.8	79.0	80.7	75.5	83.4	79.7	84.3	84.4	91.0	87.4	90.4	88.3	92.2	88.7	88.9	79.4	83.9	82.3	85.7	64.8	69.5	70.0	83.6	49.9	67.7	65.8	79.6
Haryana	528	389	513	561	40.3	41.2	40.3	43.3	75.1	70.9	76.7	79.1	85.8	80.6	84.0	86.2	79.7	78.9	82.3	84.5	82.7	83.9	88.9	92.5	51.0	60.5	68.3	75.9	74.6	78.3	75.7	73.5	67.9	70.1	73.5	80.2	52.8	68.0	70.8	77.6
Himachal Pradesh	261	274	239	281	60.6	65.3	68.0	61.5	76.7	77.4	78.4	77.6	75.9	77.0	74.8	75.8	75.6	70.0	74.3	73.7	37.9	42.1	49.4	55.4	82.5	89.5	94.5	94.3	83.2	81.8	83.4	85.9	56.0	68.5	74.2	79.1	38.7	64.9	70.4	77.3
Jammu & Kashmir	357	387	357	359	87.5	84.2	86.2			49.8	50.0	56.1	81.8	79.5	85.6			52.5	48.2	57.8			28.8	26.7	33.1	70.6	73.8	80.3	46.6	50.5	52.5		36.3	49.0	60.6		22.4	30.6	38.8	
Jharkhand	547	537	438	628	11.2	15.3	15.0	19.0	81.2	77.3	76.9	83.2	84.9	84.4	85.0	88.3	37.9	34.0	37.5	35.0	27.0	25.0	21.6	26.6	73.5	76.2	77.0	78.3	73.8	80.6	78.1	78.1	26.8	37.5	37.0	40.5	20.9	36.6	32.0	36.4
Karnataka	769	781	756	711	69.4	71.2	66.9	66.9	82.8	85.0	83.2	85.3	72.1	74.0	76.2	81.1	66.0	70.8	73.1	73.2	59.3	69.0	70.2	73.1	92.9	94.0	94.1	94.5	75.8	81.9	81.3	80.1	38.4	44.2	59.5	66.0	31.8	41.1	54.0	59.6
Kerala	275	328	347	278	89.2	94.1	92.0	97.6	80.3	77.6	89.5	85.0	88.4	90.2	91.3	97.1	76.3	79.1	66.5	69.7	81.8	86.1	72.9	67.4	98.1	97.8	95.6	97.5	85.7	93.8	85.1	81.8	58.2	71.6	75.7	86.6	43.9	68.6	73.5	83.5
Madhya Pradesh	1219	1195	1211	1272	19.4	21.5	32.9	42.0	81.4	75.0	68.9	65.6	69.5	64.2	67.2	69.1	61.1	55.4	56.6	61.0	37.3	36.9	37.8	39.1	89.9	86.9	88.0	88.5	78.5	68.6	70.5	70.6	50.3	31.9	46.7	57.0	28.9	23.4	34.4	39.4
Maharashtra	902	829	822	788	58.9	62.9	63.2	63.0	87.6	81.9	83.3	87.9	34.3	33.3	27.1	32.9	84.7	82.9	84.0	85.3	57.5	58.1	52.9	62.8	78.2	74.8	70.9	85.9	69.0	73.1	69.5	72.2	53.0	44.9	57.3	66.0	43.2	42.6	53.1	62.1
Manipur	125	133	186	189	74.3	88.1	85.8	91.0	62.5	41.4	41.5	34.4	67.5	67.2	66.3	68.9	71.8	41.5	49.7	39.6	11.3	6.6	6.7	6.6	58.4	42.9	53.4	58.1	5.1	6.4	7.1	13.0	40.2	35.2	40.9	47.9	8.4	15.3	23.0	21.6
Meghalaya	110	85	129	114	54.5	51.4	65.1	50.0	84.2	62.9	72.7	84.3	34.6	42.1	42.4	46.0	45.8	40.0	36.8	52.6	14.2	14.1	12.7	5.3	60.6	70.5	69.1	77.0	23.9	9.9	12.8	23.2	24.5	24.4	31.7	47.8	14.8	18.6	20.5	30.4
Mizoram	174	148	199	212	89.1	75.2	86.5	69.2	57.6	94.8	75.9	85.0	78.5	82.1	78.3	77.9	39.0	70.7	44.7	44.8	37.7	47.8	45.2	35.2	96.2	98.6	95.0	91.9	48.5	71.0	65.0	71.8	55.6	52.1	44.2	51.7	30.8	33.1	30.0	39.0
Nagaland	223	217	272	255	91.9	85.5	93.0	92.3	78.6	61.1	63.3	59.8	83.8	92.3	86.9	91.8	64.2	65.6	41.6	47.6	42.8	34.5	52.9	37.0	81.7	91.8	85.3	87.0	37.0	23.4	22.2	24.2	53.9	60.0	52.5	63.2	30.6	49.7	32.7	36.4
Odisha	741	769	809	845	22.5	25.7	28.0	36.1	74.0	79.1	78.2	76.4	74.7	83.0	80.4	81.0	44.4	36.5	31.4	29.1	40.8	46.1	44.9	40.1	74.4	80.2	78.5	70.3	74.5	78.7	79.6	44.4	51.8	49.3	54.2	34.7	46.8	41.4	44.4	44.4
Punjab	449	489	525	498	34.9	30.4	34.6	45.4	76.9	82.2	80.3	78.9	78.5	79.3	80.0	85.4	69.3	71.2	71.0	62.0	82.8	83.9	83.0	89.2	94.7	93.9	97.7	96.8	83.1	82.9	82.8	81.5	61.2	58.7	70.5	80.5	49.4	56.2	65.6	74.0
Rajasthan	896	872	877	913	46.4	47.4	51.1	56.1	82.0	83.1	80.1	69.4	91.2	89.4	89.0	90.5	51.7	57.4	57.7	57.4	70.1	72.7	77.3	83.1	83.8	84.7	85.6	85.3	68.0	69.5	67.1	67.1	65.4	69.9	72.0	72.9	50.3	66.3	65.1	65.2
Sikkim	69	38	45	98	93.4	85.7	95.0	92.7	61.3	68.8	62.5	59.1	92.7	88.6	88.1	95.7	79.7	86.1	83.7	83.2	14.5	25.7	27.9	31.6	95.7	94.4	93.0	98.0	76.8	67.6	69.8	70.5	59.4	31.6	60.0	66.0	37.5	27.8	53.7	62.4
Tamil Nadu	662	683	656	553	47.0	52.3	49.2	53.5	75.2	75.0	81.7	81.8	54.8	49.3	49.8	49.9	68.7	67.7	69.7	70.7	60.7	58.9	66.7	64.3	96.7	96.7	98.6	99.6	80.5	77.6	81.0	79.3	44.6	48.4	68.1	77.6	35.1	42.7	61.4	67.0
Tripura	98	102	109	109	68.5	75.0	82.6	71.2	60.0	46.2	63.6	60.2	89.6	76.6	83.7	94.5	89.5	78.7	92.0	79.8	19.4	25.3	20.0	24.1	88.2	90.4	95.0	99.1	40.0	40.2	48.5	54.2	43.0	30.8	50.0	50.9	30.3	21.9	33.0	42.7
Uttar Pradesh	1896	1900	1887	1945	16.1	16.5	15.6	21.3	81.6	80.3	78.4	75.1	88.6	88.1	88.4	87.4	60.8	71.2	66.9	71.2	44.4	57.9	58.5	62.9	89.3	94.7	94.2	95.6	82.4	81.3	80.9	47.4	53.9	52.5	49.1	33.9	47.4	43.7	44.3	44.3
Uttarakhand	337	297	287	211	13.7	16.3	23.2	20.5	87.4	84.7	89.1	85.5	87.7	83.0	84.9	87.0	67.0	67.5	65.0	75.2	66.8	61.1	56.9	64.9	96.3	94.1	94.1	90.4	68.3	68.2	71.0	72.7	53.4	59.7	64.4	69.1	24.0	53.3	52.9	60.9
West Bengal	408	401	408	461	26.2	34.4	35.2	41.4	64.8	64.5	67.4	67.2	79.0	80.9	78.3	82.6	42.1	50.5	54.3	51.4	34.5	42.2	44.0	46.1	86.3	86.8	90.2	91.4	67.2	63.4	71.9	72.9	52.1	49.5	58.8	68.0	23.7	41.2	44.0	53.7
All India	14240	14373	14662	14724	38.9	40.8	42.9	45.3	76.2	74.3	73.7	73.8	74.1	74.1	73.5	76.3	62.0	62.8	61.1	62.4	51.0	53.9	54.7	56.3	82.1	83.7	84.3	87.0	72.7	73.5	73.0	73.8	47.2	49.0	56.4	62.6	32.9	43.7	48.1	53.3



Andhra Pradesh
Assam
Bihar
Chhattisgarh
Gujarat
Haryana



ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 21 OUT OF 22 DISTRICTS
 Data has not been presented where sample size was insufficient.

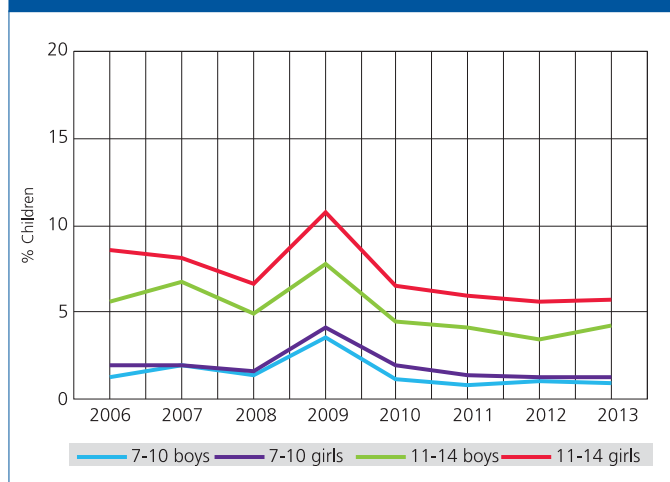
School enrollment and out of school children

Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	62.8	34.0	0.5	2.8	100
Age: 7-16 ALL	61.5	32.8	0.5	5.3	100
Age: 7-10 ALL	60.5	38.0	0.5	1.1	100
Age: 7-10 BOYS	54.8	44.0	0.3	1.0	100
Age: 7-10 GIRLS	66.0	32.1	0.6	1.3	100
Age: 11-14 ALL	66.8	27.7	0.6	4.9	100
Age: 11-14 BOYS	62.5	32.8	0.5	4.2	100
Age: 11-14 GIRLS	71.3	22.4	0.6	5.7	100
Age: 15-16 ALL	50.4	31.6	0.3	17.8	100
Age: 15-16 BOYS	49.1	35.0	0.3	15.6	100
Age: 15-16 GIRLS	51.5	28.4	0.3	19.8	100

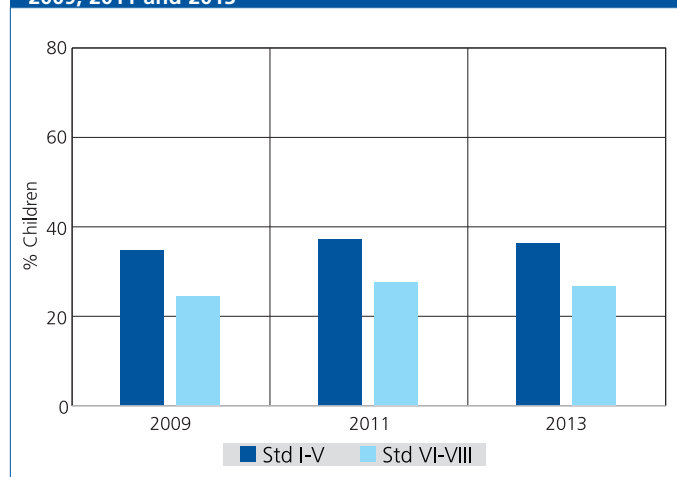
Note: 'Other' includes children going to madarsa and EGS.
 'Not in school' = dropped out + never enrolled.

**Chart 1: Trends over time
 % Children out of school by age group and gender 2006-2013**



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 8.6% in 2006, 6.6% in 2010, 5.6% in 2012 and is 5.7% in 2013.

**Chart 2: Trends over time
 % Children enrolled in private schools in Std I-V and Std VI-VIII
 2009, 2011 and 2013**



**Table 2: Sample description
 % Children in each class by age 2013**

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	19.4	43.6	25.3	6.7				5.0				100	
II	2.0	12.7	49.9	22.6	8.7				4.1			100	
III	2.0		15.6	47.9	23.0	8.2				3.4		100	
IV	2.2			14.6	49.3	23.9	6.2				3.8	100	
V	2.4			11.9		51.3	24.3	7.4				2.8	100
VI	1.8			12.6			46.6	28.4	8.4			2.2	100
VII	3.3			12.2			52.4	24.7	6.3			1.2	100
VIII	2.4			14.7			58.3	20.9			3.6	100	

How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 47.9% children are 8 years old but there are also 15.6% who are 7, 23% who are 9, 8.2% who are 10 and 3.4% who are older.

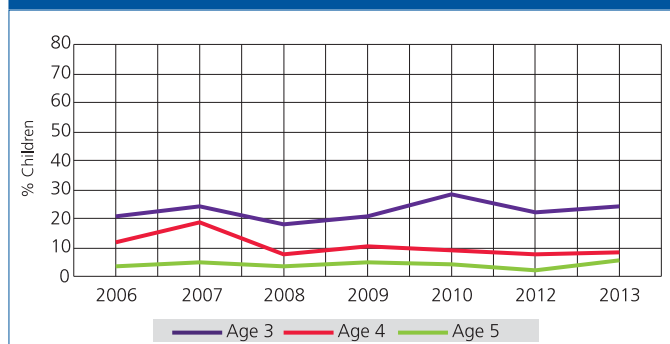
Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2013

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	69.0	6.8				24.2	100
Age 4	58.2	33.6				8.3	100
Age 5	12.2	5.1	36.1	40.8	0.3	5.6	100
Age 6	1.8	3.0	49.2	38.4	0.0	7.5	100

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

**Chart 3: Trends over time
 % Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2013***



* Data for 2011 is not comparable to other years and therefore not included here.

Data has not been presented where sample size was insufficient.

Reading

Table 4: % Children by class and READING level
All schools 2013

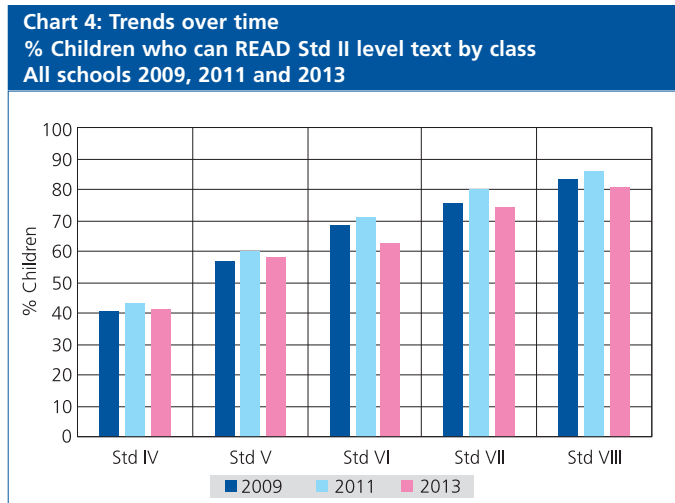
Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	36.1	30.9	24.5	5.3	3.2	100
II	11.4	27.9	35.2	15.9	9.7	100
III	4.4	13.3	30.6	28.8	23.0	100
IV	3.3	5.5	18.9	31.0	41.3	100
V	2.0	4.0	13.5	22.5	58.0	100
VI	1.0	4.4	9.5	22.7	62.4	100
VII	0.6	2.2	7.2	16.1	73.9	100
VIII	0.4	1.4	4.4	13.1	80.6	100
Total	7.7	11.5	18.5	19.7	42.7	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 4.4% children cannot even read letters, 13.3% can read letters but not more, 30.6% can read words but not Std I level text or higher, 28.8% can read Std I level text but not Std II level text, and 23% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Table 5: Trends over time
% Children in Std III and V at different READING levels by school type 2009-2013

Year	% Children in Std III who can read at least Std I level text			% Children in Std V who can read Std II level text		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	43.5	51.9	46.3	55.2	61.2	56.7
2010	40.8	64.6	49.9	57.0	66.7	60.3
2011	48.0	65.2	54.3	57.0	67.4	60.0
2012	46.7	51.5	48.6	59.9	58.6	59.5
2013	43.3	65.6	51.6	54.5	66.8	58.0

* This is the weighted average of govt. and pvt. schools only.



Reading Tool

కథ

రాజు ఒక రోజును పెంచాడని అనుకున్నాడు. దాని కోసం ఒక తోటని కొన్నాడు. ఆ తోటలో పెంచడానికి కకరకాల పూంమొక్కలు, కూరగాయల మొక్కలు రకాన్ని తెచ్చాడు. ఆ మొక్కలన్నింటినీ పెరిగిలో వాడారు. రాజు మొక్కలను రోజు వీడ్చి తెచ్చి పోసాడు. కూరగాయల మొక్కలు, పూంమొక్కలు వాగా పెరిగి పెద్దవిగా అయ్యాయి. బంటి, రామంతి, బాబి పూలు పూస్తున్నాయి. ఉమోటాలు, వీరకాయలు, కాకరకాయలు, ముంక్కాయలు వంటి కూరగాయలు రాస్తున్నాయి. రాజు తన తోటలో వండిన కూరగాయలనే రోజు తింటారు. తన తోటలో పూరిన పూలను కోసుకుని చెట్ల రోజు గుళ్ళ పూలు పెట్టాడు. అందులో రాజు అంటే అందరికీ ఇచ్చాడు.

పదాలు

చేయి చేయి కలుపుదాం!
 చెరిపికోడ వెలుగుదాం!
 జాతీయ గీతం పాడుదాం!
 జే జేలు పలుకుదాం!

గ	క
ఛ	ఞ
త	థ
ద	ధ

నేం	బండి	గొరి
రేప	అర	
పేరు	గుంట	తాడ
మాది	బంటి	



To interpret the chart alongside (Chart 4), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a "floor" level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

We can see that the proportion of children who can read at least Std II level text increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Andhra Pradesh RURAL

Data has not been presented where sample size was insufficient.

Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2013

Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	28.4	31.2	35.5	3.7	1.2	100
II	7.3	18.0	56.0	16.1	2.7	100
III	2.1	8.6	51.2	32.9	5.2	100
IV	1.4	4.2	34.1	43.5	16.8	100
V	0.8	2.3	23.2	37.0	36.7	100
VI	0.5	2.1	19.8	33.8	43.8	100
VII	0.4	0.8	16.0	29.1	53.7	100
VIII	0.4	0.6	13.0	27.7	58.4	100
Total	5.3	8.7	31.8	28.2	26.0	100

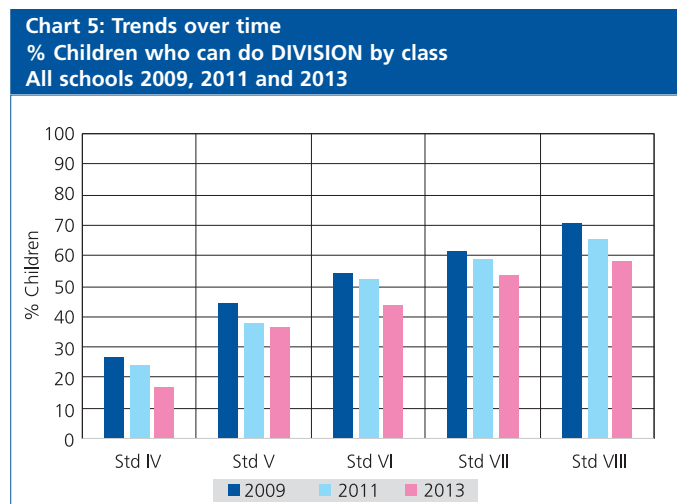
How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 2.1% children cannot even recognize numbers 1-9, 8.6% can recognize numbers up to 9 but not more, 51.2% can recognize numbers up to 99 but cannot do subtraction, 32.9% can do subtraction but cannot do division, and 5.2% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

Table 7: Trends over time % Children in Std III and V who can do at least SUBTRACTION and DIVISION respectively by school type 2009-2013

Year	% Children in Std III who can do at least subtraction			% Children in Std V who can do division		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	39.9	53.0	44.3	41.5	52.7	44.3
2010	34.8	58.5	44.0	36.1	48.9	40.5
2011	39.4	57.3	46.0	35.3	45.2	38.2
2012	42.2	62.6	50.4	37.0	50.4	41.2
2013	29.6	52.3	38.1	33.1	45.8	36.8

* This is the weighted average of govt. and pvt. schools only.



To interpret the chart alongside (Chart 5), several things need to be kept in mind:

The highest level in the ASER arithmetic tool is the ability to do a numerical division problem (dividing a three digit number by a one digit number). In most states in India, children are expected to do such computations by Std III or Std IV. ASER does not assess children using grade-level tools.

We can see that the proportion of children who can do this level of division increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a substantial proportion of children are able to do division problems at this level. It is possible that some children are able to do operations at higher levels too, but ASER arithmetic tests do not assess higher than this level.

This chart allows us to compare proportions of children who can do division in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Type of school and paid additional tuition classes (tutoring)

The ASER survey recorded information about paid additional private tutoring by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that the child may have received.

**Table 8: Trends over time
 % Children attending PAID TUITION CLASSES by school type
 2010-2013**

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Govt. schools	13.5	15.7	11.0	9.5
Pvt. schools	26.1	26.2	22.8	17.9
All schools	18.5	19.7	15.6	12.6
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
Govt. schools	14.5	12.4	9.8	10.9
Pvt. schools	27.0	28.6	24.0	16.7
All schools	18.0	16.9	13.9	12.4

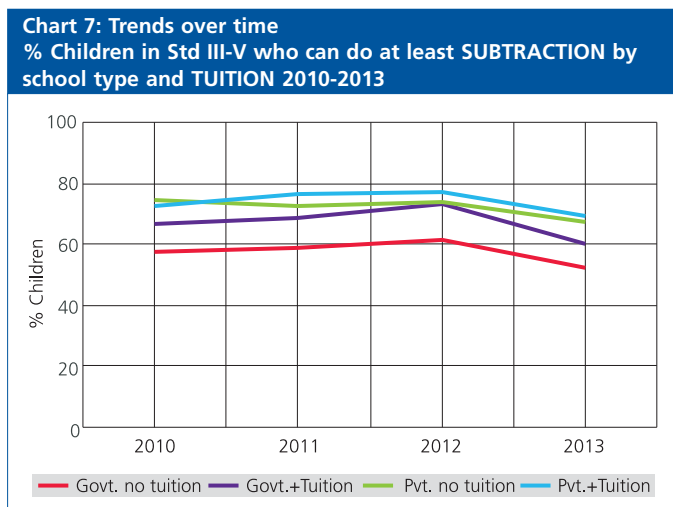
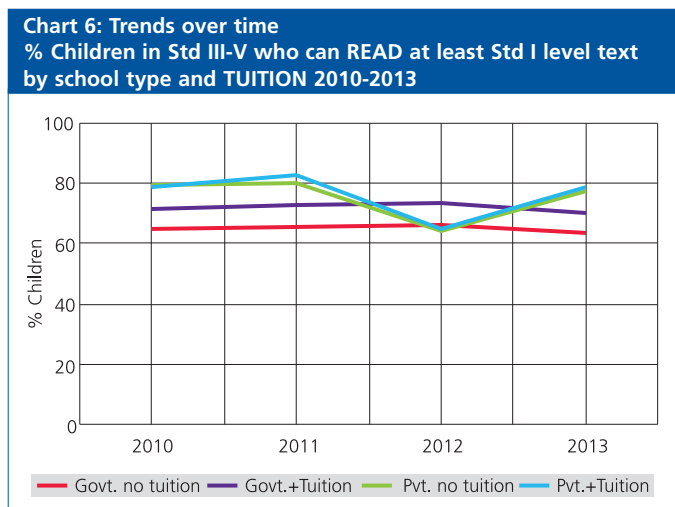


**Table 9: Trends over time
 % Children by school type and TUITION 2010-2013**

	Category	2010	2011	2012	2013
Std I-V	Govt. no tuition	52.2	52.3	54.2	57.0
	Govt. + Tuition	8.2	9.7	6.7	6.0
	Pvt. no tuition	29.3	28.1	30.2	30.4
	Pvt. + Tuition	10.3	10.0	8.9	6.6
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	61.7	63.7	64.5	65.2
	Govt. + Tuition	10.5	9.1	7.0	7.9
	Pvt. no tuition	20.3	19.5	21.6	22.4
	Pvt. + Tuition	7.5	7.8	6.8	4.5
	Total	100	100	100	100

Table 10: TUITION EXPENDITURES by school type in rupees per month 2013

	Type of school	% Children in different tuition expenditure categories				Total
		Rs 100 or less	Rs 101-200	Rs 201-300	Rs 301 or more	
Std I-V	Govt.	96.3	2.9	0.0	0.8	100
Std I-V	Pvt.	70.0	23.2	3.4	3.5	100
Std VI-VIII	Govt.	87.7	10.8	1.0	0.6	100
Std VI-VIII	Pvt.	44.3	41.2	5.4	9.1	100



ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 21 OUT OF 22 DISTRICTS
 Data has not been presented where sample size was insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 11: Number of schools visited 2010-2013

Type of school	2010	2011	2012	2013
Std I-IV/V: Primary	475	510	523	482
Std I-VII/VIII: Primary + Upper primary	157	132	126	134
Total schools visited	632	642	649	616

Table 12: Student and teacher attendance on the day of visit 2010-2013

Type of school	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Enrolled children present (Average)	72.4	75.2	75.5	75.2	72.6	74.4	78.0	74.9
% Teachers present (Average)	83.0	85.5	84.8	87.1	82.7	77.0	79.6	80.9

Table 13: Small schools and multigrade classes 2010-2013

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Schools with total enrollment of 60 or less	30.1	34.3	31.4	31.6	12.2	10.1	9.6	13.5
% Schools where Std II children observed sitting with one or more other classes	62.9	63.6	62.6	65.3	55.6	48.8	55.4	71.4
% Schools where Std IV children observed sitting with one or more other classes	53.9	58.7	57.2	58.6	48.7	44.1	43.6	60.6

RTE indicators

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies a series of norms and standards for a school. Data on selected measurable indicators of RTE are collected in ASER.

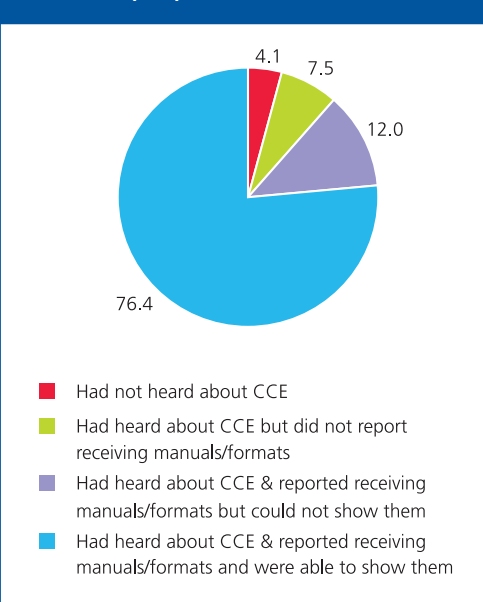
Table 14: Schools meeting selected RTE norms 2010-2013

% Schools meeting the following RTE norms:		2010	2011	2012	2013
PTR & CTR	Pupil-teacher ratio (PTR)	61.7	56.4	56.4	45.8
	Classroom-teacher ratio (CTR)	53.4	66.5	61.1	72.0
Building	Office/store/office cum store	64.5	70.5	61.6	64.5
	Playground	70.5	68.9	67.7	64.1
	Boundary wall/fencing	52.9	49.3	49.9	48.8
Drinking water	No facility for drinking water	22.8	23.1	18.7	17.7
	Facility but no drinking water available	12.4	16.2	15.0	17.2
	Drinking water available	64.8	60.8	66.3	65.1
	Total	100	100	100	100
Toilet	No toilet facility	23.4	24.6	15.6	18.8
	Facility but toilet not useable	38.1	42.0	36.8	26.1
	Toilet useable	38.6	33.4	47.7	55.1
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	53.1	39.9	32.6	38.7
	Separate provision but locked	9.2	10.2	12.2	8.1
	Separate provision, unlocked but not useable	12.3	21.8	17.0	10.3
	Separate provision, unlocked and useable	25.4	28.1	38.2	43.0
	Total	100	100	100	100
Library	No library	8.0	5.4	5.3	3.8
	Library but no books being used by children on day of visit	14.4	20.8	20.3	23.4
	Library books being used by children on day of visit	77.6	73.9	74.4	72.8
	Total	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	67.0	62.8	62.8	66.6
	Mid-day meal served in school on day of visit	99.2	99.1	98.3	97.7



In each visited school, we asked a teacher/HM a few questions about Continuous & Comprehensive Evaluation (CCE).

Chart 8: Continuous & Comprehensive Evaluation (CCE) in schools 2013





ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 21 OUT OF 23 DISTRICTS
 Data has not been presented where sample size was insufficient.

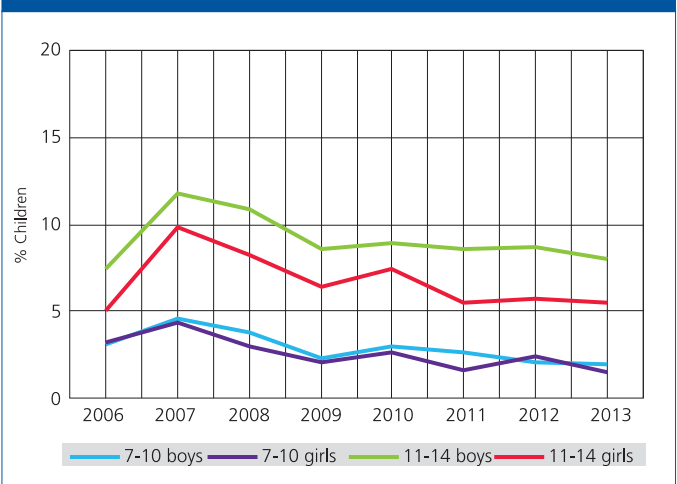
School enrollment and out of school children

Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	77.2	17.1	1.9	3.8	100
Age: 7-16 ALL	75.2	16.1	2.1	6.6	100
Age: 7-10 ALL	77.7	19.0	1.5	1.7	100
Age: 7-10 BOYS	75.2	21.1	1.9	1.9	100
Age: 7-10 GIRLS	80.5	16.9	1.2	1.5	100
Age: 11-14 ALL	76.4	14.2	2.7	6.8	100
Age: 11-14 BOYS	73.1	15.5	3.4	8.0	100
Age: 11-14 GIRLS	79.8	12.8	2.0	5.4	100
Age: 15-16 ALL	64.8	12.9	2.6	19.8	100
Age: 15-16 BOYS	61.9	12.3	2.7	23.1	100
Age: 15-16 GIRLS	68.0	13.3	2.5	16.2	100

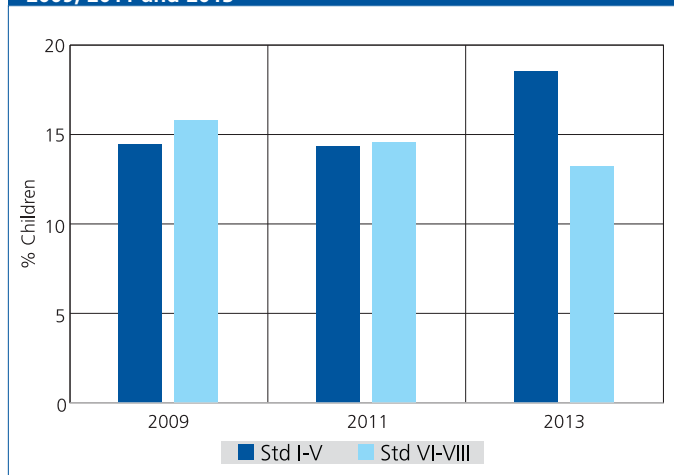
Note: 'Other' includes children going to madarsa and EGS.
 'Not in school' = dropped out + never enrolled.

**Chart 1: Trends over time
 % Children out of school by age group and gender 2006-2013**



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 5% in 2006, 7.4% in 2010, 5.8% in 2012 and is 5.4% in 2013.

**Chart 2: Trends over time
 % Children enrolled in private schools in Std I-V and Std VI-VIII
 2009, 2011 and 2013**



**Table 2: Sample description
 % Children in each class by age 2013**

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total	
I	24.3	38.9	24.7	8.7				3.4					100	
II	3.4	13.9	36.6	29.7	9.6	5.1				1.7			100	
III	3.4		13.4	37.1	24.5	14.6				7.0			100	
IV	3.7		12.4		26.0	39.3	9.0	6.4				3.3	100	
V	4.3			10.0		36.9	26.5	13.6	5.5				3.3	100
VI	4.7			11.7			26.0	37.5	14.6				5.7	100
VII	4.5				10.1			34.8	35.0	10.8			4.9	100
VIII	2.8				14.8				37.7	31.3	8.2	5.3		100

How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 37.1% children are 8 years old but there are also 13.4% who are 7, 24.5% who are 9, 14.6% who are 10 and 7% who are older.

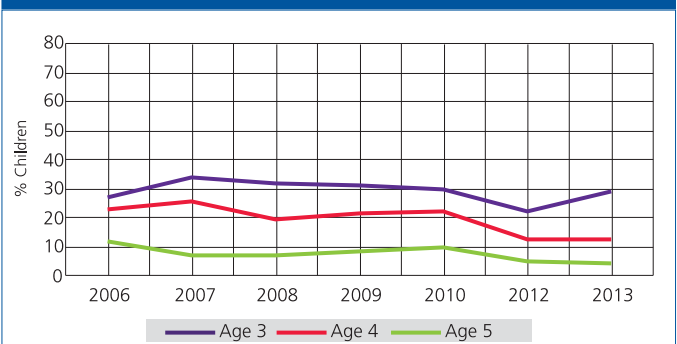
Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2013

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	66.7	4.5				28.9	100
Age 4	76.8	10.5				12.7	100
Age 5	29.7	7.3	44.3	13.3	1.1	4.2	100
Age 6	7.6	4.4	67.0	17.6	0.5	2.9	100

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

**Chart 3: Trends over time
 % Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2013***



* Data for 2011 is not comparable to other years and therefore not included here.

Data has not been presented where sample size was insufficient.

Reading

Table 4: % Children by class and READING level
 All schools 2013

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	46.6	33.9	13.6	4.6	1.3	100
II	23.4	34.0	23.1	12.5	7.0	100
III	13.5	26.8	28.5	19.2	12.1	100
IV	6.9	20.6	25.9	25.1	21.5	100
V	5.3	11.9	19.6	28.4	34.8	100
VI	4.1	7.5	17.8	29.9	40.6	100
VII	1.8	5.3	13.0	24.8	55.1	100
VIII	1.9	3.7	9.1	21.7	63.6	100
Total	15.8	20.2	19.2	19.4	25.4	100

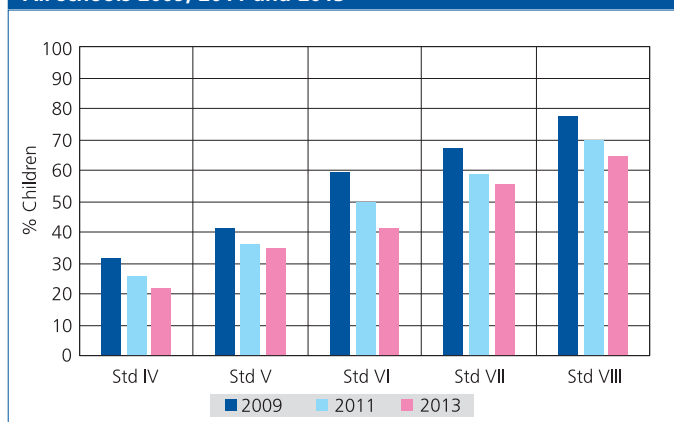
How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 13.5% children cannot even read letters, 26.8% can read letters but not more, 28.5% can read words but not Std I level text or higher, 19.2% can read Std I level text but not Std II level text, and 12.1% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Table 5: Trends over time
 % Children in Std III and V at different READING levels by school type 2009-2013

Year	% Children in Std III who can read at least Std I level text			% Children in Std V who can read Std II level text		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	41.3	55.9	43.2	39.8	46.7	41.0
2010	44.2	52.1	45.1	42.6	57.0	45.1
2011	33.9	47.8	36.1	34.2	48.0	36.1
2012	28.0	52.1	32.5	33.3	52.9	36.4
2013	27.4	50.5	31.1	31.2	53.0	34.9

* This is the weighted average of govt. and pvt. schools only.

Chart 4: Trends over time
 % Children who can READ Std II level text by class
 All schools 2009, 2011 and 2013



Reading Tool



To interpret the chart alongside (Chart 4), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a “floor” level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

We can see that the proportion of children who can read at least Std II level text increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2013

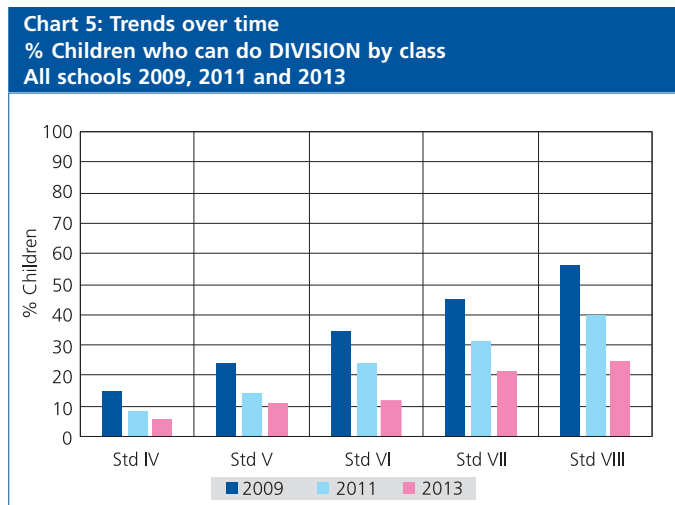
Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	39.2	45.1	13.5	2.0	0.2	100
II	16.7	46.0	27.7	8.9	0.8	100
III	10.1	36.2	32.7	18.4	2.5	100
IV	4.2	24.8	41.0	24.4	5.6	100
V	3.9	15.6	40.0	29.4	11.2	100
VI	2.6	12.2	37.3	35.8	12.2	100
VII	1.6	8.5	32.5	36.0	21.5	100
VIII	1.7	6.8	28.1	39.0	24.5	100
Total	12.3	27.2	30.5	21.7	8.3	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 10.1% children cannot even recognize numbers 1-9, 36.2% can recognize numbers up to 9 but not more, 32.7% can recognize numbers up to 99 but cannot do subtraction, 18.4% can do subtraction but cannot do division, and 2.5% can do division. For each class, the total of all these exclusive categories is 100%.

Table 7: Trends over time % Children in Std III and V who can do at least SUBTRACTION and DIVISION respectively by school type 2009-2013

Year	% Children in Std III who can do at least subtraction			% Children in Std V who can do division		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	32.4	47.0	34.3	22.0	33.9	24.1
2010	29.1	50.6	31.8	22.6	36.9	25.1
2011	21.1	37.2	23.6	12.5	24.6	14.2
2012	15.1	39.9	19.8	8.9	26.9	11.7
2013	16.6	44.1	21.0	7.9	27.5	11.2

* This is the weighted average of govt. and pvt. schools only.



Math Tool



To interpret the chart alongside (Chart 5), several things need to be kept in mind:

The highest level in the ASER arithmetic tool is the ability to do a numerical division problem (dividing a three digit number by a one digit number). In most states in India, children are expected to do such computations by Std III or Std IV. ASER does not assess children using grade-level tools.

We can see that the proportion of children who can do this level of division increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a substantial proportion of children are able to do division problems at this level. It is possible that some children are able to do operations at higher levels too, but ASER arithmetic tests do not assess higher than this level.

This chart allows us to compare proportions of children who can do division in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Type of school and paid additional tuition classes (tutoring)

The ASER survey recorded information about paid additional private tutoring by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that the child may have received.

Table 8: Trends over time
% Children attending PAID TUITION CLASSES by school type 2010-2013

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Govt. schools	12.2	12.1	10.9	12.2
Pvt. schools	28.0	29.7	29.7	30.9
All schools	14.4	14.7	14.2	15.7
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
Govt. schools	22.3	21.5	17.9	18.0
Pvt. schools	28.8	32.3	40.6	38.9
All schools	23.4	23.2	21.5	20.8

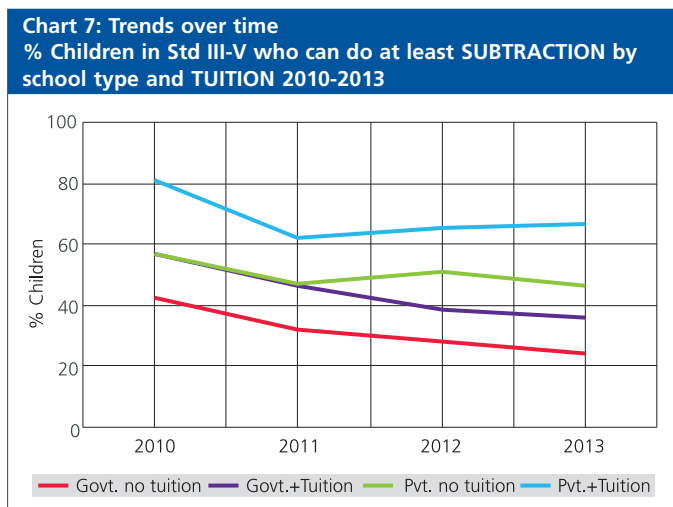
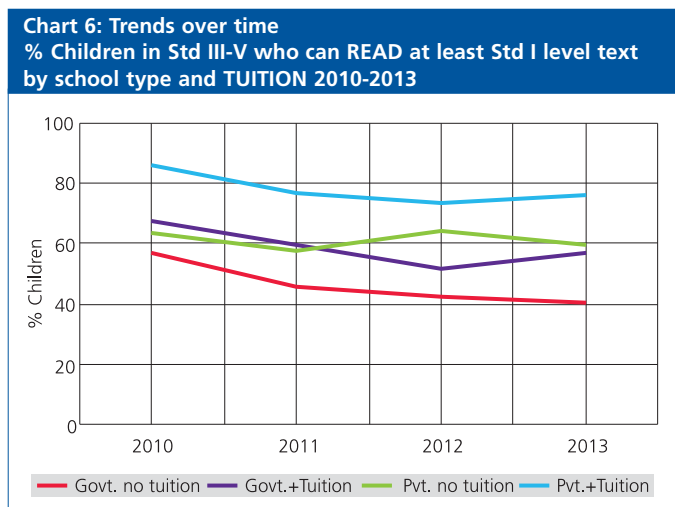


Table 9: Trends over time
% Children by school type and TUITION 2010-2013

	Category	2010	2011	2012	2013
Std I-V	Govt. no tuition	75.3	74.9	73.5	71.0
	Govt. + Tuition	10.4	10.4	9.0	9.8
	Pvt. no tuition	10.3	10.4	12.3	13.2
	Pvt. + Tuition	4.0	4.4	5.2	5.9
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	64.8	66.3	69.3	70.8
	Govt. + Tuition	18.6	18.2	15.1	15.5
	Pvt. no tuition	11.8	10.5	9.3	8.4
	Pvt. + Tuition	4.8	5.0	6.4	5.4
	Total	100	100	100	100

Table 10: TUITION EXPENDITURES by school type in rupees per month 2013

	Type of school	% Children in different tuition expenditure categories				Total
		Rs 100 or less	Rs 101-200	Rs 201-300	Rs 301 or more	
Std I-V	Govt.	22.9	49.3	17.7	10.2	100
Std I-V	Pvt.	6.2	27.4	33.0	33.4	100
Std VI-VIII	Govt.	4.9	35.4	35.0	24.7	100
Std VI-VIII	Pvt.	1.6	21.9	21.1	55.4	100



ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 21 OUT OF 23 DISTRICTS
 Data has not been presented where sample size was insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 11: Number of schools visited 2010-2013

Type of school	2010	2011	2012	2013
Std I-IV/V: Primary	503	483	468	531
Std I-VII/VIII: Primary + Upper primary	16	27	24	28
Total schools visited	519	510	492	559

Table 12: Student and teacher attendance on the day of visit 2010-2013

Type of school	Std I-IV/V and Std I-VII/VIII			
	2010	2011	2012	2013
% Enrolled children present (Average)	69.0	71.0	71.1	74.0
% Teachers present (Average)	90.0	92.3	90.4	89.3

Table 13: Small schools and multigrade classes 2010-2013

School characteristics	Std I-IV/V and Std I-VII/VIII			
	2010	2011	2012	2013
% Schools with total enrollment of 60 or less	40.9	31.9	33.7	35.0
% Schools where Std II children observed sitting with one or more other classes	43.8	52.8	56.1	52.1
% Schools where Std IV children observed sitting with one or more other classes	41.0	50.0	54.3	44.9

RTE indicators

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies a series of norms and standards for a school. Data on selected measurable indicators of RTE are collected in ASER.

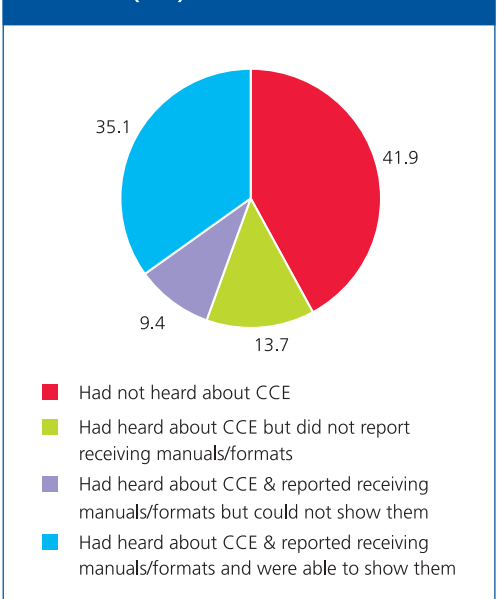
Table 14: Schools meeting selected RTE norms 2010-2013

% Schools meeting the following RTE norms:		2010	2011	2012	2013
PTR & CTR	Pupil-teacher ratio (PTR)	33.6	29.0	35.2	31.3
	Classroom-teacher ratio (CTR)	67.7	64.9	64.4	66.1
Building	Office/store/office cum store	57.5	54.2	49.3	46.5
	Playground	61.5	56.6	59.3	58.5
	Boundary wall/fencing	19.1	23.3	27.8	23.0
Drinking water	No facility for drinking water	23.2	23.8	23.5	21.6
	Facility but no drinking water available	16.0	11.7	11.0	12.7
	Drinking water available	60.9	64.6	65.4	65.6
	Total	100	100	100	100
Toilet	No toilet facility	19.1	13.1	8.6	7.8
	Facility but toilet not useable	47.8	49.2	38.6	31.3
	Toilet useable	33.1	37.8	52.8	60.9
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	52.2	34.3	30.1	25.7
	Separate provision but locked	18.5	19.3	14.1	16.7
	Separate provision, unlocked but not useable	15.6	19.0	15.3	14.6
	Separate provision, unlocked and useable	13.7	27.4	40.4	43.0
	Total	100	100	100	100
Library	No library	79.2	71.9	60.4	59.4
	Library but no books being used by children on day of visit	10.3	14.5	18.6	22.3
	Library books being used by children on day of visit	10.5	13.6	21.0	18.3
	Total	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	80.2	81.7	84.1	84.0
	Mid-day meal served in school on day of visit	67.3	59.9	67.4	68.1



In each visited school, we asked a teacher/HM a few questions about Continuous & Comprehensive Evaluation (CCE).

Chart 8: Continuous & Comprehensive Evaluation (CCE) in schools 2013





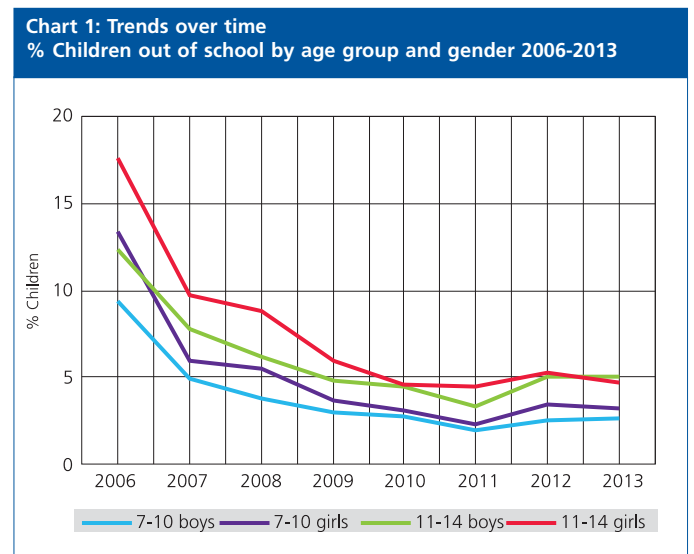
ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 38 OUT OF 38 DISTRICTS
 Data has not been presented where sample size was insufficient.

School enrollment and out of school children

Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	86.7	8.4	1.4	3.5	100
Age: 7-16 ALL	85.8	7.7	1.3	5.2	100
Age: 7-10 ALL	85.7	9.9	1.5	2.9	100
Age: 7-10 BOYS	84.2	11.9	1.2	2.7	100
Age: 7-10 GIRLS	87.3	7.7	1.9	3.2	100
Age: 11-14 ALL	87.7	6.5	1.0	4.8	100
Age: 11-14 BOYS	85.4	8.7	0.9	5.0	100
Age: 11-14 GIRLS	90.2	4.2	1.0	4.6	100
Age: 15-16 ALL	80.9	3.7	1.2	14.2	100
Age: 15-16 BOYS	78.6	4.1	0.7	16.6	100
Age: 15-16 GIRLS	83.6	3.4	1.7	11.4	100

Note: 'Other' includes children going to madarsa and EGS.
 'Not in school' = dropped out + never enrolled.



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 17.6% in 2006, 4.6% in 2010, 5.2% in 2012 and is 4.6% in 2013.

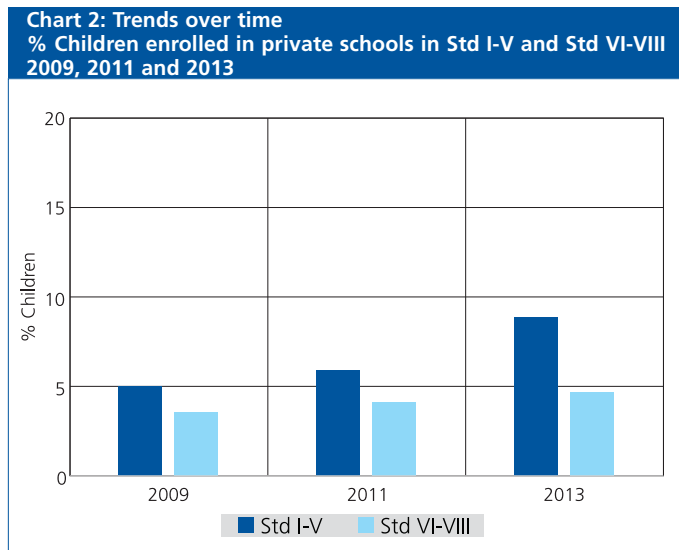


Table 2: Sample description
 % Children in each class by age 2013

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	25.7	36.7	19.3	11.5				6.8				100	
II	4.5	15.8	28.0	29.6	8.0	9.4				4.7		100	
III	1.2	5.1	12.7	33.2	19.0	18.0				10.8		100	
IV	3.7		5.3	17.8	18.2	32.6	7.9	9.9				4.7	100
V	1.9		6.9		8.5	35.6	17.8	18.5	5.9			4.9	100
VI	6.5			19.7			18.8	32.6	11.8	6.6	4.1	100	
VII	2.1			7.6			9.1	34.2	25.6	12.5	6.1	2.7	100
VIII	6.0			19.0			27.3	29.1	12.3	6.4	100		

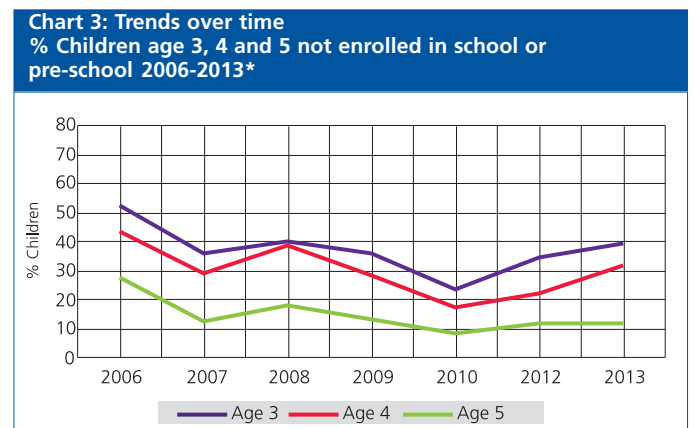
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 33.2% children are 8 years old but there are also 12.7% who are 7, 19% who are 9, 18% who are 10 and 10.8% who are older.

Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2013

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	58.9	2.1				39.1	100
Age 4	62.2	6.0				31.7	100
Age 5	27.7	5.5	48.9	4.3	1.6	12.0	100
Age 6	10.7	5.4	68.7	6.7	1.7	6.8	100

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



* Data for 2011 is not comparable to other years and therefore not included here.

Data has not been presented where sample size was insufficient.

Reading

Table 4: % Children by class and READING level
 All schools 2013

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	56.5	25.8	8.7	3.9	5.2	100
II	32.2	33.0	14.6	10.3	9.9	100
III	20.5	28.7	17.7	15.1	18.0	100
IV	13.3	23.2	15.2	17.8	30.5	100
V	7.8	17.1	12.1	19.1	43.9	100
VI	5.0	12.0	9.9	17.9	55.3	100
VII	3.1	7.6	7.1	15.0	67.2	100
VIII	1.8	4.4	3.6	12.5	77.7	100
Total	20.4	20.3	11.5	13.4	34.4	100

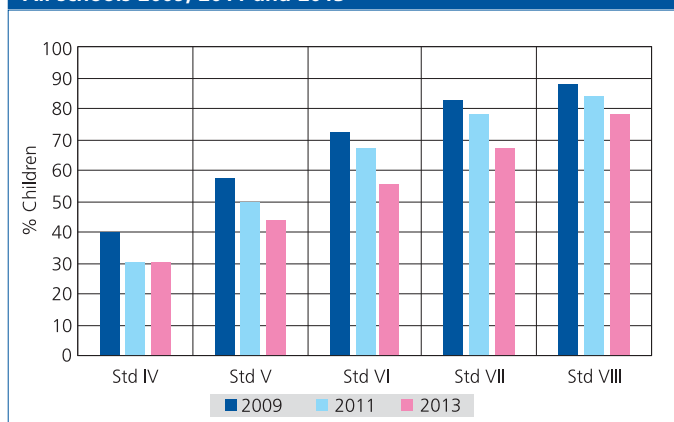
How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 20.5% children cannot even read letters, 28.7% can read letters but not more, 17.7% can read words but not Std I level text or higher, 15.1% can read Std I level text but not Std II level text, and 18% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Table 5: Trends over time
 % Children in Std III and V at different READING levels by school type 2009-2013

Year	% Children in Std III who can read at least Std I level text			% Children in Std V who can read Std II level text		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	42.3	72.5	43.7	56.7	78.2	57.5
2010	43.9	65.9	44.9	57.9	70.9	58.4
2011	30.1	72.9	32.1	48.4	74.5	49.6
2012	28.0	73.1	31.1	43.1	74.8	44.4
2013	29.4	77.3	33.2	41.7	78.5	43.9

* This is the weighted average of govt. and pvt. schools only.

Chart 4: Trends over time
 % Children who can READ Std II level text by class
 All schools 2009, 2011 and 2013



Reading Tool

बकरी
 सावन का महीना था। आसमान में बहुत से काले बादल छाये थे। ठंडी-ठंडी हवा चल रही थी। मैंने सोचा, आज झूला झूलते हैं। बड़े भैया एक मोटी सी रस्सी लेकर आये। हमने उसे पेड़ से लटका कर झूला बनाया। राव ने मिलकर खूब झूला झूला। बहुत सारे बच्चे आकर मजे से खेलने लगे। खेलते-खेलते रात हो गयी।

अनुभव
 सोनी के पास एक माला है। उसमें बहुत सारे मोती हैं। मोती पीले रंग के हैं। सोनी उसे पहनती है।

द क त
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 म ख

हीरा कैसा
 शेर
 नानी भालू
 काम पीला
 फूल
 दिन मोर



To interpret the chart alongside (Chart 4), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a "floor" level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

We can see that the proportion of children who can read at least Std II level text increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2013

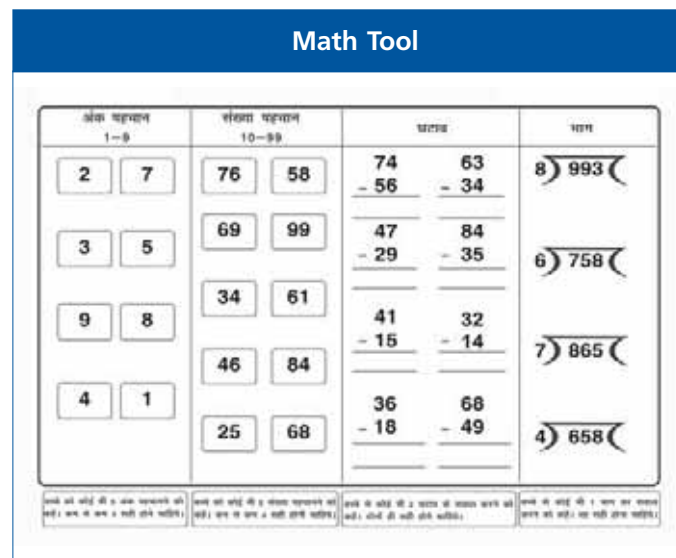
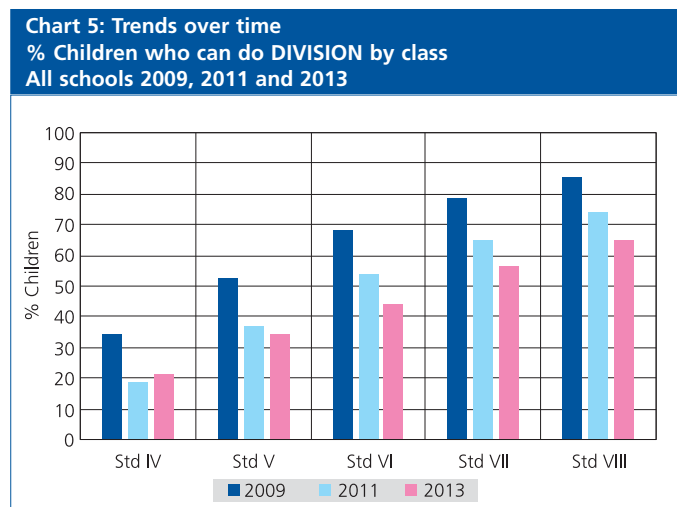
Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	49.9	31.0	12.3	3.8	3.1	100
II	24.4	36.9	22.6	9.7	6.4	100
III	13.4	32.4	26.7	14.9	12.7	100
IV	8.7	23.9	26.6	19.5	21.3	100
V	5.1	16.7	22.9	21.3	34.1	100
VI	3.6	10.2	20.5	21.4	44.3	100
VII	2.1	5.7	15.9	20.2	56.1	100
VIII	1.3	3.9	12.8	17.2	64.9	100
Total	16.0	21.8	20.1	15.2	26.9	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 13.4% children cannot even recognize numbers 1-9, 32.4% can recognize numbers up to 9 but not more, 26.7% can recognize numbers up to 99 but cannot do subtraction, 14.9% can do subtraction but cannot do division, and 12.7% can do division. For each class, the total of all these exclusive categories is 100%.

Table 7: Trends over time % Children in Std III and V who can do at least SUBTRACTION and DIVISION respectively by school type 2009-2013

Year	% Children in Std III who can do at least subtraction			% Children in Std V who can do division		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	44.4	71.6	45.6	51.5	72.6	52.3
2010	43.5	60.8	44.3	51.0	68.2	51.7
2011	27.8	67.3	29.7	35.7	61.5	36.9
2012	25.1	68.4	28.1	30.0	60.6	31.3
2013	24.3	67.2	27.7	32.2	64.9	34.1

* This is the weighted average of govt. and pvt. schools only.



To interpret the chart alongside (Chart 5), several things need to be kept in mind:

The highest level in the ASER arithmetic tool is the ability to do a numerical division problem (dividing a three digit number by a one digit number). In most states in India, children are expected to do such computations by Std III or Std IV. ASER does not assess children using grade-level tools.

We can see that the proportion of children who can do this level of division increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a substantial proportion of children are able to do division problems at this level. It is possible that some children are able to do operations at higher levels too, but ASER arithmetic tests do not assess higher than this level.

This chart allows us to compare proportions of children who can do division in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Type of school and paid additional tuition classes (tutoring)

The ASER survey recorded information about paid additional private tutoring by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that the child may have received.

Table 8: Trends over time
% Children attending PAID TUITION CLASSES by school type 2010-2013

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Govt. schools	43.1	41.9	43.7	45.7
Pvt. schools	51.2	60.3	63.1	61.9
All schools	43.6	43.1	45.0	47.1
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
Govt. schools	59.3	58.7	60.2	60.4
Pvt. schools	66.6	63.0	66.8	67.5
All schools	59.6	58.9	60.4	60.7

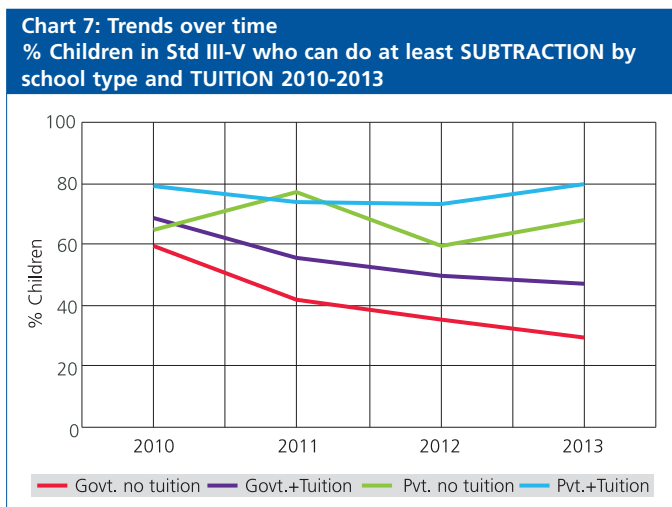
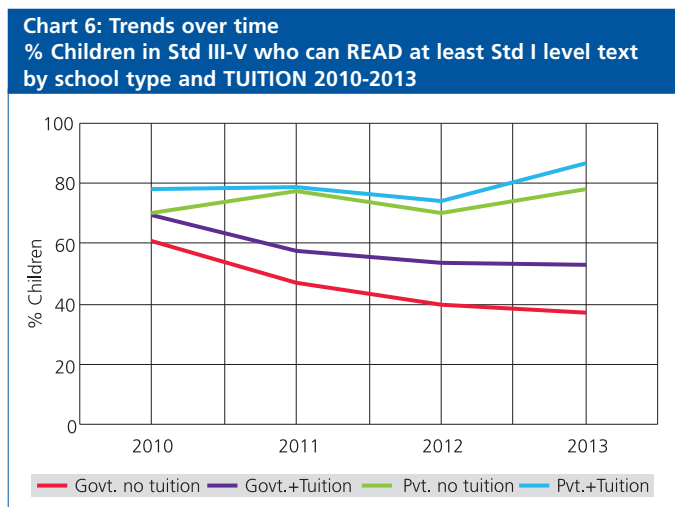


Table 9: Trends over time
% Children by school type and TUITION 2010-2013

	Category	2010	2011	2012	2013
Std I-V	Govt. no tuition	53.8	54.5	52.4	49.4
	Govt. + Tuition	40.8	39.3	40.6	41.5
	Pvt. no tuition	2.6	2.5	2.6	3.5
	Pvt. + Tuition	2.8	3.7	4.4	5.6
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	38.9	39.6	38.4	37.8
	Govt. + Tuition	56.8	56.2	58.0	57.6
	Pvt. no tuition	1.4	1.6	1.2	1.5
	Pvt. + Tuition	2.8	2.6	2.5	3.1
	Total	100	100	100	100

Table 10: TUITION EXPENDITURES by school type in rupees per month 2013

	Type of school	% Children in different tuition expenditure categories				Total
		Rs 100 or less	Rs 101-200	Rs 201-300	Rs 301 or more	
Std I-V	Govt.	74.4	20.9	2.7	2.0	100
Std I-V	Pvt.	41.4	33.1	10.6	14.9	100
Std VI-VIII	Govt.	55.3	36.3	5.1	3.3	100
Std VI-VIII	Pvt.	24.1	34.4	15.1	26.4	100



ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 38 OUT OF 38 DISTRICTS
 Data has not been presented where sample size was insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 11: Number of schools visited 2010-2013

Type of school	2010	2011	2012	2013
Std I-IV/V: Primary	265	252	284	228
Std I-VII/VIII: Primary + Upper primary	702	770	773	854
Total schools visited	967	1022	1057	1082

Table 12: Student and teacher attendance on the day of visit 2010-2013

Type of school	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Enrolled children present (Average)	56.1	50.0	58.3	61.5	55.9	49.1	55.5	58.2
% Teachers present (Average)	84.6	85.1	78.1	78.4	80.6	85.2	82.4	79.3

Table 13: Small schools and multigrade classes 2010-2013

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Schools with total enrollment of 60 or less	0.4	1.2	0.7	2.2	0.2	0.0	0.3	0.0
% Schools where Std II children observed sitting with one or more other classes	67.6	72.3	75.5	70.9	53.0	57.3	60.1	56.5
% Schools where Std IV children observed sitting with one or more other classes	63.7	67.3	72.5	73.6	43.4	50.5	52.0	50.6

RTE indicators

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies a series of norms and standards for a school. Data on selected measurable indicators of RTE are collected in ASER.

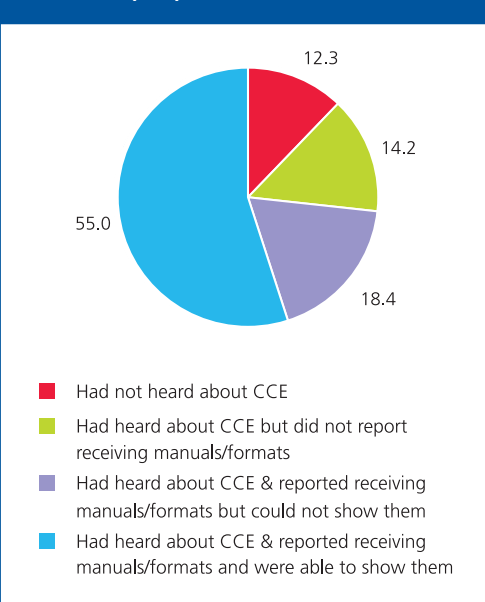
Table 14: Schools meeting selected RTE norms 2010-2013

% Schools meeting the following RTE norms:		2010	2011	2012	2013
PTR & CTR	Pupil-teacher ratio (PTR)	8.8	5.3	8.5	11.9
	Classroom-teacher ratio (CTR)	48.2	54.2	56.7	64.7
Building	Office/store/office cum store	69.0	66.0	69.0	75.9
	Playground	48.3	49.1	43.1	48.5
	Boundary wall/fencing	48.1	47.5	47.9	52.5
Drinking water	No facility for drinking water	9.6	6.8	7.5	4.1
	Facility but no drinking water available	11.7	9.4	7.1	10.0
	Drinking water available	78.7	83.8	85.4	85.9
	Total	100	100	100	100
Toilet	No toilet facility	19.3	19.0	12.6	7.8
	Facility but toilet not useable	47.2	35.3	36.2	33.5
	Toilet useable	33.6	45.7	51.2	58.7
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	49.9	37.6	26.9	22.8
	Separate provision but locked	15.1	8.2	11.4	13.6
	Separate provision, unlocked but not useable	16.9	18.9	19.7	16.1
	Separate provision, unlocked and useable	18.1	35.4	42.0	47.6
	Total	100	100	100	100
Library	No library	47.1	38.9	25.4	25.4
	Library but no books being used by children on day of visit	24.7	29.3	29.3	31.7
	Library books being used by children on day of visit	28.2	31.8	45.3	42.9
	Total	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	64.0	71.6	74.1	82.7
	Mid-day meal served in school on day of visit	57.2	54.6	75.0	73.1



In each visited school, we asked a teacher/HM a few questions about Continuous & Comprehensive Evaluation (CCE).

Chart 8: Continuous & Comprehensive Evaluation (CCE) in schools 2013





ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 15 OUT OF 16 DISTRICTS
 Data has not been presented where sample size was insufficient.

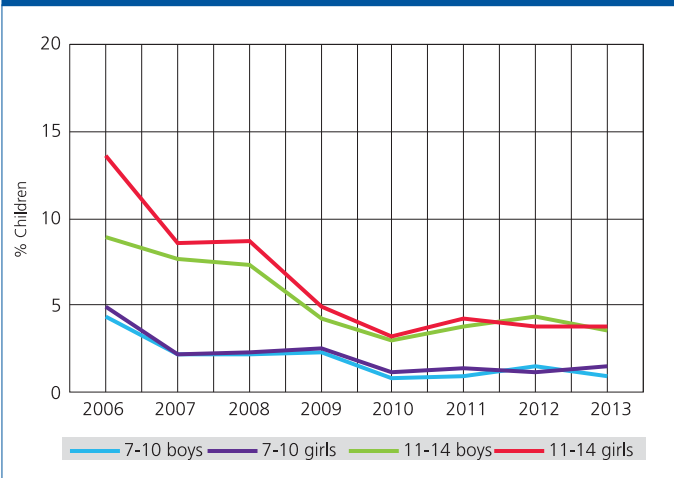
School enrollment and out of school children

Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	81.8	15.9	0.0	2.3	100
Age: 7-16 ALL	80.9	14.4	0.0	4.8	100
Age: 7-10 ALL	80.2	18.6	0.1	1.2	100
Age: 7-10 BOYS	78.5	20.6	0.0	0.9	100
Age: 7-10 GIRLS	81.8	16.7	0.1	1.4	100
Age: 11-14 ALL	84.0	12.4	0.0	3.7	100
Age: 11-14 BOYS	82.0	14.5	0.0	3.5	100
Age: 11-14 GIRLS	85.9	10.3	0.0	3.8	100
Age: 15-16 ALL	75.5	9.9	0.0	14.6	100
Age: 15-16 BOYS	71.9	12.9	0.0	15.3	100
Age: 15-16 GIRLS	78.6	7.3	0.0	14.1	100

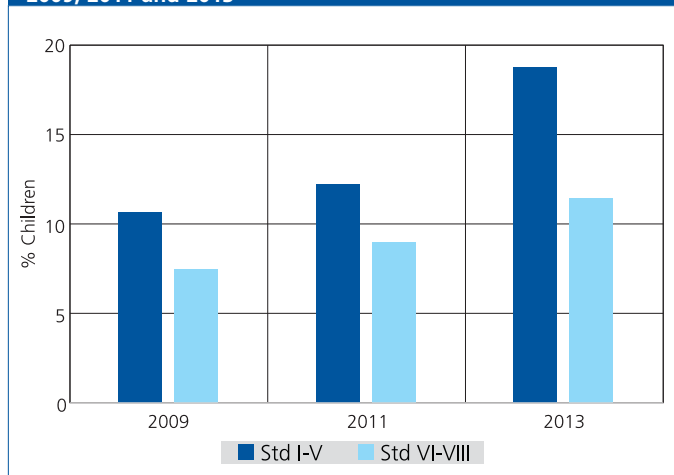
Note: 'Other' includes children going to madarsa and EGS.
 'Not in school' = dropped out + never enrolled.

**Chart 1: Trends over time
 % Children out of school by age group and gender 2006-2013**



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 13.6% in 2006, 3.2% in 2010, 3.8% in 2012 and is 3.8% in 2013.

**Chart 2: Trends over time
 % Children enrolled in private schools in Std I-V and Std VI-VIII
 2009, 2011 and 2013**



**Table 2: Sample description
 % Children in each class by age 2013**

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	21.2	56.4	17.0					5.4					100
II	1.2	12.2	51.1	29.7				5.8					100
III		1.1	11.0	44.0	35.5	6.7		1.8					100
IV		2.4		11.0	39.9	37.8	5.1		3.9				100
V		3.3			7.5	47.0	32.6	6.3		3.2			100
VI			1.9			11.6	39.0	38.8	6.1		2.7		100
VII			2.3				7.0	40.6	38.6	8.1		3.4	100
VIII				1.8				10.0	41.9	36.4	8.2	1.7	100

How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 44% children are 8 years old but there are also 11% who are 7, 35.5% who are 9, 6.7% who are 10 and 1.8% who are older.

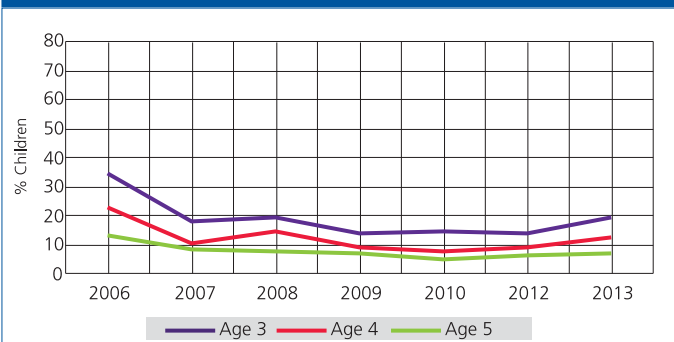
Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2013

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	74.3	6.4				19.3	100
Age 4	72.8	15.1				12.1	100
Age 5	31.0	14.3	31.3	16.7	0.0	6.7	100
Age 6	6.4	5.6	67.0	18.4	0.0	2.7	100

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

**Chart 3: Trends over time
 % Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2013***



* Data for 2011 is not comparable to other years and therefore not included here.

Data has not been presented where sample size was insufficient.

Reading

Table 4: % Children by class and READING level
 All schools 2013

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	49.8	38.8	5.7	2.1	3.6	100
II	23.9	45.8	15.9	7.3	7.2	100
III	13.3	33.0	19.6	15.4	18.7	100
IV	6.9	22.9	14.1	18.5	37.6	100
V	4.2	13.8	12.1	20.2	49.8	100
VI	1.1	9.7	7.8	17.4	64.1	100
VII	2.0	7.0	5.8	12.9	72.4	100
VIII	0.8	3.4	4.5	11.5	79.8	100
Total	12.6	21.7	10.8	13.3	41.7	100

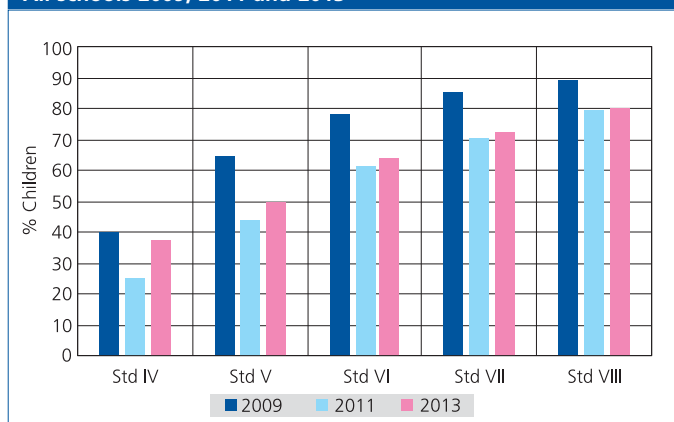
How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 13.3% children cannot even read letters, 33% can read letters but not more, 19.6% can read words but not Std I level text or higher, 15.4% can read Std I level text but not Std II level text, and 18.7% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Table 5: Trends over time
 % Children in Std III and V at different READING levels by school type 2009-2013

Year	% Children in Std III who can read at least Std I level text			% Children in Std V who can read Std II level text	
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Govt. & Pvt.*
2009	50.6	69.9	52.5	64.1	64.8
2010	41.9	67.1	44.6	61.0	61.6
2011	27.4	49.9	29.9	42.6	43.7
2012	32.6	62.7	37.6	44.0	46.2
2013	28.1	63.9	34.0	45.5	49.8

* This is the weighted average of govt. and pvt. schools only.

Chart 4: Trends over time
 % Children who can READ Std II level text by class
 All schools 2009, 2011 and 2013



Reading Tool

बकानी
 रामपुर में कुछ जमीन खाली थी।
 वहाँ कुछ नहीं उगता था। वहाँ कोई
 खेलने नहीं जाता था। एक दिन
 कुछ लोग आये। उन्होंने गाँव के
 लोगों को बुलाया। सबने मिलकर
 तय किया कि यहाँ बगीचा बनाया
 जाये। खाद मंगाकर हर तरह के
 पौधे लगाये गये। सही समय पर
 पानी दिया गया। आज वहाँ एक
 सुंदर बगीचा है। इसलिए वहाँ सब
 खेलने जाते हैं।

सुन्दर
 बगीचे में एक पेड़ है।
 पेड़ पर एक तोता रहता है।
 तोते का रंग हरा है।
 वह लाल टमाटर खाता है।

न र च
 म स
 प ग द
 ल थ

आग सोप
 ताला
 गिर पैसा
 चोकी धुन
 देश
 पानी बूढ़ा



To interpret the chart alongside (Chart 4), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a "floor" level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

We can see that the proportion of children who can read at least Std II level text increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Chhattisgarh RURAL

Data has not been presented where sample size was insufficient.

Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2013

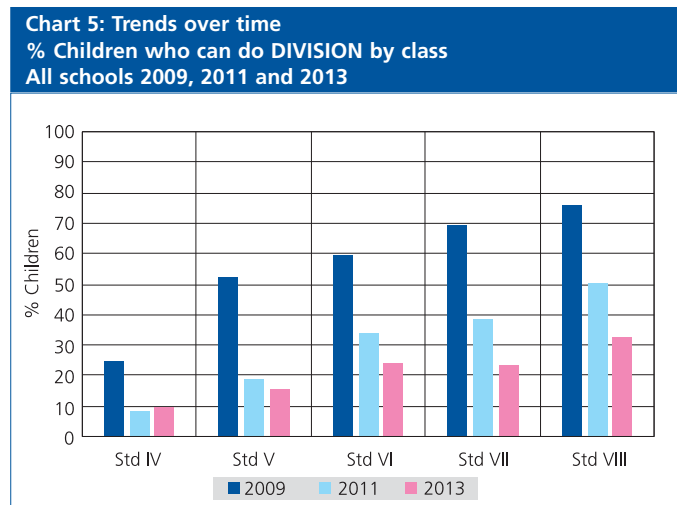
Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	42.7	45.5	9.8	1.5	0.6	100
II	15.3	56.3	24.4	3.6	0.4	100
III	8.0	44.8	35.5	9.4	2.4	100
IV	4.1	28.6	37.5	20.2	9.6	100
V	1.5	21.0	36.8	24.9	15.7	100
VI	0.9	16.4	36.2	22.0	24.5	100
VII	1.4	11.9	36.6	26.8	23.3	100
VIII	0.6	6.6	35.9	24.5	32.4	100
Total	9.2	28.8	31.7	16.7	13.6	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 8% children cannot even recognize numbers 1-9, 44.8% can recognize numbers up to 9 but not more, 35.5% can recognize numbers up to 99 but cannot do subtraction, 9.4% can do subtraction but cannot do division, and 2.4% can do division. For each class, the total of all these exclusive categories is 100%.

Table 7: Trends over time % Children in Std III and V who can do at least SUBTRACTION and DIVISION respectively by school type 2009-2013

Year	% Children in Std III who can do at least subtraction			% Children in Std V who can do division	
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Govt. & Pvt.*
2009	42.3	48.5	42.9	50.7	52.0
2010	29.7	51.4	32.0	37.8	38.9
2011	16.3	42.1	19.1	17.3	18.8
2012	12.1	27.3	14.6	13.1	14.1
2013	8.1	30.0	11.7	13.2	15.7

* This is the weighted average of govt. and pvt. schools only.



Math Tool

अंक पहचान 1-9	संख्या पहचान 10-99	घट्ना	भाग
1 4	52 83	56 64 - 29 - 39	8) 979
7 3	37 27	43 45 - 28 - 17	6) 823
6 9	55 28	93 75 - 76 - 57	7) 975
5 2	91 65	52 66 - 15 - 49	4) 513
	36 43		

1. अंक पहचान 1-9 का प्रश्न है।
 2. संख्या पहचान 10-99 का प्रश्न है।
 3. घट्ना का प्रश्न है।
 4. भाग का प्रश्न है।



To interpret the chart alongside (Chart 5), several things need to be kept in mind:

The highest level in the ASER arithmetic tool is the ability to do a numerical division problem (dividing a three digit number by a one digit number). In most states in India, children are expected to do such computations by Std III or Std IV. ASER does not assess children using grade-level tools.

We can see that the proportion of children who can do this level of division increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a substantial proportion of children are able to do division problems at this level. It is possible that some children are able to do operations at higher levels too, but ASER arithmetic tests do not assess higher than this level.

This chart allows us to compare proportions of children who can do division in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Type of school and paid additional tuition classes (tutoring)

The ASER survey recorded information about paid additional private tutoring by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that the child may have received.

Table 8: Trends over time
% Children attending PAID TUITION CLASSES by school type 2010-2013

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Govt. schools	1.4	1.0	1.3	2.0
Pvt. schools	9.5	8.9	10.8	7.4
All schools	2.3	2.0	2.8	3.0
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
Govt. schools	2.3	1.4	1.8	1.2
Pvt. schools	10.8	7.4	9.9	11.0
All schools	3.0	2.0	2.6	2.4



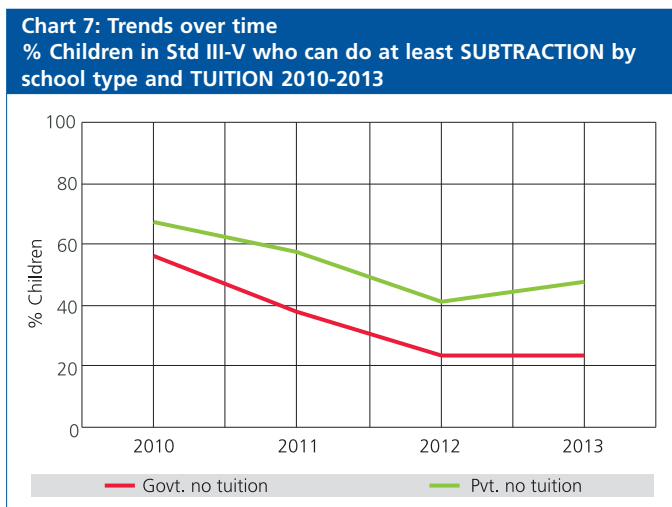
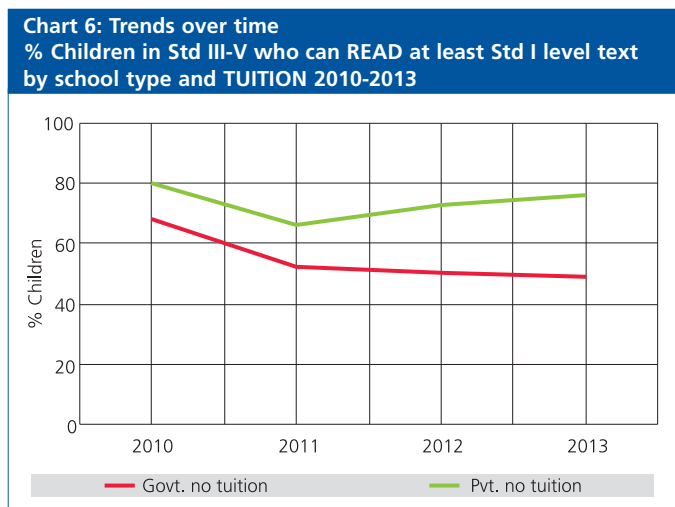
Table 9: Trends over time
% Children by school type and TUITION 2010-2013

	Category	2010	2011	2012	2013
Std I-V	Govt. no tuition	88.3	85.9	82.7	79.3
	Govt. + Tuition	1.3	0.9	1.1	1.6
	Pvt. no tuition	9.5	12.0	14.5	17.7
	Pvt. + Tuition	1.0	1.2	1.8	1.4
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	89.1	89.0	88.4	87.4
	Govt. + Tuition	2.1	1.3	1.6	1.1
	Pvt. no tuition	7.9	9.0	9.0	10.2
	Pvt. + Tuition	1.0	0.7	1.0	1.3
	Total	100	100	100	100

Table 10: TUITION EXPENDITURES by school type in rupees per month 2013

	Type of school	% Children in different tuition expenditure categories				Total
		Rs 100 or less	Rs 101-200	Rs 201-300	Rs 301 or more	
Std I-V	Govt.					
Std I-V	Pvt.					
Std VI-VIII	Govt.					
Std VI-VIII	Pvt.					

Data Insufficient



ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 15 OUT OF 16 DISTRICTS
 Data has not been presented where sample size was insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 11: Number of schools visited 2010-2013

Type of school	2010	2011	2012	2013
Std I-IV/V: Primary	301	351	388	418
Std I-VII/VIII: Primary + Upper primary	124	41	42	20
Total schools visited	425	392	430	438

Table 12: Student and teacher attendance on the day of visit 2010-2013

Type of school	Std I-IV/V and Std I-VII/VIII			
	2010	2011	2012	2013
% Enrolled children present (Average)	70.5	73.6	75.2	72.8
% Teachers present (Average)	86.5	84.3	84.5	82.9

Table 13: Small schools and multigrade classes 2010-2013

School characteristics	Std I-IV/V and Std I-VII/VIII			
	2010	2011	2012	2013
% Schools with total enrollment of 60 or less	16.1	26.6	29.3	31.1
% Schools where Std II children observed sitting with one or more other classes	64.8	76.0	75.9	79.7
% Schools where Std IV children observed sitting with one or more other classes	51.1	63.2	54.2	53.8

Note: The state has programmes which require grades to sit together in primary schools.

RTE indicators

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies a series of norms and standards for a school. Data on selected measurable indicators of RTE are collected in ASER.

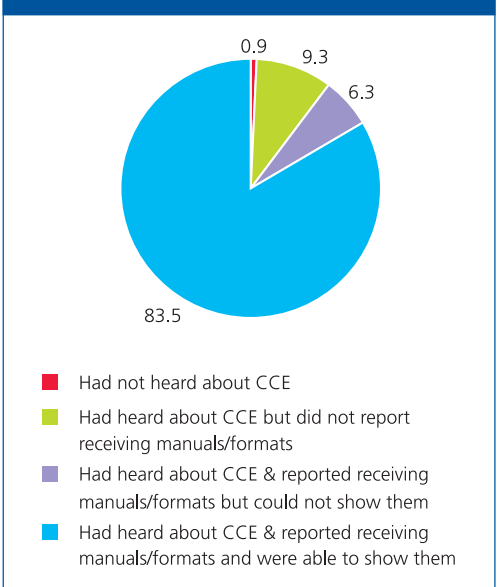
Table 14: Schools meeting selected RTE norms 2010-2013

% Schools meeting the following RTE norms:		2010	2011	2012	2013
PTR & CTR	Pupil-teacher ratio (PTR)	39.6	51.3	48.3	51.6
	Classroom-teacher ratio (CTR)	64.2	59.6	70.2	64.5
Building	Office/store/office cum store	79.0	76.0	80.9	79.9
	Playground	45.0	46.3	49.2	60.2
	Boundary wall/fencing	48.8	48.7	50.5	52.8
Drinking water	No facility for drinking water	12.9	13.0	9.8	11.0
	Facility but no drinking water available	9.6	13.8	11.0	13.5
	Drinking water available	77.6	73.3	79.2	75.5
	Total	100	100	100	100
Toilet	No toilet facility	28.9	34.7	15.9	10.3
	Facility but toilet not useable	41.5	38.5	32.7	29.4
	Toilet useable	29.6	26.8	51.4	60.3
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	46.2	51.8	34.7	30.1
	Separate provision but locked	16.3	11.5	8.4	9.8
	Separate provision, unlocked but not useable	17.5	16.0	15.3	13.4
	Separate provision, unlocked and useable	20.0	20.7	41.6	46.7
	Total	100	100	100	100
Library	No library	27.1	21.3	11.7	13.0
	Library but no books being used by children on day of visit	36.5	40.3	55.4	55.9
	Library books being used by children on day of visit	36.5	38.4	32.9	31.1
	Total	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	86.1	86.8	89.0	89.5
	Mid-day meal served in school on day of visit	94.6	93.9	91.8	85.4



In each visited school, we asked a teacher/HM a few questions about Continuous & Comprehensive Evaluation (CCE).

Chart 8: Continuous & Comprehensive Evaluation (CCE) in schools 2013





ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 26 OUT OF 26 DISTRICTS
 Data has not been presented where sample size was insufficient.

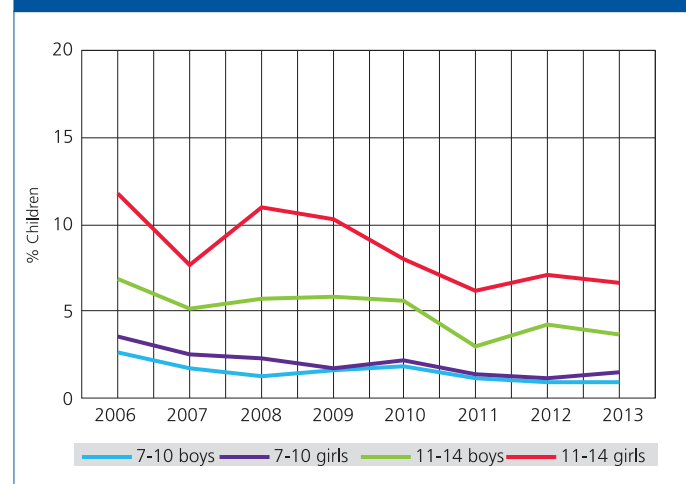
School enrollment and out of school children

Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	81.9	15.1	0.1	3.0	100
Age: 7-16 ALL	77.2	16.6	0.1	6.1	100
Age: 7-10 ALL	85.3	13.5	0.1	1.2	100
Age: 7-10 BOYS	83.5	15.5	0.1	0.9	100
Age: 7-10 GIRLS	87.3	11.1	0.1	1.5	100
Age: 11-14 ALL	77.9	16.9	0.1	5.1	100
Age: 11-14 BOYS	76.8	19.4	0.1	3.7	100
Age: 11-14 GIRLS	79.1	14.2	0.1	6.6	100
Age: 15-16 ALL	51.7	25.0	0.0	23.3	100
Age: 15-16 BOYS	54.7	27.4	0.0	17.9	100
Age: 15-16 GIRLS	48.1	22.2	0.1	29.7	100

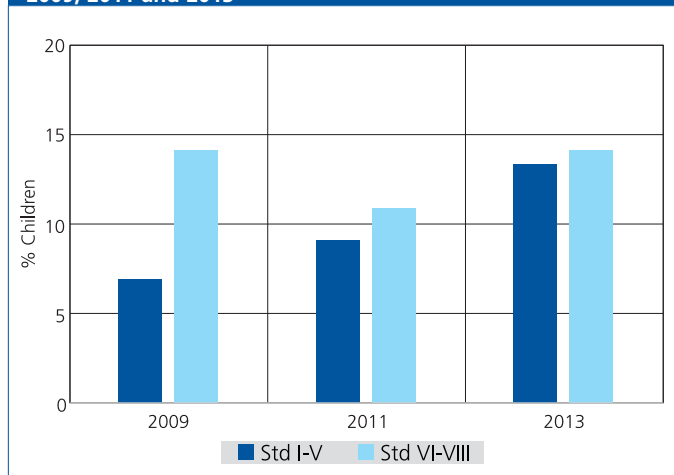
Note: 'Other' includes children going to madarsa and EGS.
 'Not in school' = dropped out + never enrolled.

**Chart 1: Trends over time
 % Children out of school by age group and gender 2006-2013**



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 11.7% in 2006, 8% in 2010, 7.1% in 2012 and is 6.6% in 2013.

**Chart 2: Trends over time
 % Children enrolled in private schools in Std I-V and Std VI-VIII
 2009, 2011 and 2013**



**Table 2: Sample description
 % Children in each class by age 2013**

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	35.0	55.4	7.6					2.1					100
II	1.2	10.7	75.1	10.9				2.1					100
III		1.8	13.1	71.8	11.3			2.0					100
IV			1.9	10.7	69.4	14.1		4.0					100
V			2.7		7.2	70.3	14.4		5.4				100
VI				1.0		7.6	67.9	18.4		5.1			100
VII				2.2			8.3	66.3	17.4		5.8		100
VIII					1.9			9.4	71.0	13.4	4.4		100

How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 71.8% children are 8 years old but there are also 13.1% who are 7, 11.3% who are 9 and 2% who are older.

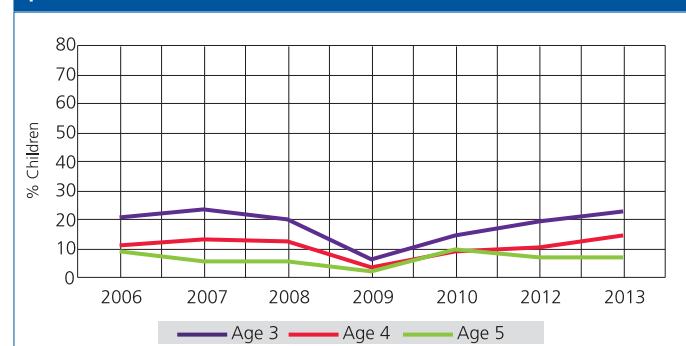
Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2013

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	72.9	4.5				22.6	100
Age 4	75.5	10.2				14.2	100
Age 5	29.2	7.1	47.6	9.2	0.1	6.7	100
Age 6	3.1	1.8	80.4	12.7	0.3	1.6	100

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

**Chart 3: Trends over time
 % Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2013***



* Data for 2011 is not comparable to other years and therefore not included here.

Data has not been presented where sample size was insufficient.

Reading

Table 4: % Children by class and READING level
All schools 2013

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	51.4	32.0	11.9	3.1	1.5	100
II	19.1	33.2	26.5	11.1	10.1	100
III	10.7	25.1	22.4	20.1	21.7	100
IV	5.3	14.7	17.8	24.0	38.3	100
V	4.2	9.6	11.9	23.7	50.6	100
VI	2.0	6.5	9.9	20.1	61.6	100
VII	2.1	4.3	7.8	19.2	66.6	100
VIII	2.6	3.2	4.4	14.3	75.6	100
Total	11.9	15.9	14.1	17.2	41.0	100

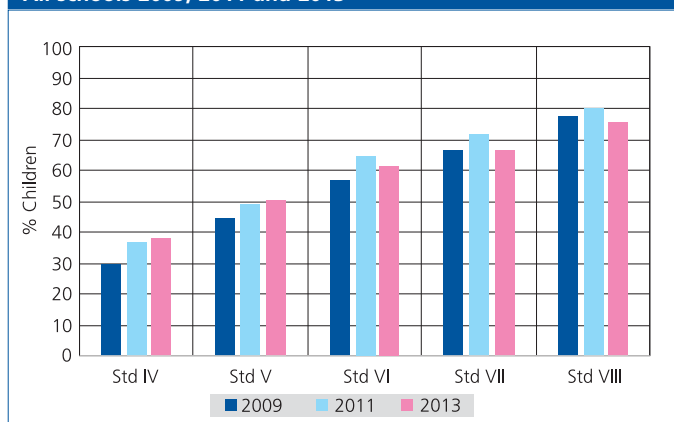
How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 10.7% children cannot even read letters, 25.1% can read letters but not more, 22.4% can read words but not Std I level text or higher, 20.1% can read Std I level text but not Std II level text, and 21.7% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Table 5: Trends over time
% Children in Std III and V at different READING levels by school type 2009-2013

Year	% Children in Std III who can read at least Std I level text			% Children in Std V who can read Std II level text		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	35.8	65.7	38.0	42.8	62.8	44.4
2010	37.3	68.1	39.9	43.5	63.9	45.5
2011	43.1	63.8	45.0	47.7	64.3	49.1
2012	38.6	51.0	39.8	46.3	66.3	47.7
2013	39.9	57.5	41.8	48.1	68.5	50.6

* This is the weighted average of govt. and pvt. schools only.

Chart 4: Trends over time
% Children who can READ Std II level text by class
All schools 2009, 2011 and 2013



Reading Tool

વાર્તા

મારા મામાનાં ગામ પાસે દરિયો છે. દરિયો એટલે પાણી જ પાણી. એમાં હોડી તરે, જહાજ તરે. દરિયામાં મોજાં આવે. મોટાં મોજાં આવે. નાહવાની મજા પડે. છીપલાં વીણવાની મજા પડે. ભીની રેતીમાં પગલાં પાડવાં વધારે ગમે. રાતે દીવાદાંડી અને જહાજ જોવાની મજા પડે. કિનારે સરસ નારિયેળી હોય. લીલા નારિયેળનું પાણી મીઠું મીઠું. દરિયાનું પાણી તો ખારું, ખારું.

કવચો

આ માડું ખેતર છે. ખેતર પાસે કૂવો છે. બાપા અને કાકા સાથે મળીને ખેતરમાં કામ કરે છે. તેઓ જમીન ખેડે છે.

ટ	પ
ન	લ
ક	દ
ધ	ધ

કીર	કેરી
મોર	કૂવો
જાન	જોવા
જાન	પણ
જાન	જાન



To interpret the chart alongside (Chart 4), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a "floor" level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

We can see that the proportion of children who can read at least Std II level text increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2013

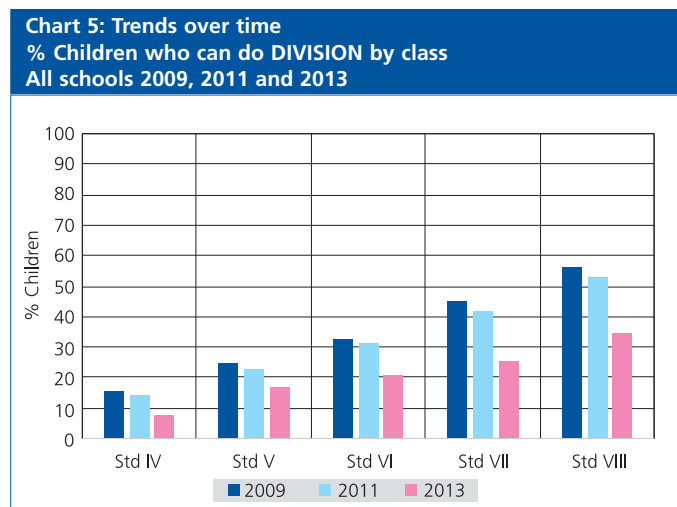
Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	48.4	40.1	9.9	1.6	0.1	100
II	17.2	47.9	30.0	3.8	1.1	100
III	9.7	38.5	36.2	13.9	1.7	100
IV	4.3	24.8	36.5	26.7	7.7	100
V	4.2	19.5	28.8	30.4	17.1	100
VI	2.3	14.6	31.7	30.5	20.9	100
VII	2.0	9.9	32.6	30.3	25.3	100
VIII	1.9	6.4	28.7	28.4	34.6	100
Total	10.9	25.1	29.5	21.0	13.6	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 9.7% children cannot even recognize numbers 1-9, 38.5% can recognize numbers up to 9 but not more, 36.2% can recognize numbers up to 99 but cannot do subtraction, 13.9% can do subtraction but cannot do division, and 1.7% can do division. For each class, the total of all these exclusive categories is 100%.

Table 7: Trends over time % Children in Std III and V who can do at least SUBTRACTION and DIVISION respectively by school type 2009-2013

Year	% Children in Std III who can do at least subtraction			% Children in Std V who can do division		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	21.7	47.0	23.5	23.6	37.3	24.6
2010	23.5	44.8	25.4	19.6	34.0	21.1
2011	21.9	50.1	24.6	22.1	28.5	22.6
2012	12.0	33.6	14.0	12.4	34.0	13.9
2013	13.4	33.6	15.6	15.0	32.0	17.1

* This is the weighted average of govt. and pvt. schools only.



Math Tool



To interpret the chart alongside (Chart 5), several things need to be kept in mind:

The highest level in the ASER arithmetic tool is the ability to do a numerical division problem (dividing a three digit number by a one digit number). In most states in India, children are expected to do such computations by Std III or Std IV. ASER does not assess children using grade-level tools.

We can see that the proportion of children who can do this level of division increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a substantial proportion of children are able to do division problems at this level. It is possible that some children are able to do operations at higher levels too, but ASER arithmetic tests do not assess higher than this level.

This chart allows us to compare proportions of children who can do division in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Type of school and paid additional tuition classes (tutoring)

The ASER survey recorded information about paid additional private tutoring by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that the child may have received.

Table 8: Trends over time
% Children attending PAID TUITION CLASSES by school type 2010-2013

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Govt. schools	8.7	9.7	8.2	9.4
Pvt. schools	36.4	48.6	41.4	43.0
All schools	11.2	13.4	11.4	14.1
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
Govt. schools	10.4	11.8	10.4	11.0
Pvt. schools	33.9	46.8	42.8	39.6
All schools	13.3	15.6	14.0	15.1

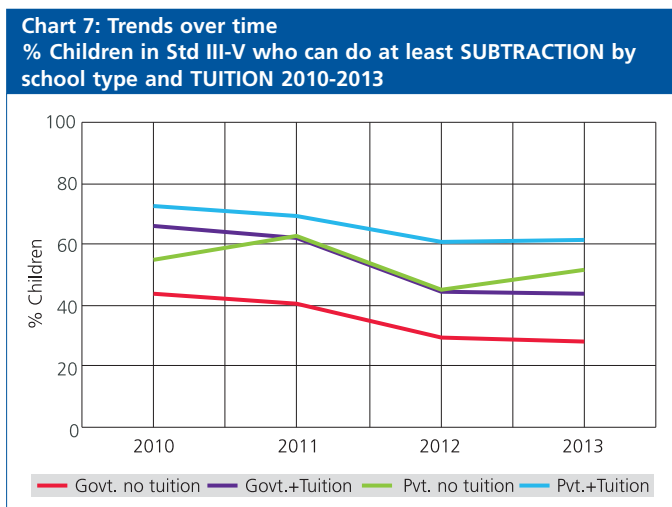
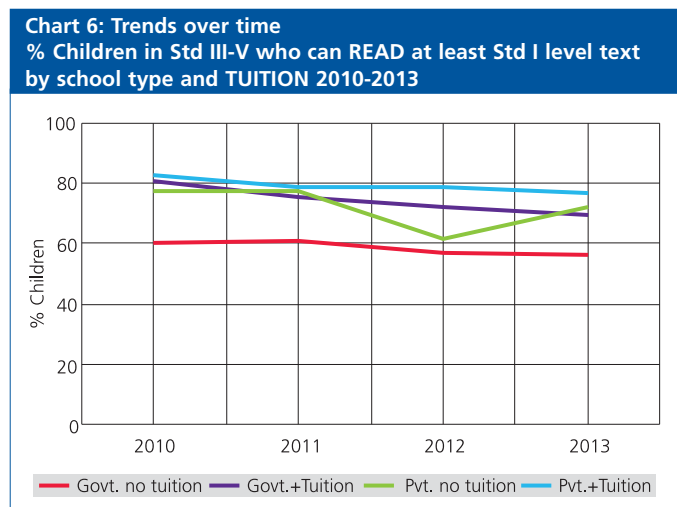


Table 9: Trends over time
% Children by school type and TUITION 2010-2013

	Category	2010	2011	2012	2013
Std I-V	Govt. no tuition	83.1	81.7	82.8	78.1
	Govt. + Tuition	7.9	8.8	7.4	8.1
	Pvt. no tuition	5.7	4.9	5.7	7.8
	Pvt. + Tuition	3.3	4.6	4.1	5.9
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	78.5	78.6	79.7	76.3
	Govt. + Tuition	9.1	10.5	9.3	9.4
	Pvt. no tuition	8.2	5.8	6.3	8.6
	Pvt. + Tuition	4.2	5.1	4.7	5.7
	Total	100	100	100	100

Table 10: TUITION EXPENDITURES by school type in rupees per month 2013

	Type of school	% Children in different tuition expenditure categories				Total
		Rs 100 or less	Rs 101-200	Rs 201-300	Rs 301 or more	
Std I-V	Govt.	64.5	27.3	6.0	2.2	100
Std I-V	Pvt.	37.0	37.1	13.9	12.0	100
Std VI-VIII	Govt.	48.6	38.4	8.1	4.9	100
Std VI-VIII	Pvt.	24.5	43.8	16.5	15.1	100



ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 26 OUT OF 26 DISTRICTS
 Data has not been presented where sample size was insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 11: Number of schools visited 2010-2013

Type of school	2010	2011	2012	2013
Std I-IV/V: Primary	66	67	70	62
Std I-VII/VIII: Primary + Upper primary	557	583	622	660
Total schools visited	623	650	692	722

Table 12: Student and teacher attendance on the day of visit 2010-2013

Type of school	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Enrolled children present (Average)	87.4	85.0	84.1	84.7	84.4	84.9	83.9	82.3
% Teachers present (Average)	94.7	95.6	90.9	95.3	95.9	94.4	91.1	94.6

Table 13: Small schools and multigrade classes 2010-2013

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Schools with total enrollment of 60 or less	33.3	39.4	43.1	43.6	1.3	2.0	1.5	3.1
% Schools where Std II children observed sitting with one or more other classes	56.1	64.2	85.1	80.0	33.6	32.8	40.4	41.1
% Schools where Std IV children observed sitting with one or more other classes	51.7	62.7	78.8	79.7	30.7	28.6	36.0	32.6

Note: The state has programmes which require grades to sit together in primary schools.

RTE indicators

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies a series of norms and standards for a school. Data on selected measurable indicators of RTE are collected in ASER.

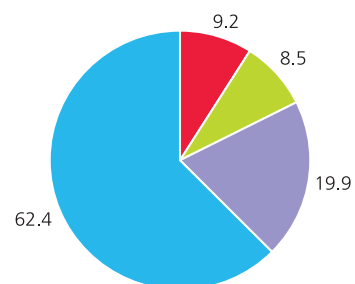
Table 14: Schools meeting selected RTE norms 2010-2013

% Schools meeting the following RTE norms:		2010	2011	2012	2013
PTR & CTR	Pupil-teacher ratio (PTR)	62.7	62.0	55.3	64.3
	Classroom-teacher ratio (CTR)	84.2	87.6		90.1
Building	Office/store/office cum store	80.2	82.8	79.0	80.7
	Playground	75.5	83.4	79.7	84.3
	Boundary wall/fencing	84.4	91.0	87.4	90.4
Drinking water	No facility for drinking water	14.2	10.3	11.1	10.5
	Facility but no drinking water available	6.5	5.9	6.6	3.8
	Drinking water available	79.4	83.9	82.3	85.7
	Total	100	100	100	100
Toilet	No toilet facility	2.6	2.1	1.3	1.3
	Facility but toilet not useable	32.6	28.4	28.6	15.1
	Toilet useable	64.8	69.5	70.0	83.6
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	12.7	5.2	5.5	4.8
	Separate provision but locked	20.7	8.0	11.3	6.6
	Separate provision, unlocked but not useable	16.7	19.1	17.4	9.0
	Separate provision, unlocked and useable	49.9	67.7	65.8	79.6
	Total	100	100	100	100
Library	No library	16.2	17.0	14.4	14.6
	Library but no books being used by children on day of visit	35.2	38.8	44.3	50.1
	Library books being used by children on day of visit	48.5	44.2	41.4	35.3
	Total	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	88.3	92.2	88.7	88.9
	Mid-day meal served in school on day of visit	96.2	98.1	95.1	96.5



In each visited school, we asked a teacher/HM a few questions about Continuous & Comprehensive Evaluation (CCE).

Chart 8: Continuous & Comprehensive Evaluation (CCE) in schools 2013



- Had not heard about CCE
- Had heard about CCE but did not report receiving manuals/formats
- Had heard about CCE & reported receiving manuals/formats but could not show them
- Had heard about CCE & reported receiving manuals/formats and were able to show them



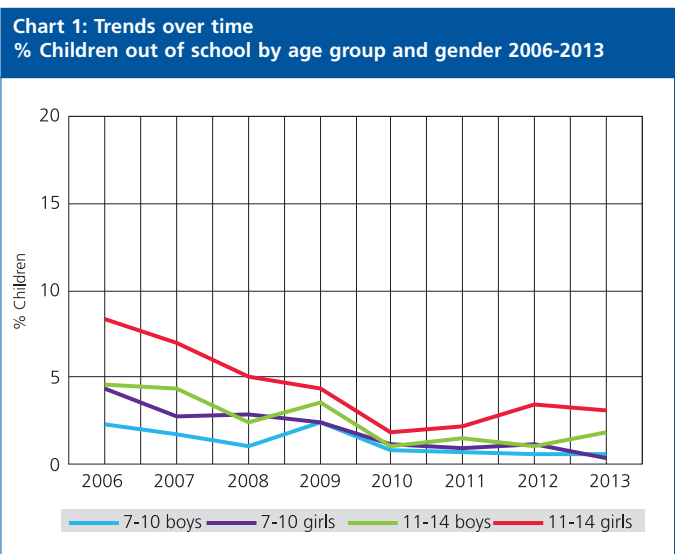
ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 20 OUT OF 20 DISTRICTS
 Data has not been presented where sample size was insufficient.

School enrollment and out of school children

Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	47.2	51.4	0.1	1.3	100
Age: 7-16 ALL	49.0	48.4	0.1	2.6	100
Age: 7-10 ALL	44.3	55.2	0.1	0.5	100
Age: 7-10 BOYS	37.5	61.8	0.1	0.6	100
Age: 7-10 GIRLS	52.6	47.0	0.1	0.3	100
Age: 11-14 ALL	52.9	44.6	0.1	2.4	100
Age: 11-14 BOYS	47.0	51.1	0.2	1.8	100
Age: 11-14 GIRLS	59.6	37.3	0.1	3.1	100
Age: 15-16 ALL	50.9	40.8	0.1	8.2	100
Age: 15-16 BOYS	46.1	46.7	0.2	7.1	100
Age: 15-16 GIRLS	56.3	34.2	0.0	9.5	100

Note: 'Other' includes children going to madarsa and EGS.
 'Not in school' = dropped out + never enrolled.



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 8.4% in 2006, 1.8% in 2010, 3.5% in 2012 and is 3.1% in 2013.

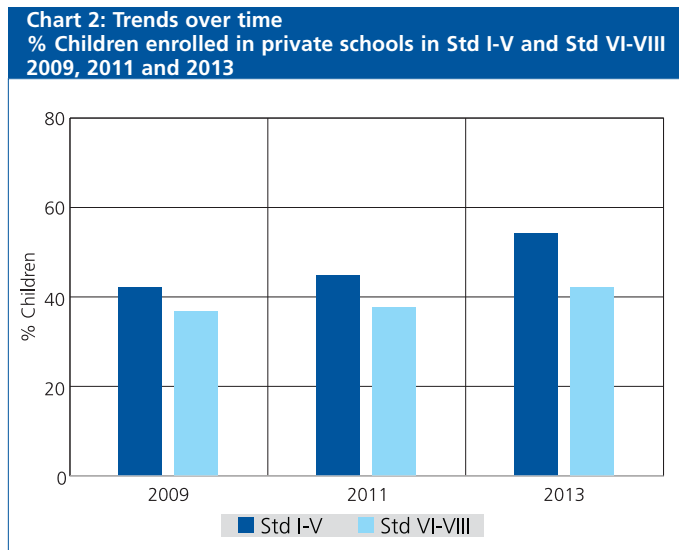


Table 2: Sample description
 % Children in each class by age 2013

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	29.0	41.9	19.6	6.8									100
II	5.6	21.1	41.5	23.6	5.9								100
III	5.0		21.5	39.8	21.3	9.2						100	
IV	5.4			20.5	35.4	28.9	5.9					100	
V	1.3		5.5	18.8	38.2	21.8	10.7				100		
VI	4.8			21.0		35.7	26.5	8.2				100	
VII	0.8				5.3	17.7	39.6	25.3	8.1			100	
VIII	5.7			24.0				38.7	21.9	6.8	2.9	100	

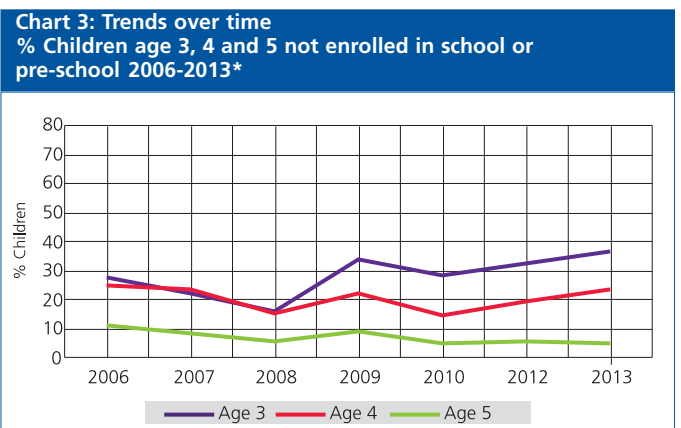
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 39.8% children are 8 years old but there are also 21.5% who are 7, 21.3% who are 9, 9.2% who are 10 and 3.1% who are older.

Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2013

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	40.1	23.2				36.8	100
Age 4	19.4	57.5				23.2	100
Age 5	2.5	2.7	28.3	61.4	0.1	5.0	100
Age 6	0.5	1.1	33.9	62.7	0.1	1.8	100

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



* Data for 2011 is not comparable to other years and therefore not included here.

Data has not been presented where sample size was insufficient.

Reading

Table 4: % Children by class and READING level
 All schools 2013

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	27.1	31.1	23.3	10.7	7.8	100
II	13.5	25.8	19.4	18.9	22.4	100
III	8.2	14.5	15.2	25.0	37.1	100
IV	4.7	9.8	11.5	21.9	52.1	100
V	3.3	8.1	7.1	18.5	63.1	100
VI	2.0	5.8	5.3	14.6	72.2	100
VII	1.4	4.5	4.6	10.1	79.3	100
VIII	0.4	2.3	2.9	8.9	85.5	100
Total	7.8	13.0	11.3	16.2	51.8	100

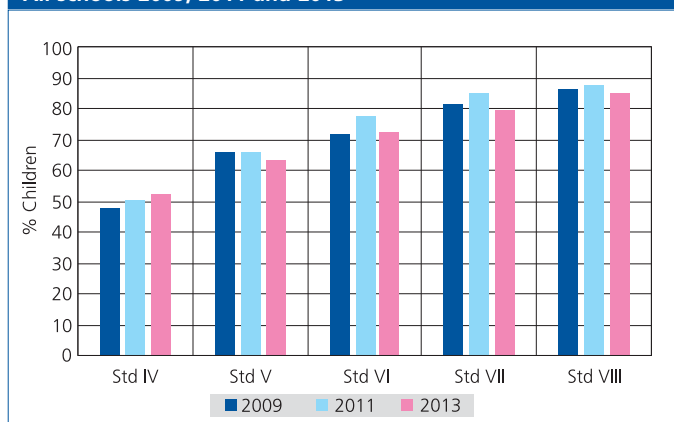
How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 8.2% children cannot even read letters, 14.5% can read letters but not more, 15.2% can read words but not Std I level text or higher, 25% can read Std I level text but not Std II level text, and 37.1% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Table 5: Trends over time
 % Children in Std III and V at different READING levels by school type 2009-2013

Year	% Children in Std III who can read at least Std I level text			% Children in Std V who can read Std II level text		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	44.6	70.1	55.4	59.2	75.7	65.7
2010	49.4	71.5	58.2	60.7	78.3	67.6
2011	38.4	72.9	53.6	55.9	81.2	66.0
2012	30.1	77.9	54.7	43.5	79.2	59.7
2013	35.9	81.9	62.1	48.1	81.0	63.0

* This is the weighted average of govt. and pvt. schools only.

Chart 4: Trends over time
 % Children who can READ Std II level text by class
 All schools 2009, 2011 and 2013



Reading Tool

कहानी
 विमला और अजय मेला देखने गये। उन्हें मेले में तरह-तरह की दुकाने दिखीं। मेले में बहुत झूले थे। वहाँ गरम-गरम हलवा और जलेबियाँ भी विक रही थीं। जलेबी देखकर दोनों के मुँह में पानी आने लगा। उनका जलेबी खाने का मन किया। विमला ने जलेबी खरीदी। दोनों दोस्तों ने मिलकर जलेबी खाई। शाम को दोनों घर लौट आये।

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

द क घ
 व ल
 थ ह त
 म ख

नाक
 तोता
 शूरा
 धुन
 देर
 पीला
 माला
 दिन



To interpret the chart alongside (Chart 4), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a "floor" level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

We can see that the proportion of children who can read at least Std II level text increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Haryana RURAL

Data has not been presented where sample size was insufficient.

Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2013

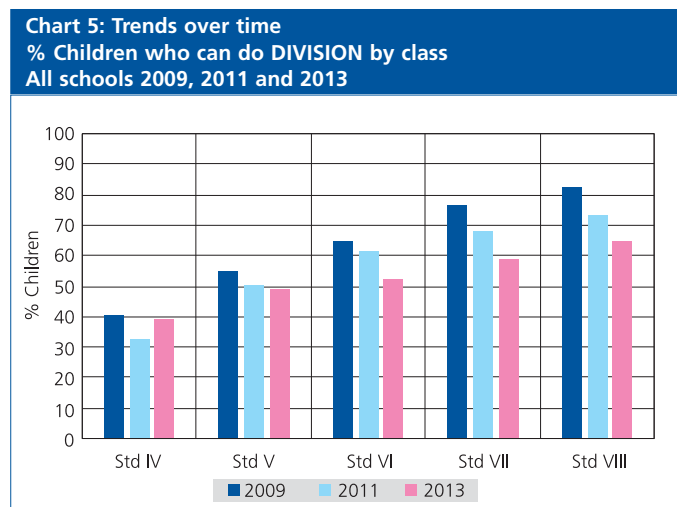
Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	22.4	30.9	36.7	8.4	1.6	100
II	8.6	28.6	30.7	26.0	6.2	100
III	3.8	20.4	24.8	28.0	23.0	100
IV	1.8	14.1	19.6	25.0	39.5	100
V	1.4	10.6	15.3	23.9	48.9	100
VI	0.6	8.9	16.3	21.8	52.4	100
VII	0.5	5.4	14.7	20.7	58.8	100
VIII	0.2	2.4	14.5	18.4	64.5	100
Total	5.0	15.4	21.7	21.6	36.3	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 3.8% children cannot even recognize numbers 1-9, 20.4% can recognize numbers up to 9 but not more, 24.8% can recognize numbers up to 99 but cannot do subtraction, 28% can do subtraction but cannot do division, and 23% can do division. For each class, the total of all these exclusive categories is 100%.

Table 7: Trends over time % Children in Std III and V who can do at least SUBTRACTION and DIVISION respectively by school type 2009-2013

Year	% Children in Std III who can do at least subtraction			% Children in Std V who can do division		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	42.2	68.4	53.2	46.4	67.5	54.7
2010	42.2	67.9	52.5	50.5	70.8	58.4
2011	33.3	72.3	50.5	40.3	65.0	50.2
2012	20.0	70.8	46.0	25.4	63.7	42.9
2013	22.1	72.8	51.1	31.7	69.5	48.9

* This is the weighted average of govt. and pvt. schools only.



Math Tool



To interpret the chart alongside (Chart 5), several things need to be kept in mind:

The highest level in the ASER arithmetic tool is the ability to do a numerical division problem (dividing a three digit number by a one digit number). In most states in India, children are expected to do such computations by Std III or Std IV. ASER does not assess children using grade-level tools.

We can see that the proportion of children who can do this level of division increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a substantial proportion of children are able to do division problems at this level. It is possible that some children are able to do operations at higher levels too, but ASER arithmetic tests do not assess higher than this level.

This chart allows us to compare proportions of children who can do division in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Type of school and paid additional tuition classes (tutoring)

The ASER survey recorded information about paid additional private tutoring by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that the child may have received.

Table 8: Trends over time
% Children attending PAID TUITION CLASSES by school type 2010-2013

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Govt. schools	10.1	8.0	7.4	8.7
Pvt. schools	21.0	20.2	21.0	21.0
All schools	15.0	13.4	14.7	15.5
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
Govt. schools	12.4	8.1	5.4	6.7
Pvt. schools	23.0	19.8	17.0	18.5
All schools	16.4	12.5	10.2	11.8

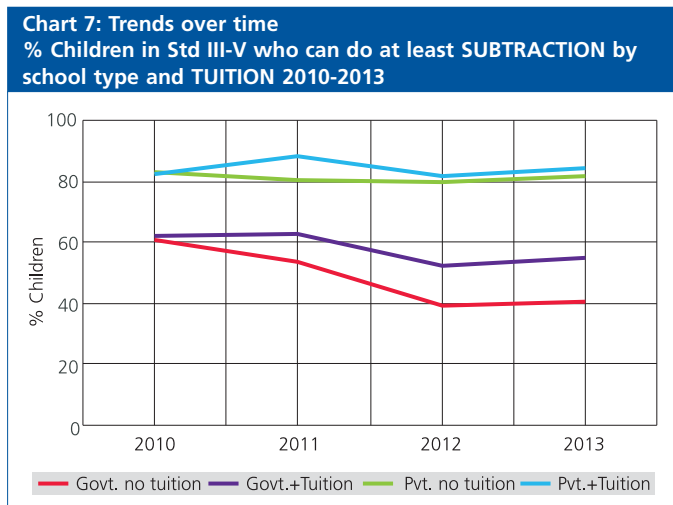
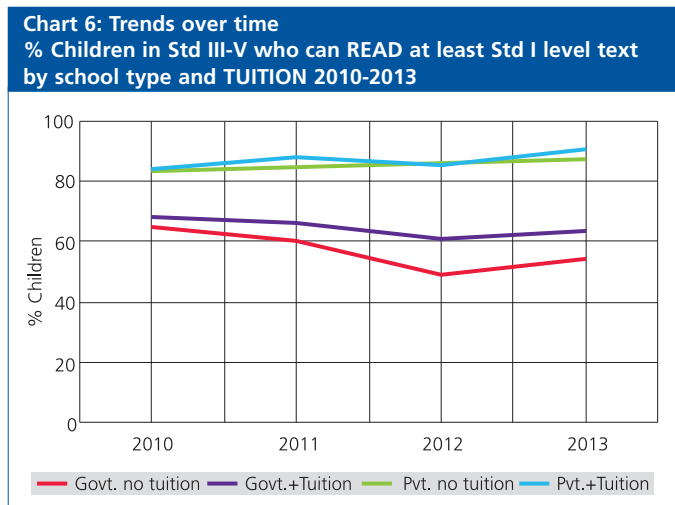


Table 9: Trends over time
% Children by school type and TUITION 2010-2013

	Category	2010	2011	2012	2013
Std I-V	Govt. no tuition	50.0	51.0	42.9	40.8
	Govt. + Tuition	5.6	4.4	3.4	3.9
	Pvt. no tuition	35.1	35.6	42.5	43.7
	Pvt. + Tuition	9.3	9.0	11.3	11.7
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	54.3	57.4	55.1	53.2
	Govt. + Tuition	7.7	5.0	3.1	3.8
	Pvt. no tuition	29.3	30.2	34.7	35.0
	Pvt. + Tuition	8.7	7.4	7.1	8.0
	Total	100	100	100	100

Table 10: TUITION EXPENDITURES by school type in rupees per month 2013

	Type of school	% Children in different tuition expenditure categories				Total
		Rs 100 or less	Rs 101-200	Rs 201-300	Rs 301 or more	
Std I-V	Govt.	37.4	42.2	14.7	5.8	100
Std I-V	Pvt.	9.1	42.7	29.5	18.7	100
Std VI-VIII	Govt.	13.2	44.8	27.0	15.1	100
Std VI-VIII	Pvt.	2.3	23.1	31.3	43.4	100



ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 20 OUT OF 20 DISTRICTS
 Data has not been presented where sample size was insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 11: Number of schools visited 2010-2013

Type of school	2010	2011	2012	2013
Std I-IV/V: Primary	302	244	352	409
Std I-VII/VIII: Primary + Upper primary	226	145	161	152
Total schools visited	528	389	513	561

Table 12: Student and teacher attendance on the day of visit 2010-2013

Type of school	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Enrolled children present (Average)	82.9	76.4	77.2	74.9	81.7	78.8	77.8	75.0
% Teachers present (Average)	89.8	84.9	85.5	86.9	87.8	85.9	83.4	86.4

Table 13: Small schools and multigrade classes 2010-2013

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Schools with total enrollment of 60 or less	10.3	8.8	12.8	15.8	1.4	2.8	1.3	3.4
% Schools where Std II children observed sitting with one or more other classes	33.0	46.1	40.1	41.0	31.3	35.7	44.6	45.0
% Schools where Std IV children observed sitting with one or more other classes	30.1	35.7	32.5	35.1	28.9	26.9	36.7	35.4

RTE indicators

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies a series of norms and standards for a school. Data on selected measurable indicators of RTE are collected in ASER.

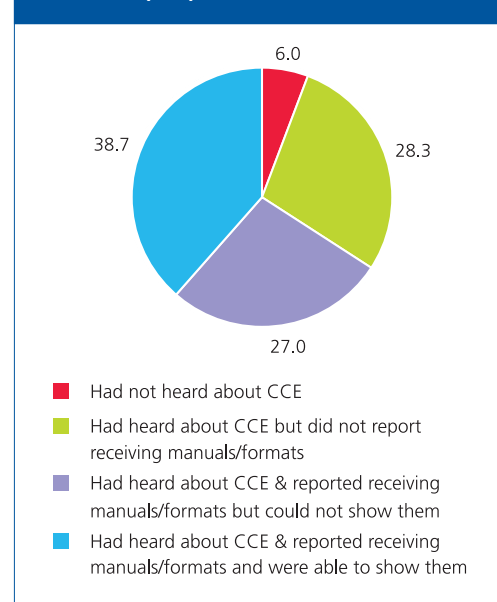
Table 14: Schools meeting selected RTE norms 2010-2013

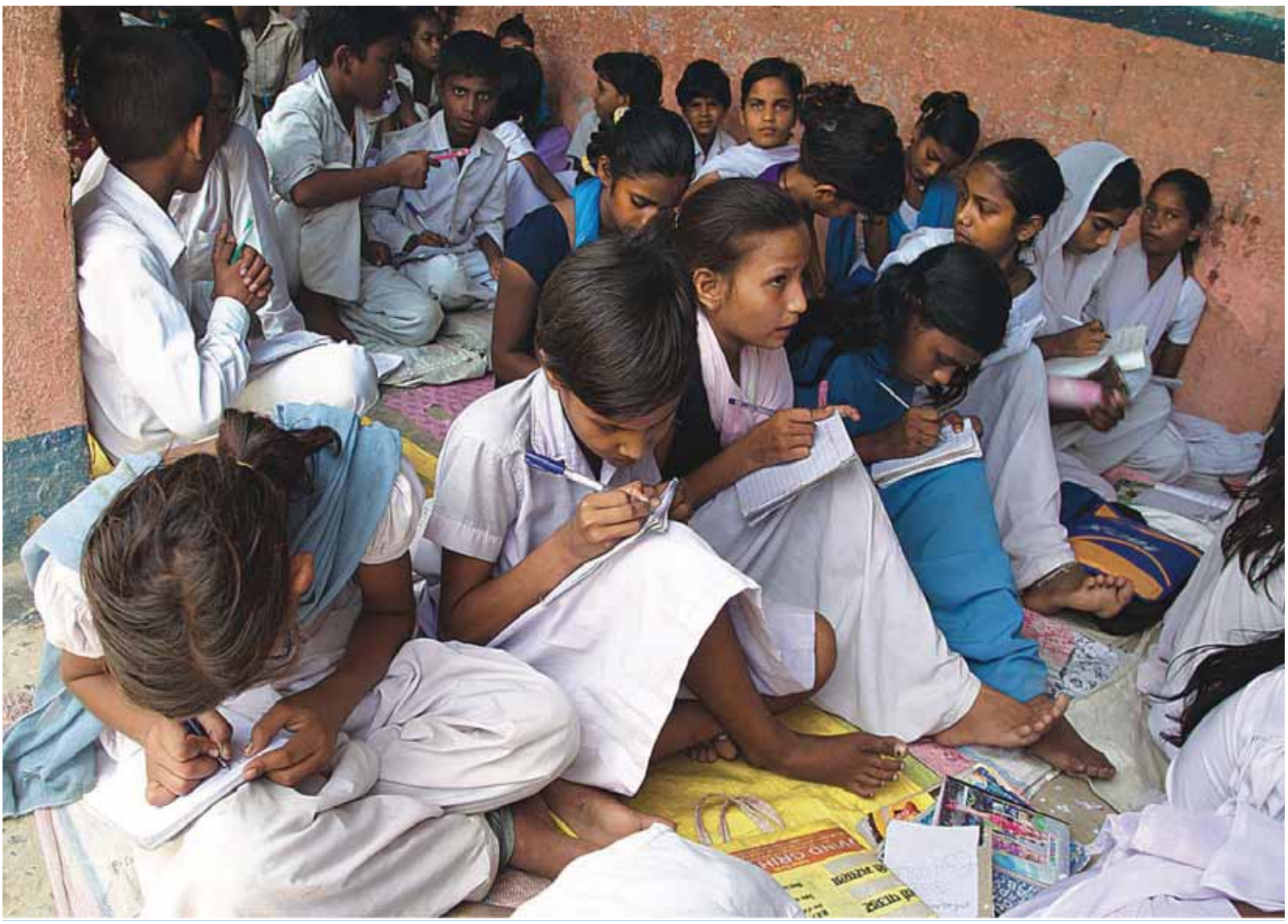
% Schools meeting the following RTE norms:		2010	2011	2012	2013
PTR & CTR	Pupil-teacher ratio (PTR)	40.3	41.2	40.3	43.3
	Classroom-teacher ratio (CTR)	75.1	70.9	76.7	79.1
Building	Office/store/office cum store	85.8	80.6	84.0	86.2
	Playground	79.7	78.9	82.3	84.5
	Boundary wall/fencing	82.7	83.9	88.9	92.5
Drinking water	No facility for drinking water	17.7	14.6	13.9	16.2
	Facility but no drinking water available	7.7	7.1	10.4	10.3
	Drinking water available	74.6	78.3	75.7	73.5
	Total	100	100	100	100
Toilet	No toilet facility	2.0	3.2	3.0	1.4
	Facility but toilet not useable	30.1	26.8	23.6	18.4
	Toilet useable	67.9	70.1	73.5	80.2
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	10.0	6.1	5.9	4.8
	Separate provision but locked	13.4	4.3	3.0	3.9
	Separate provision, unlocked but not useable	23.9	21.6	20.3	13.7
	Separate provision, unlocked and useable	52.8	68.0	70.8	77.6
	Total	100	100	100	100
Library	No library	35.4	21.8	15.5	10.8
	Library but no books being used by children on day of visit	33.0	35.5	45.8	60.1
	Library books being used by children on day of visit	31.6	42.6	38.7	29.1
	Total	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	51.0	60.5	68.3	75.9
	Mid-day meal served in school on day of visit	93.7	94.2	91.7	95.4

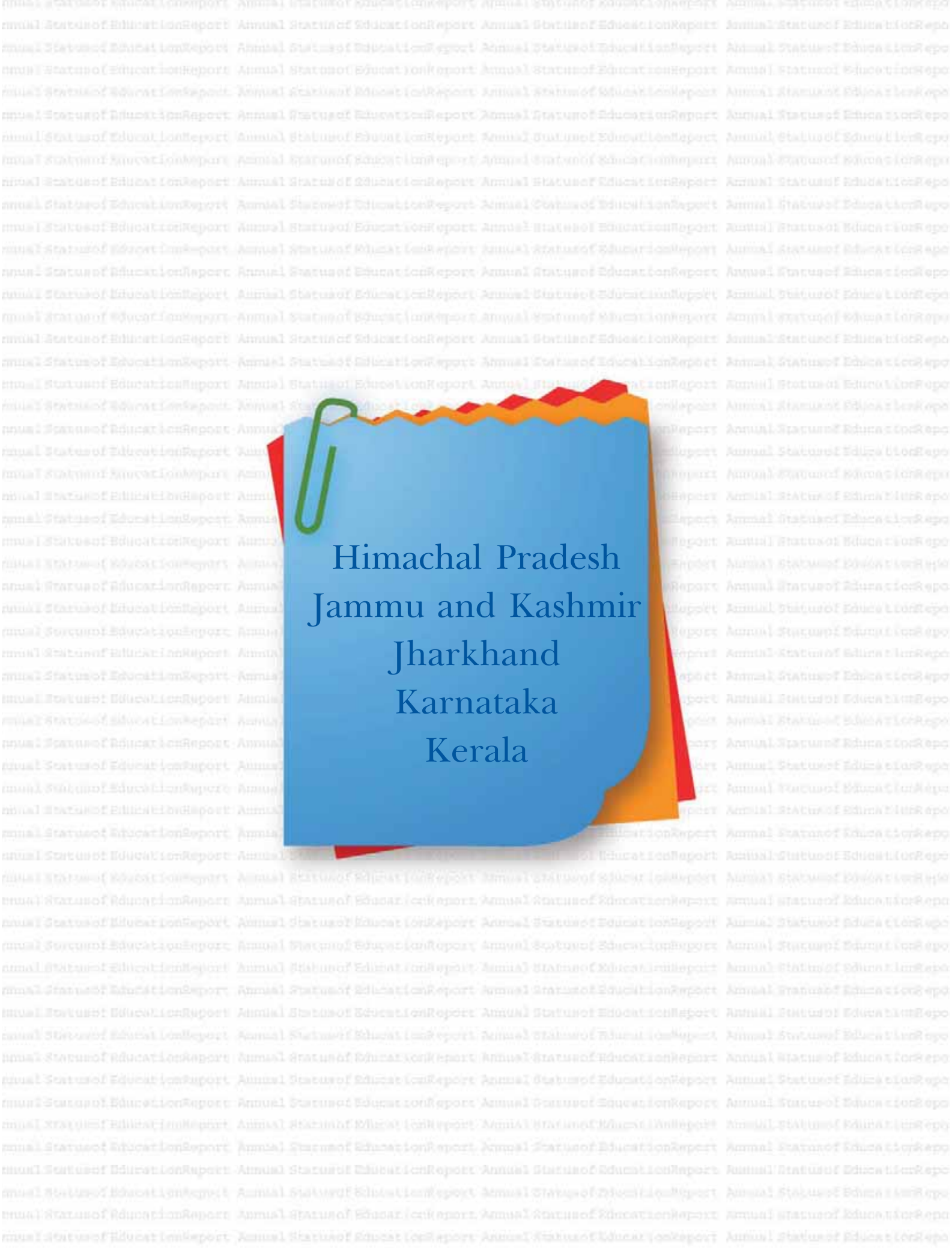


In each visited school, we asked a teacher/HM a few questions about Continuous & Comprehensive Evaluation (CCE).

Chart 8: Continuous & Comprehensive Evaluation (CCE) in schools 2013







Himachal Pradesh
Jammu and Kashmir
Jharkhand
Karnataka
Kerala



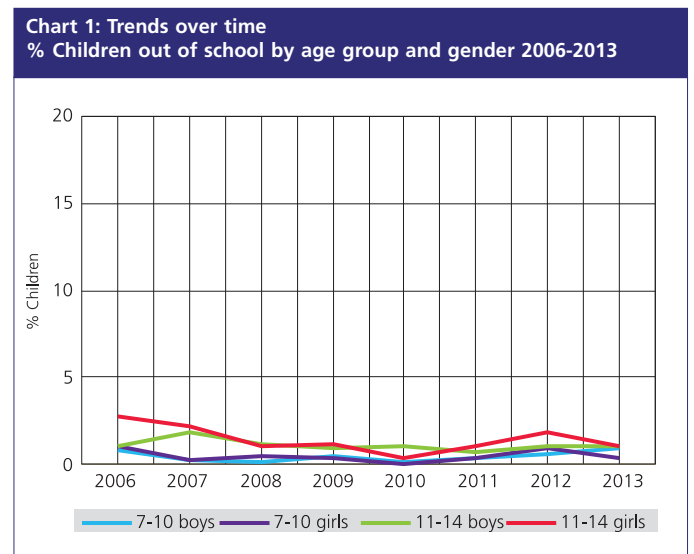
ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 12 OUT OF 12 DISTRICTS
 Data has not been presented where sample size was insufficient.

School enrollment and out of school children

Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	65.4	33.9	0.0	0.8	100
Age: 7-16 ALL	68.8	29.8	0.0	1.4	100
Age: 7-10 ALL	61.4	38.0	0.0	0.6	100
Age: 7-10 BOYS	58.5	40.6	0.0	0.9	100
Age: 7-10 GIRLS	64.6	35.1	0.0	0.3	100
Age: 11-14 ALL	72.1	26.9	0.0	1.0	100
Age: 11-14 BOYS	67.8	31.2	0.0	1.0	100
Age: 11-14 GIRLS	76.6	22.4	0.0	1.0	100
Age: 15-16 ALL	79.4	15.8	0.0	4.8	100
Age: 15-16 BOYS	77.7	18.7	0.0	3.7	100
Age: 15-16 GIRLS	81.2	12.9	0.0	5.9	100

Note: 'Other' includes children going to madarsa and EGS.
 'Not in school' = dropped out + never enrolled.



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 2.7% in 2006, 0.4% in 2010, 1.8% in 2012 and is 1% in 2013.

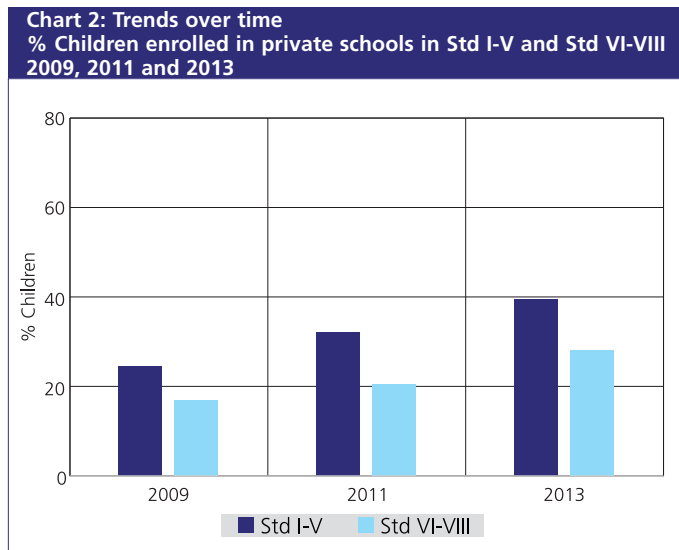


Table 2: Sample description
 % Children in each class by age 2013

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total		
I	25.8	58.9	11.9										3.4	100	
II	0.5	25.3	54.8	17.7										1.7	100
III	1.6	23.0	58.8	13.4										3.2	100
IV	3.1	26.4	50.6	17.0										3.0	100
V	2.0	25.4	54.2	15.1										3.3	100
VI	3.2	25.3	50.1	17.3										4.1	100
VII	2.1	27.3	48.4	18.7										3.5	100
VIII	5.0	25.8	54.2	12.4										2.7	100

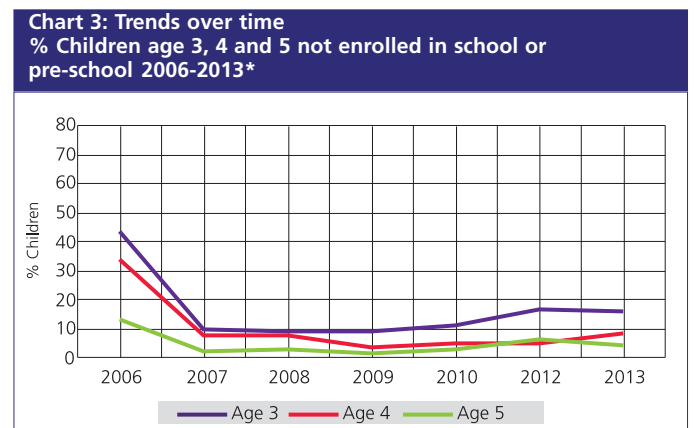
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 58.8% children are 8 years old but there are also 23% who are 7, 13.4% who are 9 and 3.2% who are older.

Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2013

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	67.3	17.0				15.6	100
Age 4	44.1	47.8				8.1	100
Age 5	6.8	2.1	28.1	58.7	0.0	4.3	100
Age 6	1.2	0.3	51.0	46.5	0.0	1.0	100

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



* Data for 2011 is not comparable to other years and therefore not included here.

Data has not been presented where sample size was insufficient.

Reading

Table 4: % Children by class and READING level
 All schools 2013

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	18.4	48.4	22.7	6.9	3.5	100
II	5.0	25.7	20.6	26.9	21.8	100
III	3.1	13.1	18.6	28.0	37.2	100
IV	1.8	7.8	8.6	22.5	59.3	100
V	1.3	5.0	6.3	19.0	68.4	100
VI	0.4	3.2	3.5	11.3	81.7	100
VII	0.3	1.4	2.8	8.2	87.3	100
VIII	0.4	1.0	1.9	6.6	90.1	100
Total	3.6	12.6	10.3	16.2	57.3	100

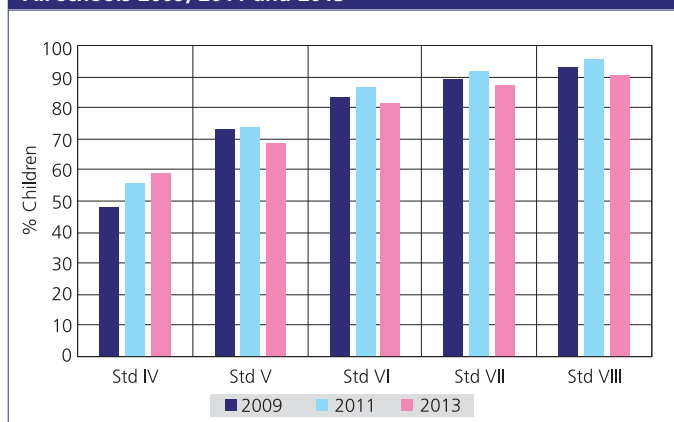
How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 3.1% children cannot even read letters, 13.1% can read letters but not more, 18.6% can read words but not Std I level text or higher, 28% can read Std I level text but not Std II level text, and 37.2% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Table 5: Trends over time
 % Children in Std III and V at different READING levels by school type 2009-2013

Year	% Children in Std III who can read at least Std I level text			% Children in Std V who can read Std II level text		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	62.4	77.6	65.6	72.2	76.7	73.2
2010	60.9	79.9	66.5	75.7	82.8	77.4
2011	59.4	83.0	66.8	70.4	83.5	73.9
2012	59.2	81.5	66.5	71.2	76.9	72.8
2013	58.9	74.9	65.2	65.1	74.8	68.4

* This is the weighted average of govt. and pvt. schools only.

Chart 4: Trends over time
 % Children who can READ Std II level text by class
 All schools 2009, 2011 and 2013



Reading Tool

बढ़ती
 बहुत दिनों से बारिश हो रही थी। गाँव में सभी जगह गंदा पानी भर गया था। सभी बारिश के रुकने की राह देख रहे थे। अचानक एक दिन बारिश रुक गयी। सूरज निकल आया। सब लोग खुश हो गये। आसमान में चिड़ियाँ उड़ने लगीं। लोग अपने कपड़े सुखाने लगे। बच्चे भी घरों से बाहर निकलकर खेलने लगे।

अनुभव
 माँ ने हलवा बनाया। वह बहुत मीठा था। उसे सोनी ने खाया। खाने के बाद वह सो गयी।

म	र	थ	गाना	खुश
ह	श		मोती	
ल	ब	न	घर	झोला
क	घ		आलू	पूष
			किला	
			आग	मोर



To interpret the chart alongside (Chart 4), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a "floor" level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

We can see that the proportion of children who can read at least Std II level text increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Type of school and paid additional tuition classes (tutoring)

The ASER survey recorded information about paid additional private tutoring by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that the child may have received.

Table 8: Trends over time
% Children attending PAID TUITION CLASSES by school type 2010-2013

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Govt. schools	4.8	2.5	3.2	3.8
Pvt. schools	19.1	13.8	14.6	12.8
All schools	9.3	6.2	6.9	7.5
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
Govt. schools	6.8	4.9	4.9	5.8
Pvt. schools	22.6	19.1	18.7	14.1
All schools	9.9	7.8	8.2	8.2



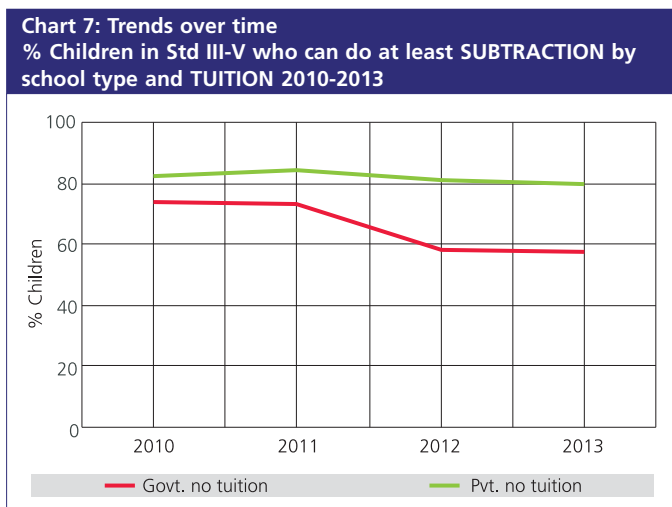
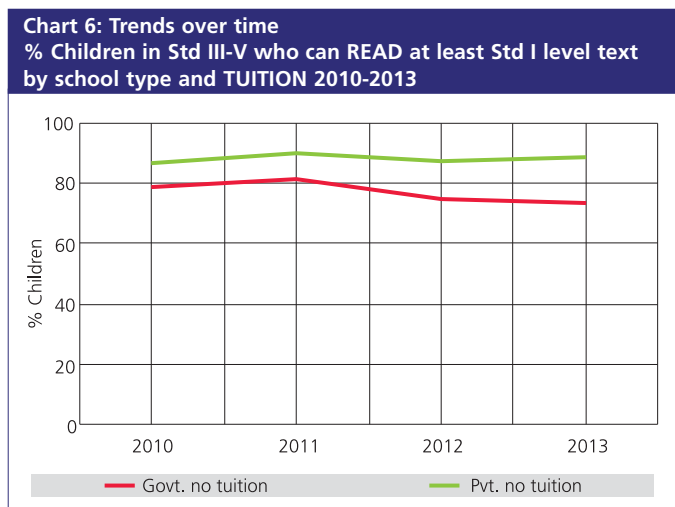
Table 9: Trends over time
% Children by school type and TUITION 2010-2013

	Category	2010	2011	2012	2013
Std I-V	Govt. no tuition	65.3	65.5	64.9	57.3
	Govt. + Tuition	3.3	1.7	2.1	2.3
	Pvt. no tuition	25.5	28.3	28.2	35.2
	Pvt. + Tuition	6.0	4.5	4.8	5.2
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	75.1	75.4	72.2	67.8
	Govt. + Tuition	5.5	3.9	3.7	4.2
	Pvt. no tuition	15.1	16.8	19.6	24.0
	Pvt. + Tuition	4.4	4.0	4.5	4.0
	Total	100	100	100	100

Table 10: TUITION EXPENDITURES by school type in rupees per month 2013

	Type of school	% Children in different tuition expenditure categories				Total
		Rs 100 or less	Rs 101-200	Rs 201-300	Rs 301 or more	
Std I-V	Govt.					
Std I-V	Pvt.					
Std VI-VIII	Govt.					
Std VI-VIII	Pvt.					

Data Insufficient



ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 12 OUT OF 12 DISTRICTS
 Data has not been presented where sample size was insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 11: Number of schools visited 2010-2013

Type of school	2010	2011	2012	2013
Std I-IV/V: Primary	195	224	222	249
Std I-VII/VIII: Primary + Upper primary	66	50	17	32
Total schools visited	261	274	239	281

Table 12: Student and teacher attendance on the day of visit 2010-2013

Type of school	Std I-IV/V and Std I-VII/VIII			
	2010	2011	2012	2013
% Enrolled children present (Average)	90.0	90.4	90.0	86.2
% Teachers present (Average)	88.0	85.6	84.5	85.4

Table 13: Small schools and multigrade classes 2010-2013

School characteristics	Std I-IV/V and Std I-VII/VIII			
	2010	2011	2012	2013
% Schools with total enrollment of 60 or less	48.6	59.0	68.5	67.6
% Schools where Std II children observed sitting with one or more other classes	58.6	55.0	62.5	72.7
% Schools where Std IV children observed sitting with one or more other classes	52.8	48.6	56.1	62.4

RTE indicators

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies a series of norms and standards for a school. Data on selected measurable indicators of RTE are collected in ASER.

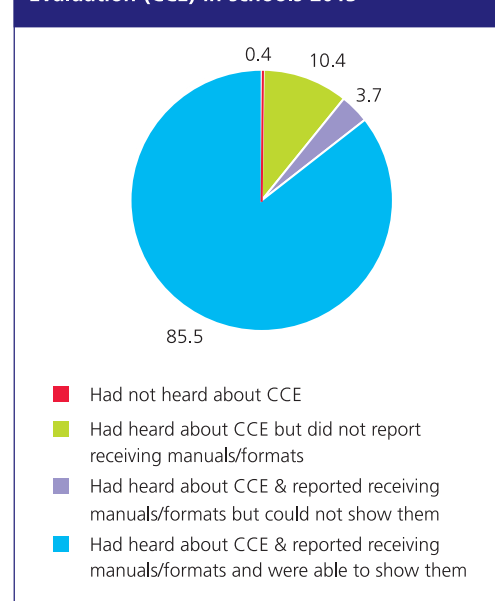
Table 14: Schools meeting selected RTE norms 2010-2013

% Schools meeting the following RTE norms:		2010	2011	2012	2013
PTR & CTR	Pupil-teacher ratio (PTR)	60.6	65.3	68.0	61.5
	Classroom-teacher ratio (CTR)	76.7	77.4	78.4	77.6
Building	Office/store/office cum store	75.9	77.0	74.8	75.8
	Playground	75.6	70.0	74.3	73.7
	Boundary wall/fencing	37.9	42.1	49.4	55.4
Drinking water	No facility for drinking water	12.5	11.5	10.6	8.3
	Facility but no drinking water available	4.3	6.7	6.0	5.8
	Drinking water available	83.2	81.8	83.4	85.9
	Total	100	100	100	100
Toilet	No toilet facility	10.8	7.9	5.1	3.6
	Facility but toilet not useable	33.2	23.6	20.8	17.3
	Toilet useable	56.0	68.5	74.2	79.1
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	31.1	12.5	10.8	4.7
	Separate provision but locked	10.6	2.4	4.0	4.7
	Separate provision, unlocked but not useable	19.6	20.2	14.8	13.3
	Separate provision, unlocked and useable	38.7	64.9	70.4	77.3
	Total	100	100	100	100
Library	No library	19.7	11.4	3.4	3.6
	Library but no books being used by children on day of visit	39.0	46.1	53.4	57.3
	Library books being used by children on day of visit	41.3	42.4	43.2	39.1
	Total	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	82.5	89.5	94.5	94.3
	Mid-day meal served in school on day of visit	98.0	99.2	97.0	95.6



In each visited school, we asked a teacher/HM a few questions about Continuous & Comprehensive Evaluation (CCE).

Chart 8: Continuous & Comprehensive Evaluation (CCE) in schools 2013





Jammu and Kashmir RURAL

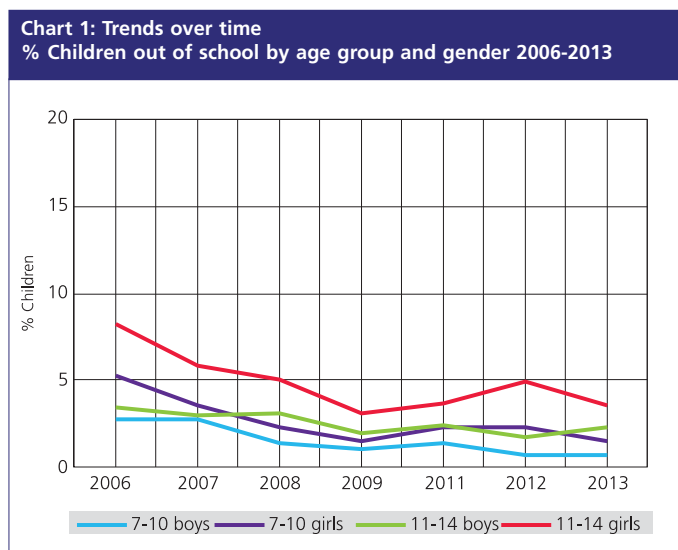
ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 13 OUT OF 14 DISTRICTS
 Data for 2010 is not available. Data has not been presented where sample size was insufficient.

School enrollment and out of school children

Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	51.5	45.5	1.2	1.8	100
Age: 7-16 ALL	54.7	40.1	1.3	3.9	100
Age: 7-10 ALL	48.7	48.9	1.3	1.1	100
Age: 7-10 BOYS	45.7	52.5	1.1	0.7	100
Age: 7-10 GIRLS	52.0	44.9	1.6	1.5	100
Age: 11-14 ALL	55.4	40.3	1.3	2.9	100
Age: 11-14 BOYS	52.7	44.1	1.0	2.3	100
Age: 11-14 GIRLS	58.3	36.5	1.6	3.5	100
Age: 15-16 ALL	64.9	22.7	1.1	11.3	100
Age: 15-16 BOYS	64.5	25.4	0.9	9.2	100
Age: 15-16 GIRLS	65.3	20.1	1.3	13.3	100

Note: 'Other' includes children going to madarsa and EGS.
 'Not in school' = dropped out + never enrolled.



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 8.3% in 2006, 3.1% in 2009, and 5% in 2012 and is 3.5% in 2013.

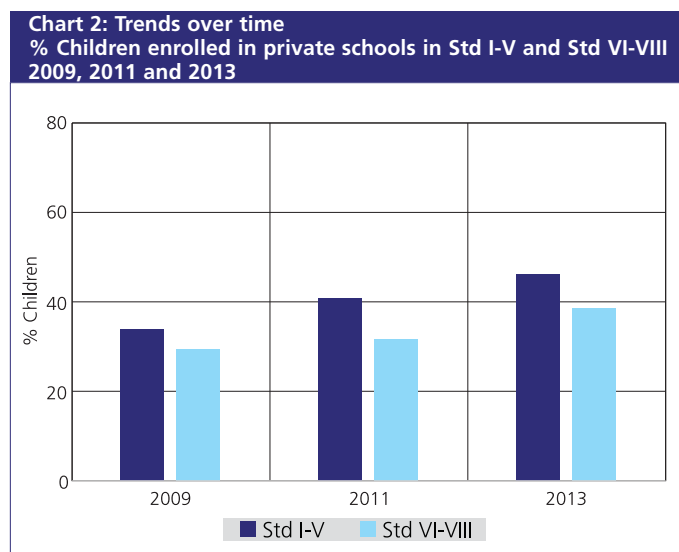


Table 2: Sample description
 % Children in each class by age 2013

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	16.2	34.9	29.3	12.4	5.7				1.6				100
II	2.7	11.3	31.0	35.0	13.0	5.1			2.1				100
III		2.9	9.4	28.4	36.5	16.5			6.3				100
IV		3.3		12.0	22.6	42.0	11.7	5.8		2.5			100
V		3.9			7.8	27.5	37.1	17.9		5.8			100
VI			3.0			14.0	20.3	44.8	13.0		5.0		100
VII				4.3			7.4	30.0	42.9	11.2		4.2	100
VIII					2.2			13.4	29.3	41.8	8.0	5.3	100

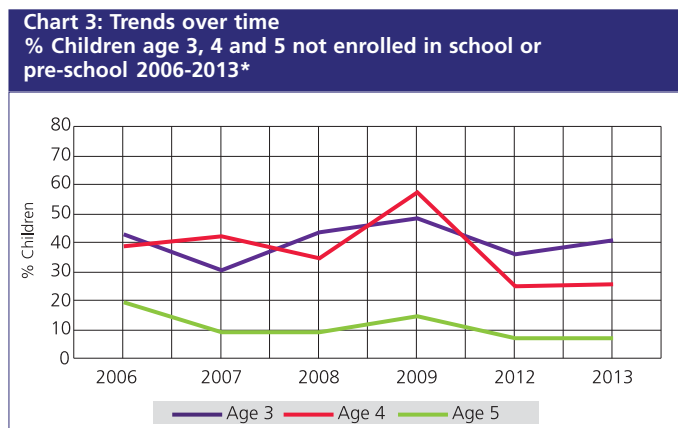
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 28.4% children are 8 years old but there are also 9.4% who are 7, 36.5% who are 9, 16.5% who are 10 and 6.3% who are older.

Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2013

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	45.6	13.8				40.6	100
Age 4	33.4	41.3				25.3	100
Age 5	1.9	1.0	37.6	51.5	0.8	7.2	100
Age 6	0.3	0.5	44.8	51.8	0.6	2.0	100

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



* Data for 2011 is not comparable to other years and therefore not included here.

Data has not been presented where sample size was insufficient.

Reading

Table 4: % Children by class and READING level
 All schools 2013

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	17.2	41.7	23.9	12.2	5.1	100
II	6.4	31.8	27.7	20.0	14.1	100
III	1.5	19.1	25.0	29.9	24.5	100
IV	0.7	12.1	23.8	29.5	34.0	100
V	0.8	9.7	15.9	28.3	45.3	100
VI	0.3	4.6	11.6	30.7	52.8	100
VII	0.2	4.7	8.3	25.1	61.7	100
VIII	0.1	3.1	4.8	24.4	67.7	100
Total	3.7	16.6	18.0	24.7	36.9	100

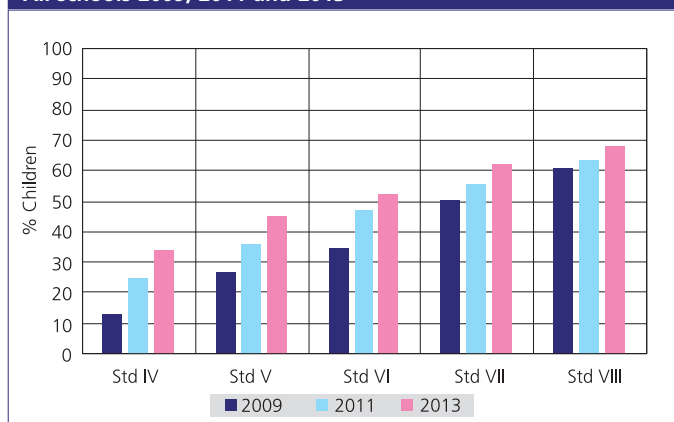
How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 1.5% children cannot even read letters, 19.1% can read letters but not more, 25% can read words but not Std I level text or higher, 29.9% can read Std I level text but not Std II level text, and 24.5% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Table 5: Trends over time
 % Children in Std III and V at different READING levels by school type 2009-2013

Year	% Children in Std III who can read at least Std I level text			% Children in Std V who can read Std II level text		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	21.2	46.7	30.6	20.2	40.7	26.9
2010						
2011	28.4	71.1	45.4	23.0	56.3	36.2
2012	26.2	76.7	49.6	24.6	64.1	41.2
2013	31.2	81.2	54.3	27.9	65.6	45.1

* This is the weighted average of govt. and pvt. schools only.

Chart 4: Trends over time
 % Children who can READ Std II level text by class
 All schools 2009, 2011 and 2013



Reading Tool

Story

A big tree stood in a garden. It was alone and lonely. One day a bird came and sat on it. The bird held a seed in its beak. It dropped the seed near the tree. A small plant grew there. Soon there were many more trees. The big tree was happy.

Para

There is a big monkey. He lives on a tree. He likes to jump. He also likes bananas.

m t z
f k
i a r
v p

both step
cup
out rope
dog hat
key
wish doll



To interpret the chart alongside (Chart 4), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a "floor" level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

We can see that the proportion of children who can read at least Std II level text increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Jammu and Kashmir RURAL

Data has not been presented where sample size was insufficient.

Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2013

Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	16.0	31.9	42.7	8.9	0.6	100
II	4.6	21.2	47.6	24.1	2.6	100
III	1.6	11.4	43.0	34.3	9.7	100
IV	1.2	7.5	36.6	35.3	19.5	100
V	0.6	4.6	32.4	35.4	27.1	100
VI	0.3	2.1	29.4	38.8	29.4	100
VII	0.4	1.9	23.5	38.9	35.4	100
VIII	0.1	1.2	17.5	39.3	41.9	100
Total	3.3	10.8	34.5	31.3	20.0	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 1.6% children cannot even recognize numbers 1-9, 11.4% can recognize numbers up to 9 but not more, 43% can recognize numbers up to 99 but cannot do subtraction, 34.3% can do subtraction but cannot do division, and 9.7% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

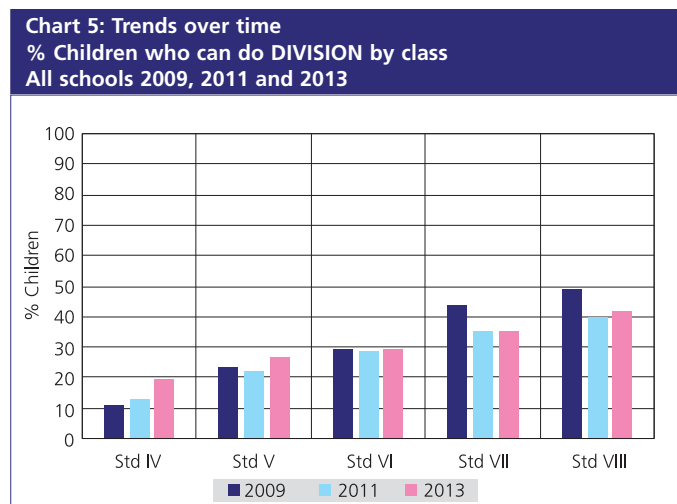
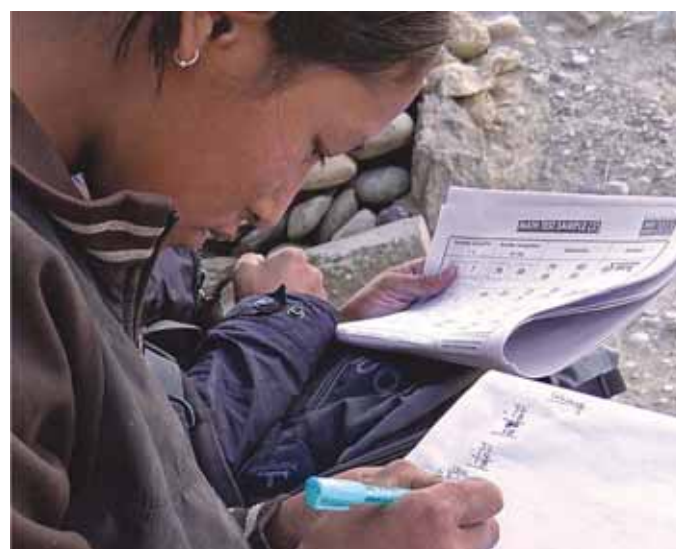
Number recognition 1-9		Number recognition 10-99		Subtraction		Division
3	7	65	38	51 - 35	67 - 48	7)918(
1	4	92	23	84 - 49	73 - 36	6)769(
8	9	47	72	56 - 37	31 - 13	8)987(
5	2	56	87	45 - 18	43 - 24	4)513(
		29	11			

Ask the child to recognize any 2 numbers. Answer it must be correct. Ask the child to recognize any 2 numbers. Answer it must be correct. Ask the child to do any 2 subtraction problems. Both must be correct. Ask the child to do any 1 division problem. It must be correct.

Table 7: Trends over time % Children in Std III and V who can do at least SUBTRACTION and DIVISION respectively by school type 2009-2013

Year	% Children in Std III who can do at least subtraction			% Children in Std V who can do division		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	23.2	47.3	32.1	16.9	37.3	23.6
2010						
2011	22.3	63.7	38.9	11.6	39.2	22.5
2012	18.9	64.2	39.7	7.8	39.3	21.2
2013	24.2	66.7	43.9	13.5	43.0	27.0

* This is the weighted average of govt. and Pvt. schools only.



To interpret the chart alongside (Chart 5), several things need to be kept in mind:

The highest level in the ASER arithmetic tool is the ability to do a numerical division problem (dividing a three digit number by a one digit number). In most states in India, children are expected to do such computations by Std III or Std IV. ASER does not assess children using grade-level tools.

We can see that the proportion of children who can do this level of division increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a substantial proportion of children are able to do division problems at this level. It is possible that some children are able to do operations at higher levels too, but ASER arithmetic tests do not assess higher than this level.

This chart allows us to compare proportions of children who can do division in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Type of school and paid additional tuition classes (tutoring)

The ASER survey recorded information about paid additional private tutoring by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that the child may have received.

**Table 8: Trends over time
 % Children attending PAID TUITION CLASSES by school type
 2010-2013**

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Govt. schools		5.6	6.8	5.9
Pvt. schools		20.1	23.8	26.0
All schools		11.7	14.9	15.5
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
Govt. schools		8.2	10.0	8.0
Pvt. schools		23.8	28.8	29.9
All schools		13.4	17.2	16.7

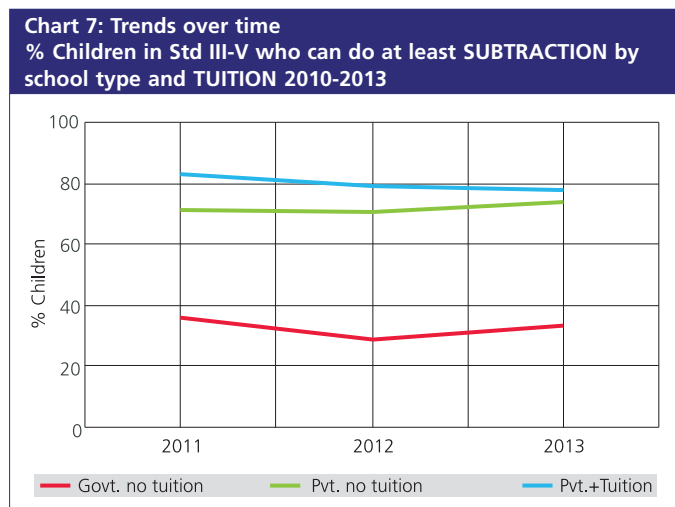
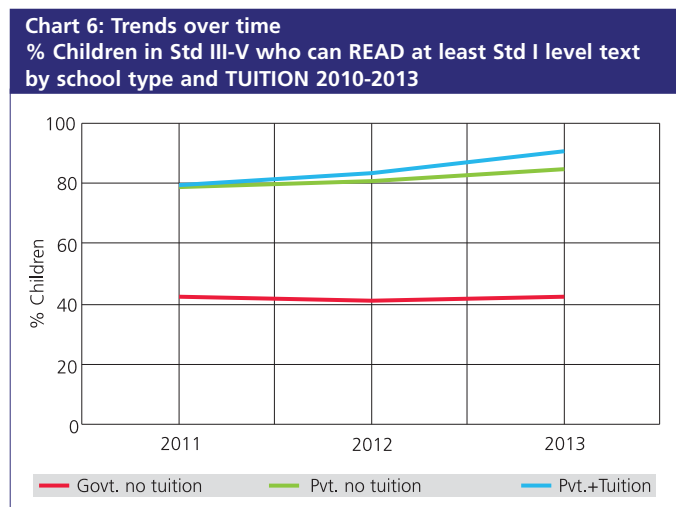


**Table 9: Trends over time
 % Children by school type and TUITION 2010-2013**

	Category	2010	2011	2012	2013
Std I-V	Govt. no tuition		54.7	48.6	49.2
	Govt. + Tuition		3.3	3.5	3.1
	Pvt. no tuition		33.6	36.4	35.3
	Pvt. + Tuition		8.5	11.4	12.4
	Total		100	100	100
Std VI-VIII	Govt. no tuition		61.5	55.5	55.4
	Govt. + Tuition		5.5	6.2	4.8
	Pvt. no tuition		25.2	27.3	27.9
	Pvt. + Tuition		7.9	11.0	11.9
	Total		100	100	100

Table 10: TUITION EXPENDITURES by school type in rupees per month 2013

	Type of school	% Children in different tuition expenditure categories				Total
		Rs 100 or less	Rs 101-200	Rs 201-300	Rs 301 or more	
Std I-V	Govt.	22.6	30.9	14.4	32.2	100
Std I-V	Pvt.	7.9	44.6	28.2	19.3	100
Std VI-VIII	Govt.	5.3	29.1	20.9	44.7	100
Std VI-VIII	Pvt.	1.9	15.2	42.1	40.9	100



ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 13 OUT OF 14 DISTRICTS
 Data has not been presented where sample size was insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 11: Number of schools visited 2010-2013

Type of school	2010	2011	2012	2013
Std I-IV/V: Primary		76	86	70
Std I-VII/VIII: Primary + Upper primary		281	301	289
Total schools visited		357	387	359

Table 12: Student and teacher attendance on the day of visit 2010-2013

Type of school	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Enrolled children present (Average)		80.3	79.5	80.0		76.5	79.5	79.7
% Teachers present (Average)		90.1	85.2	84.5		83.4	81.9	81.7

Table 13: Small schools and multigrade classes 2010-2013

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Schools with total enrollment of 60 or less		90.4	95.4	95.7		33.0	38.7	42.9
% Schools where Std II children observed sitting with one or more other classes		84.7	80.3	72.1		63.8	62.4	62.6
% Schools where Std IV children observed sitting with one or more other classes		79.7	78.9	69.5		55.6	58.1	54.4

RTE indicators

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies a series of norms and standards for a school. Data on selected measurable indicators of RTE are collected in ASER.

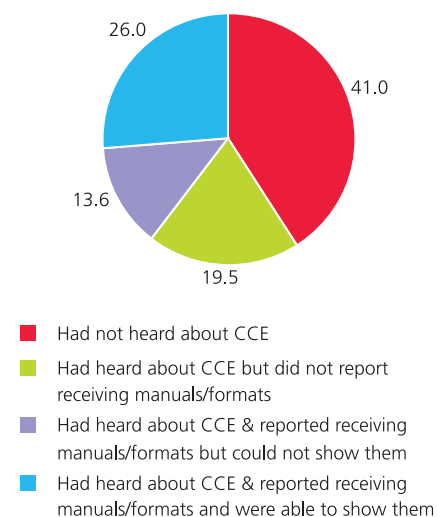
Table 14: Schools meeting selected RTE norms 2010-2013

% Schools meeting the following RTE norms:		2010	2011	2012	2013
PTR & CTR	Pupil-teacher ratio (PTR)		87.5	84.2	86.2
	Classroom-teacher ratio (CTR)		49.8	50.0	56.1
Building	Office/store/office cum store		81.8	79.5	85.6
	Playground		52.5	48.2	57.8
	Boundary wall/fencing		28.8	26.7	33.1
Drinking water	No facility for drinking water		47.2	38.7	40.7
	Facility but no drinking water available		6.2	10.7	6.7
	Drinking water available		46.6	50.5	52.5
	Total		100	100	100
Toilet	No toilet facility		33.4	26.0	13.5
	Facility but toilet not useable		30.3	25.0	25.9
	Toilet useable		36.3	49.0	60.6
	Total		100	100	100
Girls' toilet	No separate provision for girls' toilet		61.0	52.5	41.6
	Separate provision but locked		6.9	10.2	12.2
	Separate provision, unlocked but not useable		9.8	6.8	7.3
	Separate provision, unlocked and useable		22.4	30.6	38.8
Total		100	100	100	
Library	No library		49.3	50.1	41.5
	Library but no books being used by children on day of visit		23.9	26.1	30.0
	Library books being used by children on day of visit		26.8	23.8	28.6
	Total		100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal		70.6	73.8	80.3
	Mid-day meal served in school on day of visit		76.5	87.9	93.0



In each visited school, we asked a teacher/HM a few questions about Continuous & Comprehensive Evaluation (CCE).

Chart 8: Continuous & Comprehensive Evaluation (CCE) in schools 2013





ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 23 OUT OF 23 DISTRICTS
 Data has not been presented where sample size was insufficient.

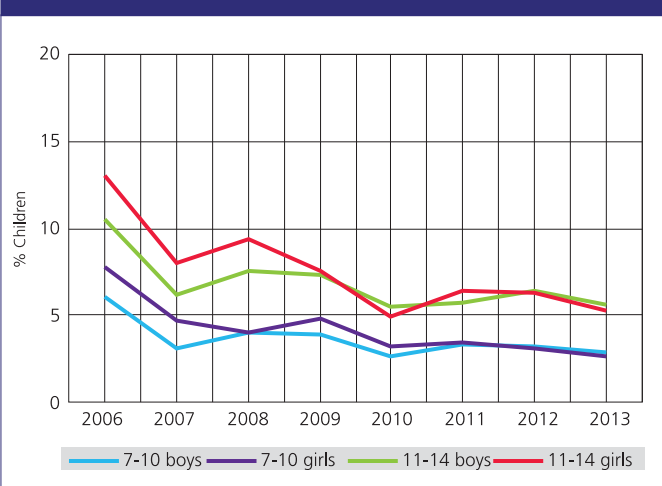
School enrollment and out of school children

Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	79.7	15.7	0.8	3.8	100
Age: 7-16 ALL	77.3	15.9	0.9	6.0	100
Age: 7-10 ALL	80.4	16.0	0.9	2.7	100
Age: 7-10 BOYS	77.5	18.9	0.8	2.8	100
Age: 7-10 GIRLS	83.6	12.8	1.0	2.6	100
Age: 11-14 ALL	78.1	15.7	0.8	5.4	100
Age: 11-14 BOYS	75.7	17.8	0.8	5.6	100
Age: 11-14 GIRLS	80.4	13.6	0.8	5.2	100
Age: 15-16 ALL	65.6	15.8	1.0	17.5	100
Age: 15-16 BOYS	64.0	15.2	0.8	20.0	100
Age: 15-16 GIRLS	67.5	16.6	1.3	14.6	100

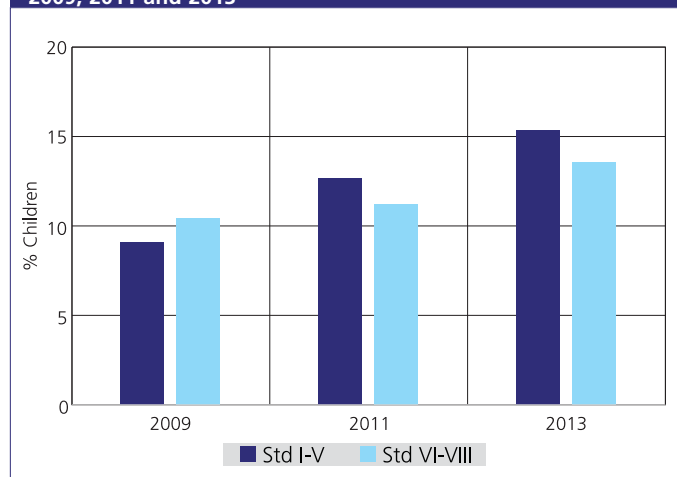
Note: 'Other' includes children going to madarsa and EGS.
 'Not in school' = dropped out + never enrolled.

**Chart 1: Trends over time
 % Children out of school by age group and gender 2006-2013**



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 13% in 2006, 4.9% in 2010, 6.3% in 2012 and is 5.2% in 2013.

**Chart 2: Trends over time
 % Children enrolled in private schools in Std I-V and Std VI-VIII
 2009, 2011 and 2013**



**Table 2: Sample description
 % Children in each class by age 2013**

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	28.2	39.0	16.7	9.9	6.2								100
II	4.8	17.6	28.0	28.0	8.3	9.3	4.1						100
III	1.2	5.6	13.7	35.5	17.2	16.1	10.7						100
IV	3.6		5.4	16.8	23.0	28.2	7.7	10.2	5.2				100
V	2.0			6.7	10.4	36.4	16.7	18.5	5.4	3.9			100
VI	5.9				16.7		23.0	33.4	13.1	5.4	2.5	100	
VII	1.9				7.4		9.2	37.1	23.7	13.2	5.5	2.0	100
VIII	5.4				19.1				31.9	26.6	11.6	5.4	100

How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 35.5% children are 8 years old but there are also 13.7% who are 7, 17.2% who are 9, 16.1% who are 10 and 10.7% who are older.

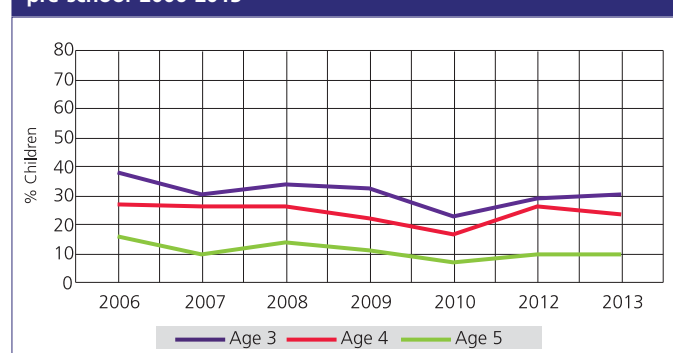
Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2013

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	66.3	3.0				30.6	100
Age 4	65.9	10.7				23.4	100
Age 5	23.2	8.8	48.4	9.3	0.8	9.6	100
Age 6	6.3	5.9	69.5	12.1	0.5	5.7	100

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

**Chart 3: Trends over time
 % Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2013***



* Data for 2011 is not comparable to other years and therefore not included here.

Data has not been presented where sample size was insufficient.

Reading

Table 4: % Children by class and READING level
 All schools 2013

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	53.8	29.5	9.8	4.3	2.7	100
II	27.8	34.9	20.0	9.7	7.6	100
III	14.4	29.0	25.7	17.1	13.8	100
IV	8.8	21.7	22.0	22.8	24.7	100
V	5.7	16.0	19.4	24.9	34.0	100
VI	2.9	9.3	15.3	24.9	47.6	100
VII	2.3	7.0	9.6	18.3	62.8	100
VIII	1.0	4.1	6.7	14.4	73.9	100
Total	17.2	20.5	16.3	16.3	29.7	100

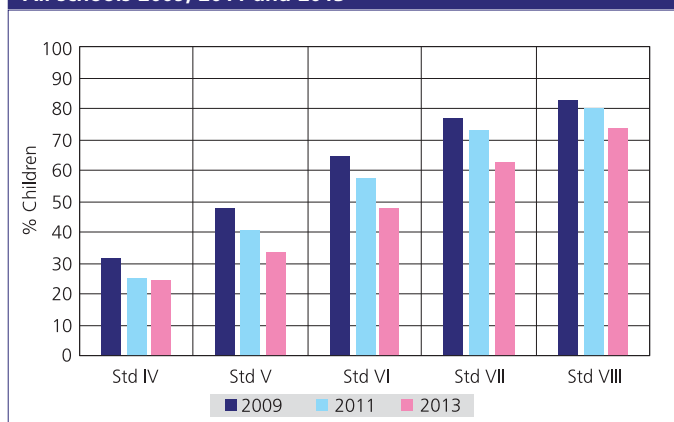
How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 14.4% children cannot even read letters, 29% can read letters but not more, 25.7% can read words but not Std I level text or higher, 17.1% can read Std I level text but not Std II level text, and 13.8% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Table 5: Trends over time
 % Children in Std III and V at different READING levels by school type 2009-2013

Year	% Children in Std III who can read at least Std I level text			% Children in Std V who can read Std II level text		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	34.7	67.1	37.4	46.0	72.4	48.1
2010	37.4	57.1	38.9	48.4	65.4	49.6
2011	26.3	59.3	30.6	37.5	68.2	41.0
2012	26.7	58.0	31.1	32.5	75.4	37.7
2013	25.3	64.5	30.9	29.4	67.9	33.9

* This is the weighted average of govt. and pvt. schools only.

Chart 4: Trends over time
 % Children who can READ Std II level text by class
 All schools 2009, 2011 and 2013



Reading Tool

कहानी

सावन का महीना था। आसमान में बहुत से काले बादल छाये थे। ठंडी-ठंडी हवा चल रही थी। मैंने सोचा, आज झूला झूलते हैं। बड़े भैया एक मोटी सी रस्सी लेकर आये। हमने उसी पेड़ से लटका कर झूला बनाया। सब ने मिलकर खूब झूला झूला। बहुत सारे बच्चे आकर मजे से खेलने लगे। खेलते-खेलते रात हो गयी।

श्रुति

मीना पढ़ने जाती है। राजू भी साथ जाता है। दोनों शाम को लौटकर आते हैं। घर आकर खाना खाते हैं।

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शेर
नानी भालू
काम पीला
फूल
दिन मोर



To interpret the chart alongside (Chart 4), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a "floor" level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

We can see that the proportion of children who can read at least Std II level text increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2013

Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	48.9	33.2	13.3	3.6	1.1	100
II	22.7	41.8	24.5	7.2	3.9	100
III	10.3	34.3	34.1	14.8	6.5	100
IV	5.7	25.2	32.9	21.3	14.9	100
V	2.9	17.3	31.7	26.4	21.8	100
VI	1.7	12.0	26.0	28.6	31.8	100
VII	1.5	8.7	21.4	25.7	42.8	100
VIII	0.6	5.5	16.7	22.5	54.7	100
Total	14.1	23.9	24.9	17.5	19.6	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 10.3% children cannot even recognize numbers 1-9, 34.3% can recognize numbers up to 9 but not more, 34.1% can recognize numbers up to 99 but cannot do subtraction, 14.8% can do subtraction but cannot do division, and 6.5% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

अंक पहचान 1-9	संख्या पहचान 10-99	घट्ना	भाग
2 7	76 58	74 63 - 56 - 34	8) 993
3 5	69 99	47 84 - 29 - 35	6) 758
9 8	34 61	41 32 - 15 - 14	7) 865
4 1	46 84	36 68 - 18 - 49	4) 658

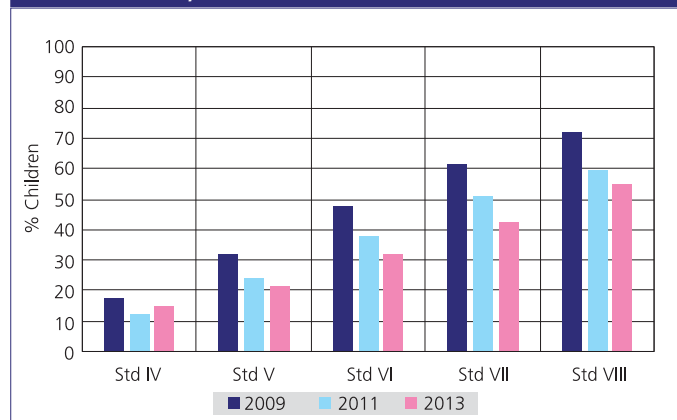
Table 7: Trends over time % Children in Std III and V who can do at least SUBTRACTION and DIVISION respectively by school type 2009-2013

Year	% Children in Std III who can do at least subtraction			% Children in Std V who can do division		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	29.4	60.6	32.0	30.0	55.9	32.0
2010	31.7	47.0	32.8	40.1	50.7	40.8
2011	19.6	49.2	23.4	20.9	47.2	24.0
2012	19.3	54.7	24.3	20.1	54.6	24.3
2013	16.5	50.0	21.3	17.9	51.8	21.9

* This is the weighted average of govt. and pvt. schools only.



Chart 5: Trends over time % Children who can do DIVISION by class All schools 2009, 2011 and 2013



To interpret the chart alongside (Chart 5), several things need to be kept in mind:

The highest level in the ASER arithmetic tool is the ability to do a numerical division problem (dividing a three digit number by a one digit number). In most states in India, children are expected to do such computations by Std III or Std IV. ASER does not assess children using grade-level tools.

We can see that the proportion of children who can do this level of division increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a substantial proportion of children are able to do division problems at this level. It is possible that some children are able to do operations at higher levels too, but ASER arithmetic tests do not assess higher than this level.

This chart allows us to compare proportions of children who can do division in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Type of school and paid additional tuition classes (tutoring)

The ASER survey recorded information about paid additional private tutoring by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that the child may have received.

Table 8: Trends over time
% Children attending PAID TUITION CLASSES by school type 2010-2013

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Govt. schools	23.5	21.2	24.4	24.3
Pvt. schools	37.1	38.4	44.5	36.7
All schools	24.7	23.5	27.8	26.2
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
Govt. schools	36.3	33.4	34.9	33.8
Pvt. schools	46.0	39.3	49.3	40.0
All schools	37.2	34.1	36.8	34.7

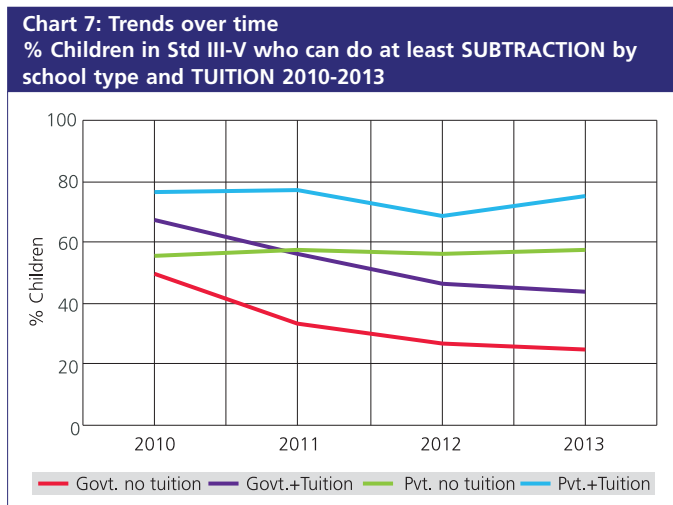
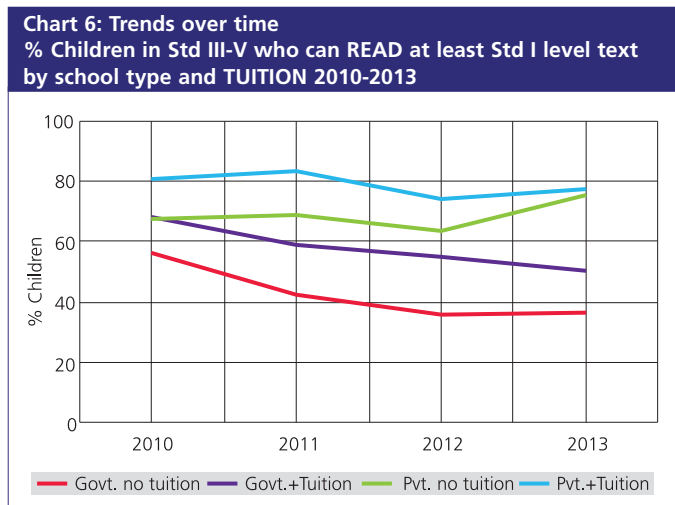


Table 9: Trends over time
% Children by school type and TUITION 2010-2013

	Category	2010	2011	2012	2013
Std I-V	Govt. no tuition	70.0	68.1	62.9	63.8
	Govt. + Tuition	21.5	18.3	20.3	20.5
	Pvt. no tuition	5.3	8.4	9.4	10.0
	Pvt. + Tuition	3.1	5.2	7.5	5.8
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	57.5	58.9	56.7	57.3
	Govt. + Tuition	32.8	29.5	30.4	29.3
	Pvt. no tuition	5.3	7.0	6.6	8.0
	Pvt. + Tuition	4.5	4.6	6.4	5.4
	Total	100	100	100	100

Table 10: TUITION EXPENDITURES by school type in rupees per month 2013

	Type of school	% Children in different tuition expenditure categories				Total
		Rs 100 or less	Rs 101-200	Rs 201-300	Rs 301 or more	
Std I-V	Govt.	82.6	14.7	1.4	1.3	100
Std I-V	Pvt.	44.4	37.4	9.3	9.0	100
Std VI-VIII	Govt.	71.3	24.3	2.6	1.9	100
Std VI-VIII	Pvt.	38.5	44.5	11.3	5.7	100



ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 23 OUT OF 23 DISTRICTS
 Data has not been presented where sample size was insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 11: Number of schools visited 2010-2013

Type of school	2010	2011	2012	2013
Std I-IV/V: Primary	188	164	121	205
Std I-VII/VIII: Primary + Upper primary	359	373	317	423
Total schools visited	547	537	438	628

Table 12: Student and teacher attendance on the day of visit 2010-2013

Type of school	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Enrolled children present (Average)	62.3	59.1	58.0	62.4	58.7	55.1	52.8	56.8
% Teachers present (Average)	89.4	91.1	78.3	86.5	81.8	85.1	62.1	88.3

Table 13: Small schools and multigrade classes 2010-2013

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Schools with total enrollment of 60 or less	20.0	30.8	38.8	38.4	1.2	1.6	2.6	2.2
% Schools where Std II children observed sitting with one or more other classes	76.9	84.8	87.4	88.1	59.7	65.0	69.5	70.1
% Schools where Std IV children observed sitting with one or more other classes	75.3	82.5	86.7	84.2	52.4	61.8	64.8	62.9

Note: The state has programmes which require grades to sit together in primary schools.

RTE indicators

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies a series of norms and standards for a school. Data on selected measurable indicators of RTE are collected in ASER.

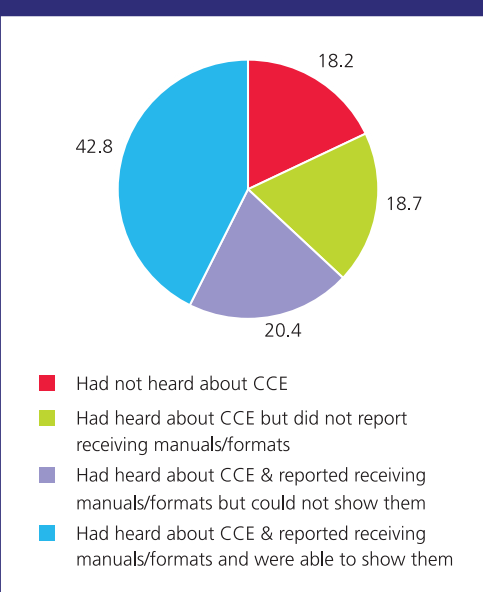
Table 14: Schools meeting selected RTE norms 2010-2013

% Schools meeting the following RTE norms:		2010	2011	2012	2013
PTR & CTR	Pupil-teacher ratio (PTR)	11.2	15.3	15.0	19.0
	Classroom-teacher ratio (CTR)	81.2	77.3	76.9	83.2
Building	Office/store/office cum store	84.9	84.4	85.0	88.3
	Playground	37.9	34.0	37.5	35.0
	Boundary wall/fencing	27.0	25.0	21.6	26.6
Drinking water	No facility for drinking water	15.8	11.1	9.5	10.3
	Facility but no drinking water available	10.4	8.3	12.5	11.6
	Drinking water available	73.8	80.6	78.1	78.1
	Total	100	100	100	100
Toilet	No toilet facility	18.0	19.1	16.4	16.7
	Facility but toilet not useable	55.2	43.5	46.6	42.8
	Toilet useable	26.8	37.5	37.0	40.5
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	29.7	23.4	25.3	22.7
	Separate provision but locked	24.6	18.3	19.3	15.4
	Separate provision, unlocked but not useable	24.8	21.8	23.4	25.5
	Separate provision, unlocked and useable	20.9	36.6	32.0	36.4
	Total	100	100	100	100
Library	No library	38.4	26.5	21.0	13.4
	Library but no books being used by children on day of visit	33.2	35.4	33.9	33.2
	Library books being used by children on day of visit	28.4	38.2	45.1	53.4
	Total	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	73.5	76.2	77.0	78.3
	Mid-day meal served in school on day of visit	92.6	88.8	84.2	82.4



In each visited school, we asked a teacher/HM a few questions about Continuous & Comprehensive Evaluation (CCE).

Chart 8: Continuous & Comprehensive Evaluation (CCE) in schools 2013





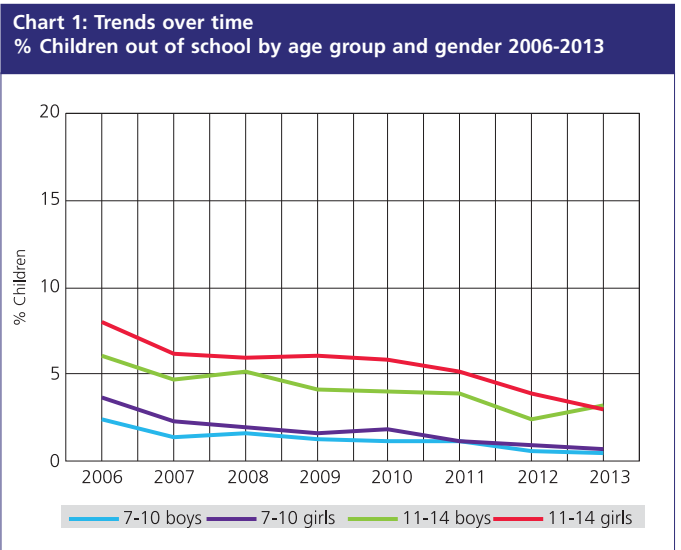
ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 26 OUT OF 27 DISTRICTS
 Data has not been presented where sample size was insufficient.

School enrollment and out of school children

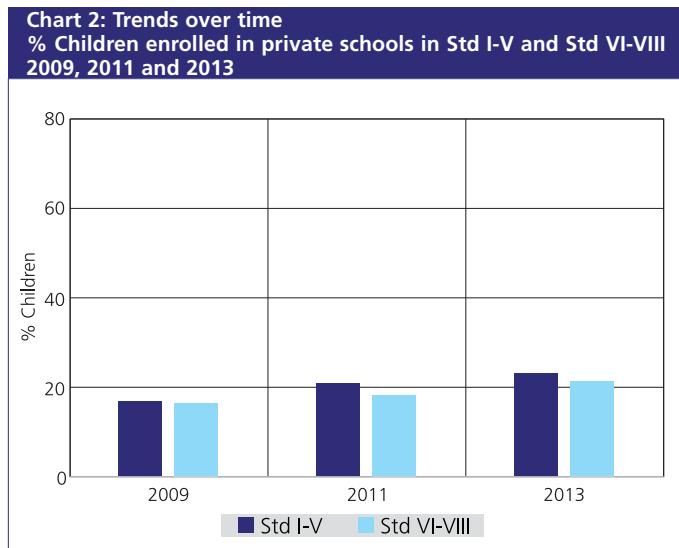
Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	75.4	22.5	0.3	1.8	100
Age: 7-16 ALL	72.8	23.3	0.4	3.6	100
Age: 7-10 ALL	75.4	23.6	0.4	0.6	100
Age: 7-10 BOYS	72.8	26.4	0.3	0.5	100
Age: 7-10 GIRLS	78.2	20.7	0.5	0.7	100
Age: 11-14 ALL	75.2	21.5	0.3	3.1	100
Age: 11-14 BOYS	72.8	23.8	0.3	3.2	100
Age: 11-14 GIRLS	77.4	19.3	0.3	3.0	100
Age: 15-16 ALL	59.1	27.3	0.5	13.2	100
Age: 15-16 BOYS	56.2	29.0	0.5	14.3	100
Age: 15-16 GIRLS	61.9	25.5	0.5	12.1	100

Note: 'Other' includes children going to madarsa and EGS.
 'Not in school' = dropped out + never enrolled.



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 8% in 2006, 5.9% in 2010, 3.8% in 2012 and is 3% in 2013.



**Table 2: Sample description
 % Children in each class by age 2013**

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	6.0	61.3	28.9						3.9				100
II		3.8	37.2	53.7					5.4				100
III			4.5	33.3	58.2				4.1				100
IV			1.0	5.6	33.2	54.4			5.8				100
V			5.0			38.5	51.0			5.5			100
VI				6.6			28.1	58.6	5.8		1.0		100
VII				5.2				32.3	53.2	7.6		1.6	100
VIII				1.5				7.5	40.6	45.7		4.7	100

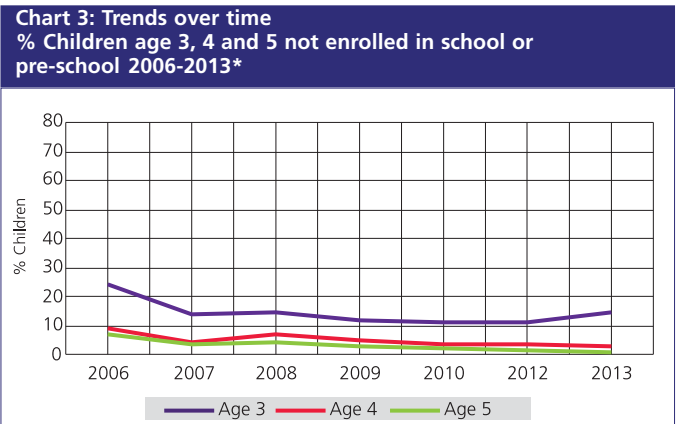
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 33.3% children are 8 years old but there are also 58.2% who are 9 and 4.1% who are older.

Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2013

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	81.0	4.6				14.4	100
Age 4	77.5	19.5				3.0	100
Age 5	55.0	32.5	8.2	3.6	0.1	0.6	100
Age 6	11.1	11.0	59.2	17.7	0.3	0.7	100

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



* Data for 2011 is not comparable to other years and therefore not included here.

Data has not been presented where sample size was insufficient.

Reading

Table 4: % Children by class and READING level
 All schools 2013

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	24.4	52.3	18.3	3.2	1.8	100
II	7.8	36.1	36.6	12.8	6.7	100
III	5.1	20.0	36.8	22.6	15.5	100
IV	3.6	11.3	24.6	29.5	31.0	100
V	2.1	8.4	18.4	29.0	42.1	100
VI	1.8	6.1	11.7	25.8	54.7	100
VII	1.8	4.4	8.4	21.1	64.3	100
VIII	1.4	3.2	7.1	17.3	71.0	100
Total	6.1	18.0	20.4	20.2	35.3	100

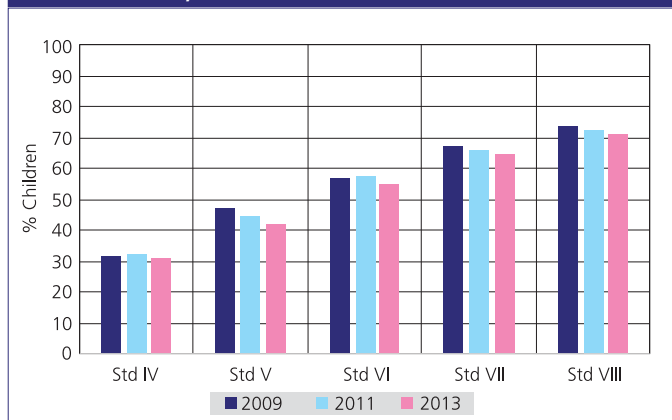
How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 5.1% children cannot even read letters, 20% can read letters but not more, 36.8% can read words but not Std I level text or higher, 22.6% can read Std I level text but not Std II level text, and 15.5% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Table 5: Trends over time
 % Children in Std III and V at different READING levels by school type 2009-2013

Year	% Children in Std III who can read at least Std I level text			% Children in Std V who can read Std II level text		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	44.5	57.8	46.7	46.1	55.3	47.2
2010	40.5	55.7	43.4	42.9	55.1	45.1
2011	41.5	50.6	43.5	41.5	57.4	44.3
2012	39.7	51.8	42.3	47.2	54.6	48.5
2013	35.2	47.8	38.1	41.3	45.8	42.2

* This is the weighted average of govt. and pvt. schools only.

Chart 4: Trends over time
 % Children who can READ Std II level text by class
 All schools 2009, 2011 and 2013



Reading Tool

ಕವಿ

ವಿಮಲ ಕವಿಯವರ ತಂಗಿ. ವಿಮಲನಿಗೆ ಕುಮರ ಕಂದಲೆ ಬಲವು. ಕವಿಯವರಿಗೆ ಕೋತಿ ಕಂದಲೆ ಇತ್ತು. ವಿಮಲ ಮತ್ತು ಕವಿಯ ನಡುವೆ ತರಲು ಕುಮರ ಮತ್ತು ಕೋತಿಯು ಹೋದಾಗೆ ನಡೆದ ಕೊಳವೆ ಹೋದರು. ಕೋಲದಿಂದ ನಡೆವು ತಂದು ಕೈಗಳು ಮುಖ ಹೋದವರು. ಕೋತಿ ಸಂವೇಷದಿಂದ ಲಾಕ್ ಸಾಕಿ ಕೂಗಿಯು. ಕುಮರ ಅನಂದದಿಂದ ಕೇಳಿಯು. ತಾಯಿ ಹಾಲು ಕುಡಿಯಲು ಕೂಗಿದಳು. ವಿಮಲ ಮತ್ತು ಕವಿಯ ಹಾಲು ಕುಡಿದರು. ಆಗ ನಾಯಿ ಬೌಬೌ ಎಂದು ಕೂಗಿತು. ಅವರು ನಾಯಿಯನ್ನು ಕುಡಿಯಲು ಹಾಲು ನಡೆದರು. ನಂತರ ಇಬ್ಬರೂ ಆಟ ಆಡಲು ಹೋದಾಗೆ ಹೋದರು.

ನಾಟ್ಯ

ನಡವೆ ಮತ್ತು ಕವಲು ಗಣಿಯವರ ಹಾಕಿ ಆಟ ನೋಡಲು ಹೋದರು. ಗಣಿಯವರು ಹಾಕಿ ಅಂದವು ಗಟ್ಟಿ. ಇವರಿಗೆ ಕುಂಬಾ ಸಂವೇಷವಾಯಿತು. ಮುಂದಿನ ಪಾಠಿಯು ಅಂದವು ಗಟ್ಟಿವೆಳೆಯ ಗಣಿಯವರಿಗೆ ಹೇ ಹೋದರು.

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To interpret the chart alongside (Chart 4), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a "floor" level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

We can see that the proportion of children who can read at least Std II level text increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Karnataka RURAL

Data has not been presented where sample size was insufficient.

Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2013

Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	21.7	51.7	23.9	2.1	0.7	100
II	5.8	34.0	47.9	11.2	1.2	100
III	3.6	18.3	50.1	24.9	3.2	100
IV	2.6	8.7	41.4	38.3	9.0	100
V	1.4	6.8	32.4	41.3	18.2	100
VI	1.3	4.8	25.4	38.0	30.6	100
VII	1.3	2.8	21.7	36.1	38.1	100
VIII	0.7	2.3	20.3	32.6	44.2	100
Total	4.9	16.4	33.1	28.0	17.7	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 3.6% children cannot even recognize numbers 1-9, 18.3% can recognize numbers up to 9 but not more, 50.1% can recognize numbers up to 99 but cannot do subtraction, 24.9% can do subtraction but cannot do division, and 3.2% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

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3 7	65 38	51 67 - 35 - 48	7) 918
1 4	92 23	84 73 - 49 - 36	6) 769
8 9	47 72	56 31 - 37 - 13	8) 987
5 2	56 87	45 43 - 18 - 24	4) 513

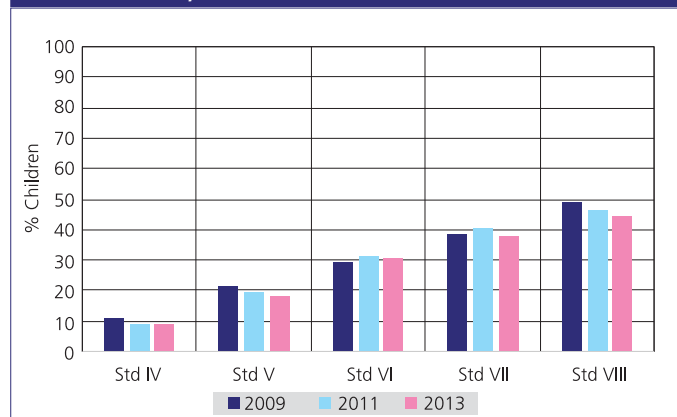
Table 7: Trends over time % Children in Std III and V who can do at least SUBTRACTION and DIVISION respectively by school type 2009-2013

Year	% Children in Std III who can do at least subtraction			% Children in Std V who can do division		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	24.2	48.3	28.2	21.0	26.7	21.7
2010	24.9	37.6	27.3	18.7	26.5	20.1
2011	30.4	40.6	32.6	17.6	29.6	19.7
2012	26.6	46.3	30.8	17.4	31.3	19.9
2013	24.7	39.0	28.0	16.4	25.3	18.2

* This is the weighted average of govt. and pvt. schools only.



Chart 5: Trends over time % Children who can do DIVISION by class All schools 2009, 2011 and 2013



To interpret the chart alongside (Chart 5), several things need to be kept in mind:

The highest level in the ASER arithmetic tool is the ability to do a numerical division problem (dividing a three digit number by a one digit number). In most states in India, children are expected to do such computations by Std III or Std IV. ASER does not assess children using grade-level tools.

We can see that the proportion of children who can do this level of division increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a substantial proportion of children are able to do division problems at this level. It is possible that some children are able to do operations at higher levels too, but ASER arithmetic tests do not assess higher than this level.

This chart allows us to compare proportions of children who can do division in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Type of school and paid additional tuition classes (tutoring)

The ASER survey recorded information about paid additional private tutoring by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that the child may have received.

**Table 8: Trends over time
 % Children attending PAID TUITION CLASSES by school type
 2010-2013**

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Govt. schools	6.8	7.0	9.1	6.5
Pvt. schools	19.3	20.4	22.4	18.4
All schools	9.3	9.9	12.0	9.3
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
Govt. schools	6.5	8.8	8.6	6.3
Pvt. schools	14.8	16.2	18.6	13.9
All schools	8.0	10.2	10.8	7.9

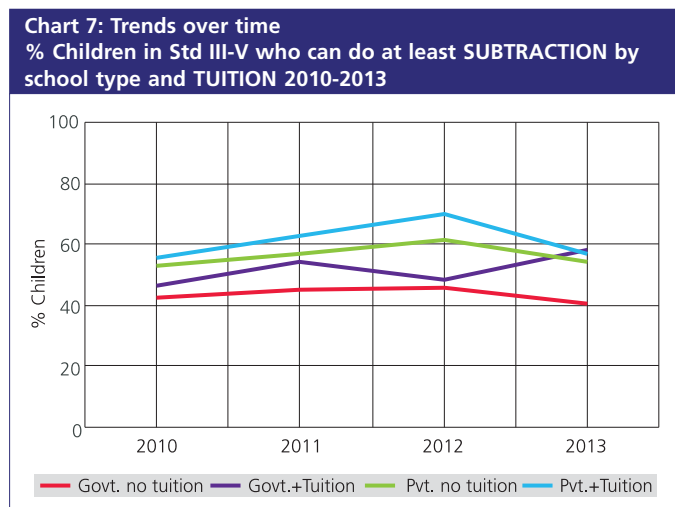
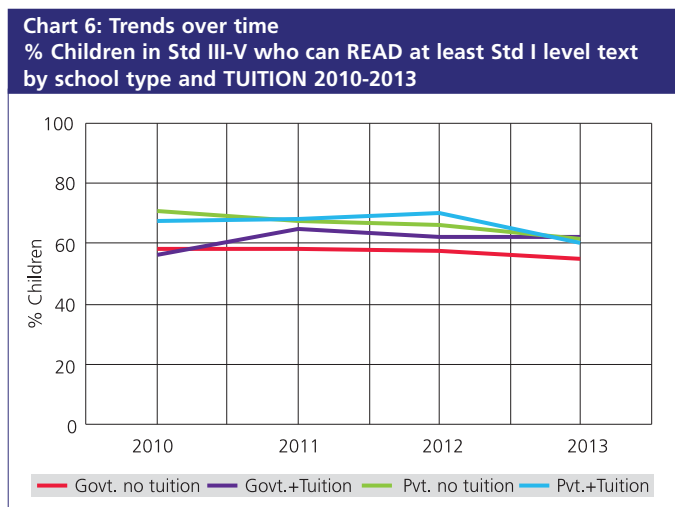


**Table 9: Trends over time
 % Children by school type and TUITION 2010-2013**

	Category	2010	2011	2012	2013
Std I-V	Govt. no tuition	74.5	73.2	70.7	71.4
	Govt. + Tuition	5.4	5.5	7.0	5.0
	Pvt. no tuition	16.2	16.9	17.3	19.3
	Pvt. + Tuition	3.9	4.3	5.0	4.4
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	75.9	74.3	71.5	73.7
	Govt. + Tuition	5.2	7.2	6.7	4.9
	Pvt. no tuition	16.0	15.6	17.7	18.4
	Pvt. + Tuition	2.8	3.0	4.0	3.0
	Total	100	100	100	100

Table 10: TUITION EXPENDITURES by school type in rupees per month 2013

	Type of school	% Children in different tuition expenditure categories				Total
		Rs 100 or less	Rs 101-200	Rs 201-300	Rs 301 or more	
Std I-V	Govt.	87.6	7.1	2.6	2.8	100
Std I-V	Pvt.	62.9	24.7	8.9	3.5	100
Std VI-VIII	Govt.	84.8	11.3	2.2	1.7	100
Std VI-VIII	Pvt.	52.6	31.5	2.9	13.1	100



ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 26 OUT OF 27 DISTRICTS
 Data has not been presented where sample size was insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 11: Number of schools visited 2010-2013

Type of school	2010	2011	2012	2013
Std I-IV/V: Primary	113	106	117	121
Std I-VII/VIII: Primary + Upper primary	656	675	639	590
Total schools visited	769	781	756	711

Table 12: Student and teacher attendance on the day of visit 2010-2013

Type of school	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Enrolled children present (Average)	81.7	90.4	89.1	90.9	70.9	85.2	83.1	83.9
% Teachers present (Average)	92.9	92.6	93.7	90.1	88.9	88.6	87.9	88.0

Table 13: Small schools and multigrade classes 2010-2013

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Schools with total enrollment of 60 or less	84.6	84.8	84.5	87.6	6.3	7.0	9.9	9.5
% Schools where Std II children observed sitting with one or more other classes	85.9	89.4	93.0	90.9	73.5	81.4	82.9	82.6
% Schools where Std IV children observed sitting with one or more other classes	71.7	66.3	69.4	74.6	31.2	29.9	35.2	32.8

Note: The state has programmes which require grades to sit together in primary schools.

RTE indicators

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies a series of norms and standards for a school. Data on selected measurable indicators of RTE are collected in ASER.

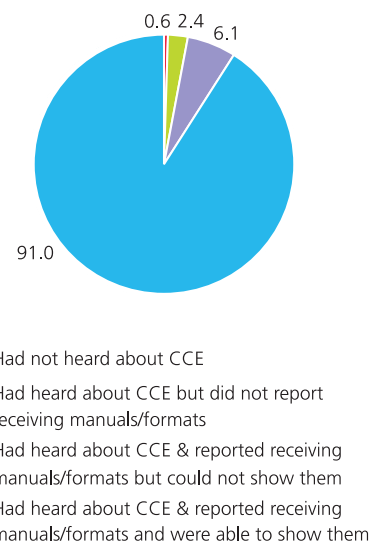
Table 14: Schools meeting selected RTE norms 2010-2013

% Schools meeting the following RTE norms:		2010	2011	2012	2013
PTR & CTR	Pupil-teacher ratio (PTR)	69.4	71.2	66.9	66.9
	Classroom-teacher ratio (CTR)	82.8	85.0	83.2	85.3
Building	Office/store/office cum store	72.1	74.0	76.2	81.1
	Playground	66.0	70.8	73.1	73.2
	Boundary wall/fencing	59.3	69.0	70.2	73.1
Drinking water	No facility for drinking water	17.3	11.7	12.8	15.2
	Facility but no drinking water available	7.0	6.5	6.0	4.7
	Drinking water available	75.8	81.9	81.3	80.1
	Total	100	100	100	100
Toilet	No toilet facility	5.6	6.0	2.3	1.7
	Facility but toilet not useable	56.0	49.9	38.3	32.4
	Toilet useable	38.4	44.2	59.5	66.0
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	18.2	10.9	8.2	7.6
	Separate provision but locked	31.1	32.8	28.3	23.4
	Separate provision, unlocked but not useable	18.9	15.2	9.5	9.4
	Separate provision, unlocked and useable	31.8	41.1	54.0	59.6
	Total	100	100	100	100
Library	No library	7.6	7.4	5.8	9.0
	Library but no books being used by children on day of visit	27.6	34.8	38.9	40.4
	Library books being used by children on day of visit	64.8	57.8	55.3	50.6
	Total	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	92.9	94.0	94.1	94.5
	Mid-day meal served in school on day of visit	96.0	97.9	98.5	98.3



In each visited school, we asked a teacher/HM a few questions about Continuous & Comprehensive Evaluation (CCE).

Chart 8: Continuous & Comprehensive Evaluation (CCE) in schools 2013





ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 14 OUT OF 14 DISTRICTS
 Data has not been presented where sample size was insufficient.

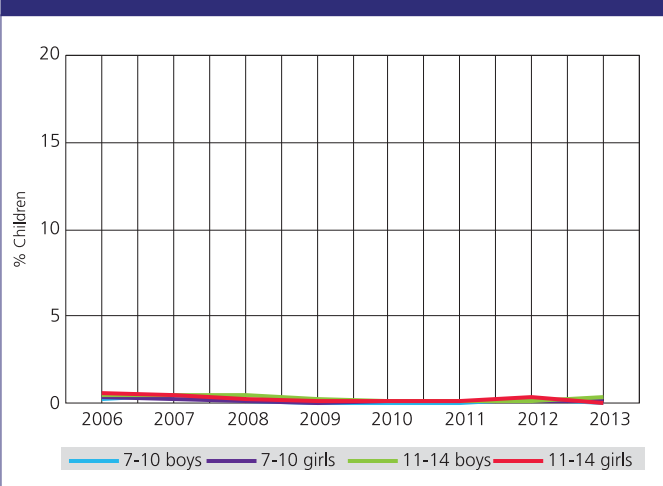
School enrollment and out of school children

Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	31.2	68.6	0.1	0.1	100
Age: 7-16 ALL	33.7	65.9	0.1	0.3	100
Age: 7-10 ALL	28.8	71.0	0.1	0.0	100
Age: 7-10 BOYS	29.5	70.5	0.1	0.0	100
Age: 7-10 GIRLS	28.1	71.6	0.2	0.1	100
Age: 11-14 ALL	35.7	64.1	0.1	0.2	100
Age: 11-14 BOYS	36.7	63.0	0.0	0.4	100
Age: 11-14 GIRLS	34.7	65.2	0.1	0.0	100
Age: 15-16 ALL	39.4	59.5	0.1	1.0	100
Age: 15-16 BOYS	38.4	60.2	0.2	1.2	100
Age: 15-16 GIRLS	40.6	58.8	0.0	0.7	100

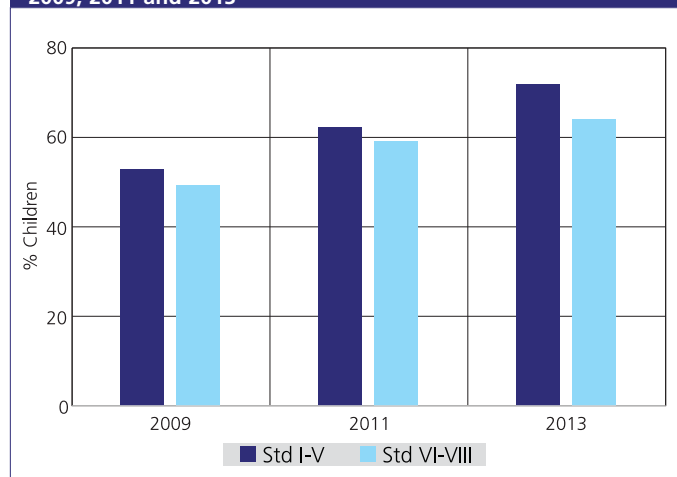
Note: 'Other' includes children going to madarsa and EGS.
 'Not in school' = dropped out + never enrolled.

**Chart 1: Trends over time
 % Children out of school by age group and gender 2006-2013**



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 0.6% in 2006, 0.1% in 2010, 0.3% in 2012 and is 0% in 2013.

**Chart 2: Trends over time
 % Children enrolled in private schools in Std I-V and Std VI-VIII
 2009, 2011 and 2013**



**Table 2: Sample description
 % Children in each class by age 2013**

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	13.8	64.0	20.5					1.8					100
II	0.4	9.1	65.6	22.5				2.4					100
III		0.9	13.9	66.0	18.3				0.9				100
IV			0.9	13.8	61.9	20.7			2.8				100
V			1.8		9.9	63.2	21.3			3.8			100
VI				1.0		13.0	57.7	25.5		2.8			100
VII					1.1		13.7	62.5	20.3		2.4		100
VIII						1.6		17.6	66.6	12.9	1.4		100

How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 66% children are 8 years old but there are also 13.9% who are 7, 18.3% who are 9 and 0.9% who are older.

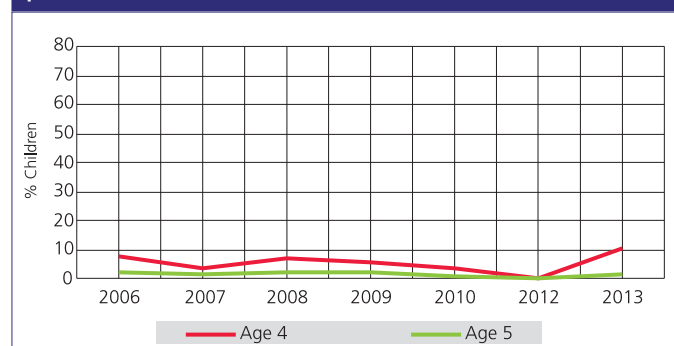
Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2013

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 4	23.1	66.6				10.2	100
Age 5	4.2	18.5	7.7	68.0	0.0	1.6	100
Age 6	0.4	5.5	18.6	75.3	0.0	0.2	100

Note for table 3 and chart 3: Data for age 3 children has not been presented since sample size was insufficient.
 Note: For 3 and 4 year old children, only pre-school status is recorded.

**Chart 3: Trends over time
 % Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2013***



* Data for 2011 is not comparable to other years and therefore not included here.

Data has not been presented where sample size was insufficient.

Reading

Table 4: % Children by class and READING level
 All schools 2013

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	4.3	36.9	47.6	6.9	4.3	100
II	1.3	19.0	39.5	19.7	20.6	100
III	1.0	9.1	25.1	20.8	44.0	100
IV	1.4	4.4	15.5	15.1	63.7	100
V	0.7	2.5	8.3	12.6	75.9	100
VI	0.4	0.8	6.5	7.7	84.6	100
VII	0.8	1.4	3.1	8.2	86.5	100
VIII	0.1	1.9	1.0	4.6	92.3	100
Total	1.2	9.2	17.8	11.9	60.0	100

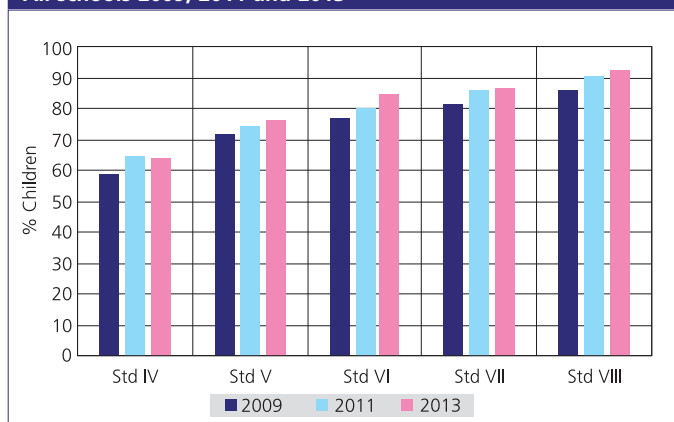
How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 1% children cannot even read letters, 9.1% can read letters but not more, 25.1% can read words but not Std I level text or higher, 20.8% can read Std I level text but not Std II level text, and 44% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Table 5: Trends over time
 % Children in Std III and V at different READING levels by school type 2009-2013

Year	% Children in Std III who can read at least Std I level text		% Children in Std V who can read Std II level text		
	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	80.6	73.5	63.9	78.7	71.4
2010	82.5	78.5	74.0	77.9	76.1
2011	72.8	69.4	72.6	74.9	73.9
2012	68.2	67.2	59.9	69.0	65.2
2013	64.4	64.8	79.4	74.1	75.9

* This is the weighted average of govt. and pvt. schools only.

Chart 4: Trends over time
 % Children who can READ Std II level text by class
 All schools 2009, 2011 and 2013



Reading Tool

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 തിരയെ പൂക്കളാണ്. പുസ്തകവും
 മാനമയ്യുമിട്ടു. പാതി നശിക്കുന്നൂ. പുക്കളും.
 മേയ്ക്കൽ മരമ്പേൽ തമ്പുരാൻ വരവേൽക്ക
 നും. തിരുവോണമേൽ മാനമയ്യുന്നൂ
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ചോദ്യം

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 മേയ്ക്കൽ. കൂട്ടുകാർക്ക് പൂക്കളും
 ഇഷ്ടമായി.

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To interpret the chart alongside (Chart 4), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a "floor" level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

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By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2013

Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	3.9	27.4	65.9	2.5	0.4	100
II	0.7	11.6	66.8	19.5	1.4	100
III	0.3	4.6	50.2	37.7	7.3	100
IV	0.6	1.9	36.4	39.2	22.0	100
V	0.8	1.7	23.3	34.1	40.1	100
VI	0.2	0.7	25.2	25.1	48.9	100
VII	0.4	1.1	20.4	22.3	55.9	100
VIII	0.2	1.2	17.8	18.1	62.7	100
Total	0.9	6.1	37.5	25.0	30.6	100

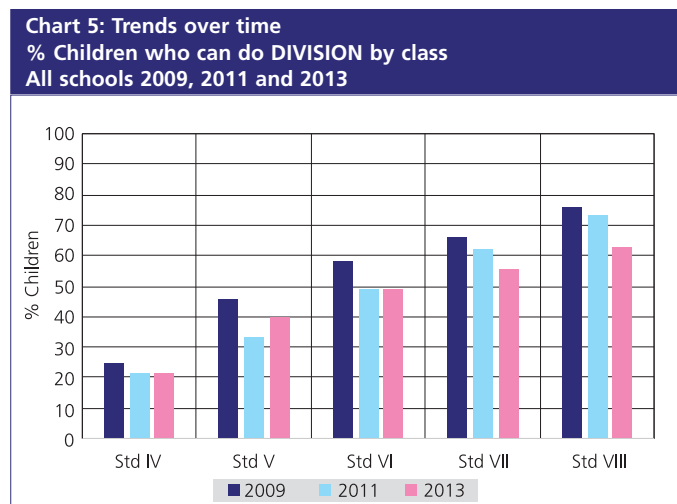
How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 0.3% children cannot even recognize numbers 1-9, 4.6% can recognize numbers up to 9 but not more, 50.2% can recognize numbers up to 99 but cannot do subtraction, 37.7% can do subtraction but cannot do division, and 7.3% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

Table 7: Trends over time % Children in Std III and V who can do at least SUBTRACTION and DIVISION respectively by school type 2009-2013

Year	% Children in Std III who can do at least subtraction		% Children in Std V who can do division		
	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	67.4	62.6	36.4	54.5	45.6
2010	72.8	66.5	43.1	52.9	48.5
2011	56.8	52.1	29.1	36.1	33.3
2012	58.5	52.7	38.0	51.5	45.9
2013	46.7	45.0	35.9	42.3	40.2

* This is the weighted average of govt. and Pvt. schools only.



To interpret the chart alongside (Chart 5), several things need to be kept in mind:

The highest level in the ASER arithmetic tool is the ability to do a numerical division problem (dividing a three digit number by a one digit number). In most states in India, children are expected to do such computations by Std III or Std IV. ASER does not assess children using grade-level tools.

We can see that the proportion of children who can do this level of division increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a substantial proportion of children are able to do division problems at this level. It is possible that some children are able to do operations at higher levels too, but ASER arithmetic tests do not assess higher than this level.

This chart allows us to compare proportions of children who can do division in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Type of school and paid additional tuition classes (tutoring)

The ASER survey recorded information about paid additional private tutoring by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that the child may have received.

Table 8: Trends over time
% Children attending PAID TUITION CLASSES by school type 2010-2013

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Govt. schools	34.8	30.6	26.7	25.2
Pvt. schools	37.6	30.5	26.9	22.2
All schools	36.4	30.5	26.9	23.1
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
Govt. schools	44.0	37.7	34.1	30.8
Pvt. schools	42.7	37.2	36.5	30.5
All schools	43.4	37.4	35.5	30.6

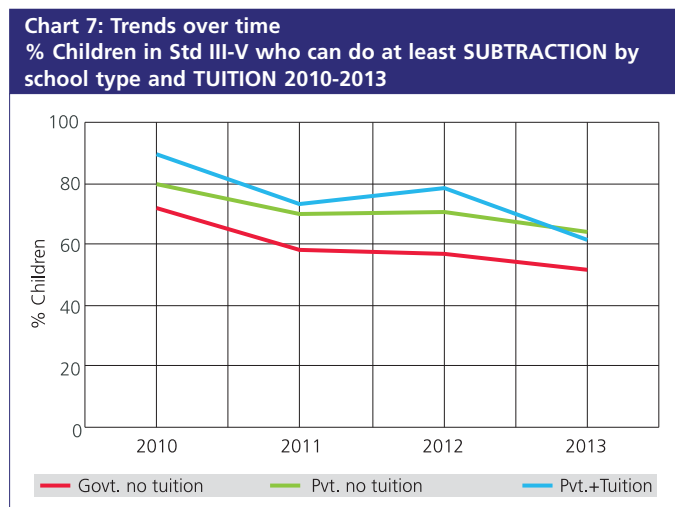
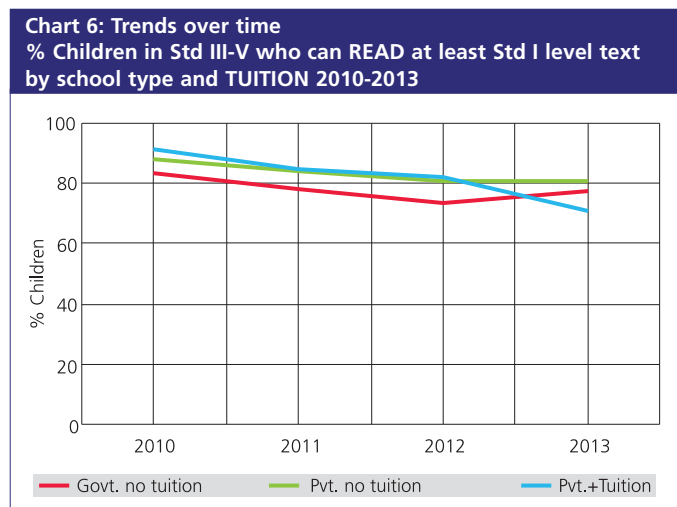


Table 9: Trends over time
% Children by school type and TUITION 2010-2013

	Category	2010	2011	2012	2013
Std I-V	Govt. no tuition	26.4	25.3	27.8	21.2
	Govt. + Tuition	14.1	11.1	10.1	7.1
	Pvt. no tuition	37.1	44.2	45.4	55.7
	Pvt. + Tuition	22.3	19.4	16.7	15.9
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	27.2	24.8	26.5	24.9
	Govt. + Tuition	21.4	15.0	13.7	11.1
	Pvt. no tuition	29.5	37.8	38.0	44.5
	Pvt. + Tuition	22.0	22.4	21.8	19.5
	Total	100	100	100	100

Table 10: TUITION EXPENDITURES by school type in rupees per month 2013

	Type of school	% Children in different tuition expenditure categories				Total
		Rs 100 or less	Rs 101-200	Rs 201-300	Rs 301 or more	
Std I-V	Govt.	24.0	57.1	17.4	1.5	100
Std I-V	Pvt.	18.9	46.5	26.5	8.1	100
Std VI-VIII	Govt.	12.4	35.7	35.1	16.8	100
Std VI-VIII	Pvt.	8.3	36.4	35.6	19.7	100



ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 14 OUT OF 14 DISTRICTS
 Data has not been presented where sample size was insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 11: Number of schools visited 2010-2013

Type of school	2010	2011	2012	2013
Std I-IV/V: Primary	176	177	167	152
Std I-VII/VIII: Primary + Upper primary	99	151	180	126
Total schools visited	275	328	347	278

Table 12: Student and teacher attendance on the day of visit 2010-2013

Type of school	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Enrolled children present (Average)	93.1	91.9	94.4	89.1	91.2	90.8	93.3	89.0
% Teachers present (Average)	94.0	92.8	90.8	89.6	90.2	92.7	91.2	89.2

Table 13: Small schools and multigrade classes 2010-2013

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Schools with total enrollment of 60 or less	29.0	33.7	48.8	39.5	4.1	6.7	6.3	12.8
% Schools where Std II children observed sitting with one or more other classes	7.9	6.7	6.8	5.4	6.3	9.4	7.3	7.3
% Schools where Std IV children observed sitting with one or more other classes	7.1	6.3	8.9	5.3	2.2	8.7	7.5	6.7

RTE indicators

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies a series of norms and standards for a school. Data on selected measurable indicators of RTE are collected in ASER.

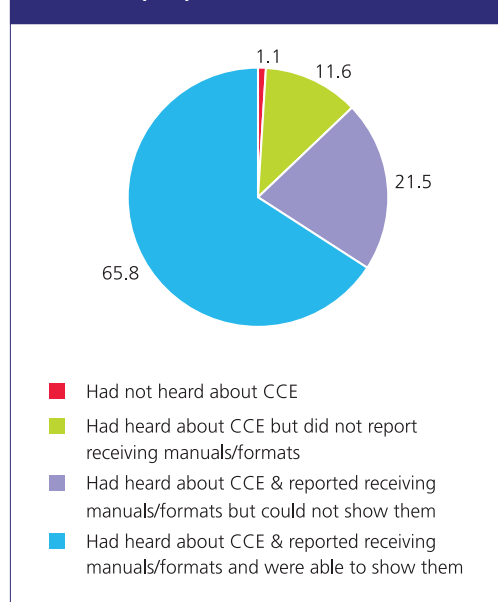
Table 14: Schools meeting selected RTE norms 2010-2013

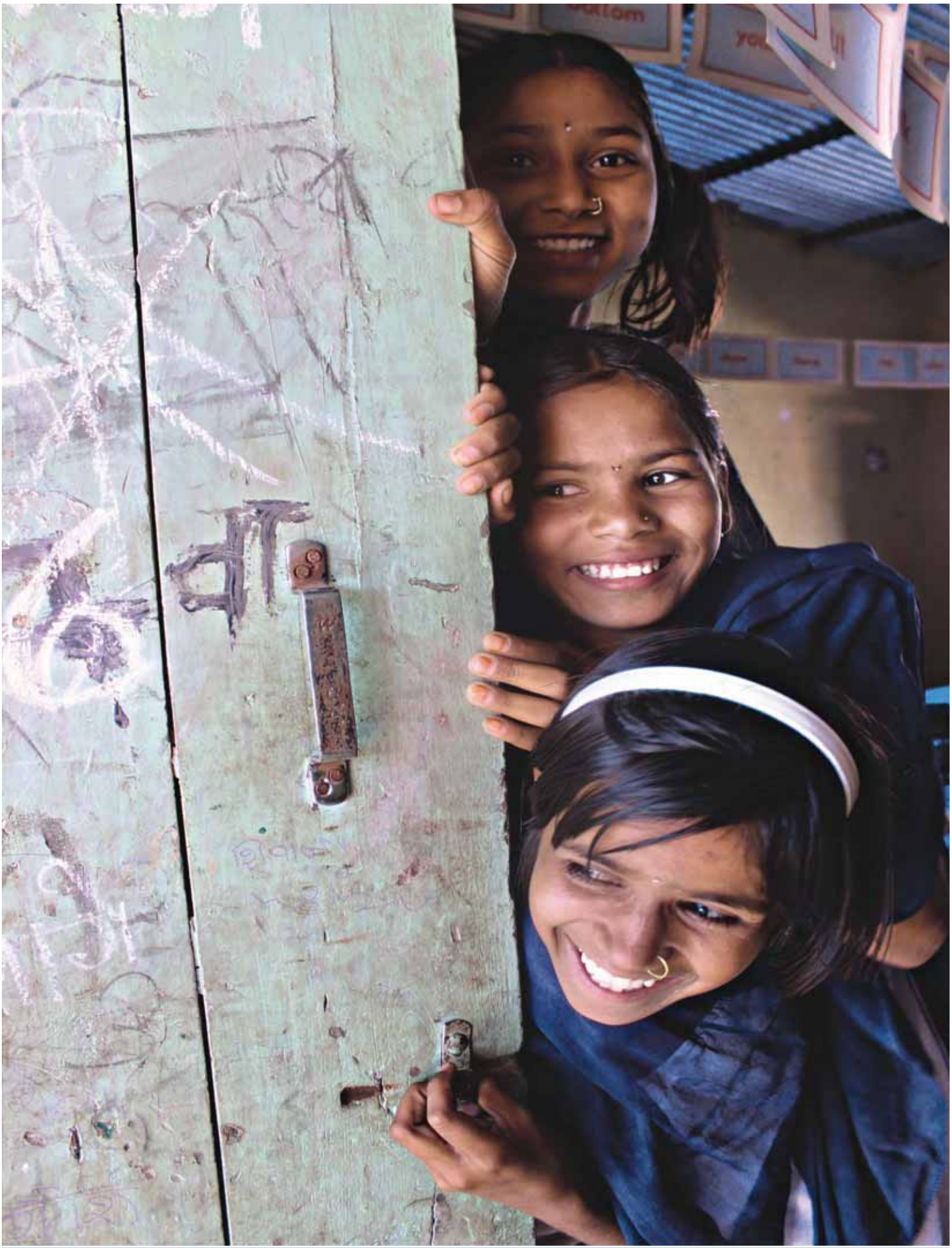
% Schools meeting the following RTE norms:		2010	2011	2012	2013
PTR & CTR	Pupil-teacher ratio (PTR)	89.2	94.1	92.0	97.6
	Classroom-teacher ratio (CTR)	80.3	77.6	89.5	85.0
Building	Office/store/office cum store	88.4	90.2	91.3	97.1
	Playground	76.3	79.1	66.5	69.7
	Boundary wall/fencing	81.8	86.1	72.9	67.4
Drinking water	No facility for drinking water	2.6	1.9	6.4	2.2
	Facility but no drinking water available	11.7	4.4	8.5	16.0
	Drinking water available	85.7	93.8	85.1	81.8
	Total	100	100	100	100
Toilet	No toilet facility	0.4	0.3	0.3	0.4
	Facility but toilet not useable	41.4	28.1	24.0	13.0
	Toilet useable	58.2	71.6	75.7	86.6
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	5.1	0.9	1.5	2.2
	Separate provision but locked	8.7	15.4	3.0	4.4
	Separate provision, unlocked but not useable	42.3	15.1	22.1	9.9
	Separate provision, unlocked and useable	43.9	68.6	73.5	83.5
Total	100	100	100	100	
Library	No library	16.9	1.9	4.3	3.3
	Library but no books being used by children on day of visit	20.7	27.3	1.7	9.8
	Library books being used by children on day of visit	62.4	70.8	93.9	87.0
	Total	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	98.1	97.8	95.6	97.5
	Mid-day meal served in school on day of visit	100	100	98.2	85.1

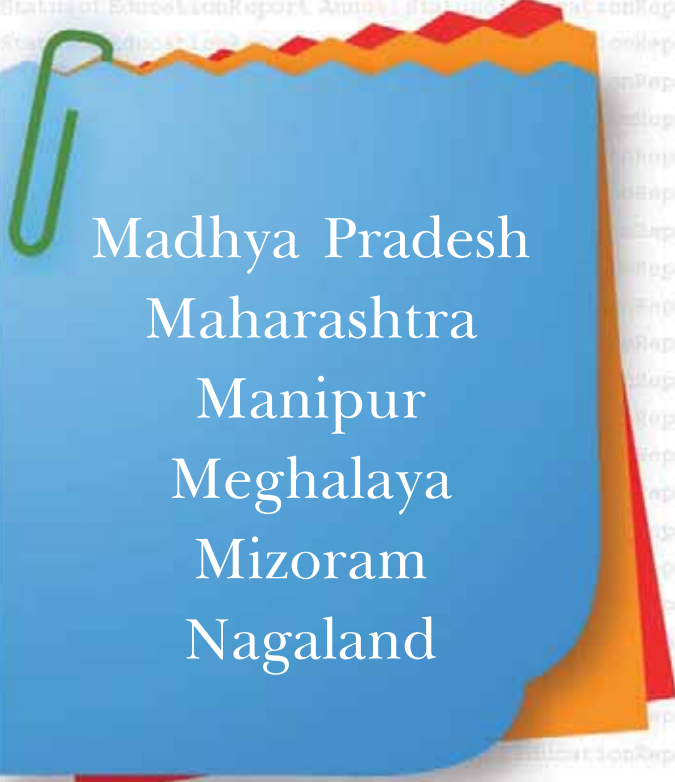


In each visited school, we asked a teacher/HM a few questions about Continuous & Comprehensive Evaluation (CCE).

Chart 8: Continuous & Comprehensive Evaluation (CCE) in schools 2013







Madhya Pradesh
Maharashtra
Manipur
Meghalaya
Mizoram
Nagaland



Madhya Pradesh RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 45 OUT OF 45 DISTRICTS
 Data has not been presented where sample size was insufficient.

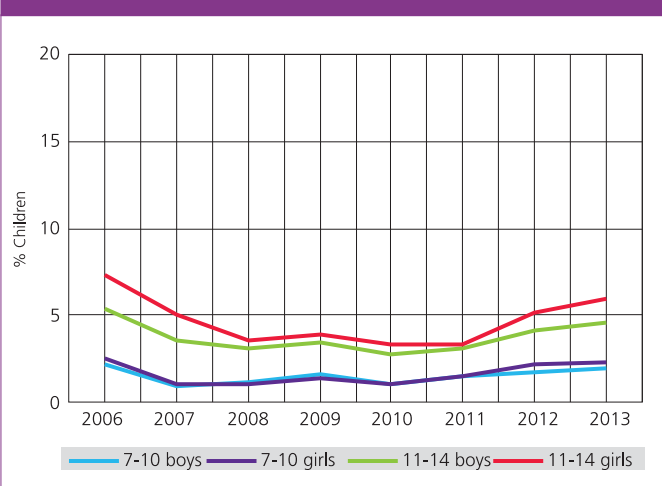
School enrollment and out of school children

Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	76.0	20.3	0.2	3.5	100
Age: 7-16 ALL	74.3	19.0	0.2	6.5	100
Age: 7-10 ALL	75.5	22.2	0.3	2.1	100
Age: 7-10 BOYS	72.2	25.6	0.3	1.9	100
Age: 7-10 GIRLS	79.2	18.2	0.4	2.2	100
Age: 11-14 ALL	77.1	17.6	0.1	5.2	100
Age: 11-14 BOYS	73.6	21.7	0.1	4.6	100
Age: 11-14 GIRLS	80.8	13.2	0.1	5.9	100
Age: 15-16 ALL	65.3	14.8	0.0	19.9	100
Age: 15-16 BOYS	63.7	19.0	0.0	17.3	100
Age: 15-16 GIRLS	66.9	10.3	0.0	22.8	100

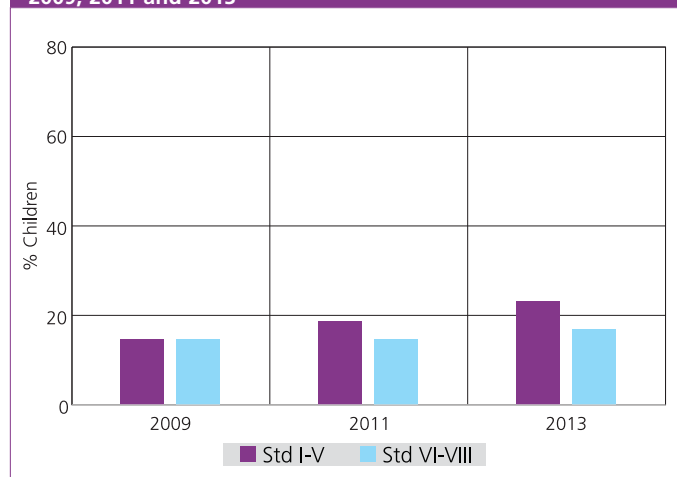
Note: 'Other' includes children going to madarsa and EGS.
 'Not in school' = dropped out + never enrolled.

**Chart 1: Trends over time
 % Children out of school by age group and gender 2006-2013**



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 7.3% in 2006, 3.3% in 2010, 5.2% in 2012 and is 5.9% in 2013.

**Chart 2: Trends over time
 % Children enrolled in private schools in Std I-V and Std VI-VIII
 2009, 2011 and 2013**



**Table 2: Sample description
 % Children in each class by age 2013**

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	34.9	43.5	14.2	5.4					2.1				100
II	7.4	19.0	41.5	24.7				7.5					100
III		5.9	17.2	44.9	19.6	8.8			3.7				100
IV		4.9	5.5	20.6	31.9	27.2		10.0					100
V		2.0		7.1	11.4	41.5	21.9	11.0		5.1			100
VI			5.8		17.4	32.0	30.7	7.9		6.1			100
VII			1.8		5.7	11.8	40.2	26.3	9.5		4.7		100
VIII				5.6			17.7	36.0	27.3	9.1	4.5		100

How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 44.9% children are 8 years old but there are also 17.2% who are 7, 19.6% who are 9, 8.8% who are 10 and 3.7% who are older.

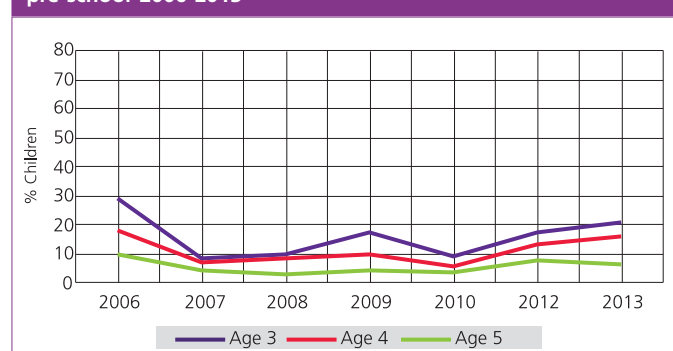
Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2013

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	72.6	6.6				20.8	100
Age 4	67.7	16.5				15.7	100
Age 5	17.6	7.5	48.8	19.2	0.6	6.4	100
Age 6	3.9	3.8	65.6	21.9	0.4	4.4	100

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

**Chart 3: Trends over time
 % Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2013***



* Data for 2011 is not comparable to other years and therefore not included here.

Data has not been presented where sample size was insufficient.

Reading

Table 4: % Children by class and READING level
 All schools 2013

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	54.6	32.9	7.7	2.7	2.2	100
II	29.1	43.7	16.7	5.3	5.2	100
III	15.0	38.8	22.5	12.5	11.3	100
IV	11.5	30.5	20.8	16.2	21.0	100
V	6.3	21.3	20.2	20.3	31.9	100
VI	4.0	16.9	17.3	19.8	42.0	100
VII	2.3	12.0	13.8	19.9	52.0	100
VIII	2.3	9.3	9.0	18.7	60.7	100
Total	16.2	25.9	16.0	14.3	27.7	100

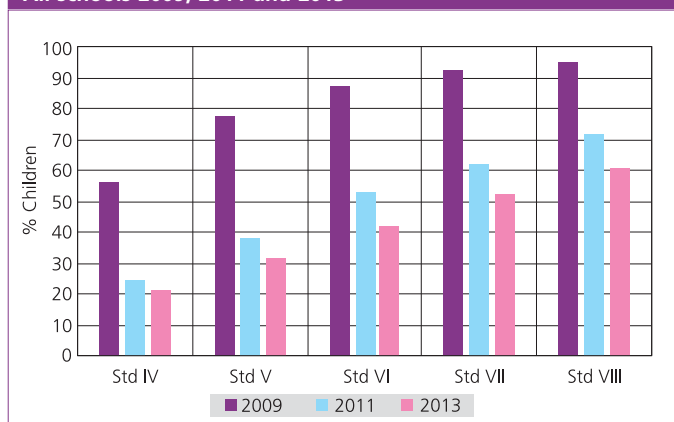
How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 15% children cannot even read letters, 38.8% can read letters but not more, 22.5% can read words but not Std I level text or higher, 12.5% can read Std I level text but not Std II level text, and 11.3% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Table 5: Trends over time
 % Children in Std III and V at different READING levels by school type 2009-2013

Year	% Children in Std III who can read at least Std I level text			% Children in Std V who can read Std II level text		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	74.1	85.5	75.7	76.0	87.2	77.4
2010	42.9	59.6	45.6	55.2	66.0	56.7
2011	21.4	52.9	27.2	33.4	65.9	38.3
2012	15.9	53.8	23.3	27.5	64.5	33.1
2013	15.7	51.4	23.7	25.9	57.7	31.8

* This is the weighted average of govt. and pvt. schools only.

Chart 4: Trends over time
 % Children who can READ Std II level text by class
 All schools 2009, 2011 and 2013



Reading Tool

कहानी
 रामपुर में कुछ ज़मीन खाली थी।
 वहाँ कुछ नहीं उगता था। वहाँ कोई
 खेलने नहीं जाता था। एक दिन
 कुछ लोग आये। उन्होंने गाँव के
 लोगों को बुलाया। सबने मिलकर
 तय किया कि यहाँ बगीचा बनाया
 जाये। खाद मंगाकर हर तरह के
 पौधे लगाये गये। सही समय पर
 पानी दिया गया। आज वहाँ एक
 सुंदर बगीचा है। इसलिए वहाँ सब
 खेलने जाते हैं।

अनुभव
 रूपा बाहर खेल रही थी।
 खेलते-खेलते रात हो गयी।
 वह अपने घर चली गयी।
 रूपा खाना खाकर सो गयी।

अक्षर
 न र च
 म स
 प ग द
 ल थ

शब्द
 आग रोच
 साला
 गिर पैसा
 चौकी धुन
 देश
 पानी नूदा



To interpret the chart alongside (Chart 4), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a "floor" level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

We can see that the proportion of children who can read at least Std II level text increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Madhya Pradesh RURAL

Data has not been presented where sample size was insufficient.

Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2013

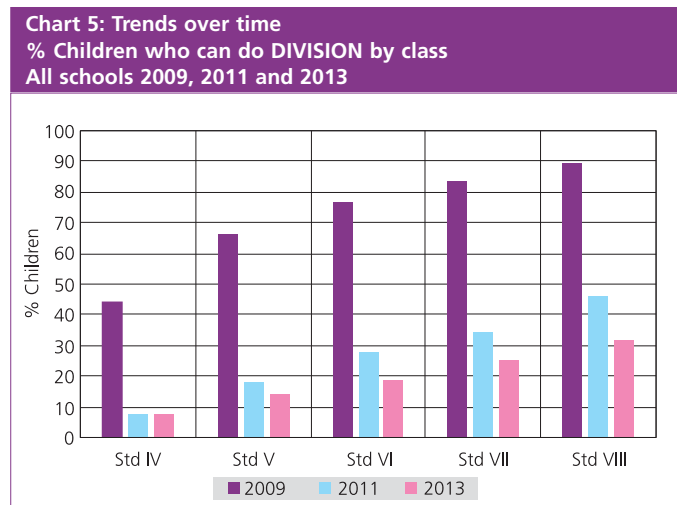
Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	51.9	36.1	9.7	1.7	0.6	100
II	26.0	47.3	22.1	3.4	1.1	100
III	12.9	43.8	31.8	8.1	3.4	100
IV	9.2	35.3	34.2	13.6	7.6	100
V	5.1	24.3	37.3	19.1	14.2	100
VI	2.9	18.6	36.0	23.5	19.0	100
VII	1.6	14.9	33.5	24.9	25.2	100
VIII	1.8	10.5	29.6	26.0	32.1	100
Total	14.4	29.0	29.1	14.8	12.6	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 12.9% children cannot even recognize numbers 1-9, 43.8% can recognize numbers up to 9 but not more, 31.8% can recognize numbers up to 99 but cannot do subtraction, 8.1% can do subtraction but cannot do division, and 3.4% can do division. For each class, the total of all these exclusive categories is 100%.

Table 7: Trends over time % Children in Std III and V who can do at least SUBTRACTION and DIVISION respectively by school type 2009-2013

Year	% Children in Std III who can do at least subtraction			% Children in Std V who can do division		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	66.7	75.8	68.0	64.9	76.9	66.4
2010	31.2	49.1	34.1	38.0	50.7	39.8
2011	11.5	31.5	15.2	14.8	35.5	17.9
2012	6.8	31.7	11.7	8.9	31.2	12.3
2013	6.6	28.9	11.6	10.4	30.9	14.2

* This is the weighted average of govt. and pvt. schools only.



Math Tool



To interpret the chart alongside (Chart 5), several things need to be kept in mind:

The highest level in the ASER arithmetic tool is the ability to do a numerical division problem (dividing a three digit number by a one digit number). In most states in India, children are expected to do such computations by Std III or Std IV. ASER does not assess children using grade-level tools.

We can see that the proportion of children who can do this level of division increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a substantial proportion of children are able to do division problems at this level. It is possible that some children are able to do operations at higher levels too, but ASER arithmetic tests do not assess higher than this level.

This chart allows us to compare proportions of children who can do division in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Type of school and paid additional tuition classes (tutoring)

The ASER survey recorded information about paid additional private tutoring by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that the child may have received.

Table 8: Trends over time
% Children attending PAID TUITION CLASSES by school type 2010-2013

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Govt. schools	4.7	5.6	7.1	6.3
Pvt. schools	14.9	13.6	15.4	11.3
All schools	6.3	7.2	8.8	7.4
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
Govt. schools	11.1	7.9	8.6	7.8
Pvt. schools	28.1	19.4	17.6	13.1
All schools	13.5	9.6	10.0	8.8

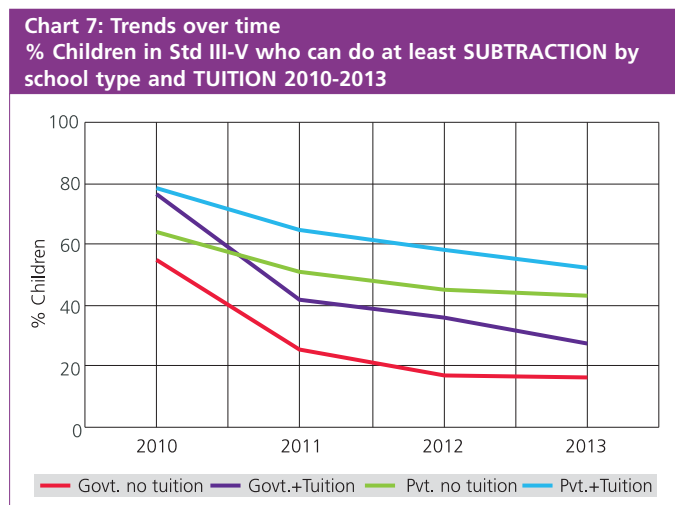
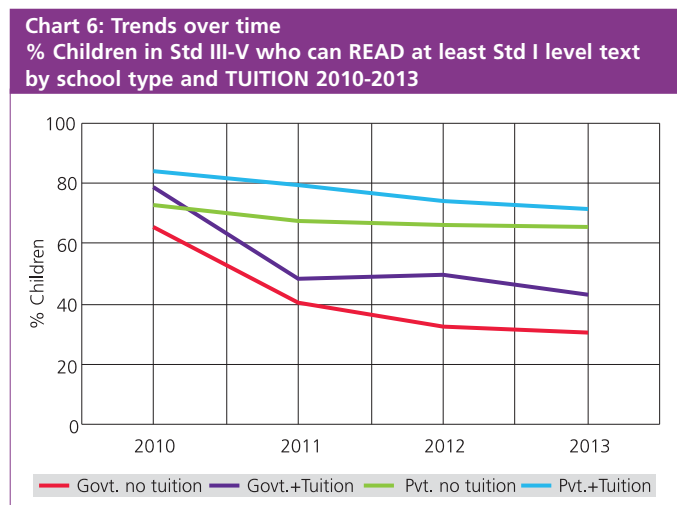


Table 9: Trends over time
% Children by school type and TUITION 2010-2013

	Category	2010	2011	2012	2013
Std I-V	Govt. no tuition	80.2	76.1	74.2	71.6
	Govt. + Tuition	4.0	4.6	5.7	4.8
	Pvt. no tuition	13.5	16.8	17.1	21.0
	Pvt. + Tuition	2.4	2.6	3.1	2.7
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	76.4	78.5	76.8	76.2
	Govt. + Tuition	9.5	6.7	7.2	6.5
	Pvt. no tuition	10.1	12.0	13.2	15.1
	Pvt. + Tuition	4.0	2.9	2.8	2.3
	Total	100	100	100	100

Table 10: TUITION EXPENDITURES by school type in rupees per month 2013

	Type of school	% Children in different tuition expenditure categories				Total
		Rs 100 or less	Rs 101-200	Rs 201-300	Rs 301 or more	
Std I-V	Govt.	59.2	30.7	7.5	2.6	100
Std I-V	Pvt.	36.5	45.6	11.0	6.9	100
Std VI-VIII	Govt.	51.0	40.3	6.5	2.2	100
Std VI-VIII	Pvt.	29.9	48.3	14.0	7.8	100



Madhya Pradesh RURAL

ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 45 OUT OF 45 DISTRICTS
 Data has not been presented where sample size was insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 11: Number of schools visited 2010-2013

Type of school	2010	2011	2012	2013
Std I-IV/V: Primary	709	843	843	885
Std I-VII/VIII: Primary + Upper primary	510	352	368	387
Total schools visited	1219	1195	1211	1272

Table 12: Student and teacher attendance on the day of visit 2010-2013

Type of school	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Enrolled children present (Average)	65.9	54.5	60.1	61.1	67.6	50.9	59.3	57.4
% Teachers present (Average)	88.5	87.5	84.9	84.1	87.1	82.7	87.2	83.9

Table 13: Small schools and multigrade classes 2010-2013

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Schools with total enrollment of 60 or less	17.8	20.9	26.1	29.2	0.2	1.2	1.6	3.1
% Schools where Std II children observed sitting with one or more other classes	68.9	76.3	76.1	79.8	63.8	71.8	66.9	73.2
% Schools where Std IV children observed sitting with one or more other classes	59.9	71.0	67.0	70.2	53.9	66.4	59.3	63.0

Note: The state has programmes which require grades to sit together in primary schools.

RTE indicators

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies a series of norms and standards for a school. Data on selected measurable indicators of RTE are collected in ASER.

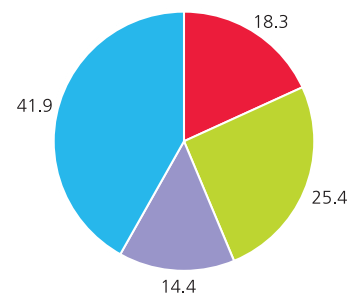
Table 14: Schools meeting selected RTE norms 2010-2013

% Schools meeting the following RTE norms:		2010	2011	2012	2013
PTR & CTR	Pupil-teacher ratio (PTR)	19.4	21.5	32.9	42.0
	Classroom-teacher ratio (CTR)	81.4	75.0	68.9	65.6
Building	Office/store/office cum store	69.5	64.2	67.2	69.1
	Playground	61.1	55.4	56.6	61.0
	Boundary wall/fencing	37.3	36.9	37.8	39.1
Drinking water	No facility for drinking water	13.4	19.3	17.3	16.9
	Facility but no drinking water available	8.1	12.1	12.2	12.5
	Drinking water available	78.5	68.6	70.5	70.6
	Total	100	100	100	100
Toilet	No toilet facility	20.0	24.3	11.3	9.0
	Facility but toilet not useable	29.8	43.9	42.1	34.0
	Toilet useable	50.3	31.9	46.7	57.0
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	50.8	43.8	35.0	33.7
	Separate provision but locked	8.5	6.2	10.9	11.2
	Separate provision, unlocked but not useable	11.8	26.6	19.7	15.7
	Separate provision, unlocked and useable	28.9	23.4	34.4	39.4
	Total	100	100	100	100
Library	No library	43.7	41.3	29.1	19.3
	Library but no books being used by children on day of visit	27.3	27.2	31.7	40.1
	Library books being used by children on day of visit	29.1	31.5	39.3	40.6
	Total	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	89.9	86.9	88.0	88.5
	Mid-day meal served in school on day of visit	94.7	92.5	90.2	89.3

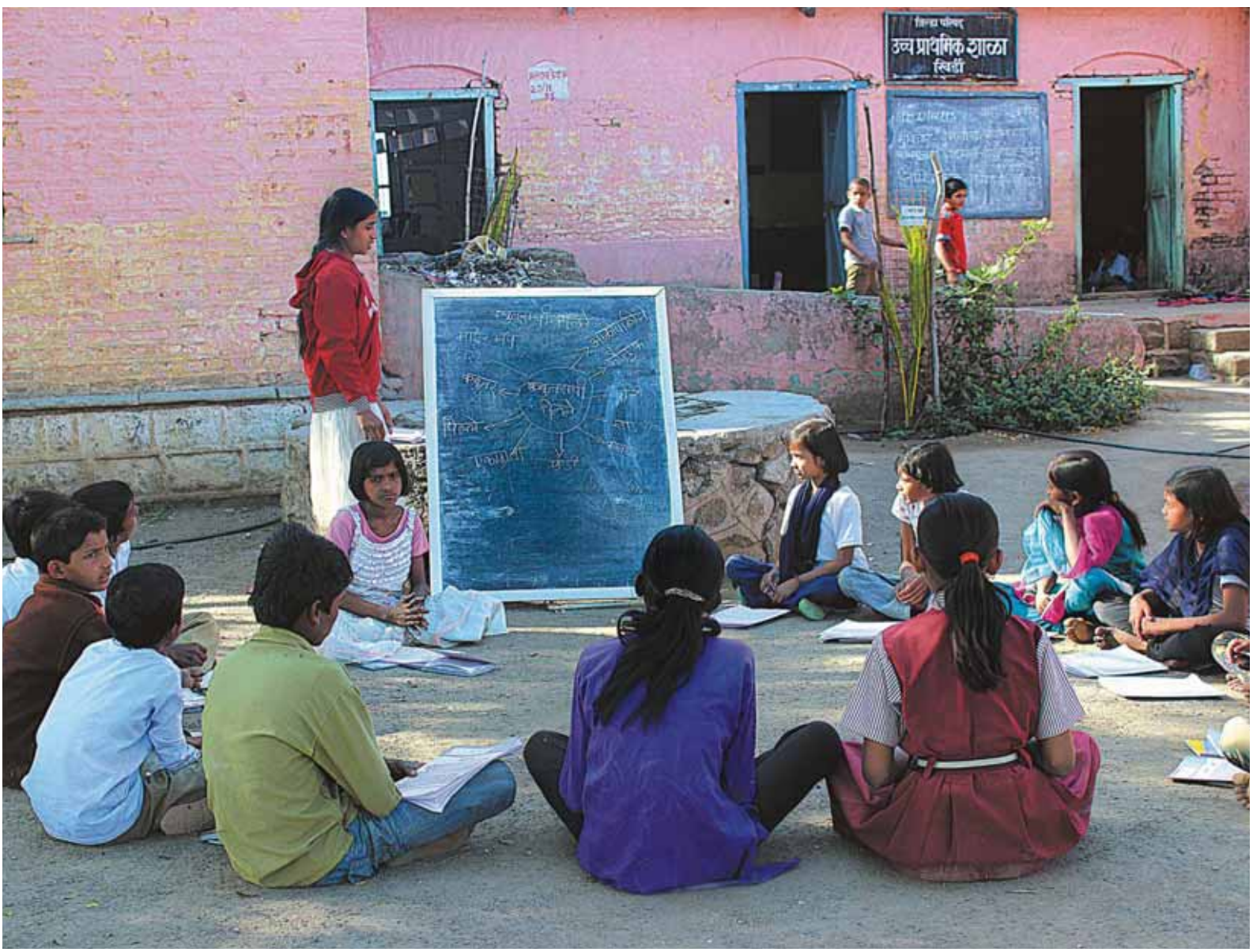


In each visited school, we asked a teacher/HM a few questions about Continuous & Comprehensive Evaluation (CCE).

Chart 8: Continuous & Comprehensive Evaluation (CCE) in schools 2013



- Had not heard about CCE
- Had heard about CCE but did not report receiving manuals/formats
- Had heard about CCE & reported receiving manuals/formats but could not show them
- Had heard about CCE & reported receiving manuals/formats and were able to show them



Maharashtra RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 33 OUT OF 33 DISTRICTS
 Data has not been presented where sample size was insufficient.

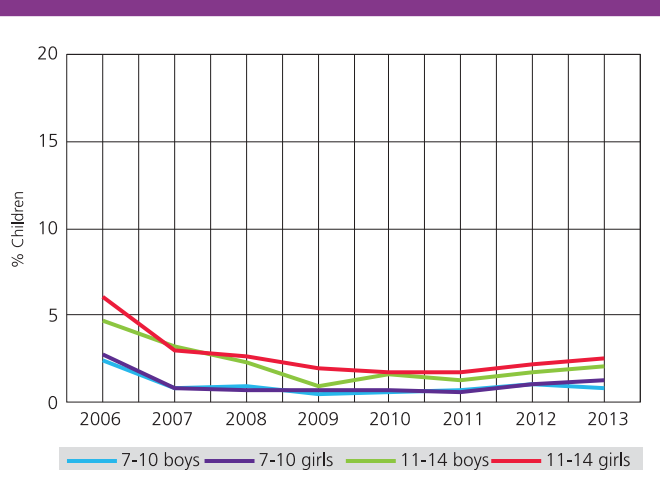
School enrollment and out of school children

Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	60.7	37.5	0.2	1.6	100
Age: 7-16 ALL	51.5	45.5	0.2	2.8	100
Age: 7-10 ALL	79.8	18.9	0.3	1.0	100
Age: 7-10 BOYS	78.2	20.6	0.4	0.8	100
Age: 7-10 GIRLS	81.6	16.9	0.2	1.2	100
Age: 11-14 ALL	39.3	58.3	0.1	2.3	100
Age: 11-14 BOYS	37.9	60.0	0.1	2.0	100
Age: 11-14 GIRLS	40.8	56.7	0.1	2.5	100
Age: 15-16 ALL	11.8	79.1	0.0	9.1	100
Age: 15-16 BOYS	11.8	80.4	0.1	7.8	100
Age: 15-16 GIRLS	11.8	78.0	0.0	10.3	100

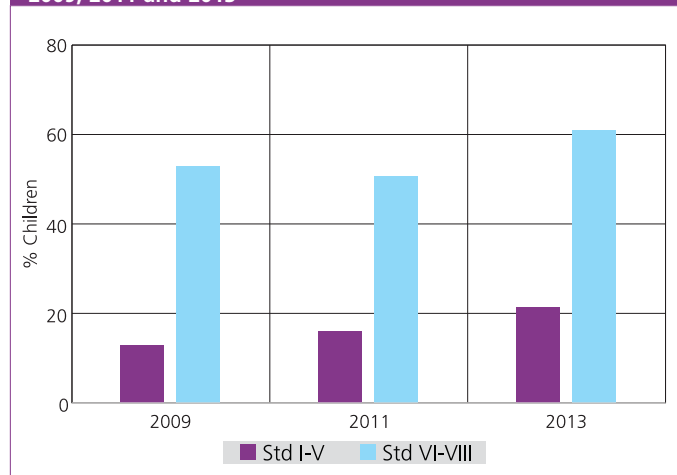
Note: 'Other' includes children going to madarsa and EGS.
 'Not in school' = dropped out + never enrolled.

**Chart 1: Trends over time
 % Children out of school by age group and gender 2006-2013**



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 6.1% in 2006, 1.7% in 2010, 2.2% in 2012 and is 2.5% in 2013.

**Chart 2: Trends over time
 % Children enrolled in private schools in Std I-V and Std VI-VIII
 2009, 2011 and 2013**



**Table 2: Sample description
 % Children in each class by age 2013**

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	8.5	59.3	28.6					3.6					100
II		4.2	37.5	53.4					4.9				100
III			4.7	30.3	59.6					5.3			100
IV				3.5		26.0	64.6				5.9		100
V					3.6		30.4	58.2	6.0			1.9	100
VI						4.5		25.0	62.9	5.9		1.6	100
VII							4.5		25.9	58.9	8.8	1.9	100
VIII								5.4		36.2	53.0	5.4	100

How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 30.3% children are 8 years old but there are also 59.6% who are 9 and 5.3% who are older.

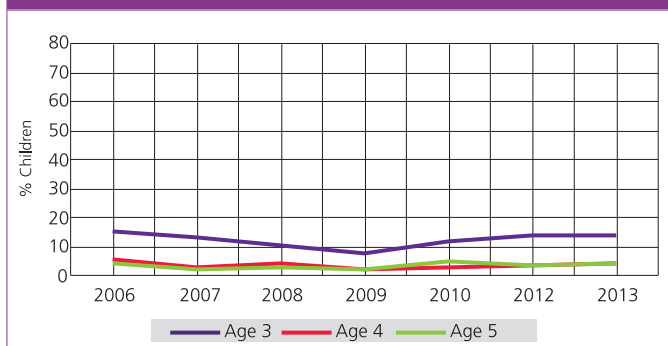
Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2013

	In balwadi or anganwadi	In LKG/ UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	80.0	6.4				13.6	100
Age 4	81.7	14.3				4.1	100
Age 5	57.0	13.1	16.6	9.3	0.2	3.8	100
Age 6	13.0	4.8	65.3	13.8	0.4	2.7	100

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

**Chart 3: Trends over time
 % Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2013***



* Data for 2011 is not comparable to other years and therefore not included here.

Data has not been presented where sample size was insufficient.

Reading

Table 4: % Children by class and READING level
 All schools 2013

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	46.4	35.7	12.1	3.3	2.5	100
II	15.1	24.6	23.2	20.3	16.9	100
III	8.3	15.0	19.0	24.4	33.3	100
IV	5.8	10.0	13.1	25.0	46.1	100
V	3.3	6.2	9.1	21.9	59.6	100
VI	2.6	4.6	7.0	19.6	66.3	100
VII	2.1	4.6	5.2	16.0	72.2	100
VIII	1.3	2.9	4.2	11.7	79.9	100
Total	11.2	13.4	11.8	17.8	45.8	100

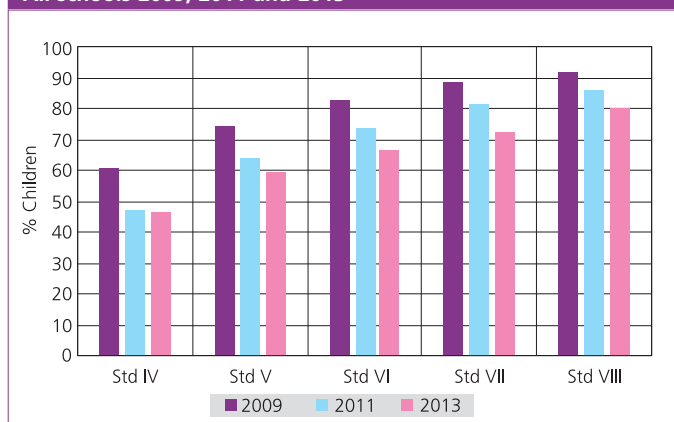
How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 8.3% children cannot even read letters, 15% can read letters but not more, 19% can read words but not Std I level text or higher, 24.4% can read Std I level text but not Std II level text, and 33.3% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Table 5: Trends over time
 % Children in Std III and V at different READING levels by school type 2009-2013

Year	% Children in Std III who can read at least Std I level text			% Children in Std V who can read Std II level text		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	74.5	75.7	74.6	71.5	77.6	73.8
2010	72.3	75.8	72.6	71.0	77.6	73.2
2011	62.6	72.2	63.5	62.1	66.0	63.5
2012	58.6	63.9	59.3	55.3	62.2	58.3
2013	57.0	62.5	57.7	58.2	61.3	59.5

* This is the weighted average of govt. and pvt. schools only.

Chart 4: Trends over time
 % Children who can READ Std II level text by class
 All schools 2009, 2011 and 2013



Reading Tool

मीट

दाजी आजोबा आजारी असतात. ते खूप थकलेले दिसतात. हल्ली त्यांना मीट दिसत नाही. आजोबांचा नाव रमेश त्यांची खूप काळजी घेतो. त्यांना खूप खोकलाही झाला आहे. रमेश त्यांना वेळेवर औषध देतो. मीट दिसत नसल्यामुळे आजोबा घरात बसून असतात. रमेश त्यांच्या हाताला धरून घरातल्या घरात फिरवतो. घरात बसून आजोबा चुकी गाणी ऐकतात. त्यांना नवीन गाणीही ऐकवण्यास आवडतात. आजोबांचा बरे वाटल्यावर दोघे लांबघर फिरायला जाणार आहेत.

परिचय

आज गावाहून मामा आला. मला खाऊ व फुगे घेऊन आला. ताईला बाहुली घेऊन आला. आईला छान साडी आणली.

समई

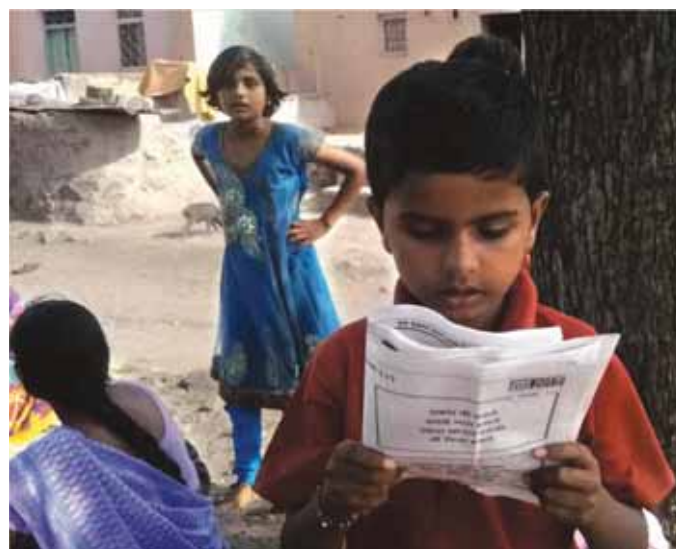
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To interpret the chart alongside (Chart 4), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a "floor" level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

We can see that the proportion of children who can read at least Std II level text increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Maharashtra RURAL

Data has not been presented where sample size was insufficient.

Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2013

Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	38.7	49.0	11.0	0.8	0.5	100
II	11.1	43.4	40.0	5.3	0.3	100
III	5.1	29.7	47.3	16.3	1.6	100
IV	4.1	20.6	42.1	23.9	9.3	100
V	2.5	12.8	41.3	25.2	18.1	100
VI	1.7	11.0	39.1	22.8	25.4	100
VII	1.2	8.9	37.6	24.3	28.1	100
VIII	0.9	5.4	38.7	21.2	33.8	100
Total	8.7	23.3	36.8	17.2	14.0	100

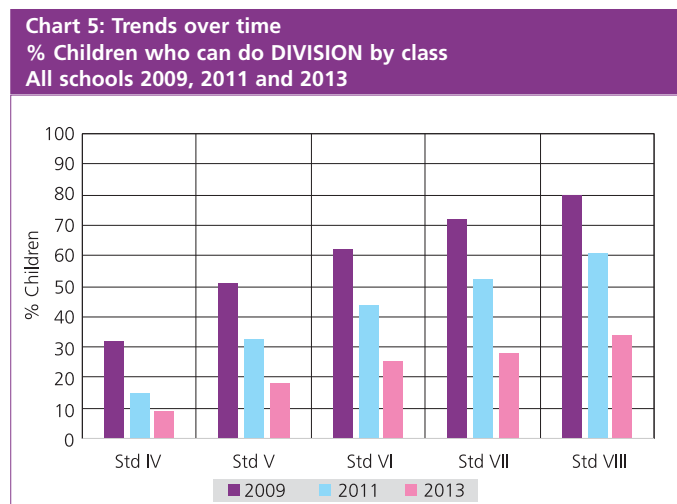
How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 5.1% children cannot even recognize numbers 1-9, 29.7% can recognize numbers up to 9 but not more, 47.3% can recognize numbers up to 99 but cannot do subtraction, 16.3% can do subtraction but cannot do division, and 1.6% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

Table 7: Trends over time % Children in Std III and V who can do at least SUBTRACTION and DIVISION respectively by school type 2009-2013

Year	% Children in Std III who can do at least subtraction			% Children in Std V who can do division		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	55.2	59.5	55.5	49.8	53.4	51.1
2010	46.5	51.9	46.8	39.9	44.6	41.4
2011	35.4	42.2	36.0	31.4	35.2	32.8
2012	22.5	34.1	24.0	20.2	25.8	22.6
2013	17.1	21.9	17.8	16.3	20.4	18.1

* This is the weighted average of govt. and pvt. schools only.



To interpret the chart alongside (Chart 5), several things need to be kept in mind:

The highest level in the ASER arithmetic tool is the ability to do a numerical division problem (dividing a three digit number by a one digit number). In most states in India, children are expected to do such computations by Std III or Std IV. ASER does not assess children using grade-level tools.

We can see that the proportion of children who can do this level of division increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a substantial proportion of children are able to do division problems at this level. It is possible that some children are able to do operations at higher levels too, but ASER arithmetic tests do not assess higher than this level.

This chart allows us to compare proportions of children who can do division in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Type of school and paid additional tuition classes (tutoring)

The ASER survey recorded information about paid additional private tutoring by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that the child may have received.

Table 8: Trends over time
% Children attending PAID TUITION CLASSES by school type 2010-2013

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Govt. schools	5.3	5.7	6.4	6.9
Pvt. schools	17.9	20.5	21.4	21.8
All schools	6.9	8.2	9.4	10.2
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
Govt. schools	8.3	9.3	8.3	6.3
Pvt. schools	14.0	14.8	14.7	12.9
All schools	11.1	12.1	12.0	10.3

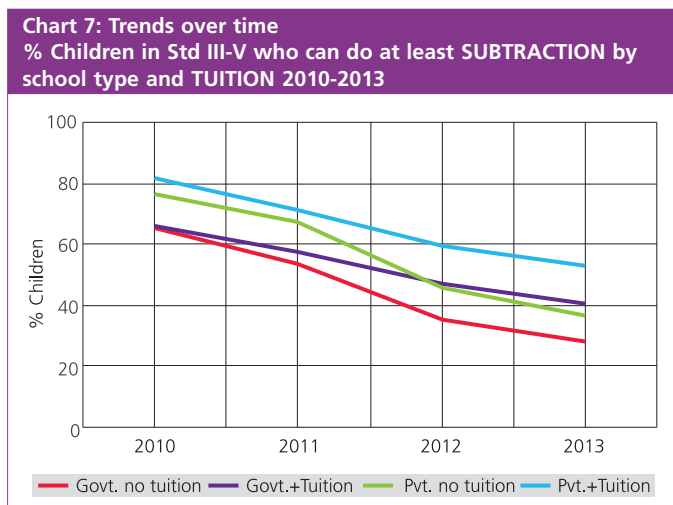
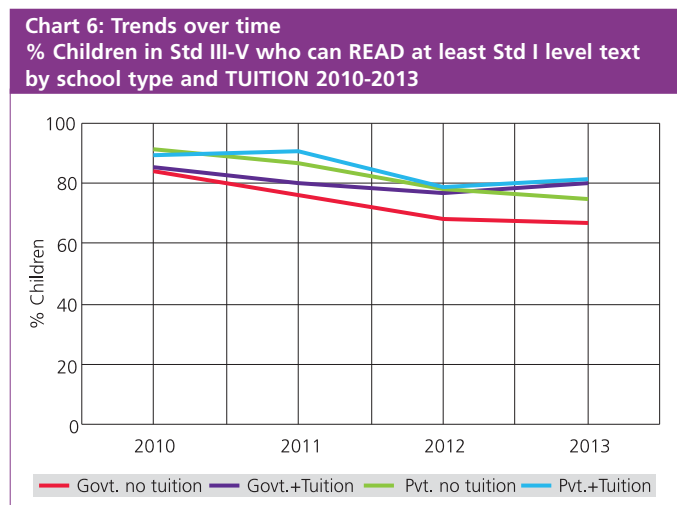


Table 9: Trends over time
% Children by school type and TUITION 2010-2013

	Category	2010	2011	2012	2013
Std I-V	Govt. no tuition	82.7	78.9	74.8	72.8
	Govt. + Tuition	4.6	4.8	5.1	5.4
	Pvt. no tuition	10.4	13.0	15.8	17.1
	Pvt. + Tuition	2.3	3.4	4.3	4.8
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	46.9	44.4	38.7	36.5
	Govt. + Tuition	4.2	4.5	3.5	2.4
	Pvt. no tuition	42.0	43.5	49.3	53.2
	Pvt. + Tuition	6.9	7.5	8.5	7.9
	Total	100	100	100	100

Table 10: TUITION EXPENDITURES by school type in rupees per month 2013

	Type of school	% Children in different tuition expenditure categories				Total
		Rs 100 or less	Rs 101-200	Rs 201-300	Rs 301 or more	
Std I-V	Govt.	72.2	21.4	3.1	3.3	100
Std I-V	Pvt.	41.8	32.2	13.8	12.3	100
Std VI-VIII	Govt.	61.6	22.4	8.3	7.7	100
Std VI-VIII	Pvt.	40.0	32.3	10.5	17.2	100



Maharashtra RURAL

ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 33 OUT OF 33 DISTRICTS
 Data has not been presented where sample size was insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 11: Number of schools visited 2010-2013

Type of school	2010	2011	2012	2013
Std I-IV/V: Primary	435	408	400	371
Std I-VII/VIII: Primary + Upper primary	467	421	422	417
Total schools visited	902	829	822	788

Table 12: Student and teacher attendance on the day of visit 2010-2013

Type of school	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Enrolled children present (Average)	91.5	89.6	90.5	90.0	92.4	90.0	90.6	89.5
% Teachers present (Average)	93.8	89.8	92.3	93.5	91.7	89.0	91.9	92.3

Table 13: Small schools and multigrade classes 2010-2013

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Schools with total enrollment of 60 or less	33.0	38.7	37.7	40.9	1.3	3.7	5.3	4.9
% Schools where Std II children observed sitting with one or more other classes	47.5	47.6	52.0	51.1	34.3	41.3	35.4	38.4
% Schools where Std IV children observed sitting with one or more other classes	46.8	45.6	46.5	47.4	26.9	36.0	30.7	33.7

RTE indicators

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies a series of norms and standards for a school. Data on selected measurable indicators of RTE are collected in ASER.

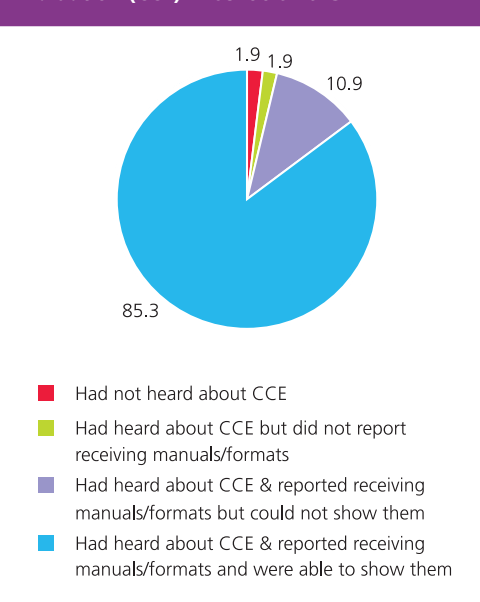
Table 14: Schools meeting selected RTE norms 2010-2013

% Schools meeting the following RTE norms:		2010	2011	2012	2013
PTR & CTR	Pupil-teacher ratio (PTR)	58.9	62.9	63.2	63.0
	Classroom-teacher ratio (CTR)	87.6	81.9	83.3	87.9
Building	Office/store/office cum store	34.3	33.3	27.1	32.9
	Playground	84.7	82.9	84.0	85.3
	Boundary wall/fencing	57.5	58.1	52.9	62.8
Drinking water	No facility for drinking water	18.7	16.7	17.2	13.7
	Facility but no drinking water available	12.3	10.2	13.3	14.2
	Drinking water available	69.0	73.1	69.5	72.2
	Total	100	100	100	100
Toilet	No toilet facility	2.9	3.1	1.9	1.2
	Facility but toilet not useable	44.1	52.1	40.9	32.9
	Toilet useable	53.0	44.9	57.3	66.0
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	13.7	9.0	7.2	5.5
	Separate provision but locked	32.3	34.4	26.2	20.8
	Separate provision, unlocked but not useable	10.8	14.1	13.6	11.6
	Separate provision, unlocked and useable	43.2	42.6	53.1	62.1
Total	100	100	100	100	
Library	No library	14.0	16.2	13.7	10.2
	Library but no books being used by children on day of visit	19.6	29.5	33.2	37.4
	Library books being used by children on day of visit	66.5	54.3	53.1	52.4
	Total	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	78.2	74.8	70.9	85.9
	Mid-day meal served in school on day of visit	90.7	95.8	93.2	93.5



In each visited school, we asked a teacher/HM a few questions about Continuous & Comprehensive Evaluation (CCE).

Chart 8: Continuous & Comprehensive Evaluation (CCE) in schools 2013



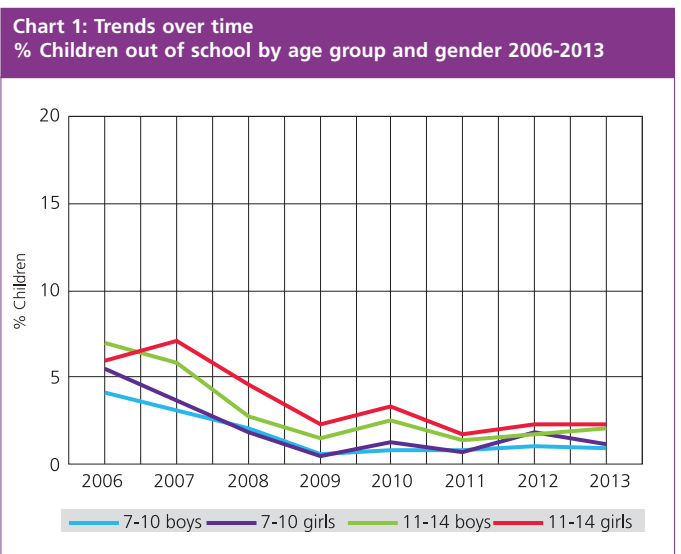
ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 9 OUT OF 9 DISTRICTS
 Data has not been presented where sample size was insufficient.

School enrollment and out of school children

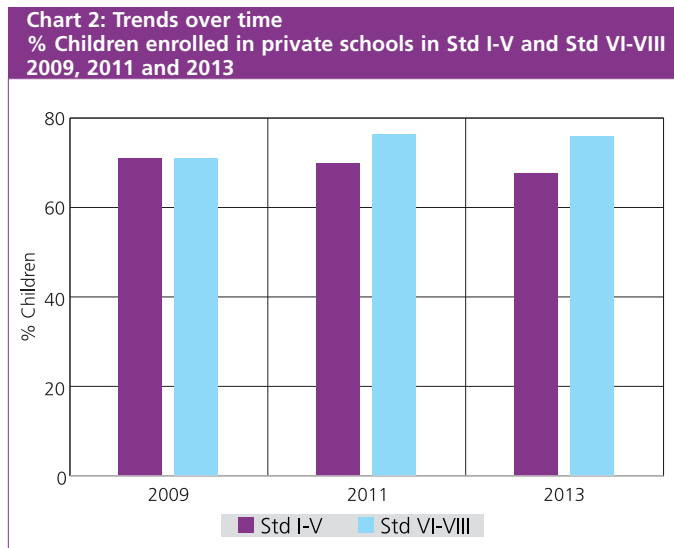
Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	27.7	70.5	0.4	1.5	100
Age: 7-16 ALL	26.3	70.9	0.4	2.5	100
Age: 7-10 ALL	28.0	70.7	0.3	1.1	100
Age: 7-10 BOYS	26.9	71.9	0.3	0.9	100
Age: 7-10 GIRLS	29.7	68.9	0.2	1.2	100
Age: 11-14 ALL	25.7	71.6	0.5	2.2	100
Age: 11-14 BOYS	23.9	73.4	0.6	2.1	100
Age: 11-14 GIRLS	27.8	69.4	0.6	2.3	100
Age: 15-16 ALL	22.8	69.1	0.3	7.8	100
Age: 15-16 BOYS	23.4	69.5	0.3	6.8	100
Age: 15-16 GIRLS	22.7	68.5	0.3	8.5	100

Note: 'Other' includes children going to madarsa and EGS.
 'Not in school' = dropped out + never enrolled.



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 5.9% in 2006, 3.3% in 2010, 2.3% in 2012 and is 2.3% in 2013.



**Table 2: Sample description
 % Children in each class by age 2013**

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	13.1	24.8	33.0	17.1	6.5	5.5							100
II	6.5	12.1	22.1	28.8	15.0	10.2	5.3						100
III	2.1		7.4	21.7	27.3	24.6	8.7	5.2	2.9				100
IV	3.0			7.2	17.5	30.4	17.9	13.8	7.2	3.0			100
V	7.4				24.6		25.2	23.3	13.6	5.9			100
VI	1.9			6.1		16.2	29.1	28.8	12.3	5.6		100	
VII	2.3					5.9		21.9	35.9	20.5	10.8	2.8	100
VIII	2.6				8.8			30.3	30.5	20.0	7.9		100

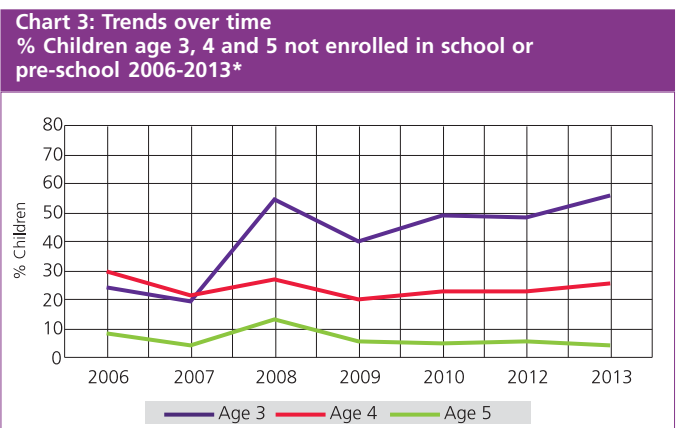
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 21.7% children are 8 years old but there are also 7.4% who are 7, 27.3% who are 9, 24.6% who are 10 and 16.8% who are older.

Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2013

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	19.3	24.9				55.8	100
Age 4	13.9	60.4				25.7	100
Age 5	1.0	53.9	14.8	25.9	0.0	4.4	100
Age 6	0.8	36.2	22.8	37.7	0.0	2.5	100

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



* Data for 2011 is not comparable to other years and therefore not included here.

Data has not been presented where sample size was insufficient.

Reading

Table 4: % Children by class and READING level
 All schools 2013

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	8.9	42.1	32.7	12.4	3.9	100
II	5.4	25.3	28.9	26.6	13.7	100
III	1.0	9.2	22.1	34.0	33.7	100
IV	0.2	6.1	12.8	29.5	51.5	100
V	0.2	3.9	7.3	24.9	63.8	100
VI	0.2	3.1	5.5	14.3	77.0	100
VII	0.0	1.2	4.7	12.0	82.1	100
VIII	0.0	0.7	2.4	5.4	91.5	100
Total	2.6	14.4	17.1	20.9	44.9	100

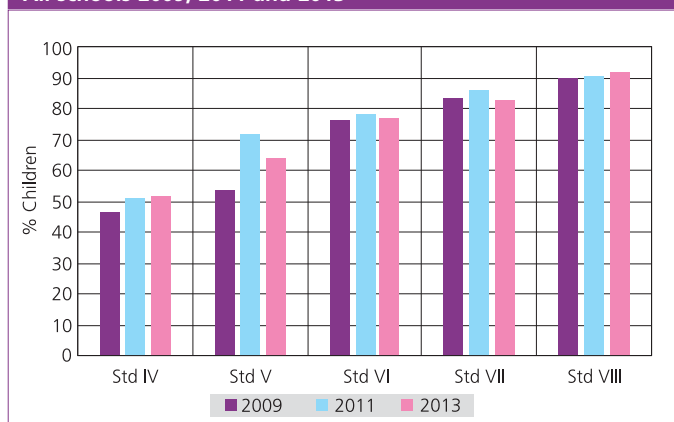
How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 1% children cannot even read letters, 9.2% can read letters but not more, 22.1% can read words but not Std I level text or higher, 34% can read Std I level text but not Std II level text, and 33.7% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Table 5: Trends over time
 % Children in Std III and V at different READING levels by school type 2009-2013

Year	% Children in Std III who can read at least Std I level text			% Children in Std V who can read Std II level text		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	42.5	72.6	63.9	34.8	61.4	53.9
2010	37.2	63.7	53.9	58.0	68.5	64.9
2011	52.0	73.4	67.0	48.5	79.9	71.4
2012	43.4	62.2	55.8	46.9	71.0	63.6
2013	55.1	73.1	67.7	48.1	70.3	63.6

* This is the weighted average of govt. and pvt. schools only.

Chart 4: Trends over time
 % Children who can READ Std II level text by class
 All schools 2009, 2011 and 2013



Reading Tool

Story

काठि रीसप ससति पुडाकिसे बाकथ।
 कलेश बाडो बासिबासिना रीप देसबादि
 देसलुस जसस रीसबास। लेड सैरपस
 देस रीसबास बाकसि जलु लखारु रीसप
 रीसबास। सुसबासबासिनी कडुस रीप
 देससस सबास बाडो लखार रीसप रीप।
 रीसबासि कलेश देसबासि बासि बासिबासि
 बास बासिबासि। बासिबासि रीसबासि कलेश
 कसस कसबासि देसबासि बासि रीसबासि।

Para

देस कलेश बासिबासि।
 बासिबासि रीसबासि।
 कलेश कलेश रीप सैरस।
 देसबासि रीप रीप बासिबासि।

Letter	Word
क	क
ख	ख
ग	ग
घ	घ
ङ	ङ

Para	Text
क	क
ख	ख
ग	ग
घ	घ
ङ	ङ



To interpret the chart alongside (Chart 4), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a "floor" level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

We can see that the proportion of children who can read at least Std II level text increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Manipur RURAL

Data has not been presented where sample size was insufficient.

Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2013

Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	8.5	22.0	59.9	8.3	1.4	100
II	5.1	12.4	55.4	24.2	3.0	100
III	0.8	2.0	44.6	36.9	15.6	100
IV	0.2	0.6	28.3	40.9	30.0	100
V	0.0	0.5	19.4	37.8	42.3	100
VI	0.0	0.0	15.4	28.2	56.4	100
VII	0.0	0.0	14.2	25.3	60.6	100
VIII	0.0	0.0	8.4	19.1	72.5	100
Total	2.5	6.2	35.1	27.0	29.3	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 0.8% children cannot even recognize numbers 1-9, 2% can recognize numbers up to 9 but not more, 44.6% can recognize numbers up to 99 but cannot do subtraction, 36.9% can do subtraction but cannot do division, and 15.6% can do division. For each class, the total of all these exclusive categories is 100%.

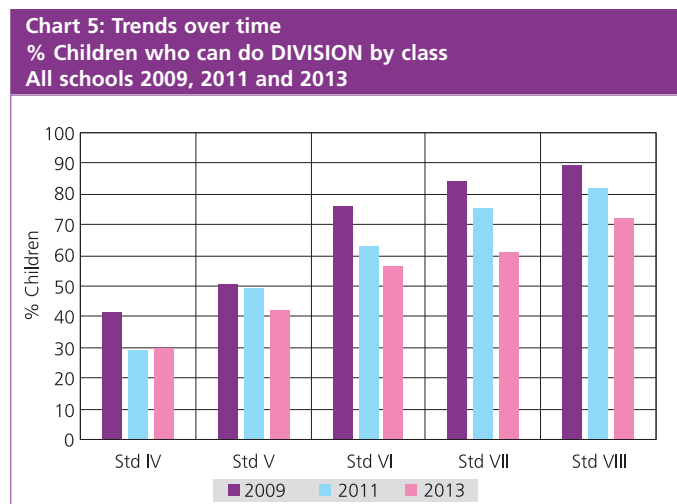
Math Tool

মশিং আকপা	মশিং আকপা	খাইদোকপা	জোপা
৭ ৯	১৭ ৯৯	৭৪ ৬৪	৬)৯৮৭(
৪ ১	৮৩ ৩৪	৯৪ ৬১	৫)৬০৫(
৬ ৩	৭৫ ৪৯	৮৮ ৪৭	৭)৪৯৭(
২ ৫	৬২ ২৬	৮০ ৭৯	
	৯৯ ৫৮	২৭ ৩৮	৮)৮০৮(
৫ গী মনুসো ৯ কুমামবনি।	৫ গী মনুসো ৯ কুমামবনি।	৫ গী মনুসো ৯ কুমামবনি।	৫ গী মনুসো ৯ কুমামবনি।

Table 7: Trends over time % Children in Std III and V who can do at least SUBTRACTION and DIVISION respectively by school type 2009-2013

Year	% Children in Std III who can do at least subtraction			% Children in Std V who can do division		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	55.1	75.7	69.7	34.4	57.6	51.0
2010	26.8	61.5	48.3	20.3	54.2	41.9
2011	38.2	63.5	55.9	27.4	57.9	49.7
2012	38.4	61.1	53.3	26.5	52.9	44.7
2013	47.7	54.7	52.6	36.7	44.3	42.0

* This is the weighted average of govt. and pvt. schools only.



To interpret the chart alongside (Chart 5), several things need to be kept in mind:

The highest level in the ASER arithmetic tool is the ability to do a numerical division problem (dividing a three digit number by a one digit number). In most states in India, children are expected to do such computations by Std III or Std IV. ASER does not assess children using grade-level tools.

We can see that the proportion of children who can do this level of division increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a substantial proportion of children are able to do division problems at this level. It is possible that some children are able to do operations at higher levels too, but ASER arithmetic tests do not assess higher than this level.

This chart allows us to compare proportions of children who can do division in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Type of school and paid additional tuition classes (tutoring)

The ASER survey recorded information about paid additional private tutoring by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that the child may have received.

Table 8: Trends over time
% Children attending PAID TUITION CLASSES by school type 2010-2013

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Govt. schools	13.4	13.2	20.1	23.8
Pvt. schools	46.3	46.8	47.7	45.0
All schools	34.8	36.6	39.0	38.2
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
Govt. schools	19.7	21.4	27.8	27.2
Pvt. schools	57.9	53.2	48.3	40.6
All schools	46.9	46.0	42.6	37.4

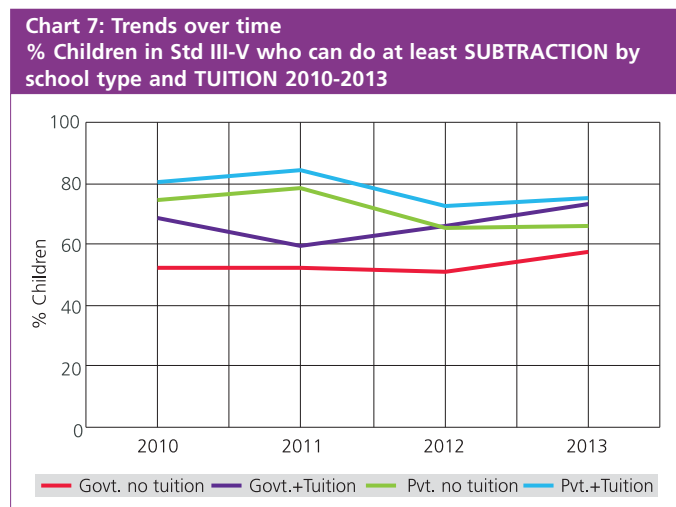
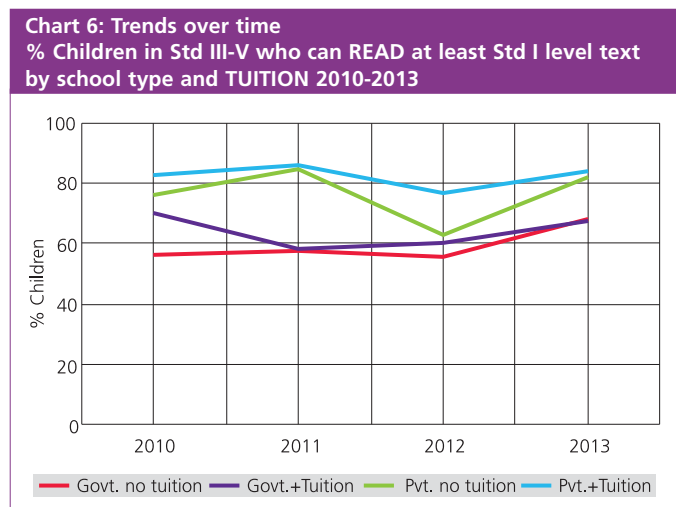


Table 9: Trends over time
% Children by school type and TUITION 2010-2013

	Category	2010	2011	2012	2013
Std I-V	Govt. no tuition	30.1	26.4	25.3	24.3
	Govt. + Tuition	4.7	4.0	6.4	7.6
	Pvt. no tuition	35.1	37.0	35.7	37.4
	Pvt. + Tuition	30.2	32.6	32.6	30.6
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	23.0	17.8	20.2	17.3
	Govt. + Tuition	5.6	4.8	7.8	6.4
	Pvt. no tuition	30.1	36.3	37.2	45.3
	Pvt. + Tuition	41.3	41.2	34.8	31.0
	Total	100	100	100	100

Table 10: TUITION EXPENDITURES by school type in rupees per month 2013

	Type of school	% Children in different tuition expenditure categories				Total
		Rs 100 or less	Rs 101-200	Rs 201-300	Rs 301 or more	
Std I-V	Govt.	15.6	52.2	27.3	5.0	100
Std I-V	Pvt.	4.6	37.9	33.4	24.1	100
Std VI-VIII	Govt.	3.3	49.5	23.4	23.8	100
Std VI-VIII	Pvt.	1.7	24.7	32.6	41.0	100



ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 9 OUT OF 9 DISTRICTS
 Data has not been presented where sample size was insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 11: Number of schools visited 2010-2013

Type of school	2010	2011	2012	2013
Std I-IV/V: Primary	97	99	129	103
Std I-VII/VIII: Primary + Upper primary	28	34	57	86
Total schools visited	125	133	186	189

Table 12: Student and teacher attendance on the day of visit 2010-2013

Type of school	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Enrolled children present (Average)	66.1	52.3	52.7	54.8	71.3	56.8	59.5	59.1
% Teachers present (Average)	70.8	78.5	72.8	71.9	75.1	72.0	79.6	69.4

Table 13: Small schools and multigrade classes 2010-2013

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Schools with total enrollment of 60 or less	40.4	51.6	59.2	65.3	17.9	21.2	22.8	22.6
% Schools where Std II children observed sitting with one or more other classes	40.7	47.6	54.2	56.8	28.0	36.7	42.9	25.3
% Schools where Std IV children observed sitting with one or more other classes	35.2	37.0	39.6	51.3	20.0	26.7	33.9	25.3

RTE indicators

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies a series of norms and standards for a school. Data on selected measurable indicators of RTE are collected in ASER.

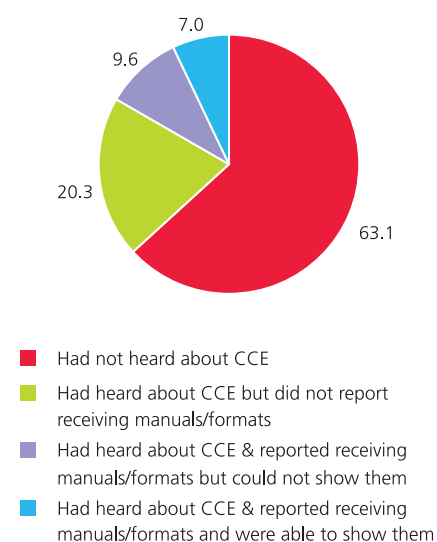
Table 14: Schools meeting selected RTE norms 2010-2013

% Schools meeting the following RTE norms:		2010	2011	2012	2013
PTR & CTR	Pupil-teacher ratio (PTR)	74.3	88.1	85.8	91.0
	Classroom-teacher ratio (CTR)	62.5	41.4	41.5	34.4
Building	Office/store/office cum store	67.5	67.2	66.3	68.9
	Playground	71.8	41.5	49.7	39.6
	Boundary wall/fencing	11.3	6.6	6.7	6.6
Drinking water	No facility for drinking water	84.6	87.3	90.1	79.9
	Facility but no drinking water available	10.3	6.4	2.8	7.1
	Drinking water available	5.1	6.4	7.1	13.0
	Total	100	100	100	100
Toilet	No toilet facility	21.4	31.3	27.8	23.7
	Facility but toilet not useable	38.5	33.6	31.3	28.5
	Toilet useable	40.2	35.2	40.9	47.9
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	78.5	64.7	56.1	65.4
	Separate provision but locked	4.7	5.9	12.2	9.3
	Separate provision, unlocked but not useable	8.4	14.1	8.8	3.7
	Separate provision, unlocked and useable	8.4	15.3	23.0	21.6
Total	100	100	100	100	
Library	No library	90.8	92.9	88.5	89.4
	Library but no books being used by children on day of visit	3.4	5.5	8.7	9.0
	Library books being used by children on day of visit	5.9	1.6	2.7	1.6
	Total	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	58.4	42.9	53.4	58.1
	Mid-day meal served in school on day of visit	47.8	29.7	41.1	40.3



In each visited school, we asked a teacher/HM a few questions about Continuous & Comprehensive Evaluation (CCE).

Chart 8: Continuous & Comprehensive Evaluation (CCE) in schools 2013





ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 5 OUT OF 7 DISTRICTS
 Data has not been presented where sample size was insufficient.

School enrollment and out of school children

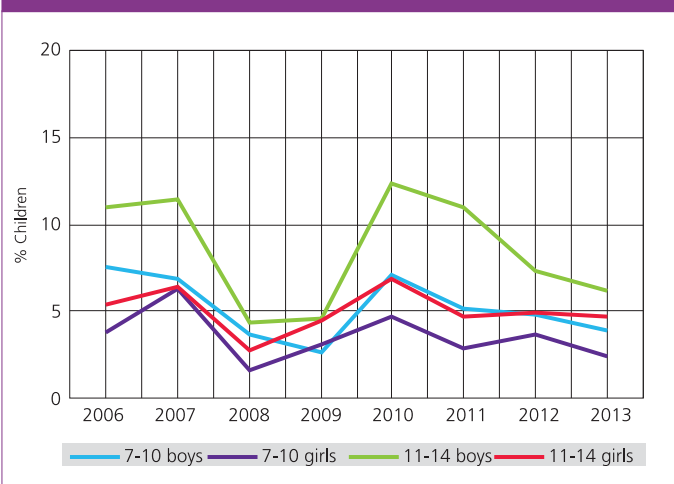
Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	49.8	45.3	0.9	4.1	100
Age: 7-16 ALL	48.2	45.4	0.9	5.5	100
Age: 7-10 ALL	50.7	45.1	1.1	3.1	100
Age: 7-10 BOYS	51.1	43.8	1.3	3.9	100
Age: 7-10 GIRLS	49.6	47.1	0.9	2.4	100
Age: 11-14 ALL	49.7	44.3	0.6	5.4	100
Age: 11-14 BOYS	50.4	43.3	0.2	6.1	100
Age: 11-14 GIRLS	48.4	45.9	1.0	4.7	100
Age: 15-16 ALL	38.5	48.7	1.1	11.8	100
Age: 15-16 BOYS	37.5	46.0	0.9	15.7	100
Age: 15-16 GIRLS	39.7	51.5	1.4	7.4	100

Note: 'Other' includes children going to madarsa and EGS.
 'Not in school' = dropped out + never enrolled.

Chart 1: Trends over time

% Children out of school by age group and gender 2006-2013



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 5.4% in 2006, 6.8% in 2010, 5% in 2012 and is 4.7% in 2013.

Chart 2: Trends over time
 % Children enrolled in private schools in Std I-V and Std VI-VIII 2009, 2011 and 2013

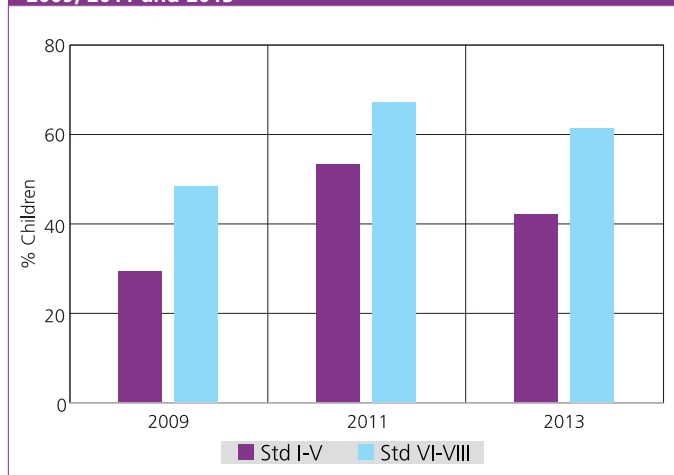


Table 2: Sample description
 % Children in each class by age 2013

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total	
I	8.3	20.8	23.0	19.4	10.5	9.0	9.2						100	
II	4.8	9.4	11.9	22.0	17.7	14.3	7.0	7.7	5.3				100	
III	2.7		5.9	15.1	15.6	24.5	11.3	11.8	6.3	6.9			100	
IV	5.9			7.3			24.4	14.7	18.3	12.1	8.7	5.7	3.0	100
V	8.4				12.8		14.1	20.5	20.2	14.2	6.1	3.7	100	
VI	1.7		5.1			8.6	20.0	18.2	15.8	16.8	13.8	100		
VII	5.5			13.7				21.8	27.5	16.3	15.4	100		
VIII	8.1				12.0			29.4	28.3	22.3	100			

How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 15.1% children are 8 years old but there are also 5.9% who are 7, 15.6% who are 9, 24.5% who are 10 and 36.3% who are older.

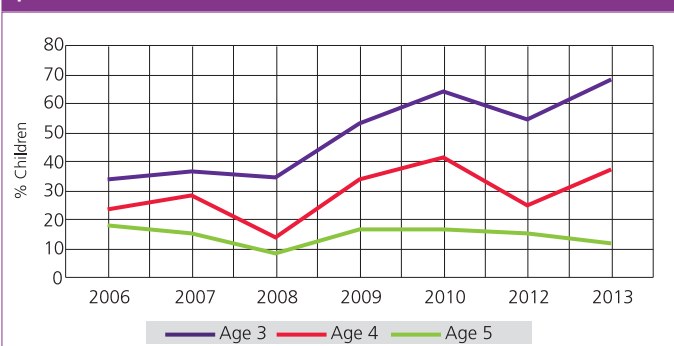
Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2013

	In balwadi or anganwadi	In LKG/ UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	18.1	13.7				68.2	100
Age 4	16.1	46.5				37.4	100
Age 5	5.4	41.3	18.8	22.9	0.0	11.6	100
Age 6	4.3	27.2	29.0	33.6	0.6	5.2	100

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

Chart 3: Trends over time
 % Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2013*



* Data for 2011 is not comparable to other years and therefore not included here.

Data has not been presented where sample size was insufficient.

Reading

Table 4: % Children by class and READING level
 All schools 2013

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	10.4	37.4	33.9	14.3	4.0	100
II	7.9	21.8	26.9	28.9	14.4	100
III	3.3	7.3	21.2	30.7	37.5	100
IV	0.4	3.2	13.5	32.3	50.6	100
V	0.0	2.2	6.8	28.4	62.7	100
VI	2.0	2.0	3.4	26.8	65.9	100
VII	0.0	0.0	2.2	16.7	81.1	100
VIII	0.0	0.0	1.3	9.5	89.2	100
Total	4.4	13.8	18.1	24.1	39.7	100

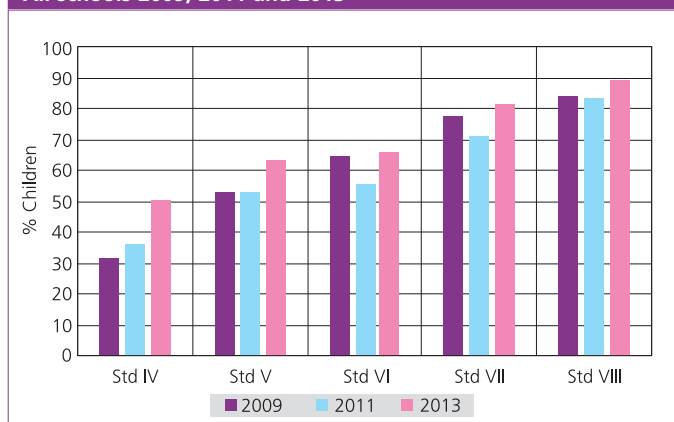
How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 3.3% children cannot even read letters, 7.3% can read letters but not more, 21.2% can read words but not Std I level text or higher, 30.7% can read Std I level text but not Std II level text, and 37.5% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Table 5: Trends over time
 % Children in Std III and V at different READING levels by school type 2009-2013

Year	% Children in Std III who can read at least Std I level text			% Children in Std V who can read Std II level text		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	39.1	64.3	46.4	50.3	56.3	52.7
2010	47.6	62.2	53.8	65.7	63.7	64.6
2011	50.8	46.0	48.4	46.1	56.9	52.9
2012	43.0	64.9	52.3	58.4	69.3	64.5
2013	64.0	75.0	68.7	57.7	68.9	62.9

* This is the weighted average of govt. and pvt. schools only.

Chart 4: Trends over time
 % Children who can READ Std II level text by class
 All schools 2009, 2011 and 2013



Reading Tool

Story

Anga skulchi re.a. Angni skul nitobea. Skul.o anga nama skianirangko man.a. Skigiparang angko namgipa bi.sa ong.china didia. Skigiparang angna ka.saa, aro anga skigiparangni ge.etanirangko mania. Skulona anga ja.achl re.a. Angni skul namen chel.bea.

Para

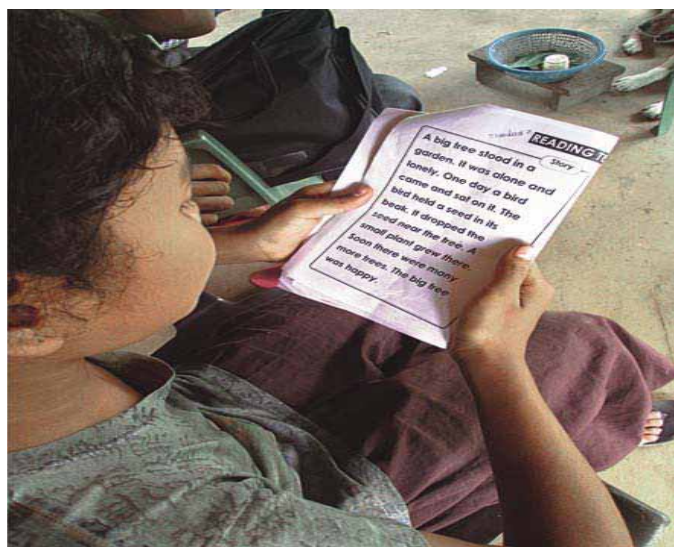
Da.al Sengki pul barichi rona reanga Uano bia gitlach bibalko nika Ua bibal namen simila. Uko bia namnik be.aha.

Letter

b k o
m s
y h t
p a

Word

mese peru
sal
bol bite
wak mat
do.o
kari gari



To interpret the chart alongside (Chart 4), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a "floor" level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

We can see that the proportion of children who can read at least Std II level text increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2013

Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	9.0	34.6	50.7	5.4	0.2	100
II	8.5	20.7	55.0	15.4	0.3	100
III	3.0	5.9	54.5	31.0	5.6	100
IV	0.7	2.9	50.6	40.3	5.5	100
V	0.0	2.5	36.9	43.7	16.9	100
VI	0.7	1.7	26.9	46.7	24.0	100
VII	0.0	0.0	19.8	52.6	27.6	100
VIII	0.0	0.0	14.3	46.8	38.9	100
Total	4.1	12.8	43.8	29.3	10.1	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 3% children cannot even recognize numbers 1-9, 5.9% can recognize numbers up to 9 but not more, 54.5% can recognize numbers up to 99 but cannot do subtraction, 31% can do subtraction but cannot do division, and 5.6% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

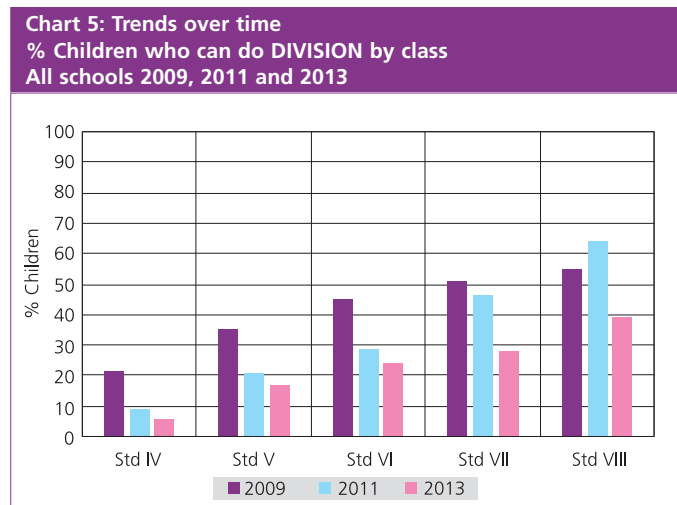
Number recognition 1-9		Number recognition 10-99		Subtraction		Division
3	7	65	38	51 - 35	67 - 48	7)918
1	4	92	23	84 - 49	73 - 36	6)769
8	9	47	72	56 - 37	31 - 13	8)987
5	2	56	87	45 - 18	43 - 24	4)513
		29	11			

Ask the child to recognize any 2 numbers. At least 4 must be correct. Ask the child to recognize any 2 numbers. At least 4 must be correct. Ask the child to do any 2 subtraction problems. At least 2 must be correct. Ask the child to do any 1 division problem. It must be correct.

Table 7: Trends over time % Children in Std III and V who can do at least SUBTRACTION and DIVISION respectively by school type 2009-2013

Year	% Children in Std III who can do at least subtraction			% Children in Std V who can do division		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	38.1	59.5	44.4	34.0	37.7	35.5
2010	32.9	42.6	37.0	40.0	38.5	39.2
2011	28.4	34.0	31.2	14.5	24.3	20.7
2012	27.7	32.7	29.9	17.3	20.1	18.8
2013	30.8	44.3	36.6	16.9	17.1	17.0

* This is the weighted average of govt. and pvt. schools only.



To interpret the chart alongside (Chart 5), several things need to be kept in mind:

The highest level in the ASER arithmetic tool is the ability to do a numerical division problem (dividing a three digit number by a one digit number). In most states in India, children are expected to do such computations by Std III or Std IV. ASER does not assess children using grade-level tools.

We can see that the proportion of children who can do this level of division increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a substantial proportion of children are able to do division problems at this level. It is possible that some children are able to do operations at higher levels too, but ASER arithmetic tests do not assess higher than this level.

This chart allows us to compare proportions of children who can do division in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Type of school and paid additional tuition classes (tutoring)

The ASER survey recorded information about paid additional private tutoring by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that the child may have received.

Table 8: Trends over time
% Children attending PAID TUITION CLASSES by school type 2010-2013

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Govt. schools	7.9	8.4	7.6	4.7
Pvt. schools	19.3	21.6	19.9	23.3
All schools	13.5	15.4	13.9	12.7
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
Govt. schools	16.4	28.0	4.8	5.6
Pvt. schools	18.0	24.2	19.4	15.4
All schools	17.4	25.4	13.5	11.7



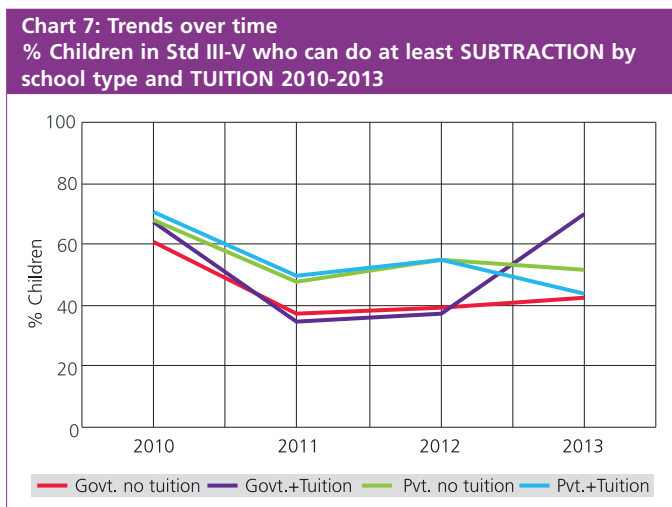
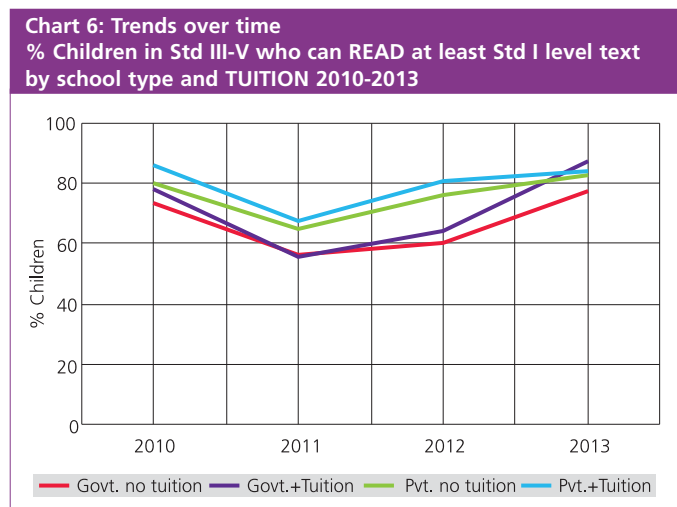
Table 9: Trends over time
% Children by school type and TUITION 2010-2013

	Category	2010	2011	2012	2013
Std I-V	Govt. no tuition	47.2	43.1	45.1	54.4
	Govt. + Tuition	4.1	4.0	3.7	2.7
	Pvt. no tuition	39.3	41.5	41.1	33.0
	Pvt. + Tuition	9.4	11.4	10.2	10.0
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	34.7	23.8	38.7	35.8
	Govt. + Tuition	6.8	9.3	1.9	2.1
	Pvt. no tuition	48.0	50.8	47.8	52.5
	Pvt. + Tuition	10.5	16.2	11.5	9.6
	Total	100	100	100	100

Table 10: TUITION EXPENDITURES by school type in rupees per month 2013

	Type of school	% Children in different tuition expenditure categories				Total
		Rs 100 or less	Rs 101-200	Rs 201-300	Rs 301 or more	
Std I-V	Govt.					
Std I-V	Pvt.					
Std VI-VIII	Govt.					
Std VI-VIII	Pvt.					

Data Insufficient



ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 5 OUT OF 7 DISTRICTS
 Data has not been presented where sample size was insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 11: Number of schools visited 2010-2013

Type of school	2010	2011	2012	2013
Std I-IV/V: Primary	101	76	109	104
Std I-VII/VIII: Primary + Upper primary	9	9	20	10
Total schools visited	110	85	129	114

Table 12: Student and teacher attendance on the day of visit 2010-2013

Type of school	Std I-IV/V and Std I-VII/VIII			
	2010	2011	2012	2013
% Enrolled children present (Average)	75.5	76.7	74.2	72.5
% Teachers present (Average)	93.0	93.5	87.2	86.5

Table 13: Small schools and multigrade classes 2010-2013

School characteristics	Std I-IV/V and Std I-VII/VIII			
	2010	2011	2012	2013
% Schools with total enrollment of 60 or less	71.0	66.3	65.1	71.9
% Schools where Std II children observed sitting with one or more other classes	64.7	77.2	69.3	64.6
% Schools where Std IV children observed sitting with one or more other classes	61.3	75.6	66.1	63.9

RTE indicators

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies a series of norms and standards for a school. Data on selected measurable indicators of RTE are collected in ASER.

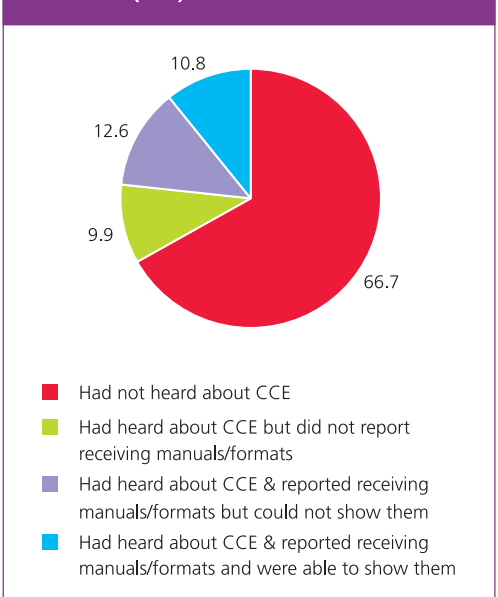
Table 14: Schools meeting selected RTE norms 2010-2013

% Schools meeting the following RTE norms:		2010	2011	2012	2013
PTR & CTR	Pupil-teacher ratio (PTR)	54.3	51.4	65.1	50.0
	Classroom-teacher ratio (CTR)	84.2	62.9	72.7	84.3
Building	Office/store/office cum store	34.6	42.1	42.4	46.0
	Playground	45.8	40.0	36.8	52.6
	Boundary wall/fencing	14.2	14.1	12.7	5.3
Drinking water	No facility for drinking water	70.6	77.8	82.4	68.8
	Facility but no drinking water available	5.5	12.4	4.8	8.0
	Drinking water available	23.9	9.9	12.8	23.2
Total		100	100	100	100
Toilet	No toilet facility	34.9	23.1	23.6	16.8
	Facility but toilet not useable	40.6	52.6	44.7	35.4
	Toilet useable	24.5	24.4	31.7	47.8
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	64.8	44.1	46.6	39.2
	Separate provision but locked	9.1	33.9	26.1	23.5
	Separate provision, unlocked but not useable	11.4	3.4	6.8	6.9
	Separate provision, unlocked and useable	14.8	18.6	20.5	30.4
	Total	100	100	100	100
Library	No library	78.0	63.8	76.0	62.0
	Library but no books being used by children on day of visit	6.4	5.0	8.8	3.5
	Library books being used by children on day of visit	15.6	31.3	15.2	34.5
	Total	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	60.6	70.5	69.1	77.0
	Mid-day meal served in school on day of visit	51.9	35.0	30.5	46.5



In each visited school, we asked a teacher/HM a few questions about Continuous & Comprehensive Evaluation (CCE).

Chart 8: Continuous & Comprehensive Evaluation (CCE) in schools 2013





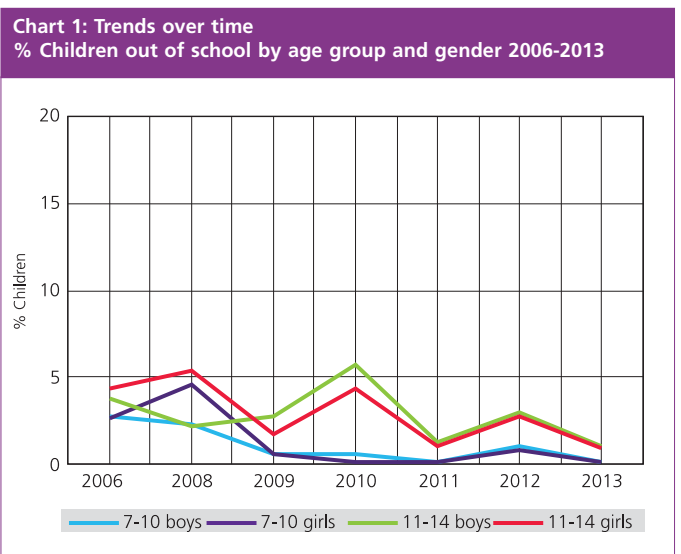
ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 8 OUT OF 8 DISTRICTS
 Data for 2007 is not available. Data has not been presented where sample size was insufficient.

School enrollment and out of school children

Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	67.2	32.4	0.0	0.4	100
Age: 7-16 ALL	68.0	30.5	0.0	1.5	100
Age: 7-10 ALL	64.0	35.9	0.0	0.1	100
Age: 7-10 BOYS	65.5	34.3	0.0	0.2	100
Age: 7-10 GIRLS	62.6	37.3	0.0	0.1	100
Age: 11-14 ALL	71.8	27.2	0.0	1.0	100
Age: 11-14 BOYS	72.7	26.3	0.0	1.1	100
Age: 11-14 GIRLS	71.2	28.0	0.0	0.9	100
Age: 15-16 ALL	71.7	20.4	0.0	7.9	100
Age: 15-16 BOYS	71.8	19.5	0.0	8.7	100
Age: 15-16 GIRLS	72.1	20.2	0.0	7.7	100

Note: 'Other' includes children going to madarsa and EGS.
 'Not in school' = dropped out + never enrolled.



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 4.4% in 2006, 4.4% in 2010, 2.7% in 2012 and is 0.9% in 2013.

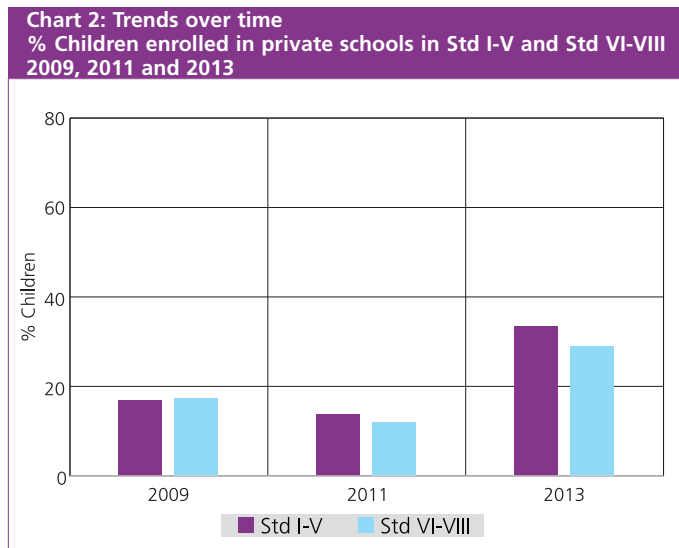


Table 2: Sample description
 % Children in each class by age 2013

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	18.2	47.6	17.8	8.2				8.2					100
II	5.8	13.9	40.6	24.0	8.0			7.8					100
III		1.8	11.8	38.6	23.5	12.5	6.6			5.4			100
IV			2.5	11.0	28.5	31.4	10.3	7.5	5.8		3.0		100
V			3.8		9.3	28.7	25.7	18.4	7.8			6.4	100
VI				1.3		8.8	26.1	34.4	14.8	9.2		5.4	100
VII					3.0		5.8	31.2	33.8	17.4	6.1	2.8	100
VIII								9.3	32.4	31.5	16.2	8.0	100

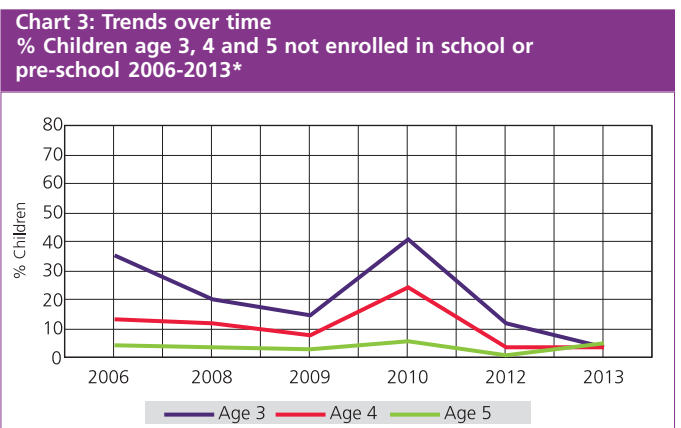
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 38.6% children are 8 years old but there are also 11.8% who are 7, 23.5% who are 9, 12.5% who are 10 and 12% who are older.

Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2013

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	93.6	2.8				3.6	100
Age 4	76.9	19.9				3.2	100
Age 5	13.2	19.5	32.4	30.3	0.0	4.6	100
Age 6	1.3	9.4	56.4	29.8	0.0	3.1	100

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



* Data for 2011 is not comparable to other years and therefore not included here.

Data has not been presented where sample size was insufficient.

Reading

Table 4: % Children by class and READING level
 All schools 2013

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	12.2	51.8	25.4	9.0	1.5	100
II	2.7	23.2	45.2	19.4	9.5	100
III	1.0	7.7	22.8	40.2	28.3	100
IV	0.6	2.7	12.7	31.2	52.9	100
V	0.5	0.5	7.5	22.0	69.6	100
VI	0.0	1.0	1.7	17.9	79.4	100
VII	0.2	0.2	3.2	14.5	82.1	100
VIII	0.0	0.2	0.9	12.0	86.9	100
Total	2.8	14.5	18.4	21.7	42.6	100

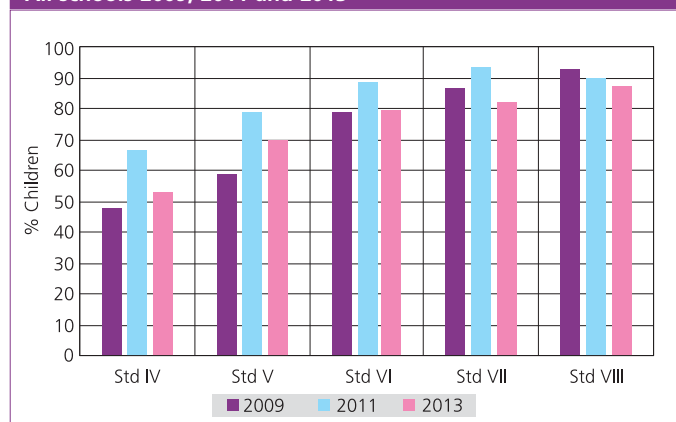
How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 1% children cannot even read letters, 7.7% can read letters but not more, 22.8% can read words but not Std I level text or higher, 40.2% can read Std I level text but not Std II level text, and 28.3% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Table 5: Trends over time
 % Children in Std III and V at different READING levels by school type 2009-2013

Year	% Children in Std III who can read at least Std I level text			% Children in Std V who can read Std II level text		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	56.5	72.9	59.1	57.1	69.8	58.8
2010	80.7	74.4	80.3	68.0	84.0	72.1
2011	80.3	77.8	80.0	78.6	77.2	78.4
2012	52.9	62.1	55.3	55.2	71.5	59.6
2013	63.6	78.7	68.6	64.3	80.3	69.6

* This is the weighted average of govt. and pvt. schools only.

Chart 4: Trends over time
 % Children who can READ Std II level text by class
 All schools 2009, 2011 and 2013



Reading Tool

Story

Nikhat chu, Diktei chuan Chhimbai a hmu a, mawi a ti ta em em mai a. A u chu a au va, "Ka u chhimbai ka hmu ve ta, Arawng pawh a mawi lutuk" a ti a. A u chuan "a mawi hle mai" a ti ve a. Diktei chuan "Rawng chi hrang hrang, a sente, a hringte, a pawite a in pawih a nih saw!" a ti a. An unau chuan chung chhimbai rawng chi hrang hrang chu mawi ti takin an en ta a.

Para

Heli anging Kut kan sil a, Mizoramah
 Heli anging hmäl kan phih a, Mizoramah
 Heli anging tü kan khulh a, Mizoramah
 Heli anging kan insu a, Mizoramah

Letter

m t z
f k
o a r
v p

Word

hnar hmül
khüp
ruah hmai
mai pök
mau
kut sam



To interpret the chart alongside (Chart 4), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a "floor" level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

We can see that the proportion of children who can read at least Std II level text increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Mizoram RURAL

Data has not been presented where sample size was insufficient.

Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2013

Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	10.4	41.9	42.5	4.6	0.7	100
II	2.3	11.8	67.3	17.1	1.5	100
III	0.3	1.3	37.4	51.9	9.1	100
IV	0.4	0.9	14.4	56.9	27.5	100
V	0.3	0.4	6.5	45.9	47.0	100
VI	0.4	0.4	3.7	36.6	59.0	100
VII	0.3	0.0	2.0	24.0	73.7	100
VIII	0.2	0.0	0.9	11.7	87.3	100
Total	2.4	9.6	27.5	31.3	29.3	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 0.3% children cannot even recognize numbers 1-9, 1.3% can recognize numbers up to 9 but not more, 37.4% can recognize numbers up to 99 but cannot do subtraction, 51.9% can do subtraction but cannot do division, and 9.1% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

Number recognition 1-9		Number recognition 10-99		Subtraction		Division
3	7	65	38	51 - 35	67 - 48	7)918(
1	4	92	23	84 - 49	73 - 36	6)769(
8	9	47	72	56 - 37	31 - 13	8)987(
5	2	56	87	45 - 18	43 - 24	4)513(
		29	11			

Ask the child to recognize any 2 numbers. Ask the child to do any 2 subtraction problems. Both must be correct.

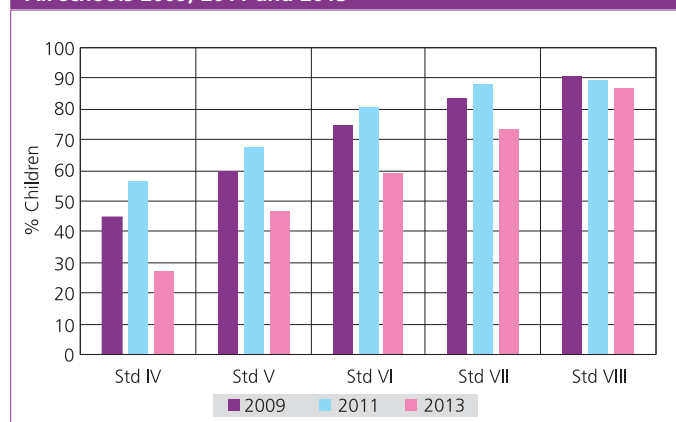
Table 7: Trends over time % Children in Std III and V who can do at least SUBTRACTION and DIVISION respectively by school type 2009-2013

Year	% Children in Std III who can do at least subtraction			% Children in Std V who can do division		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	64.7	81.3	67.3	58.2	69.1	59.7
2010	74.9	74.8	74.9	57.0	76.1	62.0
2011	77.1	73.4	76.6	68.5	60.8	67.7
2012	58.1	69.4	61.0	41.6	49.0	43.6
2013	62.7	57.4	61.0	45.9	49.4	47.0

* This is the weighted average of govt. and Pvt. schools only.



Chart 5: Trends over time % Children who can do DIVISION by class All schools 2009, 2011 and 2013



To interpret the chart alongside (Chart 5), several things need to be kept in mind:

The highest level in the ASER arithmetic tool is the ability to do a numerical division problem (dividing a three digit number by a one digit number). In most states in India, children are expected to do such computations by Std III or Std IV. ASER does not assess children using grade-level tools.

We can see that the proportion of children who can do this level of division increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a substantial proportion of children are able to do division problems at this level. It is possible that some children are able to do operations at higher levels too, but ASER arithmetic tests do not assess higher than this level.

This chart allows us to compare proportions of children who can do division in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Type of school and paid additional tuition classes (tutoring)

The ASER survey recorded information about paid additional private tutoring by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that the child may have received.

Table 8: Trends over time
% Children attending PAID TUITION CLASSES by school type 2010-2013

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Govt. schools	2.6	0.6	3.3	3.4
Pvt. schools	14.0	11.6	11.2	5.0
All schools	3.9	2.0	5.3	3.9
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
Govt. schools	5.7	1.7	6.6	1.3
Pvt. schools	7.1	16.2	14.6	6.1
All schools	6.0	3.3	8.6	2.7



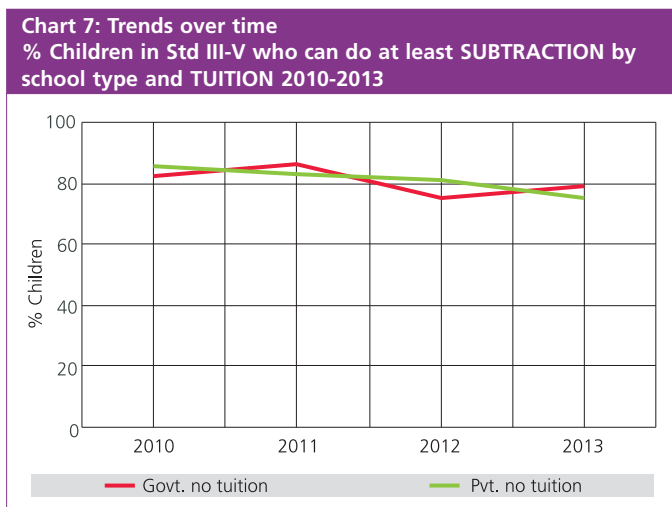
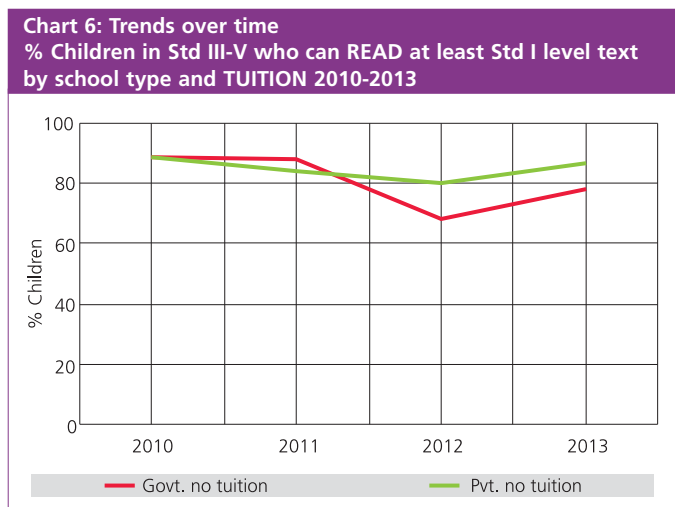
Table 9: Trends over time
% Children by school type and TUITION 2010-2013

	Category	2010	2011	2012	2013
Std I-V	Govt. no tuition	86.4	86.7	72.4	64.4
	Govt. + Tuition	2.3	0.6	2.5	2.3
	Pvt. no tuition	9.7	11.3	22.3	31.7
	Pvt. + Tuition	1.6	1.5	2.8	1.7
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	74.2	87.5	70.6	70.2
	Govt. + Tuition	4.5	1.6	5.0	1.0
	Pvt. no tuition	19.8	9.2	20.9	27.1
	Pvt. + Tuition	1.5	1.8	3.6	1.8
	Total	100	100	100	100

Table 10: TUITION EXPENDITURES by school type in rupees per month 2013

	Type of school	% Children in different tuition expenditure categories				Total
		Rs 100 or less	Rs 101-200	Rs 201-300	Rs 301 or more	
Std I-V	Govt.					
Std I-V	Pvt.					
Std VI-VIII	Govt.					
Std VI-VIII	Pvt.					

Data Insufficient



ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 8 OUT OF 8 DISTRICTS
 Data has not been presented where sample size was insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 11: Number of schools visited 2010-2013

Type of school	2010	2011	2012	2013
Std I-IV/V: Primary	166	135	190	208
Std I-VII/VIII: Primary + Upper primary	8	13	9	4
Total schools visited	174	148	199	212

Table 12: Student and teacher attendance on the day of visit 2010-2013

Type of school	Std I-IV/V and Std I-VII/VIII			
	2010	2011	2012	2013
% Enrolled children present (Average)	85.8	85.7	85.9	84.2
% Teachers present (Average)	94.4	90.7	88.4	91.1

Table 13: Small schools and multigrade classes 2010-2013

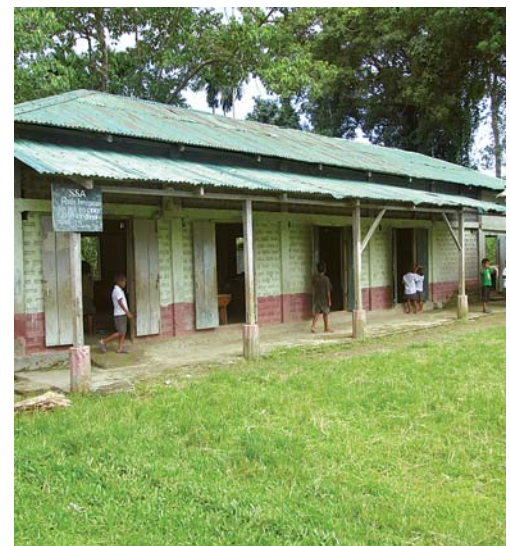
School characteristics	Std I-IV/V and Std I-VII/VIII			
	2010	2011	2012	2013
% Schools with total enrollment of 60 or less	39.8	56.1	53.8	64.0
% Schools where Std II children observed sitting with one or more other classes	31.8	17.5	44.4	18.2
% Schools where Std IV children observed sitting with one or more other classes	29.9	16.7	33.1	17.5

RTE indicators

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies a series of norms and standards for a school. Data on selected measurable indicators of RTE are collected in ASER.

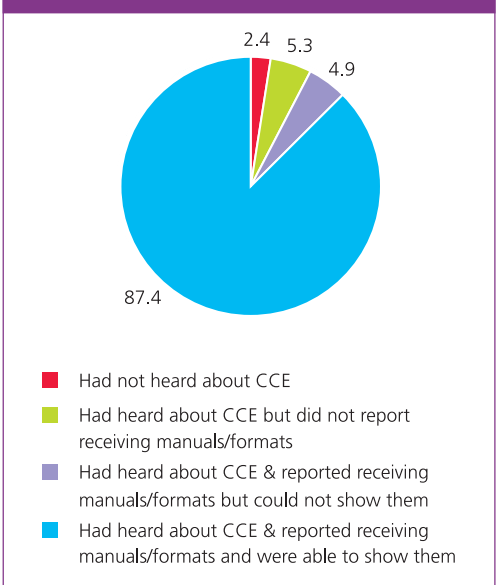
Table 14: Schools meeting selected RTE norms 2010-2013

% Schools meeting the following RTE norms:		2010	2011	2012	2013
PTR & CTR	Pupil-teacher ratio (PTR)	89.1	75.2	86.5	69.2
	Classroom-teacher ratio (CTR)	57.6	94.8	75.9	85.0
Building	Office/store/office cum store	78.5	92.1	78.3	77.9
	Playground	39.0	70.7	44.7	44.8
	Boundary wall/fencing	37.7	47.8	45.2	35.2
Drinking water	No facility for drinking water	47.3	25.4	32.5	26.2
	Facility but no drinking water available	4.1	3.6	2.5	2.0
	Drinking water available	48.5	71.0	65.0	71.8
Total		100	100	100	100
Toilet	No toilet facility	7.1	2.1	7.6	8.5
	Facility but toilet not useable	37.3	45.8	48.2	39.8
	Toilet useable	55.6	52.1	44.2	51.7
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	43.4	12.4	25.6	27.7
	Separate provision but locked	14.5	44.6	39.4	29.2
	Separate provision, unlocked but not useable	11.3	9.9	5.0	4.1
	Separate provision, unlocked and useable	30.8	33.1	30.0	39.0
	Total	100	100	100	100
Library	No library	93.6	72.9	77.8	80.7
	Library but no books being used by children on day of visit	4.7	15.0	10.6	9.9
	Library books being used by children on day of visit	1.7	12.1	11.6	9.4
	Total	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	96.2	98.6	95.0	91.9
	Mid-day meal served in school on day of visit	94.0	99.3	91.4	94.8



In each visited school, we asked a teacher/HM a few questions about Continuous & Comprehensive Evaluation (CCE).

Chart 8: Continuous & Comprehensive Evaluation (CCE) in schools 2013





ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 10 OUT OF 11 DISTRICTS
 Data has not been presented where sample size was insufficient.

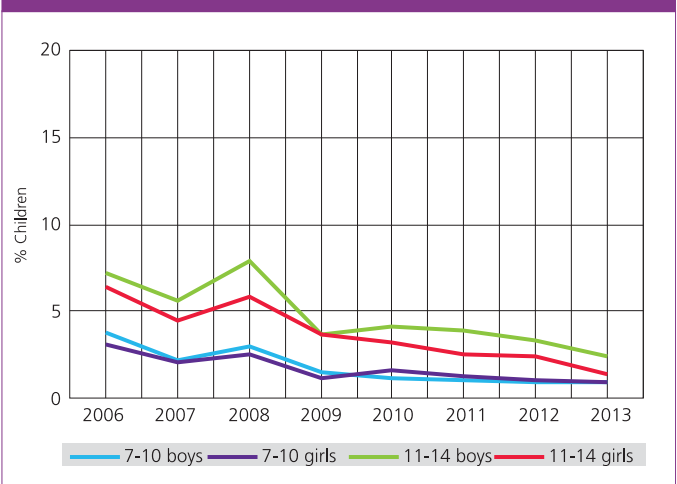
School enrollment and out of school children

Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	59.3	39.4	0.1	1.2	100
Age: 7-16 ALL	59.0	38.7	0.1	2.3	100
Age: 7-10 ALL	59.6	39.5	0.0	0.9	100
Age: 7-10 BOYS	57.7	41.4	0.0	0.9	100
Age: 7-10 GIRLS	61.3	37.8	0.0	0.9	100
Age: 11-14 ALL	60.0	38.0	0.2	1.9	100
Age: 11-14 BOYS	58.0	39.5	0.1	2.5	100
Age: 11-14 GIRLS	61.0	37.4	0.3	1.3	100
Age: 15-16 ALL	53.4	37.4	0.0	9.1	100
Age: 15-16 BOYS	49.4	39.8	0.0	10.8	100
Age: 15-16 GIRLS	58.0	34.6	0.0	7.4	100

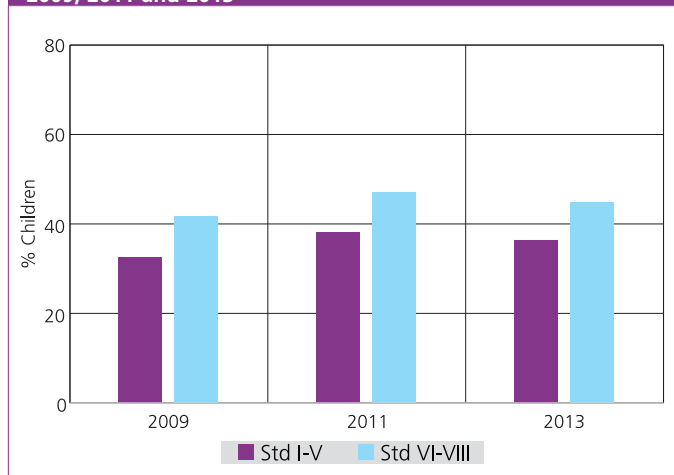
Note: 'Other' includes children going to madarsa and EGS.
 'Not in school' = dropped out + never enrolled.

**Chart 1: Trends over time
 % Children out of school by age group and gender 2006-2013**



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 6.4% in 2006, 3.2% in 2010, 2.4% in 2012 and is 1.3% in 2013.

**Chart 2: Trends over time
 % Children enrolled in private schools in Std I-V and Std VI-VIII
 2009, 2011 and 2013**



**Table 2: Sample description
 % Children in each class by age 2013**

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total	
I	6.6	35.6	33.7	16.0	8.1								100	
II	10.4	8.5	27.7	27.3	10.8	8.5	6.8						100	
III	1.5	7.0	28.2	27.5	18.6	7.0	5.6	4.7					100	
IV	1.5	7.5		22.6	31.4	14.2	13.4	6.2	3.2				100	
V	2.4		6.1			24.3	26.5	20.5	11.6	5.3	3.4			100
VI	3.1			7.2			20.4	34.1	19.7	10.1	5.5			100
VII	3.1				5.4			22.1	35.0	20.4	8.4	5.6	100	
VIII	5.6				29.3					36.5	18.6	10.1	100	

How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 28.2% children are 8 years old but there are also 7% who are 7, 27.5% who are 9, 18.6% who are 10 and 17.3% who are older.

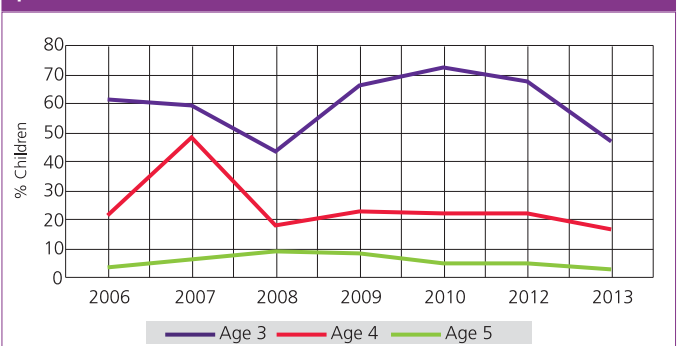
Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2013

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	25.4	27.5				47.1	100
Age 4	12.1	71.4				16.5	100
Age 5	0.8	43.4	25.9	26.9	0.0	3.0	100
Age 6	0.2	19.6	42.7	36.0	0.0	1.5	100

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

**Chart 3: Trends over time
 % Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2013***



* Data for 2011 is not comparable to other years and therefore not included here.

Data has not been presented where sample size was insufficient.

Reading

Table 4: % Children by class and READING level
All schools 2013

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	14.8	31.6	42.7	8.4	2.4	100
II	10.2	19.6	40.3	23.1	6.9	100
III	2.2	9.1	26.3	40.8	21.6	100
IV	1.2	6.2	14.1	40.9	37.7	100
V	0.4	3.1	7.2	32.9	56.4	100
VI	0.2	1.8	6.8	30.1	61.3	100
VII	0.0	1.7	4.9	17.0	76.5	100
VIII	0.0	0.5	2.4	15.0	82.1	100
Total	4.6	11.3	21.8	26.9	35.4	100

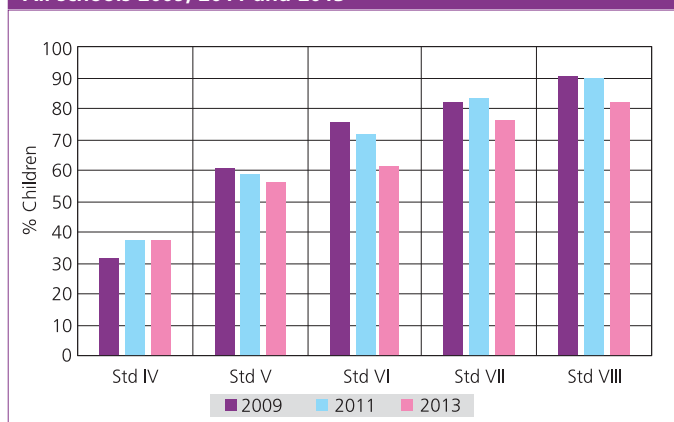
How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 2.2% children cannot even read letters, 9.1% can read letters but not more, 26.3% can read words but not Std I level text or higher, 40.8% can read Std I level text but not Std II level text, and 21.6% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Table 5: Trends over time
% Children in Std III and V at different READING levels by school type 2009-2013

Year	% Children in Std III who can read at least Std I level text			% Children in Std V who can read Std II level text		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	41.5	69.1	49.7	54.7	74.9	61.0
2010	42.2	71.5	51.3	41.0	76.9	53.5
2011	52.1	67.8	57.7	48.4	71.8	59.0
2012	42.3	71.1	52.9	42.3	68.6	52.5
2013	54.1	78.4	62.4	51.8	63.9	56.4

* This is the weighted average of govt. and pvt. schools only.

Chart 4: Trends over time
% Children who can READ Std II level text by class
All schools 2009, 2011 and 2013



Reading Tool

Story

Rani is ten years old. She has a brother. They are getting ready for school. She has taken a bath and combed her hair. Her brother has kept the books in his bag. Their school is far away from the house. Both of them walk to school every day.

Para

My village is very big. It has many houses. It also has a shop. The bus stops in my village.

e w x

a y

n d u

c p

here tall

for

sky are

mind shop

bed

you true



To interpret the chart alongside (Chart 4), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a "floor" level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

We can see that the proportion of children who can read at least Std II level text increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Nagaland RURAL

Data has not been presented where sample size was insufficient.

Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2013

Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	14.9	21.6	57.7	5.4	0.4	100
II	9.2	15.1	55.7	18.2	1.8	100
III	2.0	6.2	50.4	36.7	4.8	100
IV	0.7	3.8	35.0	46.6	13.9	100
V	0.1	2.2	25.4	47.6	24.6	100
VI	0.0	0.6	17.5	49.8	32.2	100
VII	0.0	0.0	13.4	42.5	44.1	100
VIII	0.2	0.0	4.7	38.2	57.0	100
Total	4.3	7.8	37.6	33.3	17.1	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 2% children cannot even recognize numbers 1-9, 6.2% can recognize numbers up to 9 but not more, 50.4% can recognize numbers up to 99 but cannot do subtraction, 36.7% can do subtraction but cannot do division, and 4.8% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

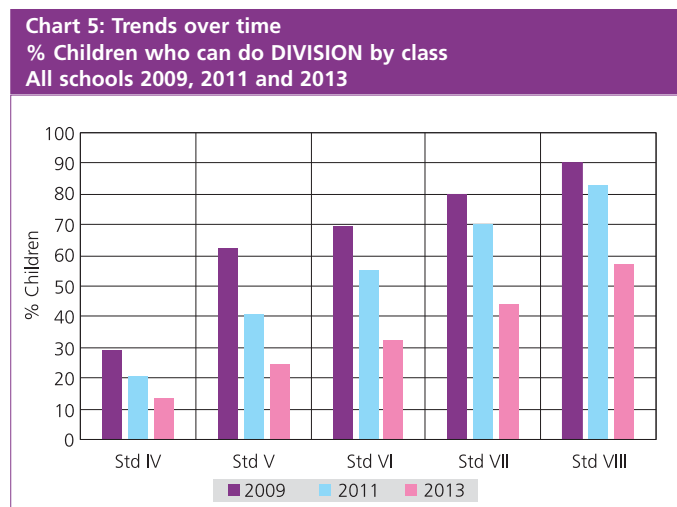
Number recognition 1-9		Number recognition 10-99		Subtraction		Division
2	7	76	58	74 - 56	63 - 34	8) 993
3	5	69	99	47 - 29	84 - 35	6) 758
9	8	34	61	41 - 15	32 - 14	7) 865
4	1	46	84	36 - 18	68 - 49	4) 658
		25	68			

Ask the child to recognise any 2 numbers. Atleast 1 must be correct. Ask the child to recognise any 2 numbers. Atleast 1 must be correct. Ask the child to do any 2 subtraction problems. Both must be correct. Ask the child to do any 1 division problem. It must be correct.

Table 7: Trends over time % Children in Std III and V who can do at least SUBTRACTION and DIVISION respectively by school type 2009-2013

Year	% Children in Std III who can do at least subtraction			% Children in Std V who can do division		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	51.4	71.4	57.3	58.0	71.6	62.2
2010	38.4	60.2	45.3	26.7	52.4	35.7
2011	53.1	65.4	57.5	34.1	48.5	40.6
2012	44.5	69.0	53.6	27.3	46.0	34.6
2013	36.2	51.6	41.5	21.2	30.3	24.6

* This is the weighted average of govt. and pvt. schools only.



To interpret the chart alongside (Chart 5), several things need to be kept in mind:

The highest level in the ASER arithmetic tool is the ability to do a numerical division problem (dividing a three digit number by a one digit number). In most states in India, children are expected to do such computations by Std III or Std IV. ASER does not assess children using grade-level tools.

We can see that the proportion of children who can do this level of division increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a substantial proportion of children are able to do division problems at this level. It is possible that some children are able to do operations at higher levels too, but ASER arithmetic tests do not assess higher than this level.

This chart allows us to compare proportions of children who can do division in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Type of school and paid additional tuition classes (tutoring)

The ASER survey recorded information about paid additional private tutoring by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that the child may have received.

Table 8: Trends over time
% Children attending PAID TUITION CLASSES by school type 2010-2013

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Govt. schools	7.7	11.8	9.0	6.8
Pvt. schools	31.5	37.8	39.2	30.7
All schools	15.6	22.3	20.0	15.8
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
Govt. schools	7.5	15.1	11.8	12.4
Pvt. schools	36.6	46.7	41.8	26.0
All schools	19.3	30.1	24.3	18.5

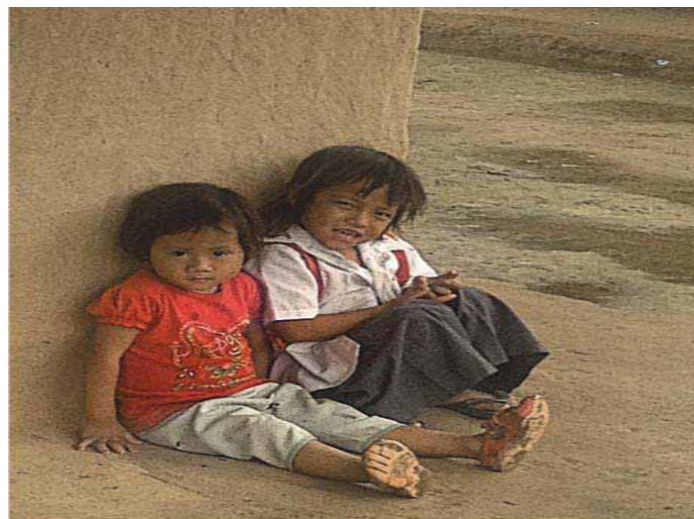
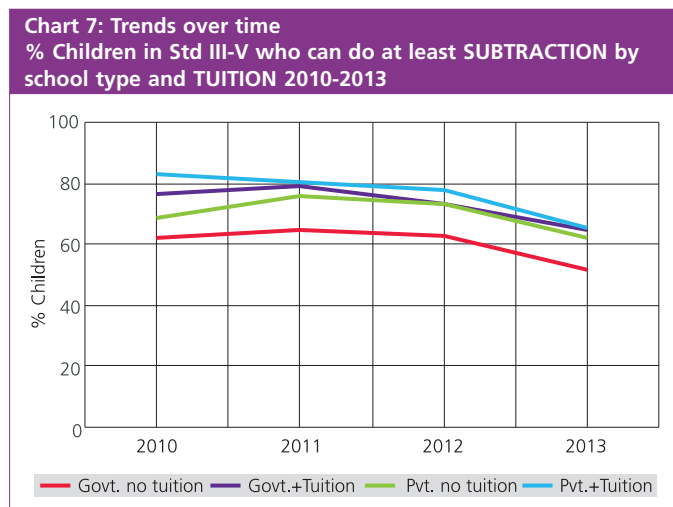
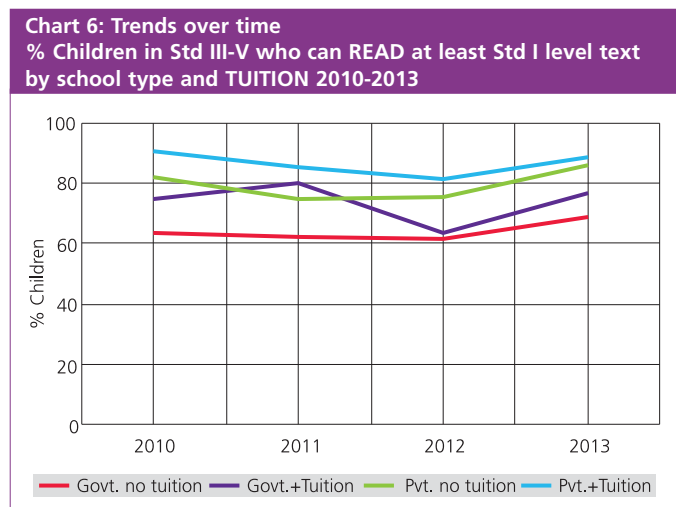


Table 9: Trends over time
% Children by school type and TUITION 2010-2013

	Category	2010	2011	2012	2013
Std I-V	Govt. no tuition	61.5	52.5	57.7	57.9
	Govt. + Tuition	5.1	7.1	5.7	4.2
	Pvt. no tuition	22.8	25.1	22.3	26.3
	Pvt. + Tuition	10.5	15.3	14.3	11.6
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	55.0	44.7	51.4	48.3
	Govt. + Tuition	4.5	7.9	6.9	6.8
	Pvt. no tuition	25.7	25.2	24.3	33.3
	Pvt. + Tuition	14.8	22.1	17.5	11.7
	Total	100	100	100	100

Table 10: TUITION EXPENDITURES by school type in rupees per month 2013

	Type of school	% Children in different tuition expenditure categories				Total
		Rs 100 or less	Rs 101-200	Rs 201-300	Rs 301 or more	
Std I-V	Govt.	0.5	47.0	50.2	2.4	100
Std I-V	Pvt.	1.9	35.1	52.1	10.8	100
Std VI-VIII	Govt.	0.4	41.9	52.2	5.5	100
Std VI-VIII	Pvt.	0.7	19.7	64.7	14.9	100



ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 10 OUT OF 11 DISTRICTS
 Data has not been presented where sample size was insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 11: Number of schools visited 2010-2013

Type of school	2010	2011	2012	2013
Std I-IV/V: Primary	202	173	189	186
Std I-VII/VIII: Primary + Upper primary	21	44	83	69
Total schools visited	223	217	272	255

Table 12: Student and teacher attendance on the day of visit 2010-2013

Type of school	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Enrolled children present (Average)	81.9	82.3	81.9	78.4	83.0	81.6	81.5	84.4
% Teachers present (Average)	87.2	90.8	87.8	82.9	86.3	85.8	84.2	84.3

Table 13: Small schools and multigrade classes 2010-2013

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Schools with total enrollment of 60 or less	50.3	47.9	56.8	50.6	0.0	14.3	18.2	23.9
% Schools where Std II children observed sitting with one or more other classes	18.7	13.0	13.4	8.7	28.6	15.0	9.9	11.6
% Schools where Std IV children observed sitting with one or more other classes	17.5	13.3	9.9	7.9	28.6	16.7	7.8	11.8

RTE indicators

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies a series of norms and standards for a school. Data on selected measurable indicators of RTE are collected in ASER.

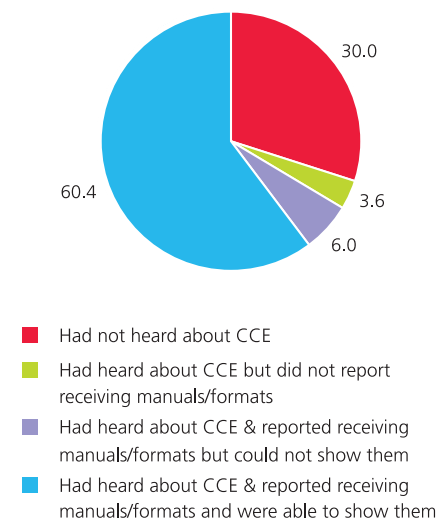
Table 14: Schools meeting selected RTE norms 2010-2013

% Schools meeting the following RTE norms:		2010	2011	2012	2013
PTR & CTR	Pupil-teacher ratio (PTR)	91.9	85.5	93.0	92.3
	Classroom-teacher ratio (CTR)	78.6	61.1	63.3	59.8
Building	Office/store/office cum store	83.8	92.3	86.9	91.8
	Playground	64.2	65.6	41.6	47.6
	Boundary wall/fencing	42.8	34.5	52.9	37.0
Drinking water	No facility for drinking water	56.9	70.3	73.7	70.6
	Facility but no drinking water available	6.0	6.2	4.1	5.2
	Drinking water available	37.0	23.4	22.2	24.2
	Total	100	100	100	100
Toilet	No toilet facility	13.8	6.2	6.8	8.3
	Facility but toilet not useable	32.3	33.8	40.7	28.5
	Toilet useable	53.9	60.0	52.5	63.2
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	47.8	22.0	40.7	38.0
	Separate provision but locked	9.4	18.4	16.8	17.4
	Separate provision, unlocked but not useable	12.2	9.9	9.7	8.2
	Separate provision, unlocked and useable	30.6	49.7	32.7	36.4
Total	100	100	100	100	
Library	No library	86.7	91.0	87.8	66.8
	Library but no books being used by children on day of visit	4.1	5.7	8.2	21.7
	Library books being used by children on day of visit	9.2	3.3	4.1	11.5
	Total	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	81.7	91.8	85.3	87.0
	Mid-day meal served in school on day of visit	31.9	43.4	38.2	28.1



In each visited school, we asked a teacher/HM a few questions about Continuous & Comprehensive Evaluation (CCE).

Chart 8: Continuous & Comprehensive Evaluation (CCE) in schools 2013







Odisha
Punjab
Rajasthan
Tamil Nadu
Tripura



ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 30 OUT OF 30 DISTRICTS
 Data has not been presented where sample size was insufficient.

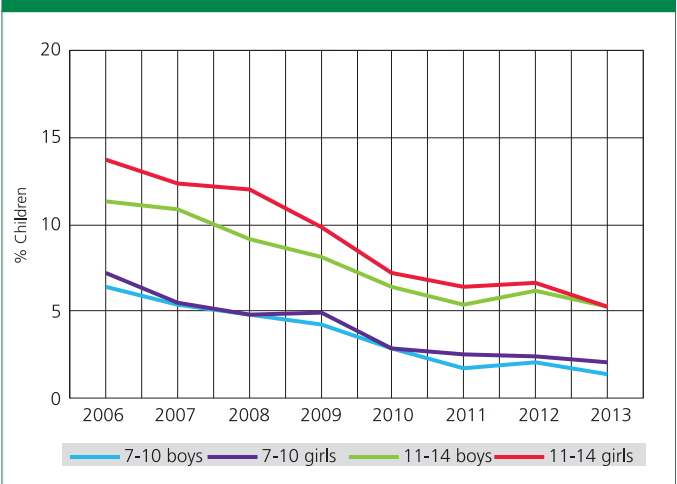
School enrollment and out of school children

Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	89.4	7.3	0.1	3.3	100
Age: 7-16 ALL	85.8	7.4	0.1	6.7	100
Age: 7-10 ALL	90.1	8.1	0.1	1.7	100
Age: 7-10 BOYS	89.5	9.0	0.1	1.4	100
Age: 7-10 GIRLS	90.9	7.0	0.1	2.0	100
Age: 11-14 ALL	89.2	5.5	0.1	5.3	100
Age: 11-14 BOYS	89.2	5.4	0.1	5.3	100
Age: 11-14 GIRLS	89.2	5.5	0.0	5.3	100
Age: 15-16 ALL	66.0	10.7	0.0	23.3	100
Age: 15-16 BOYS	67.3	10.2	0.0	22.6	100
Age: 15-16 GIRLS	64.9	11.1	0.0	24.0	100

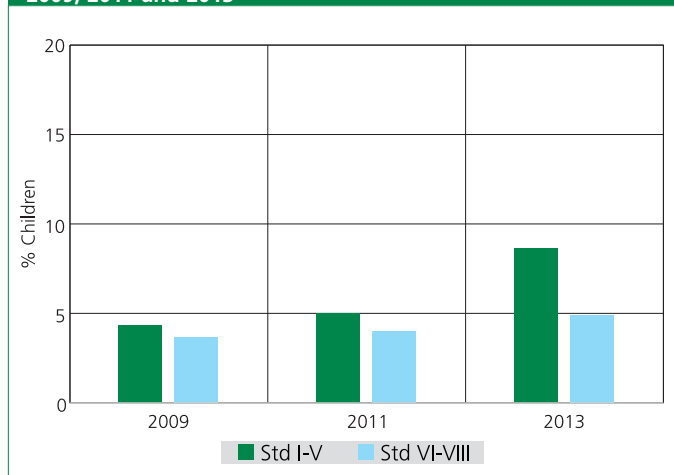
Note: 'Other' includes children going to madarsa and EGS.
 'Not in school' = dropped out + never enrolled.

**Chart 1: Trends over time
 % Children out of school by age group and gender 2006-2013**



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 13.7% in 2006, 7.2% in 2010, 6.6% in 2012 and is 5.3% in 2013.

**Chart 2: Trends over time
 % Children enrolled in private schools in Std I-V and Std VI-VIII
 2009, 2011 and 2013**



**Table 2: Sample description
 % Children in each class by age 2013**

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	34.3	49.4	12.6					3.7					100
II	2.0	13.7	66.5	13.6				4.2					100
III		1.6	14.0	66.7	11.2			6.4					100
IV		2.9		15.5	60.9	15.2		5.6					100
V		3.0		7.2	71.0	11.9		7.0					100
VI			1.8		11.5	62.0	19.9		4.9				100
VII				3.1		8.7	69.7	14.6		4.0			100
VIII				2.9			11.7	70.5	11.7	3.3			100

How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 66.7% children are 8 years old but there are also 14% who are 7, 11.2% who are 9 and 6.4% who are older.

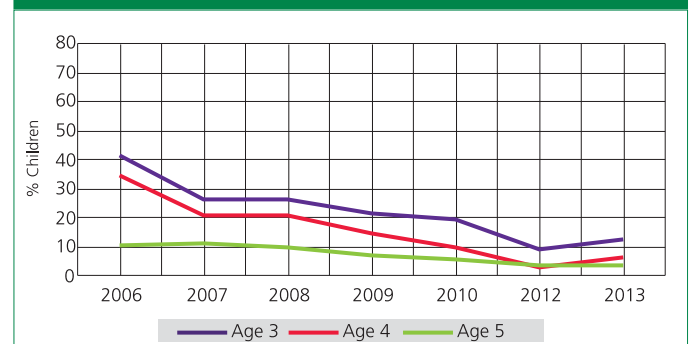
Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2013

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	84.8	3.1				12.1	100
Age 4	85.1	8.6				6.3	100
Age 5	32.6	5.2	49.7	9.3	0.1	3.2	100
Age 6	6.6	2.4	76.9	11.5	0.1	2.5	100

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

**Chart 3: Trends over time
 % Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2013***



* Data for 2011 is not comparable to other years and therefore not included here.

Data has not been presented where sample size was insufficient.

Reading

Table 4: % Children by class and READING level
 All schools 2013

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	48.9	26.2	13.8	4.1	6.9	100
II	24.6	27.9	18.6	11.0	18.0	100
III	13.0	26.3	19.4	15.0	26.3	100
IV	6.0	16.4	18.7	20.2	38.6	100
V	6.0	11.9	17.0	20.3	44.9	100
VI	2.5	9.4	11.0	19.6	57.5	100
VII	2.2	6.7	10.4	17.2	63.4	100
VIII	1.6	5.8	7.1	16.4	69.1	100
Total	13.3	16.6	14.8	15.6	39.8	100

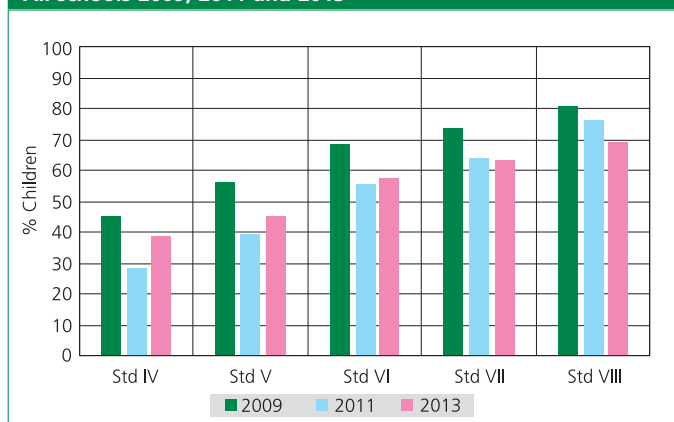
How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 13% children cannot even read letters, 26.3% can read letters but not more, 19.4% can read words but not Std I level text or higher, 15% can read Std I level text but not Std II level text, and 26.3% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Table 5: Trends over time
 % Children in Std III and V at different READING levels by school type 2009-2013

Year	% Children in Std III who can read at least Std I level text			% Children in Std V who can read Std II level text	
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Govt. & Pvt.*
2009	51.7	71.7	52.4	56.4	56.3
2010	43.8	66.8	44.8	45.5	46.0
2011	38.6	73.3	40.3	38.4	39.1
2012	39.6	76.3	41.9	46.1	47.1
2013	37.8	80.1	41.3	43.6	44.9

* This is the weighted average of govt. and pvt. schools only.

Chart 4: Trends over time
 % Children who can READ Std II level text by class
 All schools 2009, 2011 and 2013



Reading Tool

ବରଷା ଦିନ । ଆଜଣରେ କଳା ବାଦଲ
 ଭସୁଥିଲା । ଶୀତଳ ପବନ ବହୁଥିଲା ।
 ଚୁନି ଦୋଳି ଖେଳିବା ପାଇଁ ମନ ବଳାଇଲା ।
 ସେ ତାର ବଡ଼ ଭାଇକୁ ଦରତି ଆଣିବା ପାଇଁ
 କହିଲା । ଚେଷ୍ଟା ତା ଭାଇ ଗୋଟିଏ ଦରତି
 ଆଣିଲା । ଚୁନି ତାକୁ ଉତ୍ତରରେ ଥିବା ଦୋଳି
 ଚିଆରି କଲା । ଦୁଇ ଜଣ ମିଶି ଦୋଳି
 ଖେଳିଲେ । ଆଉ ବହୁତ ପିଲା ଦୋଳି
 ଖେଳିବାକୁ ଆସିଲେ । ଦୋଳି ଖେଳୁ ଖେଳୁ
 ରାତି ହୋଇଗଲା । ଚୁନିକୁ ବହୁତ ଡର
 ଲାଗିଲା । ସେ ତା ଭାଇ ସହିତ ମିଶି ଖୁସି
 ମନରେ ଘରକୁ ଫେରିଲା ।

ଖାଇବା ଆଗରୁ ହାତ ଧୋଇବା ।
 ଗୋଟା ବଜରାଗ ବୁଲେଇ ଦେବା ।
 ପାଠ ପଢ଼ି ବଡ଼ ମଣିଷ ହେବା ।
 ଦେଶ ପାଇଁ ଆମେ ଜାବନ ଦେବା ।

ଶ ର ନ
 ଧ ଳ
 କ ଠ ଖ
 ଝ ମ

ହାତ ନାହିଁ
 ନଦୀ
 ଘୋଡ଼ା ମୂଞ୍ଚା
 ବେଲ ନୌକା
 ଶାଗା
 ନାଲି ପୋଷାକ



To interpret the chart alongside (Chart 4), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a "floor" level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

We can see that the proportion of children who can read at least Std II level text increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2013

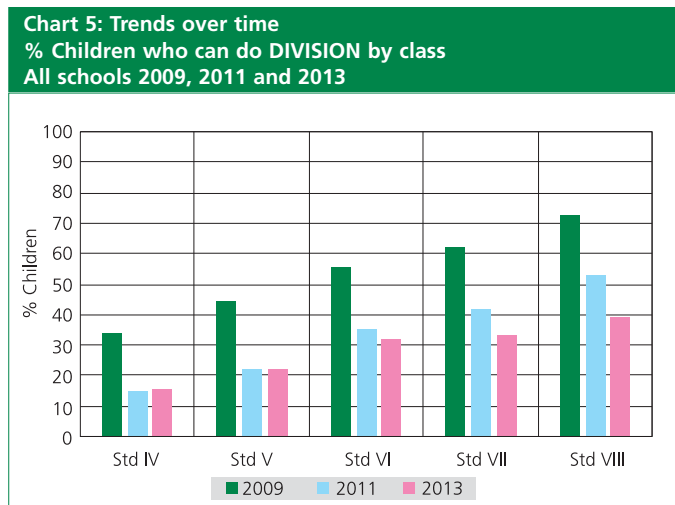
Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	47.2	31.3	15.6	4.5	1.4	100
II	22.4	36.2	24.2	14.1	3.2	100
III	11.7	29.6	31.1	19.6	7.9	100
IV	5.6	22.1	32.8	23.8	15.8	100
V	5.1	17.7	30.7	24.6	22.0	100
VI	2.0	12.2	27.9	26.0	32.0	100
VII	1.7	9.5	28.8	26.3	33.7	100
VIII	1.1	7.5	26.9	25.4	39.2	100
Total	12.2	21.1	27.4	20.5	18.8	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 11.7% children cannot even recognize numbers 1-9, 29.6% can recognize numbers up to 9 but not more, 31.1% can recognize numbers up to 99 but cannot do subtraction, 19.6% can do subtraction but cannot do division, and 7.9% can do division. For each class, the total of all these exclusive categories is 100%.

Table 7: Trends over time % Children in Std III and V who can do at least SUBTRACTION and DIVISION respectively by school type 2009-2013

Year	% Children in Std III who can do at least subtraction			% Children in Std V who can do division	
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Govt. & Pvt.*
2009	47.7	62.6	48.3	44.0	44.1
2010	36.0	59.4	37.0	31.3	32.2
2011	26.4	59.8	28.0	21.6	22.2
2012	23.9	59.2	26.2	17.2	18.3
2013	24.3	62.4	27.5	20.7	22.0

* This is the weighted average of govt. and Pvt. schools only.



Math Tool

ଦଶମ ଚିହ୍ନଟ ୧-୯	ଦଶମ ଚିହ୍ନଟ ୧୦-୯୯	ଦେଶମା	ପଦ
୩ ୭	୬୫ ୩୮	୩୧ ୬୭ - ୩୫ - ୪୮	୬)୯୧୮(
୧ ୪	୯୭ ୭୩	୮୪ - ୪୯ - ୩୬	୬)୬୬୯(
୮ ୯	୪୭ ୭୭	୫୬ - ୩୬ - ୧୩	୮)୯୮୭(
୫ ୨	୫୬ ୮୭	୪୫ - ୧୮ - ୨୪	୪)୫୧୩(
୨୯ ୧୧			

କଠି ପଢ଼ାଏ । କଠିକୁ ଧଡ଼ି ଚିହ୍ନଟ ଦେବା ଚଡ଼ିବ । କଠି ପଢ଼ାଏ । କଠିକୁ ଧଡ଼ି ଚିହ୍ନଟ ଦେବା ଚଡ଼ିବ । ଯେ ଯେିଣେ ୨୦ ପଢ଼ାଏ, ତେଣେ ଚିହ୍ନଟ ଦେବା ଚଡ଼ିବ । ଯେ ଯେିଣେ ୧୦୦ ପଢ଼ାଏ, ସେ ଚିହ୍ନଟ ଦେବା ଚଡ଼ିବ ।



To interpret the chart alongside (Chart 5), several things need to be kept in mind:

The highest level in the ASER arithmetic tool is the ability to do a numerical division problem (dividing a three digit number by a one digit number). In most states in India, children are expected to do such computations by Std III or Std IV. ASER does not assess children using grade-level tools.

We can see that the proportion of children who can do this level of division increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a substantial proportion of children are able to do division problems at this level. It is possible that some children are able to do operations at higher levels too, but ASER arithmetic tests do not assess higher than this level.

This chart allows us to compare proportions of children who can do division in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Type of school and paid additional tuition classes (tutoring)

The ASER survey recorded information about paid additional private tutoring by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that the child may have received.

Table 8: Trends over time
% Children attending PAID TUITION CLASSES by school type 2010-2013

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Govt. schools	45.1	41.4	42.2	46.3
Pvt. schools	67.0	62.5	66.6	68.2
All schools	46.3	42.5	44.0	48.3
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
Govt. schools	53.9	51.0	48.2	53.1
Pvt. schools	60.5	64.9	63.4	70.6
All schools	54.2	51.6	48.9	54.0

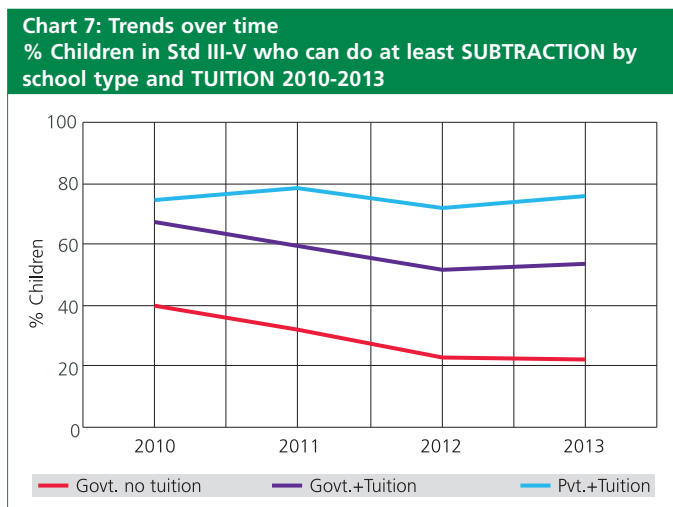
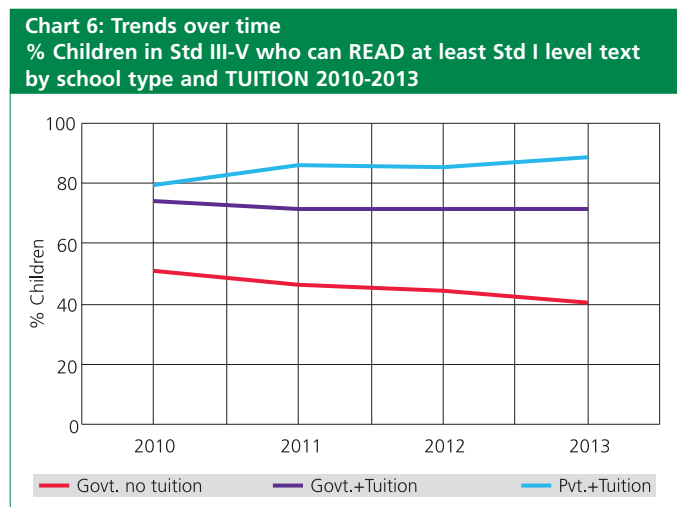


Table 9: Trends over time
% Children by school type and TUITION 2010-2013

	Category	2010	2011	2012	2013
Std I-V	Govt. no tuition	51.8	55.6	53.7	48.8
	Govt. + Tuition	42.6	39.3	39.2	42.0
	Pvt. no tuition	1.9	1.9	2.4	2.9
	Pvt. + Tuition	3.8	3.2	4.8	6.3
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	43.8	47.0	49.4	44.5
	Govt. + Tuition	51.1	48.9	46.0	50.5
	Pvt. no tuition	2.0	1.5	1.7	1.5
	Pvt. + Tuition	3.1	2.7	3.0	3.5
	Total	100	100	100	100

Table 10: TUITION EXPENDITURES by school type in rupees per month 2013

	Type of school	% Children in different tuition expenditure categories				Total
		Rs 100 or less	Rs 101-200	Rs 201-300	Rs 301 or more	
Std I-V	Govt.	69.7	23.7	4.8	1.9	100
Std I-V	Pvt.	28.5	36.3	18.0	17.2	100
Std VI-VIII	Govt.	36.0	45.3	13.6	5.0	100
Std VI-VIII	Pvt.	16.1	34.1	18.0	31.8	100



ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 30 OUT OF 30 DISTRICTS
 Data has not been presented where sample size was insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 11: Number of schools visited 2010-2013

Type of school	2010	2011	2012	2013
Std I-IV/V: Primary	383	390	419	411
Std I-VII/VIII: Primary + Upper primary	358	379	390	434
Total schools visited	741	769	809	845

Table 12: Student and teacher attendance on the day of visit 2010-2013

Type of school	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Enrolled children present (Average)	71.9	77.7	77.5	77.3	72.3	72.8	73.7	76.1
% Teachers present (Average)	89.1	91.5	91.4	92.3	83.8	87.9	86.4	89.4

Table 13: Small schools and multigrade classes 2010-2013

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Schools with total enrollment of 60 or less	38.2	44.4	42.6	45.7	3.9	4.9	4.2	4.5
% Schools where Std II children observed sitting with one or more other classes	77.0	80.0	81.8	78.1	69.4	73.5	77.7	76.2
% Schools where Std IV children observed sitting with one or more other classes	66.8	69.9	78.2	65.8	58.1	61.7	64.7	62.4

RTE indicators

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies a series of norms and standards for a school. Data on selected measurable indicators of RTE are collected in ASER.

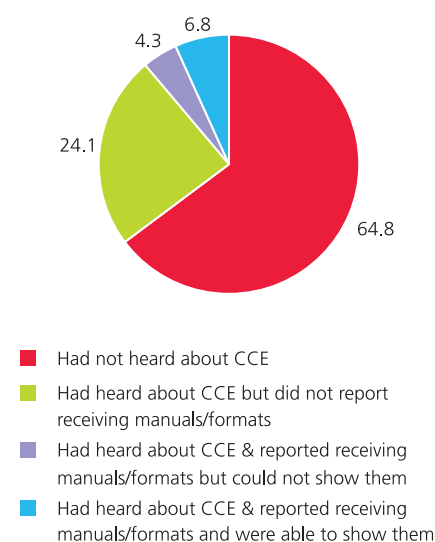
Table 14: Schools meeting selected RTE norms 2010-2013

% Schools meeting the following RTE norms:		2010	2011	2012	2013
PTR & CTR	Pupil-teacher ratio (PTR)	22.5	25.7	28.0	36.1
	Classroom-teacher ratio (CTR)	74.0	79.1	78.2	76.4
Building	Office/store/office cum store	74.7	83.0	80.4	81.0
	Playground	44.4	36.5	31.4	29.1
	Boundary wall/fencing	40.8	46.1	44.9	40.1
Drinking water	No facility for drinking water	15.2	11.2	11.4	10.2
	Facility but no drinking water available	14.5	14.3	10.0	10.2
	Drinking water available	70.3	74.5	78.7	79.6
	Total	100	100	100	100
Toilet	No toilet facility	15.5	14.9	19.6	18.7
	Facility but toilet not useable	40.1	33.3	31.2	27.2
	Toilet useable	44.4	51.8	49.3	54.2
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	30.3	25.2	37.4	33.6
	Separate provision but locked	19.5	10.2	8.2	11.8
	Separate provision, unlocked but not useable	15.5	17.8	13.1	10.2
	Separate provision, unlocked and useable	34.7	46.8	41.4	44.4
	Total	100	100	100	100
Library	No library	34.7	15.3	11.7	17.1
	Library but no books being used by children on day of visit	18.5	18.2	23.7	26.8
	Library books being used by children on day of visit	46.8	66.5	64.5	56.1
	Total	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	74.4	78.4	80.2	78.5
	Mid-day meal served in school on day of visit	88.8	93.6	96.1	97.5



In each visited school, we asked a teacher/HM a few questions about Continuous & Comprehensive Evaluation (CCE).

Chart 8: Continuous & Comprehensive Evaluation (CCE) in schools 2013





ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 19 OUT OF 19 DISTRICTS
 Data has not been presented where sample size was insufficient.

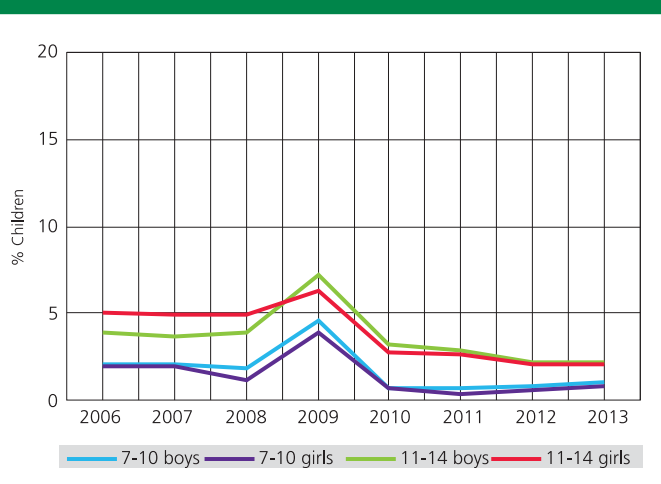
School enrollment and out of school children

Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	51.7	46.7	0.2	1.4	100
Age: 7-16 ALL	53.3	43.6	0.2	2.9	100
Age: 7-10 ALL	48.8	50.2	0.1	0.9	100
Age: 7-10 BOYS	45.8	53.1	0.1	1.0	100
Age: 7-10 GIRLS	52.5	46.7	0.1	0.8	100
Age: 11-14 ALL	57.1	40.6	0.2	2.1	100
Age: 11-14 BOYS	53.3	44.3	0.3	2.2	100
Age: 11-14 GIRLS	61.8	36.0	0.1	2.1	100
Age: 15-16 ALL	55.4	34.4	0.4	9.9	100
Age: 15-16 BOYS	55.1	36.1	0.5	8.3	100
Age: 15-16 GIRLS	55.6	32.3	0.3	11.8	100

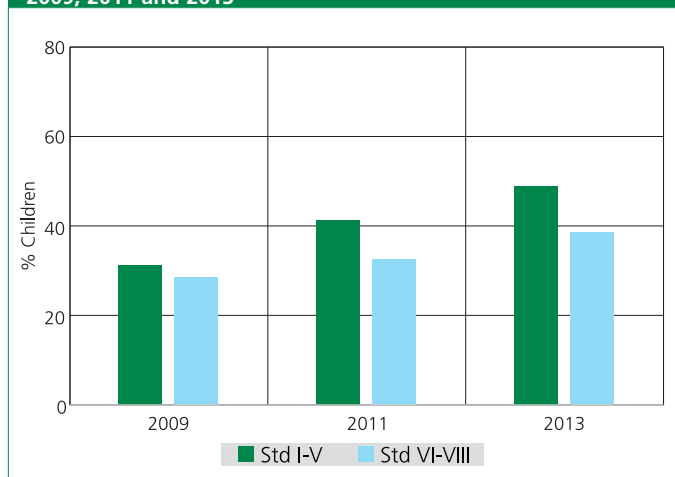
Note: 'Other' includes children going to madarsa and EGS.
 'Not in school' = dropped out + never enrolled.

**Chart 1: Trends over time
 % Children out of school by age group and gender 2006-2013**



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 5% in 2006, 2.7% in 2010, 2% in 2012 and is 2.1% in 2013.

**Chart 2: Trends over time
 % Children enrolled in private schools in Std I-V and Std VI-VIII
 2009, 2011 and 2013**



**Table 2: Sample description
 % Children in each class by age 2013**

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	26.1	35.6	27.9	7.3					3.1				100
II	4.4	17.1	37.6	28.4	8.5				4.1				100
III		3.6	15.9	35.7	28.2	11.1			5.6				100
IV		4.1		17.6	30.1	32.9	9.4		5.9				100
V		1.4		5.2	11.2	38.3	26.2	13.1		4.6			100
VI			2.7			14.3	29.6	32.5	13.5		7.5		100
VII				3.0			10.9	35.5	32.9	13.1		4.6	100
VIII					3.1			16.5	37.5	26.0	10.6	6.3	100

How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 35.7% children are 8 years old but there are also 15.9% who are 7, 28.2% who are 9, 11.1% who are 10 and 5.6% who are older.

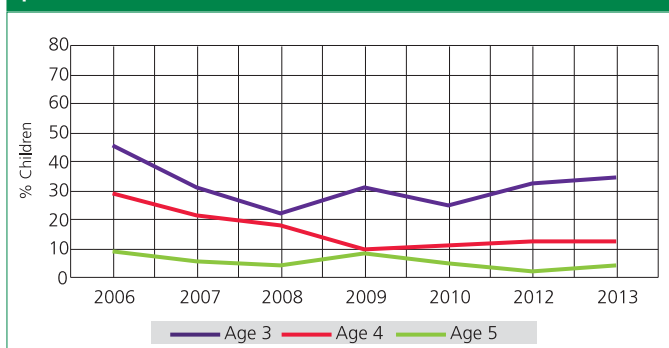
Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2013

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	43.2	22.2				34.6	100
Age 4	30.2	57.7				12.1	100
Age 5	5.6	5.2	29.2	56.0	0.1	3.8	100
Age 6	2.1	2.7	38.9	55.1	0.0	1.3	100

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

**Chart 3: Trends over time
 % Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2013***



* Data for 2011 is not comparable to other years and therefore not included here.

Data has not been presented where sample size was insufficient.

Reading

Table 4: % Children by class and READING level
 All schools 2013

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	26.8	45.8	19.0	6.1	2.2	100
II	9.7	31.1	29.4	16.8	13.0	100
III	5.5	18.7	15.7	25.5	34.6	100
IV	2.8	11.6	13.3	22.3	50.1	100
V	1.8	5.7	8.4	16.2	67.9	100
VI	1.9	4.2	5.0	13.9	75.1	100
VII	1.1	2.1	3.3	8.1	85.4	100
VIII	0.6	2.3	2.3	9.0	85.8	100
Total	6.1	15.1	12.2	15.2	51.3	100

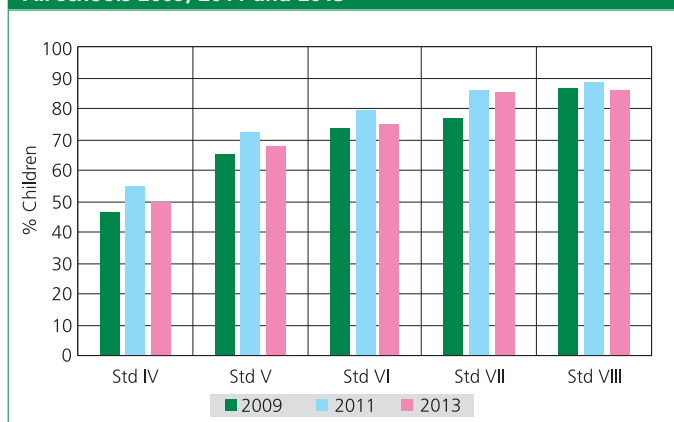
How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 5.5% children cannot even read letters, 18.7% can read letters but not more, 15.7% can read words but not Std I level text or higher, 25.5% can read Std I level text but not Std II level text, and 34.6% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Table 5: Trends over time
 % Children in Std III and V at different READING levels by school type 2009-2013

Year	% Children in Std III who can read at least Std I level text			% Children in Std V who can read Std II level text		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	44.2	62.2	49.8	64.3	67.6	65.1
2010	52.4	54.2	53.1	68.7	71.9	69.7
2011	57.3	60.5	58.5	71.9	71.9	71.9
2012	51.4	68.0	59.2	69.5	73.5	71.2
2013	52.3	68.2	60.2	66.5	69.9	67.8

* This is the weighted average of govt. and pvt. schools only.

Chart 4: Trends over time
 % Children who can READ Std II level text by class
 All schools 2009, 2011 and 2013



Reading Tool

ਕਰਮੀ
 ਕੱਲ੍ਹ ਬਹੁਤ ਗਰਮੀ ਸੀ। ਸਾਰੇ ਗਰਮੀ ਕਾਰਨ ਪਰੇਸ਼ਾਨ ਸਨ। ਅੱਜ ਸਵੇਰੇ ਅਚਾਨਕ ਕਾਲੇ-ਕਾਲੇ ਬੱਦਲ ਛਾ ਗਏ। ਚਾਰੇ ਪਾਸੇ ਹੜ੍ਹਾਂ ਛਾ ਗਿਆ। ਸਾਰੇ ਬਦਲ ਦੇਖ ਕੇ ਬਹੁਤ ਖੁਸ਼ ਹੋ ਗਏ। ਠੰਡੀ-ਠੰਡੀ ਹਵਾ ਚੱਲਣ ਲੱਗੀ। ਫਿਰ ਮੀਂਹ ਪੈਣ ਲੱਗਿਆ। ਸਾਰੇ ਮੀਂਹ ਵਿੱਚ ਨਹਾਉਣ ਲੱਗੇ। ਮੈਂ ਵੀ ਮੀਂਹ ਵਿੱਚ ਨਹਾਉਣ ਲੱਗਿਆ। ਨਹਾਉਂਦੇ-ਨਹਾਉਂਦੇ ਮੈਨੂੰ ਠੰਡ ਲੱਗਣ ਲੱਗੀ। ਫਿਰ ਮੈਂ ਘਰ ਆ ਗਿਆ।

ਸ਼ੁਮ
 ਸ਼ੁਮਨ ਕੋਲ ਇੱਕ ਤੋਤਾ ਹੈ। ਉਸ ਦਾ ਨਾਮ ਮਿੱਠੂ ਹੈ। ਉਸ ਦੀ ਚੁੰਝ ਲਾਲ ਹੈ। ਉਹ ਹਰੀ ਮਿਰਚ ਖਾਂਦਾ ਹੈ।

ਓ ਨ ਤ
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ਗ਼ਾਣਾ
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 ਪਿਰ ਖੇਤ
 ਫੋਜੀ ਰਿਫ
 ਤਾਰਾ ਪੂਰੀ



To interpret the chart alongside (Chart 4), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a "floor" level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

We can see that the proportion of children who can read at least Std II level text increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2013

Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	21.2	32.4	38.8	7.0	0.7	100
II	6.3	25.8	36.8	27.9	3.1	100
III	3.8	15.2	25.7	41.2	14.2	100
IV	1.5	10.0	22.3	32.2	34.0	100
V	0.6	3.6	17.7	28.3	49.8	100
VI	0.9	3.5	15.8	25.3	54.5	100
VII	0.2	1.2	13.8	21.9	62.9	100
VIII	0.3	1.9	12.7	17.2	67.9	100
Total	4.2	11.7	23.0	25.7	35.4	100

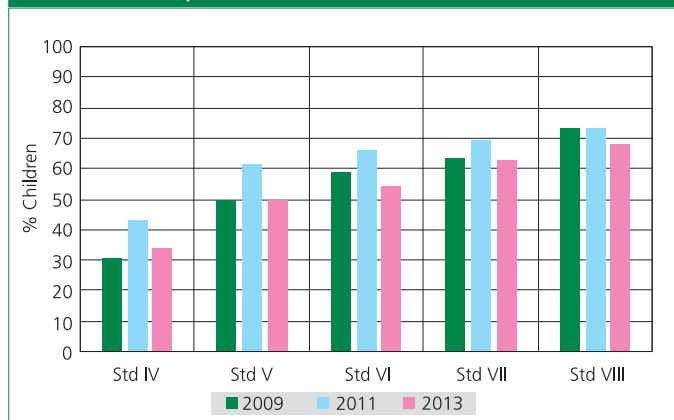
How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 3.8% children cannot even recognize numbers 1-9, 15.2% can recognize numbers up to 9 but not more, 25.7% can recognize numbers up to 99 but cannot do subtraction, 41.2% can do subtraction but cannot do division, and 14.2% can do division. For each class, the total of all these exclusive categories is 100%.

Table 7: Trends over time % Children in Std III and V who can do at least SUBTRACTION and DIVISION respectively by school type 2009-2013

Year	% Children in Std III who can do at least subtraction			% Children in Std V who can do division		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	46.0	62.6	51.2	48.6	54.0	50.0
2010	62.0	66.5	63.7	70.8	68.0	69.9
2011	60.3	63.1	61.4	62.5	59.0	61.3
2012	40.6	64.8	52.0	48.6	56.5	52.0
2013	42.9	68.1	55.4	47.1	53.7	49.7

* This is the weighted average of govt. and pvt. schools only.

Chart 5: Trends over time % Children who can do DIVISION by class All schools 2009, 2011 and 2013



Math Tool

ਮੈਰ ਸੁਭਾਣਾ 1 9 9	ਦੂਜੇ ਸੁਭਾਣੇ 10 9 99	ਸੁਭਾਣੇ	ਭਾਗ
3 7	65 38	51 67 -35 -48	7) 918
1 4	92 23	84 73 -49 -36	6) 769
8 9	47 72	46 31 -37 -13	8) 983
5 2	56 87	45 43 -18 -24	4) 513
29 11			



To interpret the chart alongside (Chart 5), several things need to be kept in mind:

The highest level in the ASER arithmetic tool is the ability to do a numerical division problem (dividing a three digit number by a one digit number). In most states in India, children are expected to do such computations by Std III or Std IV. ASER does not assess children using grade-level tools.

We can see that the proportion of children who can do this level of division increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a substantial proportion of children are able to do division problems at this level. It is possible that some children are able to do operations at higher levels too, but ASER arithmetic tests do not assess higher than this level.

This chart allows us to compare proportions of children who can do division in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Type of school and paid additional tuition classes (tutoring)

The ASER survey recorded information about paid additional private tutoring by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that the child may have received.

Table 8: Trends over time
% Children attending PAID TUITION CLASSES by school type 2010-2013

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Govt. schools	9.9	8.6	11.8	15.8
Pvt. schools	28.6	23.4	32.1	33.1
All schools	17.3	14.8	21.5	24.4
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
Govt. schools	10.6	8.2	8.9	12.0
Pvt. schools	29.0	24.3	26.8	30.6
All schools	16.7	13.5	15.3	19.3

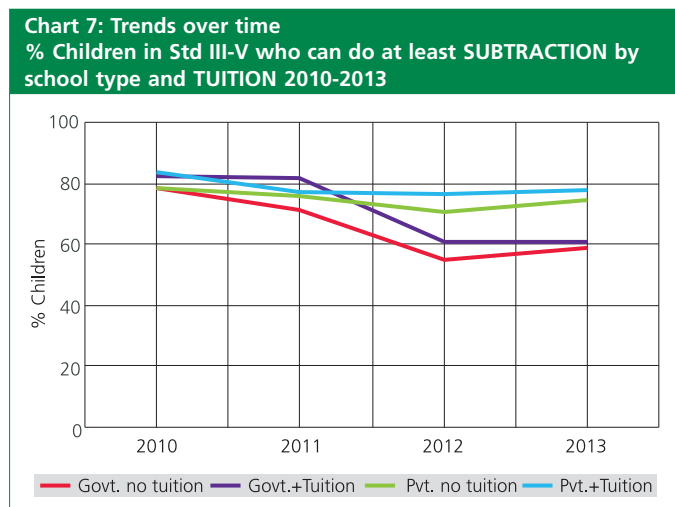
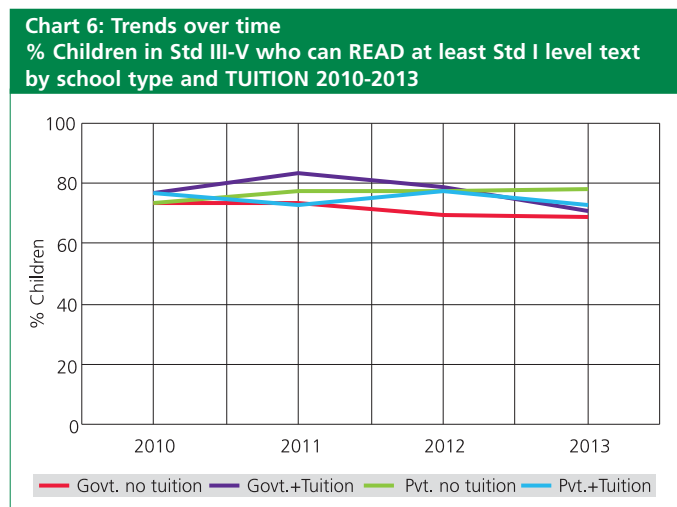


Table 9: Trends over time
% Children by school type and TUITION 2010-2013

	Category	2010	2011	2012	2013
Std I-V	Govt. no tuition	54.6	53.0	46.0	42.5
	Govt. + Tuition	6.0	5.0	6.2	8.0
	Pvt. no tuition	28.1	32.2	32.5	33.1
	Pvt. + Tuition	11.3	9.8	15.3	16.4
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	59.8	61.5	58.6	53.2
	Govt. + Tuition	7.1	5.5	5.7	7.3
	Pvt. no tuition	23.5	25.0	26.2	27.4
	Pvt. + Tuition	9.6	8.0	9.6	12.1
	Total	100	100	100	100

Table 10: TUITION EXPENDITURES by school type in rupees per month 2013

	Type of school	% Children in different tuition expenditure categories				Total
		Rs 100 or less	Rs 101-200	Rs 201-300	Rs 301 or more	
Std I-V	Govt.	48.5	36.1	10.0	5.4	100
Std I-V	Pvt.	10.1	42.2	27.7	20.0	100
Std VI-VIII	Govt.	14.5	39.5	35.0	11.0	100
Std VI-VIII	Pvt.	5.4	22.2	33.3	39.1	100



ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 19 OUT OF 19 DISTRICTS
 Data has not been presented where sample size was insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 11: Number of schools visited 2010-2013

Type of school	2010	2011	2012	2013
Std I-IV/V: Primary	391	457	469	424
Std I-VII/VIII: Primary + Upper primary	58	32	56	74
Total schools visited	449	489	525	498

Table 12: Student and teacher attendance on the day of visit 2010-2013

Type of school	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Enrolled children present (Average)	82.5	81.7	80.4	79.1	84.4	79.6	82.1	82.9
% Teachers present (Average)	89.1	87.1	80.3	83.1	84.6	84.1	81.4	87.7

Table 13: Small schools and multigrade classes 2010-2013

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Schools with total enrollment of 60 or less	19.0	21.0	18.5	26.2	5.2	0.0	8.9	2.7
% Schools where Std II children observed sitting with one or more other classes	53.3	44.2	53.1	52.4	47.4	36.7	59.3	43.8
% Schools where Std IV children observed sitting with one or more other classes	39.1	41.5	43.1	46.8	26.5	36.7	58.0	45.6

RTE indicators

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies a series of norms and standards for a school. Data on selected measurable indicators of RTE are collected in ASER.

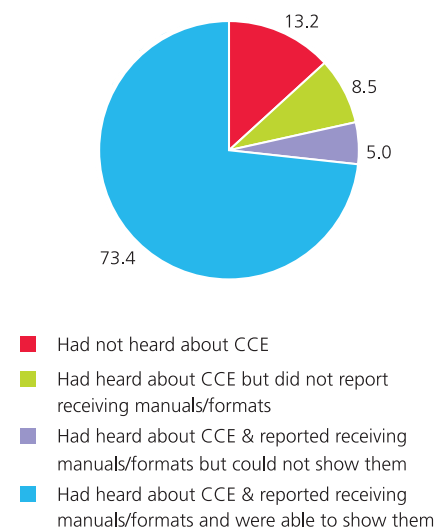
Table 14: Schools meeting selected RTE norms 2010-2013

% Schools meeting the following RTE norms:		2010	2011	2012	2013
PTR & CTR	Pupil-teacher ratio (PTR)	34.9	30.4	34.6	45.4
	Classroom-teacher ratio (CTR)	76.9	82.2	80.3	78.9
Building	Office/store/office cum store	78.5	79.3	80.0	85.4
	Playground	69.3	71.2	71.0	62.0
	Boundary wall/fencing	82.8	83.9	83.0	89.2
Drinking water	No facility for drinking water	8.9	8.4	8.0	8.9
	Facility but no drinking water available	8.0	8.8	9.3	9.5
	Drinking water available	83.1	82.9	82.8	81.5
	Total	100	100	100	100
Toilet	No toilet facility	0.9	1.9	0.6	0.8
	Facility but toilet not useable	37.9	39.5	28.9	18.7
	Toilet useable	61.2	58.7	70.5	80.5
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	7.3	4.9	4.4	4.9
	Separate provision but locked	16.9	4.0	8.6	7.5
	Separate provision, unlocked but not useable	26.5	34.8	21.4	13.7
	Separate provision, unlocked and useable	49.4	56.2	65.6	74.0
	Total	100	100	100	100
Library	No library	4.1	5.6	9.4	23.2
	Library but no books being used by children on day of visit	30.0	24.0	44.7	42.3
	Library books being used by children on day of visit	66.0	70.4	46.0	34.6
	Total	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	94.7	93.9	97.7	96.8
	Mid-day meal served in school on day of visit	97.9	96.4	95.5	94.1



In each visited school, we asked a teacher/HM a few questions about Continuous & Comprehensive Evaluation (CCE).

Chart 8: Continuous & Comprehensive Evaluation (CCE) in schools 2013





ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 32 OUT OF 32 DISTRICTS
 Data has not been presented where sample size was insufficient.

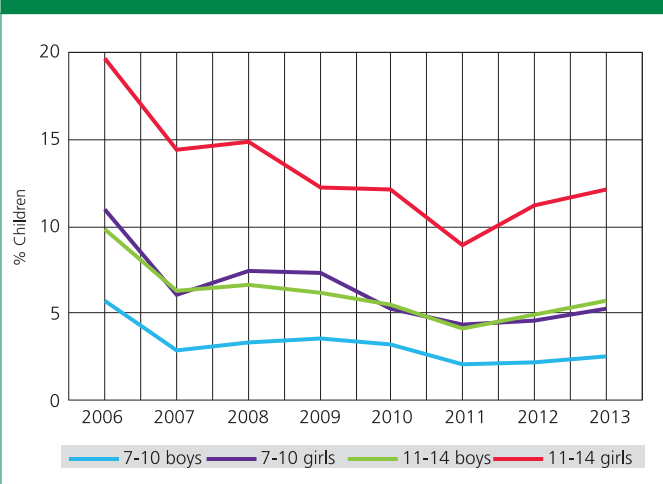
School enrollment and out of school children

Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	54.3	39.5	0.4	5.8	100
Age: 7-16 ALL	53.0	37.4	0.4	9.2	100
Age: 7-10 ALL	53.5	42.3	0.5	3.8	100
Age: 7-10 BOYS	49.1	48.0	0.4	2.5	100
Age: 7-10 GIRLS	58.7	35.5	0.5	5.3	100
Age: 11-14 ALL	55.1	35.9	0.3	8.7	100
Age: 11-14 BOYS	51.7	42.2	0.3	5.8	100
Age: 11-14 GIRLS	59.1	28.5	0.3	12.1	100
Age: 15-16 ALL	47.3	29.6	0.4	22.7	100
Age: 15-16 BOYS	47.9	34.5	0.2	17.4	100
Age: 15-16 GIRLS	46.7	24.1	0.6	28.7	100

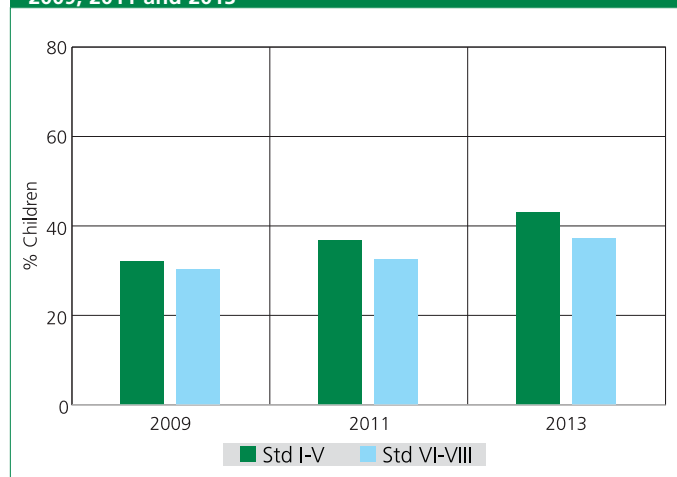
Note: 'Other' includes children going to madarsa and EGS.
 'Not in school' = dropped out + never enrolled.

**Chart 1: Trends over time
 % Children out of school by age group and gender 2006-2013**



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 19.6% in 2006, 12.1% in 2010, 11.2% in 2012 and is 12.1% in 2013.

**Chart 2: Trends over time
 % Children enrolled in private schools in Std I-V and Std VI-VIII
 2009, 2011 and 2013**



**Table 2: Sample description
 % Children in each class by age 2013**

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total			
I	36.2	32.1	19.3	7.7					4.8				100			
II	10.0	22.4	30.4	22.7	7.3					7.3				100		
III	2.8	8.1	20.0	32.9	16.6	12.3					7.4				100	
IV	2.7	8.1	23.4	24.5	25.6	7.2	5.6					3.0				100
V	3.5	11.0	14.3	33.2	17.6	12.3	5.2					2.9				100
VI	3.3	6.1	22.6	25.5	27.0	10.3					5.2				100	
VII	2.6	10.8	14.9	34.4	22.7	9.0	5.6								100	
VIII	4.6	6.4	22.8	31.5	20.9	10.3	3.5								100	

How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 32.9% children are 8 years old but there are also 20.0% who are 7, 16.6% who are 9, 12.3% who are 10 and 7.4% who are older.

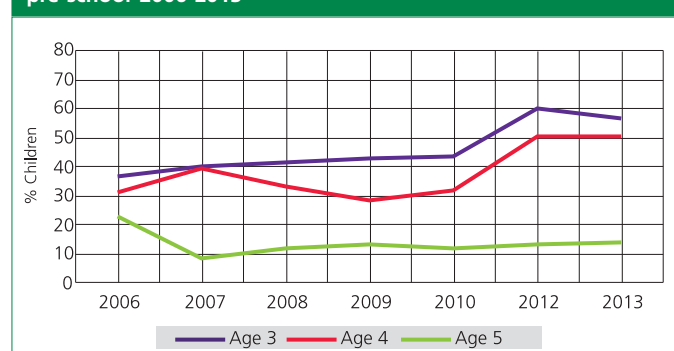
Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2013

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	32.3	11.3				56.4	100
Age 4	26.5	23.2				50.4	100
Age 5	8.0	8.8	37.8	31.2	0.5	13.6	100
Age 6	2.6	5.7	47.2	37.2	0.4	6.9	100

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

**Chart 3: Trends over time
 % Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2013***



* Data for 2011 is not comparable to other years and therefore not included here.

Data has not been presented where sample size was insufficient.

Reading

Table 4: % Children by class and READING level
 All schools 2013

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	60.4	27.7	6.2	3.2	2.5	100
II	30.2	39.0	13.8	8.4	8.6	100
III	13.4	30.0	19.5	15.2	21.9	100
IV	8.3	20.8	17.2	17.3	36.3	100
V	5.0	12.2	14.7	19.2	48.9	100
VI	2.6	9.0	8.7	18.2	61.6	100
VII	1.2	5.7	6.5	16.1	70.5	100
VIII	1.4	3.9	4.1	12.2	78.4	100
Total	17.0	19.6	11.6	13.4	38.4	100

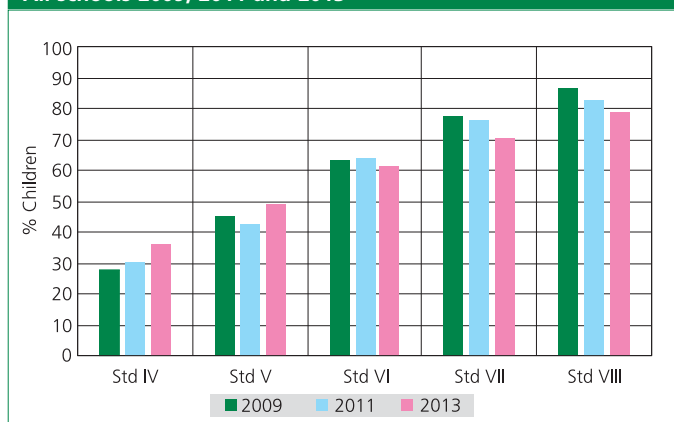
How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 13.4% children cannot even read letters, 30% can read letters but not more, 19.5% can read words but not Std I level text or higher, 15.2% can read Std I level text but not Std II level text, and 21.9% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Table 5: Trends over time
 % Children in Std III and V at different READING levels by school type 2009-2013

Year	% Children in Std III who can read at least Std I level text			% Children in Std V who can read Std II level text		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	25.8	52.1	34.5	40.1	56.6	44.9
2010	27.2	50.3	35.5	44.2	64.5	51.0
2011	21.9	49.0	31.7	33.9	59.1	42.8
2012	15.9	51.6	30.7	33.3	65.0	46.8
2013	22.6	56.2	37.2	35.8	68.3	49.2

* This is the weighted average of govt. and pvt. schools only.

Chart 4: Trends over time
 % Children who can READ Std II level text by class
 All schools 2009, 2011 and 2013



Reading Tool

कहानी

विमला और अजय मेला देखने गये। उन्हें मेले में तरह-तरह की दुकाने दिखीं। मेले में बहुत झूले थे। वहाँ गरम-गरम हलवा और जलेबियाँ भी बिक रही थीं। जलेबी देखकर दोनों के मुँह में पानी आने लगा। उनका जलेबी खाने का मन किया। विमला ने जलेबी खरीदी। दोनों दोस्तों ने मिलकर जलेबी खाई। शाम को दोनों घर लौट आये।

अनुष्ठे

काले बादल छाये हैं।
तेज़ बारिश हो रही है।
मोर भी नाच रहा है।
सब नाच देख रहे हैं।

द	क	ख
ब	ल	
थ	ह	त
म	ख	

नाक	तोला
पूरा	
धुन	मेना
देर	रोटी
गीला	
माला	दिन



To interpret the chart alongside (Chart 4), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a "floor" level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

We can see that the proportion of children who can read at least Std II level text increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Rajasthan RURAL

Data has not been presented where sample size was insufficient.

Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2013

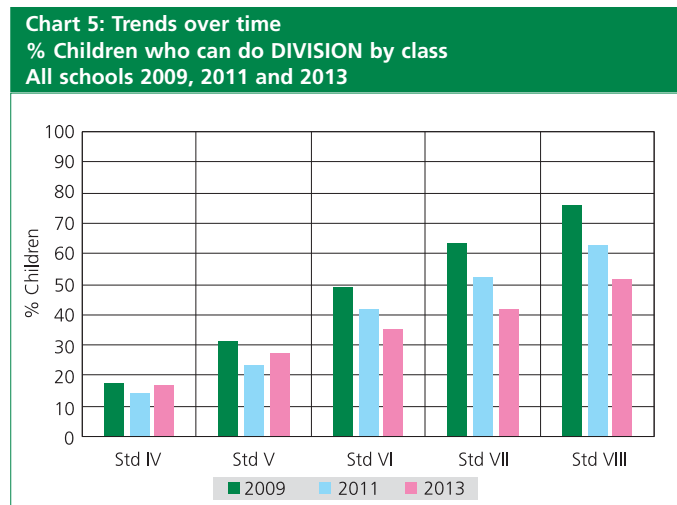
Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	54.1	32.5	10.4	2.2	0.7	100
II	22.7	45.0	23.3	7.3	1.8	100
III	8.6	37.4	30.9	16.6	6.6	100
IV	5.1	28.5	28.8	20.5	17.1	100
V	3.4	18.4	26.3	24.5	27.4	100
VI	1.8	11.2	26.2	25.6	35.2	100
VII	1.0	7.6	25.1	24.8	41.5	100
VIII	0.8	5.3	21.9	20.6	51.4	100
Total	13.6	24.5	23.9	17.1	21.0	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 8.6% children cannot even recognize numbers 1-9, 37.4% can recognize numbers up to 9 but not more, 30.9% can recognize numbers up to 99 but cannot do subtraction, 16.6% can do subtraction but cannot do division, and 6.6% can do division. For each class, the total of all these exclusive categories is 100%.

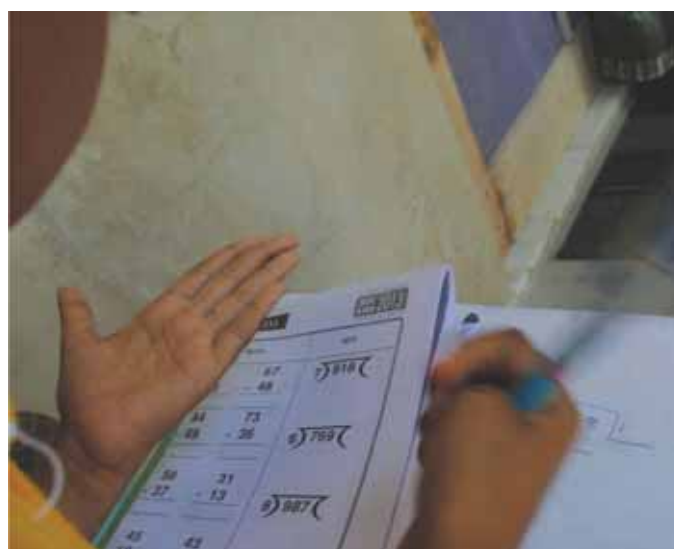
Table 7: Trends over time % Children in Std III and V who can do at least SUBTRACTION and DIVISION respectively by school type 2009-2013

Year	% Children in Std III who can do at least subtraction			% Children in Std V who can do division		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	18.8	43.7	27.0	25.7	45.6	31.5
2010	21.6	41.2	28.7	25.2	47.8	32.7
2011	12.5	37.3	21.5	15.0	39.6	23.8
2012	6.2	36.6	18.8	9.9	36.4	21.2
2013	9.9	40.9	23.3	15.2	45.1	27.5

* This is the weighted average of govt. and pvt. schools only.



Math Tool



To interpret the chart alongside (Chart 5), several things need to be kept in mind:

The highest level in the ASER arithmetic tool is the ability to do a numerical division problem (dividing a three digit number by a one digit number). In most states in India, children are expected to do such computations by Std III or Std IV. ASER does not assess children using grade-level tools.

We can see that the proportion of children who can do this level of division increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a substantial proportion of children are able to do division problems at this level. It is possible that some children are able to do operations at higher levels too, but ASER arithmetic tests do not assess higher than this level.

This chart allows us to compare proportions of children who can do division in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Type of school and paid additional tuition classes (tutoring)

The ASER survey recorded information about paid additional private tutoring by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that the child may have received.

Table 8: Trends over time
% Children attending PAID TUITION CLASSES by school type 2010-2013

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Govt. schools	3.3	1.3	2.4	3.3
Pvt. schools	10.5	8.1	7.4	8.0
All schools	5.8	3.9	4.6	5.4
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
Govt. schools	6.1	2.8	3.2	3.7
Pvt. schools	16.8	9.4	8.5	8.4
All schools	9.4	5.0	5.3	5.5

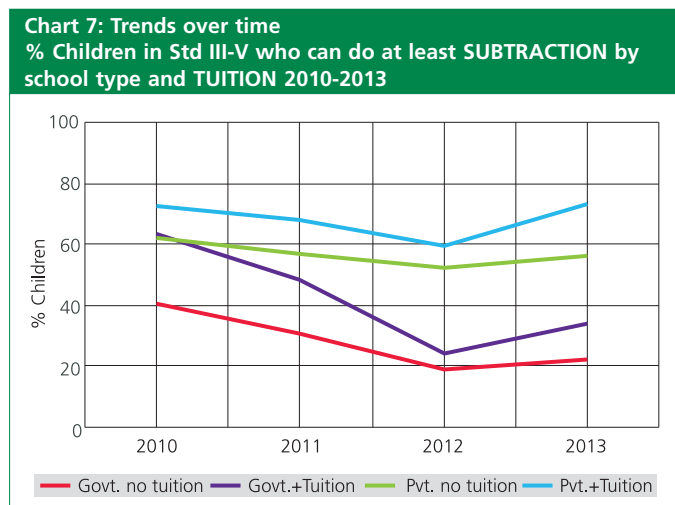
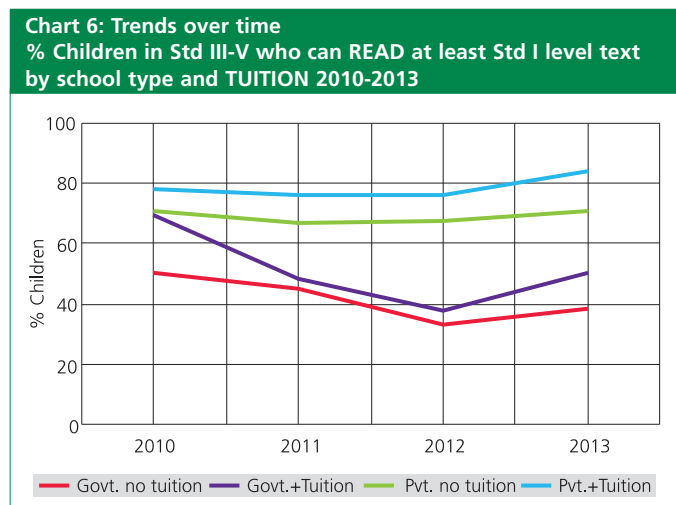


Table 9: Trends over time
% Children by school type and TUITION 2010-2013

	School	2010	2011	2012	2013
Std I-V	Govt. no tuition	62.2	61.3	54.4	54.1
	Govt. + Tuition	2.1	0.8	1.3	1.9
	Pvt. no tuition	31.9	34.8	41.1	40.5
	Pvt. + Tuition	3.8	3.1	3.3	3.5
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	65.0	64.3	58.4	59.9
	Govt. + Tuition	4.2	1.9	1.9	2.3
	Pvt. no tuition	25.7	30.7	36.3	34.6
	Pvt. + Tuition	5.2	3.2	3.4	3.2
	Total	100	100	100	100

Table 10: TUITION EXPENDITURES by school type in rupees per month 2013

	Type of school	% Children in different tuition expenditure categories				Total
		Rs 100 or less	Rs 101-200	Rs 201-300	Rs 301 or more	
Std I-V	Govt.	41.0	42.2	12.2	4.7	100
Std I-V	Pvt.	22.5	42.7	14.6	20.2	100
Std VI-VIII	Govt.	34.7	48.1	8.6	8.5	100
Std VI-VIII	Pvt.	11.4	42.0	24.4	22.2	100



ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 32 OUT OF 32 DISTRICTS
 Data has not been presented where sample size was insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 11: Number of schools visited 2010-2013

Type of school	2010	2011	2012	2013
Std I-IV/V: Primary	290	273	324	408
Std I-VII/VIII: Primary + Upper primary	606	599	553	505
Total schools visited	896	872	877	913

Table 12: Student and teacher attendance on the day of visit 2010-2013

Type of school	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Enrolled children present (Average)	71.2	69.8	66.3	66.1	73.6	70.8	68.0	67.0
% Teachers present (Average)	90.1	90.9	90.5	85.9	88.0	86.4	88.4	81.3

Table 13: Small schools and multigrade classes 2010-2013

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Schools with total enrollment of 60 or less	35.9	36.6	41.3	40.1	2.0	2.5	3.5	7.9
% Schools where Std II children observed sitting with one or more other classes	65.6	77.2	83.5	81.6	66.0	67.0	78.7	82.4
% Schools where Std IV children observed sitting with one or more other classes	53.6	63.0	69.9	66.8	52.3	53.6	57.8	59.6

RTE indicators

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies a series of norms and standards for a school. Data on selected measurable indicators of RTE are collected in ASER.

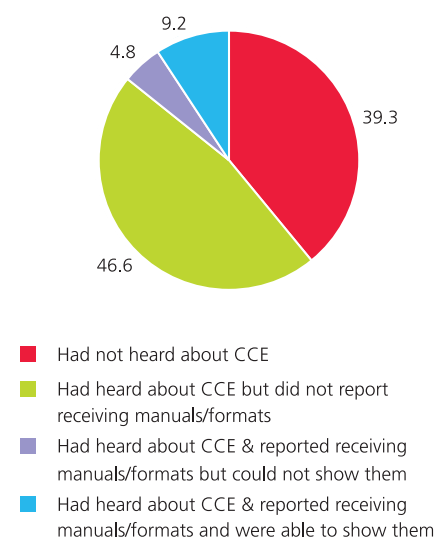
Table 14: Schools meeting selected RTE norms 2010-2013

% Schools meeting the following RTE norms:		2010	2011	2012	2013
PTR & CTR	Pupil-teacher ratio (PTR)	46.4	47.4	51.1	56.1
	Classroom-teacher ratio (CTR)	82.0	83.1	80.1	69.4
Building	Office/store/office cum store	91.2	89.4	89.0	90.5
	Playground	51.7	57.4	57.7	57.4
	Boundary wall/fencing	70.1	72.7	77.3	83.1
Drinking water	No facility for drinking water	20.9	21.9	21.0	18.9
	Facility but no drinking water available	11.1	8.5	11.9	14.0
	Drinking water available	68.0	69.5	67.1	67.1
	Total	100	100	100	100
Toilet	No toilet facility	3.5	3.3	2.6	3.1
	Facility but toilet not useable	31.1	26.9	25.3	24.0
	Toilet useable	65.4	69.9	72.0	72.9
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	19.6	9.3	10.9	10.5
	Separate provision but locked	13.3	5.5	6.6	10.0
	Separate provision, unlocked but not useable	16.8	19.0	17.5	14.4
	Separate provision, unlocked and useable	50.3	66.3	65.1	65.2
	Total	100	100	100	100
Library	No library	36.3	33.0	23.1	24.5
	Library but no books being used by children on day of visit	40.4	35.4	44.0	45.0
	Library books being used by children on day of visit	23.3	31.7	32.9	30.6
	Total	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	83.8	84.7	85.6	85.3
	Mid-day meal served in school on day of visit	94.8	97.1	93.9	85.0



In each visited school, we asked a teacher/HM a few questions about Continuous & Comprehensive Evaluation (CCE).

Chart 8: Continuous & Comprehensive Evaluation (CCE) in schools 2013





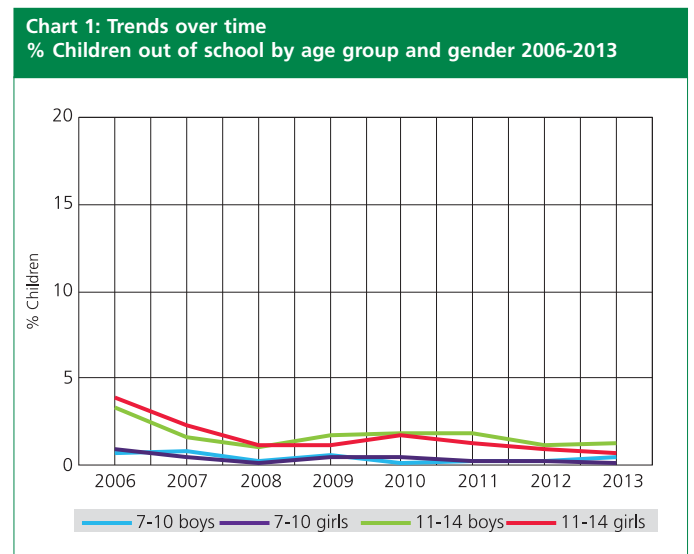
ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 25 OUT OF 29 DISTRICTS
 Data has not been presented where sample size was insufficient.

School enrollment and out of school children

Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	72.6	26.8	0.1	0.6	100
Age: 7-16 ALL	73.3	24.8	0.1	1.9	100
Age: 7-10 ALL	69.6	30.1	0.0	0.3	100
Age: 7-10 BOYS	65.9	33.7	0.0	0.4	100
Age: 7-10 GIRLS	73.6	26.4	0.0	0.1	100
Age: 11-14 ALL	77.2	21.7	0.1	1.0	100
Age: 11-14 BOYS	74.8	23.9	0.1	1.2	100
Age: 11-14 GIRLS	79.9	19.3	0.1	0.7	100
Age: 15-16 ALL	72.3	19.5	0.1	8.1	100
Age: 15-16 BOYS	69.3	20.6	0.2	10.0	100
Age: 15-16 GIRLS	75.0	18.5	0.1	6.4	100

Note: 'Other' includes children going to madarsa and EGS.
 'Not in school' = dropped out + never enrolled.



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 3.9% in 2006, 1.8% in 2010, 0.9% in 2012 and is 0.7% in 2013.

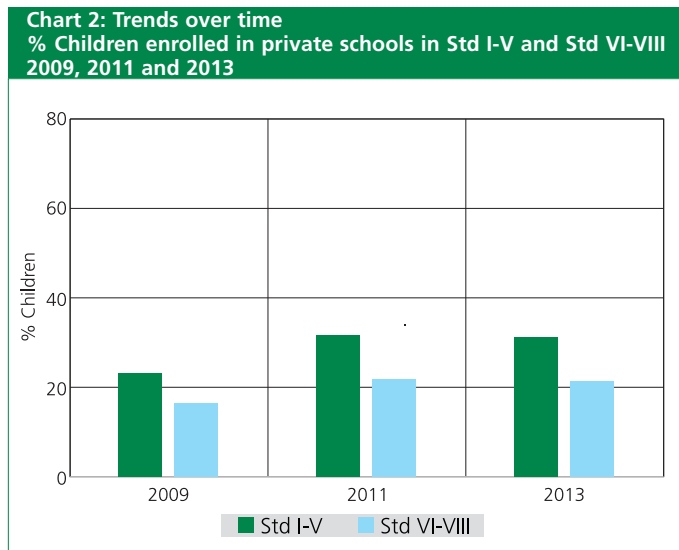


Table 2: Sample description
 % Children in each class by age 2013

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	34.7	57.1	7.6						0.6				100
II	1.3	14.7	72.5	10.4					1.1				100
III		0.9	14.7	75.2	7.7				1.5				100
IV		1.2		14.4	75.5	8.3			0.6				100
V		1.6			8.4	81.7	7.3			1.1			100
VI			1.5			8.8	71.8	15.3			2.6		100
VII				0.7			9.7	72.2	15.5			2.0	100
VIII					1.2			11.3	77.2	9.1		1.2	100

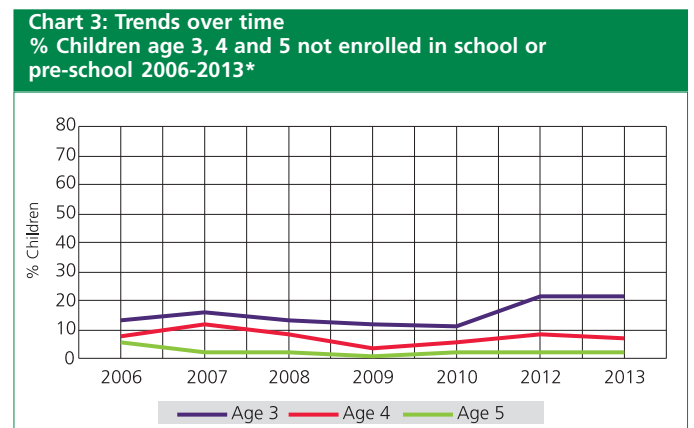
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 75.2% children are 8 years old but there are also 14.7% who are 7, 7.7% who are 9, 1.5% who are older.

Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2013

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	57.7	21.2				21.1	100
Age 4	43.7	49.5				6.8	100
Age 5	9.9	24.3	37.3	26.4	0.0	2.1	100
Age 6	1.3	3.1	58.8	35.9	0.1	0.8	100

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



* Data for 2011 is not comparable to other years and therefore not included here.

Data has not been presented where sample size was insufficient.

Reading

Table 4: % Children by class and READING level
 All schools 2013

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	53.4	34.2	10.3	1.8	0.3	100
II	22.0	35.9	32.8	7.6	1.6	100
III	8.9	21.4	40.7	21.1	7.9	100
IV	4.0	9.9	33.8	35.1	17.2	100
V	2.7	7.4	22.6	35.5	31.9	100
VI	1.5	3.5	17.8	31.0	46.1	100
VII	0.8	3.0	11.4	29.2	55.5	100
VIII	0.3	1.8	7.2	22.4	68.3	100
Total	11.2	14.3	22.0	23.3	29.3	100

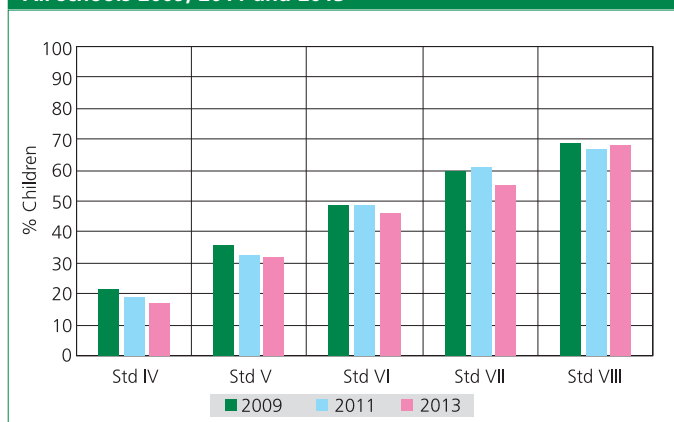
How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 8.9% children cannot even read letters, 21.4% can read letters but not more, 40.7% can read words but not Std I text or higher, 21.1% can read Std I text but not Std II text, and 7.9% can read Std II text. For each class, the total of all these exclusive categories is 100%.

Table 5: Trends over time
 % Children in Std III and V at different READING levels by school type 2009-2013

Year	% Children in Std III who can read at least Std I level text			% Children in Std V who can read Std II level text		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	27.3	33.8	28.8	34.6	39.1	35.3
2010	25.7	30.9	27.2	30.9	29.3	30.5
2011	26.1	30.1	27.5	31.8	34.0	32.3
2012	31.2	29.5	30.6	30.2	30.6	30.3
2013	30.7	25.1	29.0	33.8	26.3	31.9

* This is the weighted average of govt. and pvt. schools only.

Chart 4: Trends over time
 % Children who can READ Std II level text by class
 All schools 2009, 2011 and 2013



Reading Tool

கதை

அன்று விடுமுறை நாள். தேவியும், ராமுவும் மரத்தடியில் விளையாடிக் கொண்டிருந்தனர். மரத்திலிருந்து ஒரு அணில்கூட்டி தொப்பென்று கீழே விழுந்தது. இருவரும் அணில்கூட்டியை மெதுவாக எடுத்து அப்பாவிடம் கொடுத்தனர். அப்பா அதற்கு பத்சால் பால் ஊட்டினார். ஒரு அட்டைப் பெட்டியில் வைத்தார். சிறிது நேரம் கழித்து அணில்கூட்டி அங்கும் இங்கும் ஓடியது. தேவியும், ராமுவும் அணில்கூட்டியை வளர்க்க விரும்பினர். ஆனால் அப்பா அணில்கூட்டியை அதே மரத்தடியில் விட்டு விட்டார்.

பத்தி

எங்கள் வீட்டில் மாமரம் உள்ளது. அதில் நிறைய பழங்கள் உள்ளன. ஒரு கல்லை எடுத்து எறிந்தேன். மூன்று மாம்பழங்கள் கீழே விழுந்தன.

பழம்	விலை
இ ம ச	விலை
ள வ	தான்
க ஓ ல	கீரி வலை
ர அ	இடி கடை
	ஏணி
	பல் காய்



To interpret the chart alongside (Chart 4), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a "floor" level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

We can see that the proportion of children who can read at least Std II level text increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2013

Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	41.8	40.3	17.0	0.8	0.1	100
II	14.9	29.6	51.9	3.5	0.2	100
III	4.3	16.1	61.1	17.8	0.7	100
IV	2.0	6.8	48.8	38.4	4.1	100
V	1.7	4.0	39.5	40.8	14.0	100
VI	0.9	2.4	32.8	40.5	23.4	100
VII	0.8	1.8	30.1	37.7	29.7	100
VIII	0.2	1.3	23.4	36.1	39.1	100
Total	7.9	12.3	38.0	27.4	14.3	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 4.3% children cannot even recognize numbers 1-9, 16.1% can recognize numbers up to 9 but not more, 61.1% can recognize numbers up to 99 but cannot do subtraction, 17.8% can do subtraction but cannot do division, and 0.7% can do division. For each class, the total of all these exclusive categories is 100%.

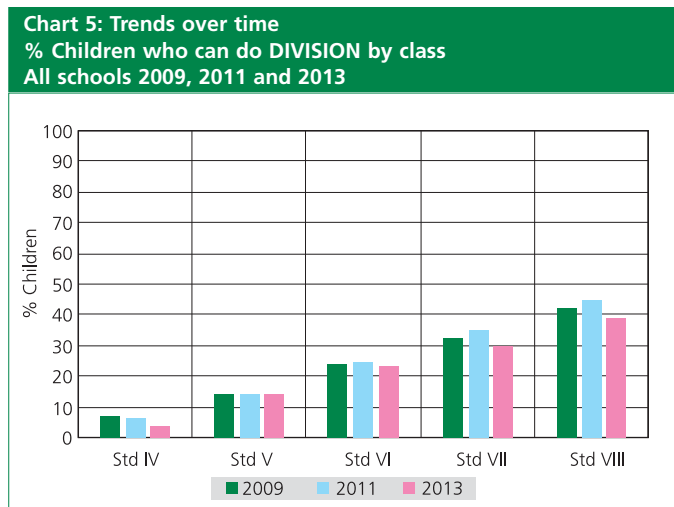
Math Tool

எண்கள் அறிதல் 1-9	எண்கள் அறிதல் 10-99	குறைதல்	வகுத்தல்
3 7	65 38	51 67 - 35 - 48	7) 918
1 4	92 23	84 73 - 49 - 36	6) 769
8 9	47 72	56 31 - 37 - 13	8) 987
5 2	56 87	45 43 - 18 - 24	4) 513

Table 7: Trends over time % Children in Std III and V who can do at least SUBTRACTION and DIVISION respectively by school type 2009-2013

Year	% Children in Std III who can do at least subtraction			% Children in Std V who can do division		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	15.9	30.5	19.3	11.9	25.1	13.9
2010	17.4	28.3	20.5	14.1	17.9	15.0
2011	18.3	28.9	22.0	12.2	21.0	14.3
2012	14.4	23.6	17.6	9.6	22.4	13.1
2013	17.9	19.9	18.5	14.6	12.1	14.0

* This is the weighted average of govt. and pvt. schools only.



To interpret the chart alongside (Chart 5), several things need to be kept in mind:

The highest level in the ASER arithmetic tool is the ability to do a numerical division problem (dividing a three digit number by a one digit number). In most states in India, children are expected to do such computations by Std III or Std IV. ASER does not assess children using grade-level tools.

We can see that the proportion of children who can do this level of division increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a substantial proportion of children are able to do division problems at this level. It is possible that some children are able to do operations at higher levels too, but ASER arithmetic tests do not assess higher than this level.

This chart allows us to compare proportions of children who can do division in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Type of school and paid additional tuition classes (tutoring)

The ASER survey recorded information about paid additional private tutoring by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that the child may have received.

Table 8: Trends over time
% Children attending PAID TUITION CLASSES by school type 2010-2013

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Govt. schools	15.9	14.9	13.5	11.7
Pvt. schools	27.7	24.9	25.6	22.4
All schools	19.3	18.1	17.8	15.0
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
Govt. schools	17.2	15.4	16.7	10.7
Pvt. schools	27.9	25.1	28.2	22.2
All schools	19.4	17.5	19.4	13.1

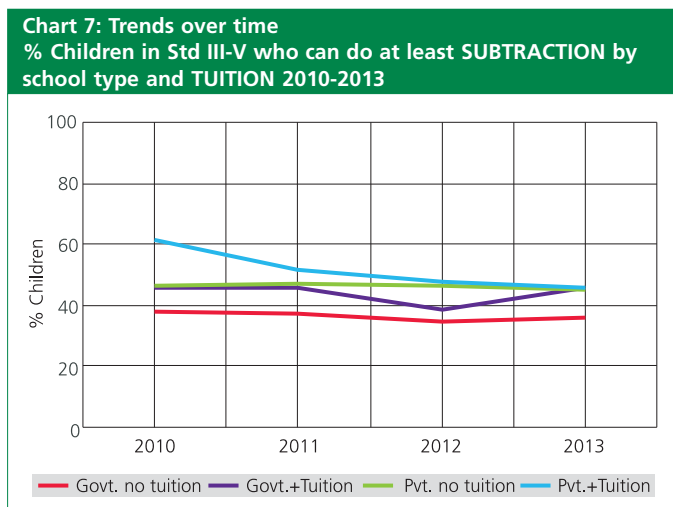
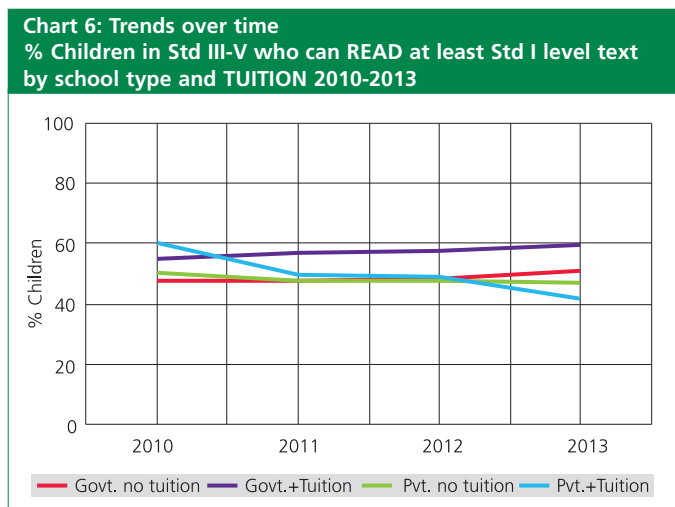


Table 9: Trends over time
% Children by school type and TUITION 2010-2013

	Category	2010	2011	2012	2013
Std I-V	Govt. no tuition	60.1	58.1	55.9	60.6
	Govt. + Tuition	11.4	10.2	8.7	8.0
	Pvt. no tuition	20.6	23.8	26.3	24.4
	Pvt. + Tuition	7.9	7.9	9.1	7.0
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	65.4	65.8	63.9	70.1
	Govt. + Tuition	13.5	12.0	12.8	8.4
	Pvt. no tuition	15.2	16.7	16.8	16.7
	Pvt. + Tuition	5.9	5.6	6.6	4.8
	Total	100	100	100	100

Table 10: TUITION EXPENDITURES by school type in rupees per month 2013

	Type of school	% Children in different tuition expenditure categories				Total
		Rs 100 or less	Rs 101-200	Rs 201-300	Rs 301 or more	
Std I-V	Govt.	94.3	5.0	0.4	0.3	100
Std I-V	Pvt.	84.8	12.1	2.1	1.0	100
Std VI-VIII	Govt.	87.3	10.3	1.8	0.6	100
Std VI-VIII	Pvt.	75.0	19.2	3.8	2.0	100



ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 25 OUT OF 29 DISTRICTS
 Data has not been presented where sample size was insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 11: Number of schools visited 2010-2013

Type of school	2010	2011	2012	2013
Std I-IV/V: Primary	395	448	444	368
Std I-VII/VIII: Primary + Upper primary	267	235	212	185
Total schools visited	662	683	656	553

Table 12: Student and teacher attendance on the day of visit 2010-2013

Type of school	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Enrolled children present (Average)	89.9	89.7	90.9	91.9	90.7	89.2	88.9	91.3
% Teachers present (Average)	86.5	91.6	93.9	90.2	79.9	89.0	88.3	88.4

Table 13: Small schools and multigrade classes 2010-2013

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Schools with total enrollment of 60 or less	38.4	45.6	45.8	45.5	3.8	4.7	6.2	8.1
% Schools where Std II children observed sitting with one or more other classes	81.8	71.2	69.0	75.1	76.2	67.4	69.1	71.0
% Schools where Std IV children observed sitting with one or more other classes	78.3	68.2	62.1	67.7	69.5	61.9	56.5	65.2

Note: The state has programmes which require grades to sit together in primary schools.

RTE indicators

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies a series of norms and standards for a school. Data on selected measurable indicators of RTE are collected in ASER.

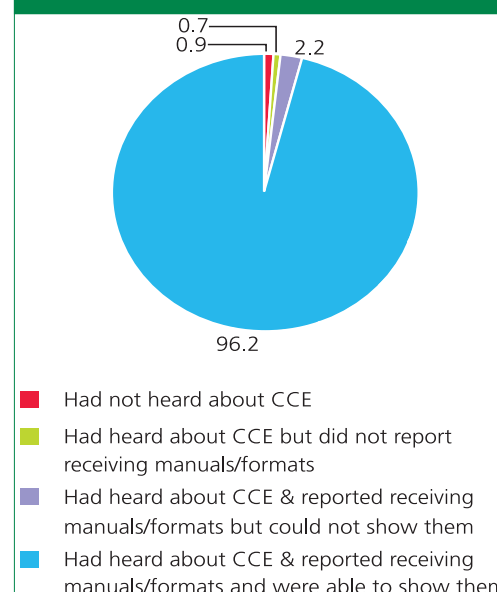
Table 14: Schools meeting selected RTE norms 2010-2013

% Schools meeting the following RTE norms:		2010	2011	2012	2013
PTR & CTR	Pupil-teacher ratio (PTR)	47.0	52.3	49.2	53.5
	Classroom-teacher ratio (CTR)	75.2	75.0	81.7	81.8
Building	Office/store/office cum store	54.8	49.3	49.8	49.9
	Playground	68.7	67.7	69.7	70.7
	Boundary wall/fencing	60.7	58.9	66.7	64.3
Drinking water	No facility for drinking water	12.8	13.6	10.9	11.8
	Facility but no drinking water available	6.7	8.9	8.1	8.9
	Drinking water available	80.5	77.6	81.0	79.3
	Total	100	100	100	100
Toilet	No toilet facility	7.0	9.6	5.1	5.4
	Facility but toilet not useable	48.5	42.0	26.8	17.0
	Toilet useable	44.6	48.4	68.1	77.6
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	20.8	21.2	13.8	17.6
	Separate provision but locked	23.0	15.0	9.2	9.9
	Separate provision, unlocked but not useable	21.0	21.2	15.5	5.4
	Separate provision, unlocked and useable	35.1	42.7	61.4	67.0
	Total	100	100	100	100
Library	No library	20.9	23.2	16.2	10.9
	Library but no books being used by children on day of visit	21.3	21.6	19.5	23.1
	Library books being used by children on day of visit	57.8	55.2	64.3	66.0
	Total	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	96.7	96.7	98.6	99.6
	Mid-day meal served in school on day of visit	99.4	99.4	99.8	100.0



In each visited school, we asked a teacher/HM a few questions about Continuous & Comprehensive Evaluation (CCE).

Chart 8: Continuous & Comprehensive Evaluation (CCE) in schools 2013





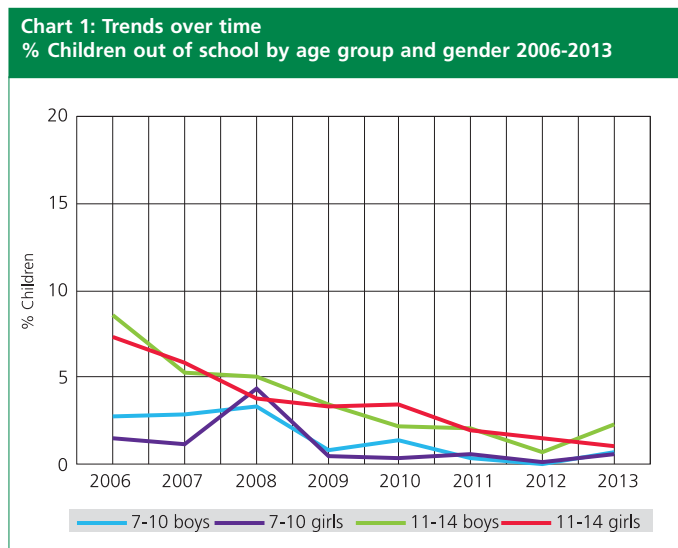
ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 4 OUT OF 4 DISTRICTS
 Data has not been presented where sample size was insufficient.

School enrollment and out of school children

Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	91.7	6.7	0.6	1.1	100
Age: 7-16 ALL	92.0	5.3	0.7	2.0	100
Age: 7-10 ALL	90.9	7.9	0.6	0.6	100
Age: 7-10 BOYS	89.0	9.6	0.7	0.7	100
Age: 7-10 GIRLS	92.7	6.3	0.5	0.6	100
Age: 11-14 ALL	94.2	3.5	0.7	1.7	100
Age: 11-14 BOYS	93.0	3.6	1.1	2.3	100
Age: 11-14 GIRLS	95.3	3.4	0.2	1.1	100
Age: 15-16 ALL	89.9	3.5	1.1	5.5	100
Age: 15-16 BOYS	86.5	5.2	1.4	6.9	100
Age: 15-16 GIRLS	93.1	1.9	0.8	4.2	100

Note: 'Other' includes children going to madarsa and EGS.
 'Not in school' = dropped out + never enrolled.



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 7.3% in 2006, 3.4% in 2010, 1.5% in 2012 and is 1.1% in 2013.

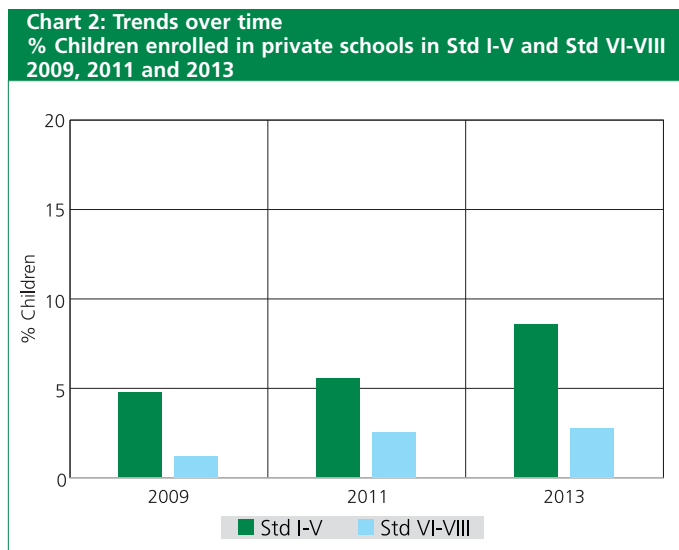


Table 2: Sample description
 % Children in each class by age 2013

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	9.0	42.8	41.2	5.6				1.4				100	
II	5.1	4.4	25.7	56.6	6.2				1.9			100	
III	1.6		20.5	62.1	11.4				4.4			100	
IV	4.5			16.4	68.5				10.6			100	
V	1.3			20.1	63.3	12.3				3.1	100		
VI	2.7			17.0	64.3	10.1				6.0	100		
VII	2.0			14.5	66.2	13.5				3.9	100		
VIII	4.7			15.7	63.9	13.1				2.7	100		

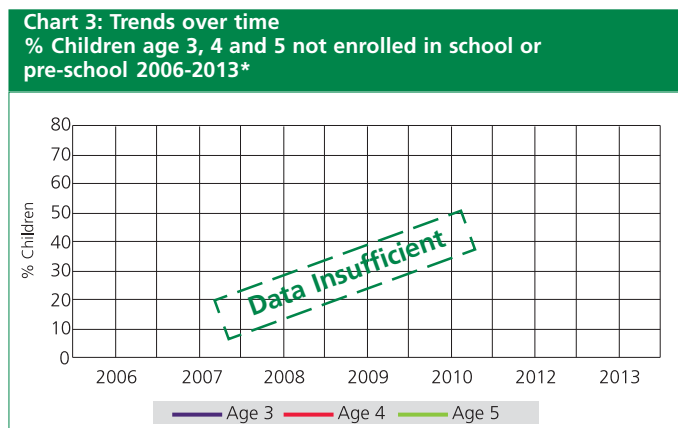
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 20.5% children are 8 years old but there are also 62.1% who are 9, 11.4% who are 10 and 4.4% who are older.

Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2013

	In balwadi or anganwadi	In LKG/ UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3							
Age 4			Data Insufficient				
Age 5							
Age 6							

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



* Data for 2011 is not comparable to other years and therefore not included here.

Data has not been presented where sample size was insufficient.

Reading

Table 4: % Children by class and READING level
 All schools 2013

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	23.5	38.5	27.9	8.4	1.7	100
II	9.1	33.4	33.3	16.3	7.9	100
III	7.8	21.8	34.3	23.6	12.5	100
IV	4.8	13.4	26.4	21.3	34.0	100
V	1.7	9.9	19.7	26.9	41.8	100
VI	3.0	3.5	21.0	30.3	42.2	100
VII	0.4	5.7	14.0	20.7	59.2	100
VIII	0.6	0.9	11.9	22.8	63.8	100
Total	7.0	17.1	24.0	20.8	31.2	100

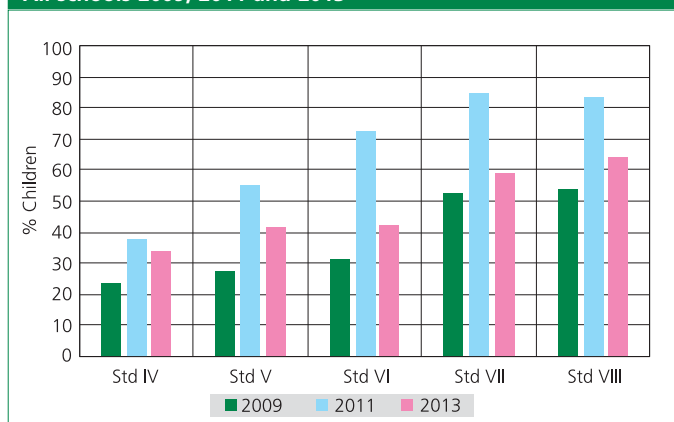
How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 7.8% children cannot even read letters, 21.8% can read letters but not more, 34.3% can read words but not Std I level text or higher, 23.6% can read Std I level text but not Std II level text, and 12.5% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Table 5: Trends over time
 % Children in Std III and V at different READING levels by school type 2009-2013

Year	% Children in Std III who can read at least Std I level text		% Children in Std V who can read Std II level text	
	Govt.	Govt. & Pvt.*	Govt.	Govt. & Pvt.*
2009	34.6	35.8	28.1	27.4
2010	55.2	56.0	40.6	41.1
2011	56.3	56.6	54.8	55.4
2012	40.0	40.6	36.5	36.8
2013	36.7	36.3	40.2	41.7

* This is the weighted average of govt. and pvt. schools only.

Chart 4: Trends over time
 % Children who can READ Std II level text by class
 All schools 2009, 2011 and 2013



Reading Tool

কাহিনী

তিথি বাড়ির একমাত্র মেয়ে। বাবা মা তাকে খুব ভালোবাসে। সে মাছ খেতে ভালোবাসে। গুর বাবা রোজ বাড়িতে মাছ আনে। তিথি তখন মায়ের পাশে ঘুরঘুর করতে থাকে। মাছ তেলে ছাড়া হলেই তার মন খুশিতে ভরে যায়। তিথি একসাথে তিন চারটে মাছ ভাজা খেয়ে নেয়। বাবা তিথিকে নিয়ে বাজারে যায়। অনেকদিন বাজার থেকে বাবা ইলিশ মাছও আনে। সেদিন তিথির খুশির সীমা থাকে না।

কাহিনী পঠিত মানে পড়তে হবে।

অনুচ্ছেদ

রজতের কাছে একটা টিয়া আছে। টিয়া রজতের সাথে কথা বলে। তার কথায় সবাই হাসে। রজত টিয়াকে খুব ভালোবাসে।

উ য গ
ভ ড
দ ন ব
শ জ

ঘোড়া চূড়া
কৌটা তাল
লাঠি কলা
শিঙা ধীর
খেলা পৈতা



To interpret the chart alongside (Chart 4), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a “floor” level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

We can see that the proportion of children who can read at least Std II level text increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2013

Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	16.8	42.8	35.3	4.6	0.5	100
II	5.0	34.3	41.9	16.9	1.9	100
III	4.8	20.6	45.6	23.2	5.9	100
IV	3.9	14.5	40.1	28.7	12.9	100
V	0.6	8.6	37.1	27.6	26.1	100
VI	0.2	10.2	35.6	32.8	21.2	100
VII	0.4	4.4	34.0	32.6	28.7	100
VIII	0.0	2.6	26.7	36.6	34.1	100
Total	4.4	18.6	37.1	24.5	15.5	100

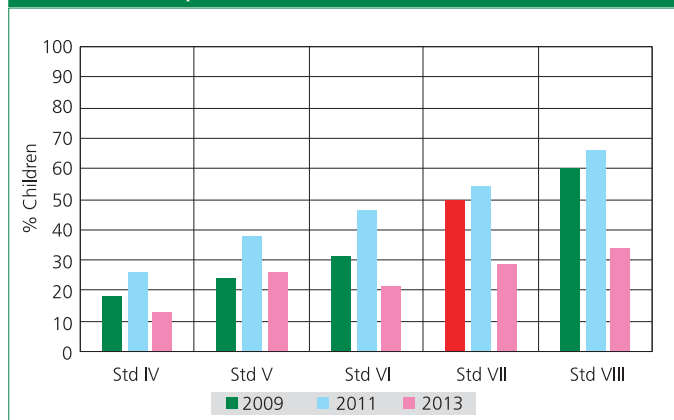
How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 4.8% children cannot even recognize numbers 1-9, 20.6% can recognize numbers up to 9 but not more, 45.6% can recognize numbers up to 99 but cannot do subtraction, 23.2% can do subtraction but cannot do division, and 5.9% can do division. For each class, the total of all these exclusive categories is 100%.

Table 7: Trends over time % Children in Std III and V who can do at least SUBTRACTION and DIVISION respectively by school type 2009-2013

Year	% Children in Std III who can do at least subtraction		% Children in Std V who can do division	
	Govt.	Govt. & Pvt.*	Govt.	Govt. & Pvt.*
2009	43.3	44.3	23.2	24.2
2010	50.3	51.2	35.3	36.0
2011	52.9	53.9	37.8	37.8
2012	28.0	29.6	20.5	20.8
2013	29.4	29.5	26.1	26.4

* This is the weighted average of govt. and pvt. schools only.

Chart 5: Trends over time % Children who can do DIVISION by class All schools 2009, 2011 and 2013



Math Tool

সংখ্যা পরিচয় (১-৯)	সংখ্যা পরিচয় (১০-৯৯)	বিয়োগ	ভাগ
৩ ৭	৬৫ ৩৮	৫১ - ৩৫ = ১৬ ৬৭ - ৪৮ = ১৯	৭)১১৮(
১ ৪	৯২ ২৩	৮৪ - ৪৯ = ৩৫ ৯৩ - ৩৬ = ৫৭	৬)৭৬৬(
৮ ৯	৪৭ ৭২	৫৬ - ৩৭ = ১৯ ৬৩ - ১৩ = ৫০	৮)৯৮৭(
৫ ২	৫৬ ৮৭	৪৫ - ১৮ = ২৭ ৪৩ - ২৪ = ১৯	৪)৫১৩(



To interpret the chart alongside (Chart 5), several things need to be kept in mind:

The highest level in the ASER arithmetic tool is the ability to do a numerical division problem (dividing a three digit number by a one digit number). In most states in India, children are expected to do such computations by Std III or Std IV. ASER does not assess children using grade-level tools.

We can see that the proportion of children who can do this level of division increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a substantial proportion of children are able to do division problems at this level. It is possible that some children are able to do operations at higher levels too, but ASER arithmetic tests do not assess higher than this level.

This chart allows us to compare proportions of children who can do division in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Type of school and paid additional tuition classes (tutoring)

The ASER survey recorded information about paid additional private tutoring by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that the child may have received.

Table 8: Trends over time
% Children attending PAID TUITION CLASSES by school type 2010-2013

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Govt. schools	68.2	68.3	65.1	63.3
All schools	68.9	68.8	65.9	64.2
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
Govt. schools	80.5	78.9	78.2	66.4
All schools	80.7	79.0	78.4	66.8

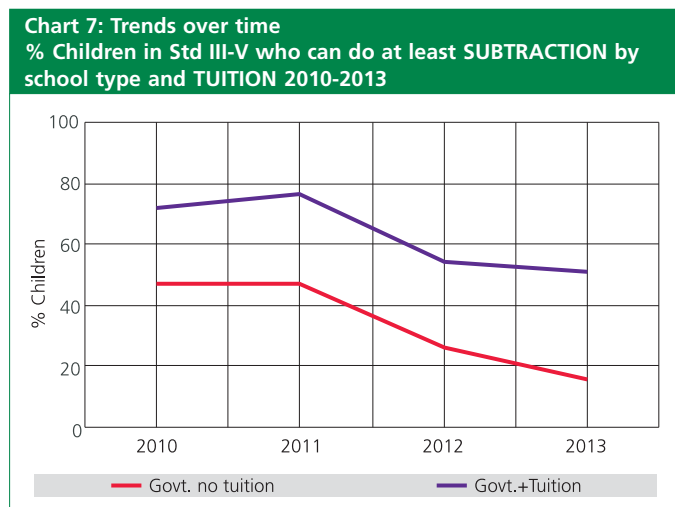
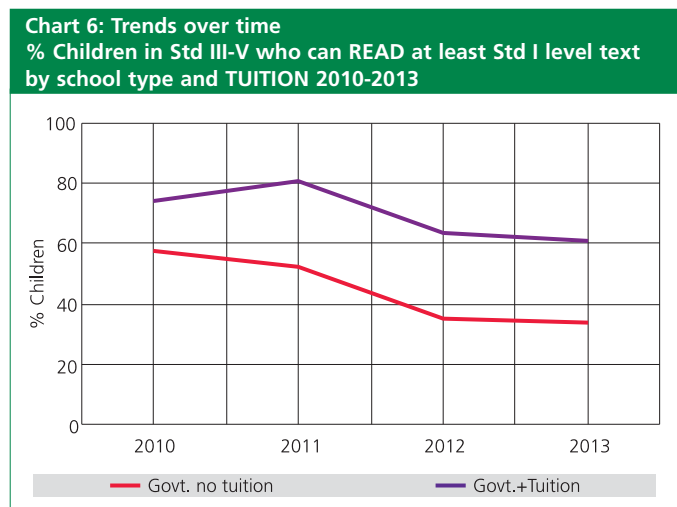


Table 9: Trends over time
% Children by school type and TUITION 2010-2013

	Category	2010	2011	2012	2013
Std I-V	Govt. no tuition	30.9	30.2	33.7	33.5
	Govt. + Tuition	66.2	65.1	62.8	57.9
	Pvt. no tuition	0.2	1.0	0.4	2.3
	Pvt. + Tuition	2.7	3.7	3.1	6.3
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	19.3	20.6	21.6	32.7
	Govt. + Tuition	79.5	76.9	77.7	64.6
	Pvt. no tuition	0.0	0.5	0.0	0.5
	Pvt. + Tuition	1.2	2.1	0.6	2.2
	Total	100	100	100	100

Table 10: TUITION EXPENDITURES by school type in rupees per month 2013

	Type of school	% Children in different tuition expenditure categories				Total
		Rs 100 or less	Rs 101-200	Rs 201-300	Rs 301 or more	
Std I-V	Govt.	6.8	50.7	25.8	16.7	100
Std VI-VIII	Govt.	3.0	40.7	29.7	26.7	100



ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 4 OUT OF 4 DISTRICTS
 Data has not been presented where sample size was insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 11: Number of schools visited 2010-2013

Type of school	2010	2011	2012	2013
Std I-IV/V: Primary	44	46	36	34
Std I-VII/VIII: Primary + Upper primary	54	48	66	75
Total schools visited	98	94	102	109

Table 12: Student and teacher attendance on the day of visit 2010-2013

Type of school	Std I-IV/V and Std I-VII/VIII			
	2010	2011	2012	2013
% Enrolled children present (Average)	64.7	65.2	63.6	62.2
% Teachers present (Average)	84.6	82.9	81.3	84.6

Table 13: Small schools and multigrade classes 2010-2013

School characteristics	Std I-IV/V and Std I-VII/VIII			
	2010	2011	2012	2013
% Schools with total enrollment of 60 or less	9.4	18.1	17.0	17.4
% Schools where Std II children observed sitting with one or more other classes	39.6	45.4	43.2	41.1
% Schools where Std IV children observed sitting with one or more other classes	22.2	41.8	34.6	34.0

RTE indicators

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies a series of norms and standards for a school. Data on selected measurable indicators of RTE are collected in ASER.

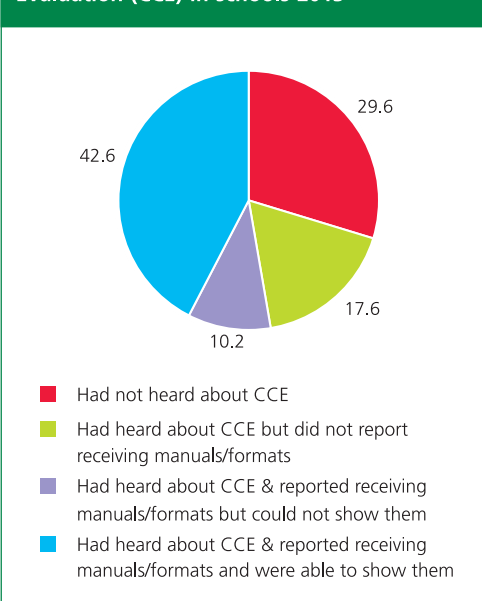
Table 14: Schools meeting selected RTE norms 2010-2013

% Schools meeting the following RTE norms:		2010	2011	2012	2013
PTR & CTR	Pupil-teacher ratio (PTR)	68.5	75.0	82.6	71.2
	Classroom-teacher ratio (CTR)	60.0	46.2	63.6	60.2
Building	Office/store/office cum store	89.6	76.6	83.7	94.5
	Playground	89.5	78.7	92.0	79.8
	Boundary wall/fencing	19.4	25.3	20.0	24.1
Drinking water	No facility for drinking water	32.6	41.3	34.7	34.6
	Facility but no drinking water available	27.4	18.5	16.8	11.2
	Drinking water available	40.0	40.2	48.5	54.2
Total		100	100	100	100
Toilet	No toilet facility	8.6	15.4	9.0	3.7
	Facility but toilet not useable	48.4	53.9	41.0	45.4
	Toilet useable	43.0	30.8	50.0	50.9
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	48.5	35.9	39.8	21.4
	Separate provision but locked	15.2	28.1	13.6	21.4
	Separate provision, unlocked but not useable	6.1	14.1	13.6	14.6
	Separate provision, unlocked and useable	30.3	21.9	33.0	42.7
	Total	100	100	100	100
Library	No library	64.6	71.7	67.7	45.0
	Library but no books being used by children on day of visit	15.6	4.4	5.9	19.3
	Library books being used by children on day of visit	19.8	23.9	26.5	35.8
	Total	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	88.2	90.4	95.0	99.1
	Mid-day meal served in school on day of visit	74.7	96.8	95.0	95.4



In each visited school, we asked a teacher/HM a few questions about Continuous & Comprehensive Evaluation (CCE).

Chart 8: Continuous & Comprehensive Evaluation (CCE) in schools 2013







Uttarakhand
Uttar Pradesh
West Bengal
Puducherry
Sikkim



ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 9 OUT OF 13 DISTRICTS
 Data has not been presented where sample size was insufficient.

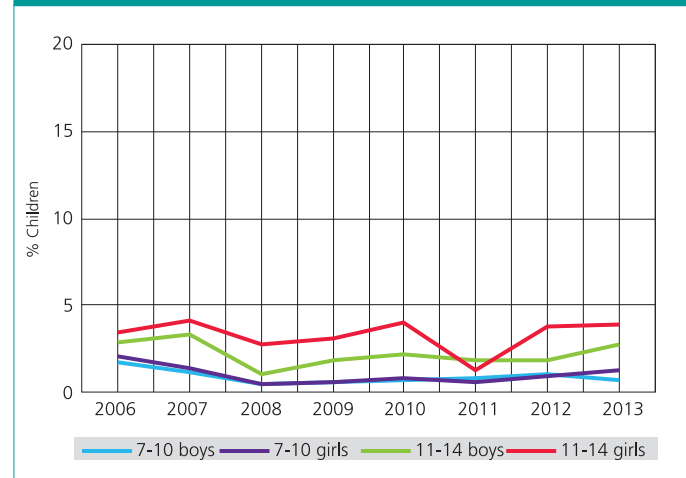
School enrollment and out of school children

Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	57.4	39.4	1.3	1.9	100
Age: 7-16 ALL	59.7	35.4	1.1	3.8	100
Age: 7-10 ALL	53.8	43.7	1.6	1.0	100
Age: 7-10 BOYS	49.1	48.8	1.3	0.7	100
Age: 7-10 GIRLS	58.6	38.3	1.9	1.2	100
Age: 11-14 ALL	62.9	32.9	0.9	3.3	100
Age: 11-14 BOYS	59.2	37.0	1.1	2.8	100
Age: 11-14 GIRLS	66.8	28.7	0.8	3.8	100
Age: 15-16 ALL	66.5	21.5	0.3	11.6	100
Age: 15-16 BOYS	67.4	26.1	0.2	6.3	100
Age: 15-16 GIRLS	65.6	16.8	0.5	17.1	100

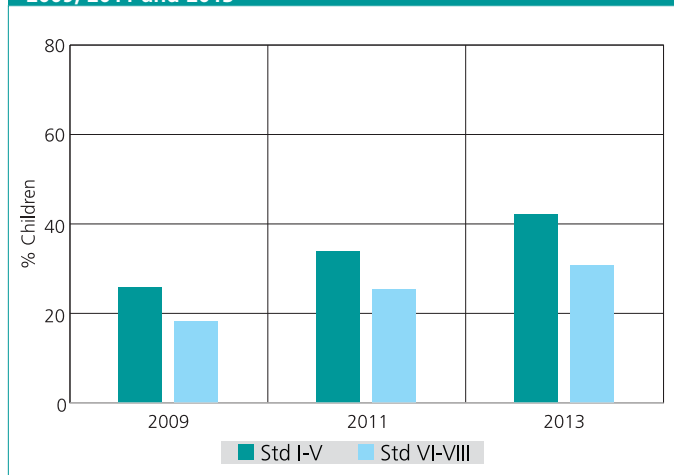
Note: 'Other' includes children going to madarsa and EGS.
 'Not in school' = dropped out + never enrolled.

**Chart 1: Trends over time
 % Children out of school by age group and gender 2006-2013**



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 3.4% in 2006, 4% in 2010, 3.8% in 2012 and is 3.8% in 2013.

**Chart 2: Trends over time
 % Children enrolled in private schools in Std I-V and Std VI-VIII
 2009, 2011 and 2013**



**Table 2: Sample description
 % Children in each class by age 2013**

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total	
I	26.8	35.3	24.3	9.7					4.0				100	
II	4.6	19.4	34.5	22.6	11.3	5.6					2.0			100
III	0.9	5.5	16.0	34.1	24.4	10.1					9.0			100
IV	4.6		18.1		31.9	29.7	8.6	5.2					1.9	100
V	5.4			9.4		41.6	23.2	13.1	5.4				1.9	100
VI	3.4				15.8		37.5	27.7	9.6				5.9	100
VII	7.3					11.5		37.9	28.3	10.5			4.5	100
VIII	3.6						21.7		40.5	18.9	11.1	4.3	100	

How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 34.1% children are 8 years old but there are also 16% who are 7, 24.4% who are 9, 10.1% who are 10 and 9% who are older.

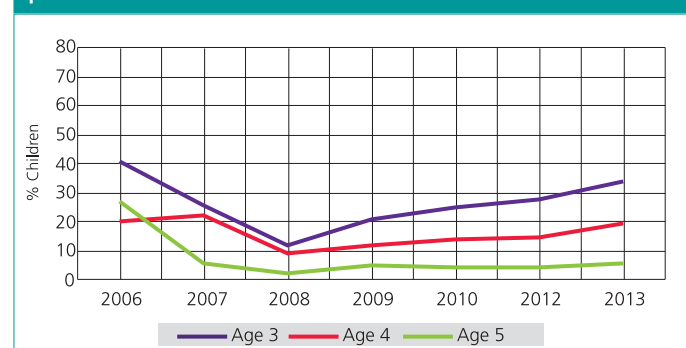
Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2013

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	46.0	20.5				33.6	100
Age 4	41.2	39.2				19.6	100
Age 5	6.8	3.2	43.0	40.0	1.7	5.4	100
Age 6	1.6	1.4	48.0	46.3	1.1	1.7	100

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

**Chart 3: Trends over time
 % Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2013***



* Data for 2011 is not comparable to other years and therefore not included here.

Data has not been presented where sample size was insufficient.

Reading

Table 4: % Children by class and READING level
 All schools 2013

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	35.9	32.3	14.8	10.4	6.5	100
II	20.6	28.1	16.9	17.2	17.3	100
III	9.9	23.6	13.8	23.7	29.1	100
IV	5.3	16.6	13.1	17.3	47.7	100
V	3.9	11.5	9.5	13.9	61.2	100
VI	1.2	4.8	8.0	15.6	70.4	100
VII	1.0	5.1	3.7	14.2	76.0	100
VIII	0.8	4.0	3.1	9.4	82.6	100
Total	10.5	16.5	10.8	15.4	46.9	100

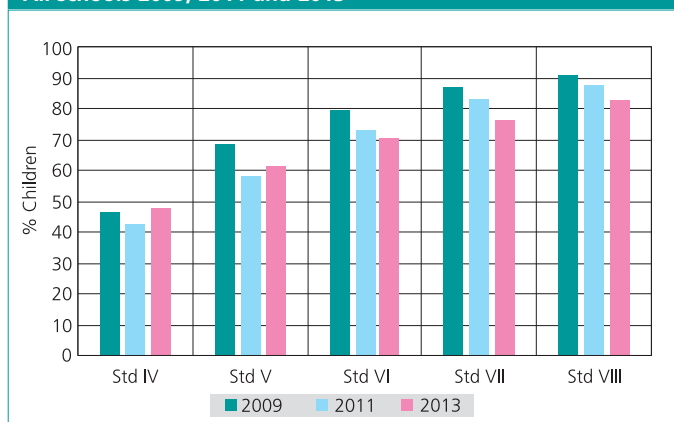
How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 9.9% children cannot even read letters, 23.6% can read letters but not more, 13.8% can read words but not Std I level text or higher, 23.7% can read Std I level text but not Std II level text, and 29.1% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Table 5: Trends over time
 % Children in Std III and V at different READING levels by school type 2009-2013

Year	% Children in Std III who can read at least Std I level text			% Children in Std V who can read Std II level text		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	53.7	70.4	58.1	65.5	80.2	68.4
2010	42.2	66.9	50.1	63.7	72.5	65.8
2011	40.1	64.2	47.7	54.2	68.4	58.3
2012	39.3	71.2	51.9	52.2	70.1	58.1
2013	42.1	67.8	52.9	54.7	72.3	61.3

* This is the weighted average of govt. and pvt. schools only.

Chart 4: Trends over time
 % Children who can READ Std II level text by class
 All schools 2009, 2011 and 2013



Reading Tool

कहानी

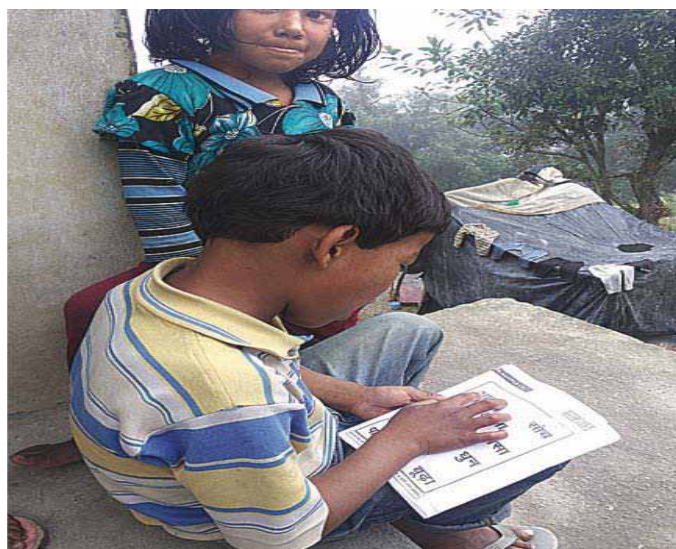
बहुत दिनों से बारिश हो रही थी। गाँव में सभी जगह गंदा पानी भर गया था। सभी बारिश के रुकने की राह देख रहे थे। अचानक एक दिन बारिश रुक गयी। सूरज निकल आया। सब लोग खुश हो गये। आसमान में चिड़ियों उड़ने लगीं। लोग अपने कपड़े सुखाने लगे। बच्चे भी घरों से बाहर निकलकर खेलने लगे।

अक्षर

राधा के पास एक तोता है। उसकी चोंच लाल है। वह बहुत बोलता है। सब को हँसाता है।

म	र	थ
ह	श	
ल	ब	न
क	घ	

गाना	सुन
मोती	
पेर	झोला
आवू	धूप
किला	
आग	मोर



To interpret the chart alongside (Chart 4), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a "floor" level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

We can see that the proportion of children who can read at least Std II level text increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Uttarakhand RURAL

Data has not been presented where sample size was insufficient.

Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2013

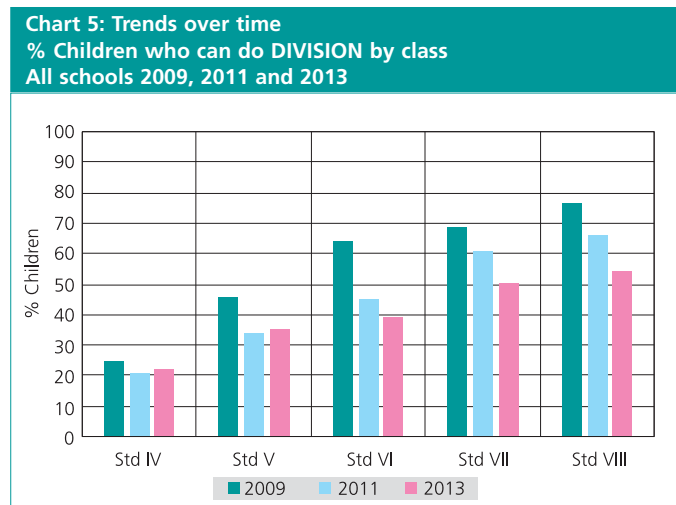
Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	30.6	33.9	29.5	5.3	0.7	100
II	16.4	34.6	29.0	16.2	3.9	100
III	6.8	32.6	30.3	22.3	8.0	100
IV	3.1	21.8	27.8	25.3	22.0	100
V	3.3	13.9	25.0	22.9	35.0	100
VI	0.9	6.2	24.5	29.0	39.4	100
VII	1.1	4.7	19.9	24.2	50.1	100
VIII	1.0	3.3	21.3	20.2	54.3	100
Total	8.4	19.9	26.2	20.4	25.1	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 6.8% children cannot even recognize numbers 1-9, 32.6% can recognize numbers up to 9 but not more, 30.3% can recognize numbers up to 99 but cannot do subtraction, 22.3% can do subtraction but cannot do division, and 8% can do division. For each class, the total of all these exclusive categories is 100%.

Table 7: Trends over time % Children in Std III and V who can do at least SUBTRACTION and DIVISION respectively by school type 2009-2013

Year	% Children in Std III who can do at least subtraction			% Children in Std V who can do division		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	37.7	59.4	43.4	42.3	60.5	46.0
2010	32.4	55.4	39.8	48.7	61.0	51.6
2011	23.7	47.9	31.2	31.0	41.9	34.2
2012	23.4	58.0	37.1	27.3	50.1	34.9
2013	16.8	49.9	30.7	23.9	53.6	35.1

* This is the weighted average of govt. and pvt. schools only.



Math Tool

अंक पहचान 1-9	संख्या पहचान 10-99	घटाना	भाग
3 7	65 38	51 - 35 67 - 48	7) 918
1 4	92 23	84 - 49 73 - 36	6) 769
8 9	47 72	56 - 37 31 - 13	8) 987
5 2	56 87	45 - 18 43 - 24	4) 513
29 11			

कैसे से सीखें कि 3 एक गणना करने में है। उसे से उसे 4 नहीं जोड़ें नहीं।
 कैसे से सीखें कि 5 घटाना गणना करने में है। उसे से उसे 4 नहीं जोड़ें नहीं।
 कैसे से सीखें कि 2 घटाना से घटाना करने में है। उसे से उसे 4 नहीं जोड़ें नहीं।
 कैसे से सीखें कि 1 घटाना से घटाना करने में है। उसे से उसे 4 नहीं जोड़ें नहीं।



To interpret the chart alongside (Chart 5), several things need to be kept in mind:

The highest level in the ASER arithmetic tool is the ability to do a numerical division problem (dividing a three digit number by a one digit number). In most states in India, children are expected to do such computations by Std III or Std IV. ASER does not assess children using grade-level tools.

We can see that the proportion of children who can do this level of division increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a substantial proportion of children are able to do division problems at this level. It is possible that some children are able to do operations at higher levels too, but ASER arithmetic tests do not assess higher than this level.

This chart allows us to compare proportions of children who can do division in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Type of school and paid additional tuition classes (tutoring)

The ASER survey recorded information about paid additional private tutoring by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that the child may have received.

Table 8: Trends over time
% Children attending PAID TUITION CLASSES by school type 2010-2013

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Govt. schools	6.1	5.6	7.0	6.9
Pvt. schools	24.5	30.1	31.3	34.2
All schools	12.2	14.6	16.8	18.9
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
Govt. schools	7.4	8.4	7.7	7.9
Pvt. schools	30.6	37.8	36.3	33.2
All schools	13.0	16.5	16.1	15.9

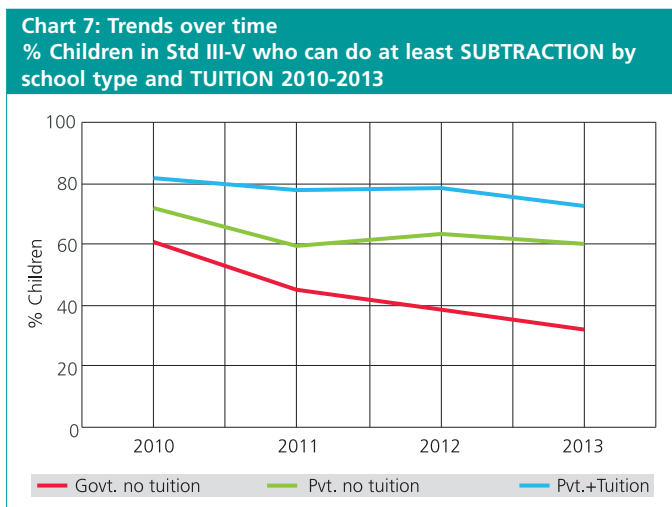
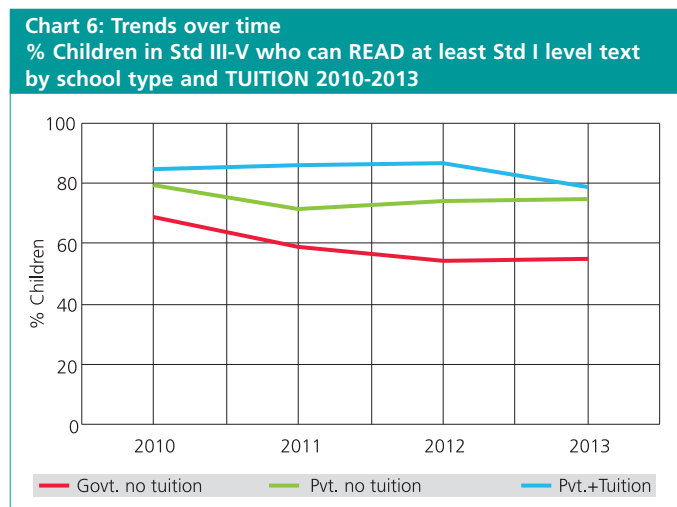


Table 9: Trends over time
% Children by school type and TUITION 2010-2013

	Category	2010	2011	2012	2013
Std I-V	Govt. no tuition	63.1	59.6	55.5	52.2
	Govt. + Tuition	4.1	3.5	4.1	3.9
	Pvt. no tuition	24.8	25.8	27.8	28.9
	Pvt. + Tuition	8.0	11.1	12.6	15.1
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	70.4	66.2	65.1	63.0
	Govt. + Tuition	5.7	6.1	5.4	5.4
	Pvt. no tuition	16.6	17.3	18.8	21.1
	Pvt. + Tuition	7.3	10.5	10.7	10.5
	Total	100	100	100	100

Table 10: TUITION EXPENDITURES by school type in rupees per month 2013

	Type of school	% Children in different tuition expenditure categories				Total
		Rs 100 or less	Rs 101-200	Rs 201-300	Rs 301 or more	
Std I-V	Pvt.	16.8	55.0	20.1	8.1	100
Std VI-VIII	Pvt.	5.5	37.5	35.9	21.2	100



ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 9 OUT OF 13 DISTRICTS
 Data has not been presented where sample size was insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 11: Number of schools visited 2010-2013

Type of school	2010	2011	2012	2013
Std I-IV/V: Primary	321	285	280	207
Std I-VII/VIII: Primary + Upper primary	16	12	7	4
Total schools visited	337	297	287	211

Table 12: Student and teacher attendance on the day of visit 2010-2013

Type of school	Std I-IV/V and Std I-VII/VIII			
	2010	2011	2012	2013
% Enrolled children present (Average)	89.7	82.6	81.9	79.4
% Teachers present (Average)	90.9	91.9	86.9	85.0

Table 13: Small schools and multigrade classes 2010-2013

School characteristics	Std I-IV/V and Std I-VII/VIII			
	2010	2011	2012	2013
% Schools with total enrollment of 60 or less	69.0	69.4	72.8	67.5
% Schools where Std II children observed sitting with one or more other classes	61.9	70.4	73.6	73.2
% Schools where Std IV children observed sitting with one or more other classes	57.0	64.0	71.4	71.1

RTE indicators

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies a series of norms and standards for a school. Data on selected measurable indicators of RTE are collected in ASER.

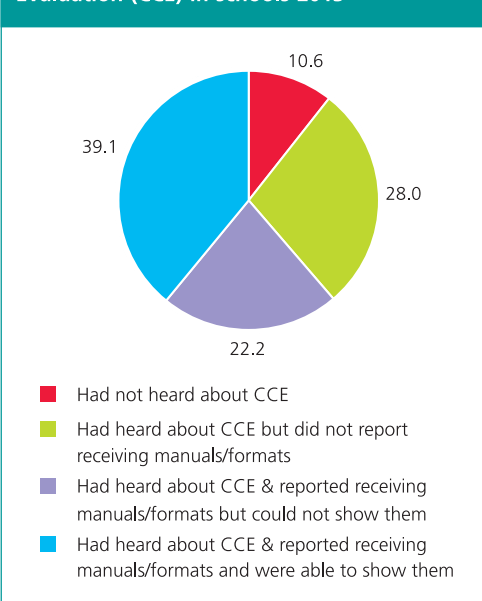
Table 14: Schools meeting selected RTE norms 2010-2013

% Schools meeting the following RTE norms:		2010	2011	2012	2013
PTR & CTR	Pupil-teacher ratio (PTR)	13.7	16.3	23.2	20.5
	Classroom-teacher ratio (CTR)	87.4	84.7	89.1	85.5
Building	Office/store/office cum store	87.7	83.0	84.9	87.0
	Playground	67.0	67.5	65.0	75.2
	Boundary wall/fencing	66.8	61.1	56.9	64.9
Drinking water	No facility for drinking water	22.1	19.3	21.7	15.3
	Facility but no drinking water available	9.7	12.5	7.3	12.0
	Drinking water available	68.3	68.2	71.0	72.7
	Total	100	100	100	100
Toilet	No toilet facility	5.8	4.9	2.9	4.8
	Facility but toilet not useable	40.9	35.4	32.7	26.2
	Toilet useable	53.4	59.7	64.4	69.1
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	47.7	14.1	16.0	16.3
	Separate provision but locked	11.5	13.2	12.3	12.5
	Separate provision, unlocked but not useable	16.9	19.4	18.9	10.3
	Separate provision, unlocked and useable	24.0	53.3	52.9	60.9
	Total	100	100	100	100
Library	No library	52.3	17.7	17.9	21.3
	Library but no books being used by children on day of visit	27.2	41.8	42.5	47.8
	Library books being used by children on day of visit	20.4	40.5	39.6	30.9
	Total	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	96.3	94.1	94.1	90.4
	Mid-day meal served in school on day of visit	95.0	93.1	94.1	90.2



In each visited school, we asked a teacher/HM a few questions about Continuous & Comprehensive Evaluation (CCE).

Chart 8: Continuous & Comprehensive Evaluation (CCE) in schools 2013



जंगल में ॥
 30 हाथी
 15 हाथी चले गए
 14 हाथी आ गए
 6 हाथी चले गए

शरारती-पूटा
मैली

$$\begin{array}{r} 30 \\ - 15 \\ \hline 15 \\ + 14 \\ \hline 29 \\ - 6 \\ \hline 23 \end{array}$$

$$\begin{array}{r} 6 \times 6 = 36 \\ 5 \times 9 = 45 \end{array}$$

1	11
2	12
3	13
4	14
5	15
6	16
7	17
8	18
9	19
10	20
20	30



ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 69 OUT OF 69 DISTRICTS
 Data has not been presented where sample size was insufficient.

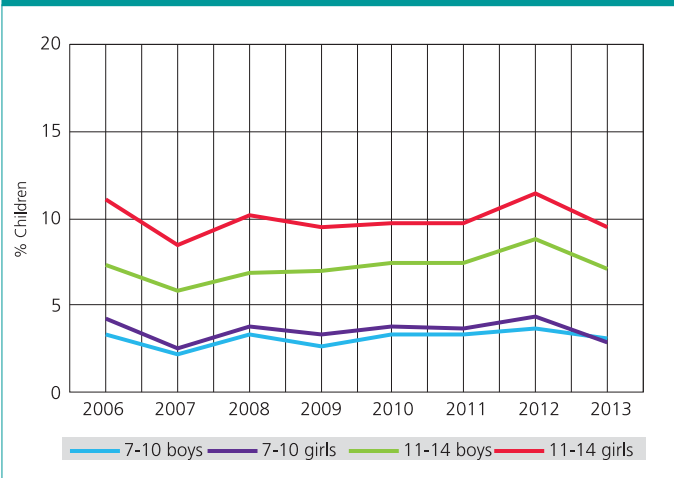
School enrollment and out of school children

Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	43.6	49.0	2.3	5.1	100
Age: 7-16 ALL	40.3	49.5	2.0	8.2	100
Age: 7-10 ALL	45.7	48.7	2.7	3.0	100
Age: 7-10 BOYS	41.2	53.4	2.4	3.1	100
Age: 7-10 GIRLS	50.8	43.3	3.1	2.8	100
Age: 11-14 ALL	38.9	51.3	1.7	8.2	100
Age: 11-14 BOYS	35.8	55.6	1.5	7.1	100
Age: 11-14 GIRLS	42.4	46.4	1.8	9.4	100
Age: 15-16 ALL	29.9	47.8	0.9	21.4	100
Age: 15-16 BOYS	30.1	49.3	0.6	20.1	100
Age: 15-16 GIRLS	29.6	46.4	1.2	22.8	100

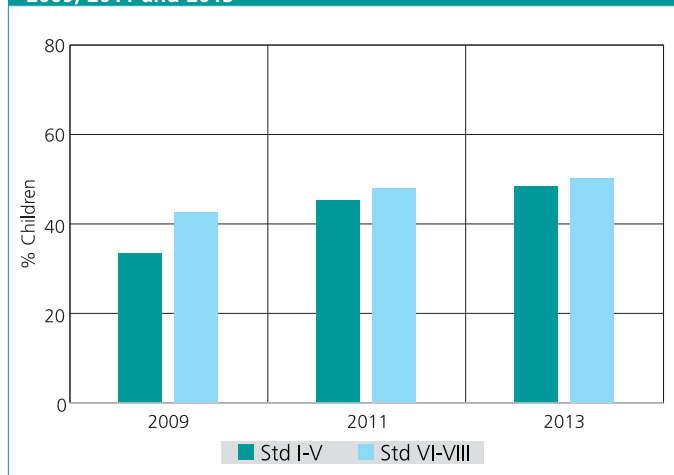
Note: 'Other' includes children going to madarsa and EGS.
 'Not in school' = dropped out + never enrolled.

**Chart 1: Trends over time
 % Children out of school by age group and gender 2006-2013**



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 11.1% in 2006, 9.7% in 2010, 11.5% in 2012 and is 9.4% in 2013.

**Chart 2: Trends over time
 % Children enrolled in private schools in Std I-V and Std VI-VIII
 2009, 2011 and 2013**



**Table 2: Sample description
 % Children in each class by age 2013**

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total	
I	23.2	32.2	21.9	12.9	9.8								100	
II	4.7	15.3	28.2	27.1	9.6	9.4	5.8						100	
III	4.9		13.3	32.3	18.3	18.3	5.0	5.1	2.7				100	
IV	5.9			16.1	22.6	31.2	9.4	9.8	4.9				100	
V	1.7		6.2	10.3	32.8	19.1	17.2	6.4	6.3				100	
VI	6.3			16.2			24.7	30.4	12.4	6.2	3.9		100	
VII	2.1			7.1			10.7	37.0	24.9	11.6	6.6		100	
VIII	7.6				18.9				32.0	24.9	12.2	4.4		100

How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 32.3% children are 8 years old but there are also 13.3% who are 7, 18.3% who are 9, 18.3% who are 10 and 12.8% who are older.

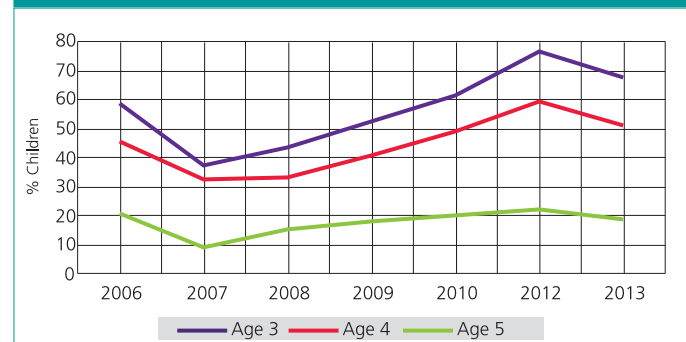
Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2013

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	22.8	9.6				67.6	100
Age 4	24.8	24.5				50.7	100
Age 5	10.0	23.4	27.1	18.9	2.2	18.5	100
Age 6	3.1	14.8	41.3	29.8	2.6	8.5	100

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

**Chart 3: Trends over time
 % Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2013***



* Data for 2011 is not comparable to other years and therefore not included here.

Data has not been presented where sample size was insufficient.

Reading

Table 4: % Children by class and READING level
 All schools 2013

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	52.4	31.1	8.6	4.0	3.9	100
II	30.1	35.8	14.0	9.0	11.1	100
III	17.2	30.5	16.8	14.1	21.4	100
IV	11.6	23.3	15.3	16.3	33.5	100
V	8.0	18.9	12.6	16.7	43.8	100
VI	4.7	13.3	9.7	16.2	56.1	100
VII	3.1	10.1	8.1	14.6	64.1	100
VIII	2.4	8.1	6.4	13.9	69.2	100
Total	19.5	23.2	11.7	12.4	33.2	100

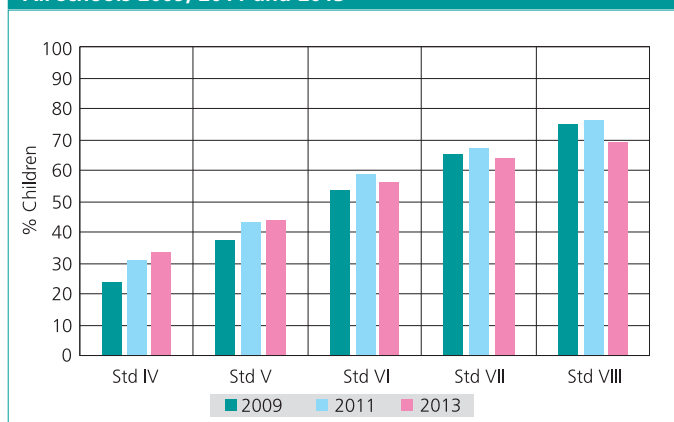
How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 17.2% children cannot even read letters, 30.5% can read letters but not more, 16.8% can read words but not Std I level text or higher, 14.1% can read Std I level text but not Std II level text, and 21.4% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Table 5: Trends over time
 % Children in Std III and V at different READING levels by school type 2009-2013

Year	% Children in Std III who can read at least Std I level text			% Children in Std V who can read Std II level text		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	23.3	48.7	31.4	30.3	53.0	37.6
2010	26.5	51.3	35.7	36.0	58.4	44.1
2011	18.3	51.5	33.4	29.9	60.3	43.3
2012	13.6	50.8	31.9	25.6	59.6	42.7
2013	15.9	56.3	35.6	24.5	63.8	43.6

* This is the weighted average of govt. and pvt. schools only.

Chart 4: Trends over time
 % Children who can READ Std II level text by class
 All schools 2009, 2011 and 2013



Reading Tool

बकरी
 सावन का महीना था। आसमान में बहुत से काले बादल छाये थे। ठंडी-ठंडी हवा चल रही थी। मैंने सोचा, आज झूला झूलते हैं। बड़े भैया एक मोटी सी रस्सी लेकर आये। हमने उसे पेड़ से लटका कर झूला बनाया। राब ने मिलकर खूब झूला झूला। बहुत सारे बच्चे आकर मजे से खेलने लगे। खेलते-खेलते रात हो गयी।

अनुभव
 सोनी के पास एक माला है। उसमें बहुत सारे मोती हैं। मोती पीले रंग के हैं। सोनी उसे पहनती है।

द	क	त	हीरा	कैसा
ब	ल	शेर	नानी	भालू
थ	ह	च	काम	पीला
म	ख		फूल	दिन
			मोर	



To interpret the chart alongside (Chart 4), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a "floor" level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

We can see that the proportion of children who can read at least Std II level text increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Uttar Pradesh RURAL

Data has not been presented where sample size was insufficient.

Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2013

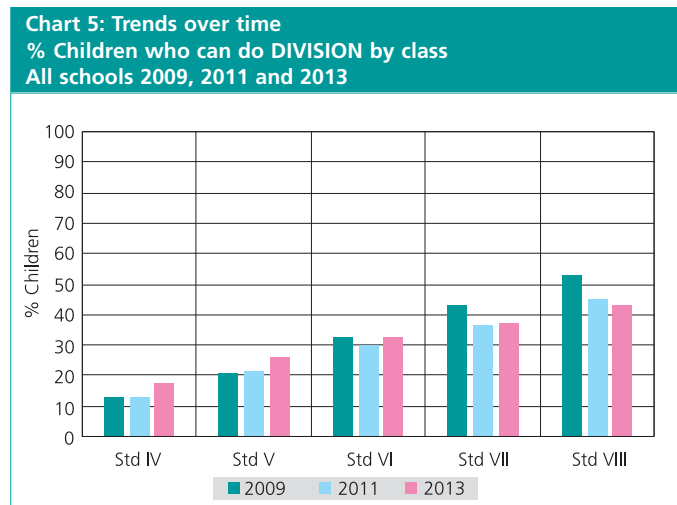
Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	46.8	34.9	14.1	3.2	1.0	100
II	23.2	41.3	22.7	9.5	3.3	100
III	11.4	37.4	25.8	15.9	9.5	100
IV	7.4	27.5	27.4	20.2	17.5	100
V	4.5	23.0	25.8	20.6	26.2	100
VI	2.9	15.9	25.6	22.8	33.0	100
VII	1.9	12.1	26.0	22.8	37.2	100
VIII	1.6	10.0	22.7	22.4	43.3	100
Total	15.4	27.4	23.2	15.8	18.3	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 11.4% children cannot even recognize numbers 1-9, 37.4% can recognize numbers up to 9 but not more, 25.8% can recognize numbers up to 99 but cannot do subtraction, 15.9% can do subtraction but cannot do division, and 9.5% can do division. For each class, the total of all these exclusive categories is 100%.

Table 7: Trends over time % Children in Std III and V who can do at least SUBTRACTION and DIVISION respectively by school type 2009-2013

Year	% Children in Std III who can do at least subtraction			% Children in Std V who can do division		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	13.7	35.3	20.5	16.0	32.3	21.2
2010	16.5	37.7	24.4	18.7	36.3	25.0
2011	10.5	35.9	22.0	12.1	33.4	21.5
2012	6.7	32.0	19.1	9.1	33.3	21.3
2013	10.1	41.8	25.5	11.2	42.3	26.3

* This is the weighted average of govt. and pvt. schools only.



Math Tool



To interpret the chart alongside (Chart 5), several things need to be kept in mind:

The highest level in the ASER arithmetic tool is the ability to do a numerical division problem (dividing a three digit number by a one digit number). In most states in India, children are expected to do such computations by Std III or Std IV. ASER does not assess children using grade-level tools.

We can see that the proportion of children who can do this level of division increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a substantial proportion of children are able to do division problems at this level. It is possible that some children are able to do operations at higher levels too, but ASER arithmetic tests do not assess higher than this level.

This chart allows us to compare proportions of children who can do division in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Type of school and paid additional tuition classes (tutoring)

The ASER survey recorded information about paid additional private tutoring by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that the child may have received.

Table 8: Trends over time
% Children attending PAID TUITION CLASSES by school type 2010-2013

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Govt. schools	5.1	4.9	5.5	6.7
Pvt. schools	13.7	13.5	15.3	19.7
All schools	8.4	8.9	10.4	13.3
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
Govt. schools	8.2	9.1	8.6	10.4
Pvt. schools	17.6	16.7	17.4	22.0
All schools	12.5	12.8	13.1	16.3

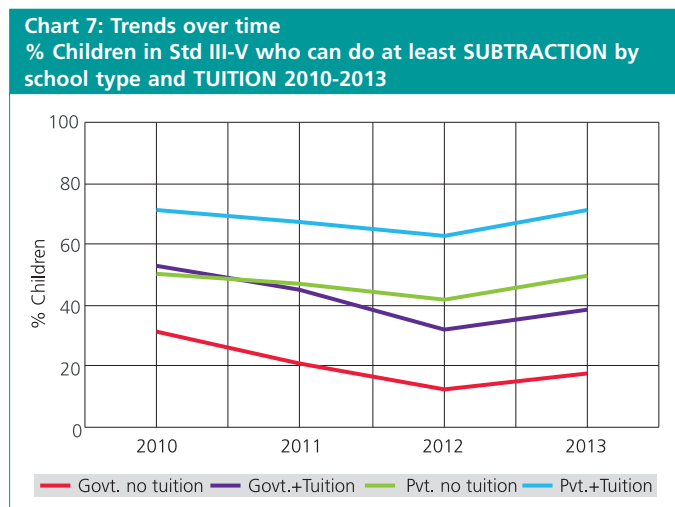
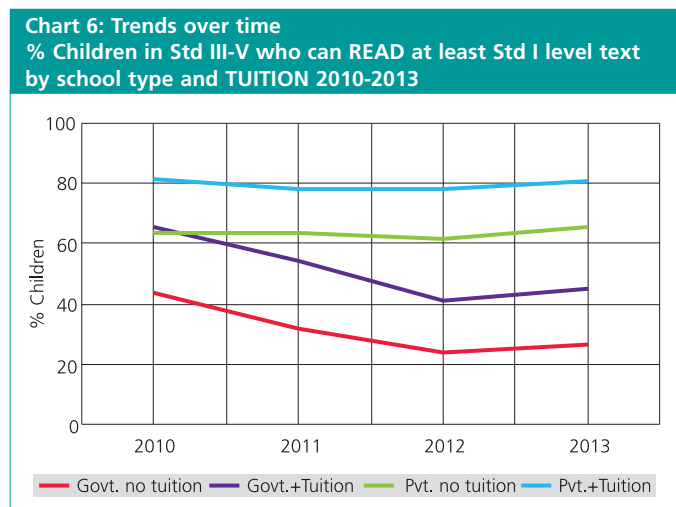


Table 9: Trends over time
% Children by school type and TUITION 2010-2013

	Category	2010	2011	2012	2013
Std I-V	Govt. no tuition	59.2	50.7	46.8	46.0
	Govt. + Tuition	3.2	2.6	2.7	3.3
	Pvt. no tuition	32.5	40.4	42.7	40.7
	Pvt. + Tuition	5.2	6.3	7.7	10.0
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	50.2	46.7	44.6	44.2
	Govt. + Tuition	4.5	4.7	4.2	5.1
	Pvt. no tuition	37.3	40.5	42.3	39.6
	Pvt. + Tuition	8.0	8.1	8.9	11.2
	Total	100	100	100	100

Table 10: TUITION EXPENDITURES by school type in rupees per month 2013

	Type of school	% Children in different tuition expenditure categories				Total
		Rs 100 or less	Rs 101-200	Rs 201-300	Rs 301 or more	
Std I-V	Govt.	67.3	26.7	4.0	2.1	100
Std I-V	Pvt.	39.0	42.1	11.5	7.3	100
Std VI-VIII	Govt.	50.2	40.4	6.2	3.1	100
Std VI-VIII	Pvt.	29.3	47.1	14.4	9.2	100



ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 69 OUT OF 69 DISTRICTS
 Data has not been presented where sample size was insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 11: Number of schools visited 2010-2013

Type of school	2010	2011	2012	2013
Std I-IV/V: Primary	1633	1601	1583	1534
Std I-VII/VIII: Primary + Upper primary	263	299	304	411
Total schools visited	1896	1900	1887	1945

Table 12: Student and teacher attendance on the day of visit 2010-2013

Type of school	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Enrolled children present (Average)	57.6	57.3	54.9	54.7	57.6	57.2	56.7	55.1
% Teachers present (Average)	81.0	82.1	80.0	81.1	79.8	83.8	83.0	82.0

Table 13: Small schools and multigrade classes 2010-2013

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2010	2011	2012	2013	2010	2011	2012	2013
% Schools with total enrollment of 60 or less	5.3	6.3	7.6	7.4	0.4	2.3	2.0	2.0
% Schools where Std II children observed sitting with one or more other classes	51.4	53.8	64.0	65.6	48.4	55.9	60.3	60.5
% Schools where Std IV children observed sitting with one or more other classes	46.5	51.8	62.2	62.7	42.0	49.7	54.0	54.2

RTE indicators

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies a series of norms and standards for a school. Data on selected measurable indicators of RTE are collected in ASER.

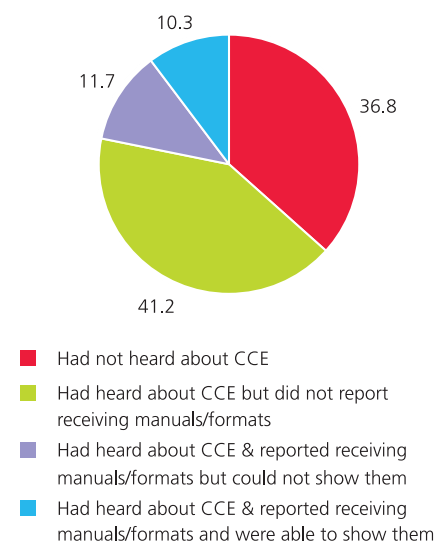
Table 14: Schools meeting selected RTE norms 2010-2013

% Schools meeting the following RTE norms:		2010	2011	2012	2013
PTR & CTR	Pupil-teacher ratio (PTR)	16.1	16.5	15.6	21.3
	Classroom-teacher ratio (CTR)	81.6	80.3	78.4	75.1
Building	Office/store/office cum store	88.6	88.1	88.4	87.4
	Playground	60.8	71.1	66.9	71.2
	Boundary wall/fencing	44.4	57.9	58.5	62.9
Drinking water	No facility for drinking water	6.9	5.4	3.9	4.1
	Facility but no drinking water available	10.9	10.2	14.8	15.1
	Drinking water available	82.2	84.4	81.3	80.9
	Total	100	100	100	100
Toilet	No toilet facility	6.7	7.4	5.5	5.3
	Facility but toilet not useable	45.9	38.8	42.0	45.6
	Toilet useable	47.4	53.9	52.5	49.1
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	24.9	16.6	16.7	11.9
	Separate provision but locked	25.3	19.1	20.2	20.1
	Separate provision, unlocked but not useable	15.9	16.9	19.4	23.7
	Separate provision, unlocked and useable	33.9	47.4	43.7	44.3
	Total	100	100	100	100
Library	No library	51.4	22.9	17.8	23.5
	Library but no books being used by children on day of visit	25.8	39.9	41.3	43.8
	Library books being used by children on day of visit	22.9	37.2	41.0	32.7
	Total	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	89.3	94.7	94.2	95.6
	Mid-day meal served in school on day of visit	71.3	95.0	85.6	92.1



In each visited school, we asked a teacher/HM a few questions about Continuous & Comprehensive Evaluation (CCE).

Chart 8: Continuous & Comprehensive Evaluation (CCE) in schools 2013





West Bengal RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 17 OUT OF 17 DISTRICTS
 Data has not been presented where sample size was insufficient.

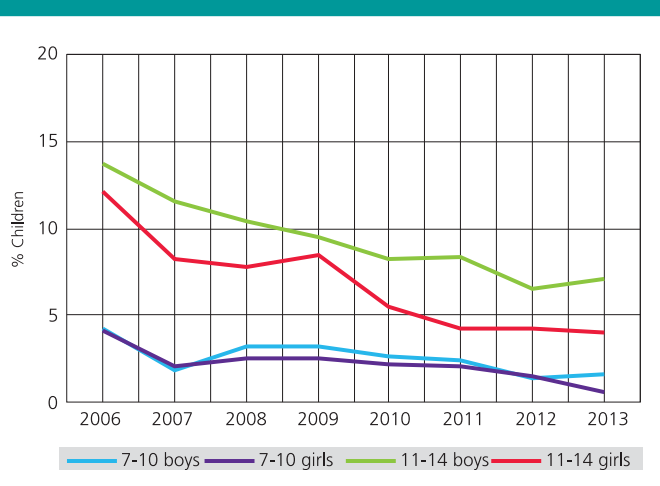
School enrollment and out of school children

Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	88.2	7.0	1.7	3.1	100
Age: 7-16 ALL	87.1	5.1	1.7	6.1	100
Age: 7-10 ALL	87.6	9.9	1.5	1.1	100
Age: 7-10 BOYS	85.5	11.4	1.5	1.6	100
Age: 7-10 GIRLS	89.6	8.3	1.6	0.5	100
Age: 11-14 ALL	90.2	2.5	1.9	5.5	100
Age: 11-14 BOYS	88.3	3.0	1.7	7.1	100
Age: 11-14 GIRLS	91.9	2.0	2.2	4.0	100
Age: 15-16 ALL	79.5	1.1	1.4	18.0	100
Age: 15-16 BOYS	74.1	1.2	1.2	23.6	100
Age: 15-16 GIRLS	84.6	1.0	1.6	12.8	100

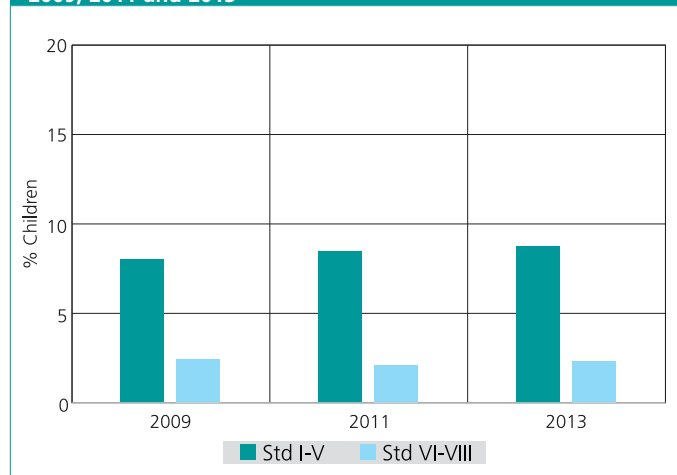
Note: 'Other' includes children going to madarsa and EGS.
 'Not in school' = dropped out + never enrolled.

**Chart 1: Trends over time
 % Children out of school by age group and gender 2006-2013**



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 12.1% in 2006, 5.5% in 2010, 4.2% in 2012 and is 4% in 2013.

**Chart 2: Trends over time
 % Children enrolled in private schools in Std I-V and Std VI-VIII
 2009, 2011 and 2013**



**Table 2: Sample description
 % Children in each class by age 2013**

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total	
I	24.9	40.6	22.3	6.8	5.4								100	
II	3.5	12.2	42.7	28.3	7.3	6.0							100	
III	2.5		14.8	41.3	21.3	13.1	7.0					100		
IV	2.4			14.1	34.1	32.8	9.2	7.4				100		
V	2.5				8.0	42.4	26.2	14.5	6.3				100	
VI	1.5					13.1	29.9	34.4	14.3	6.8			100	
VII	1.8						9.1	31.4	35.0	14.0	5.5	3.3	100	
VIII	2.2								11.9	37.6	29.9	14.3	4.1	100

How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 41.3% children are 8 years old but there are also 14.8% who are 7, 21.3% who are 9, 13.1% who are 10 and 7% who are older.

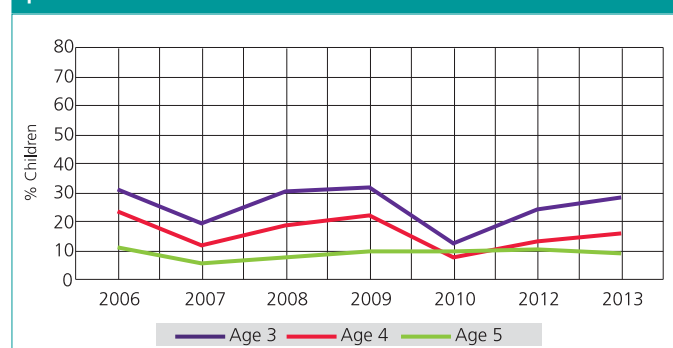
Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2013

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	68.3	3.4				28.3	100
Age 4	72.0	12.2				15.8	100
Age 5	31.5	8.9	38.3	11.1	1.1	9.1	100
Age 6	11.5	7.7	62.6	14.3	0.7	3.3	100

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

**Chart 3: Trends over time
 % Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2013***



* Data for 2011 is not comparable to other years and therefore not included here.

Data has not been presented where sample size was insufficient.

Reading

Table 4: % Children by class and READING level
 All schools 2013

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	35.9	33.3	17.3	8.4	5.2	100
II	17.2	30.9	19.6	14.1	18.2	100
III	12.0	18.8	22.2	19.0	28.0	100
IV	8.1	15.7	16.2	19.0	41.0	100
V	3.6	11.3	15.9	18.2	51.0	100
VI	1.9	7.8	10.7	22.9	56.7	100
VII	1.3	4.5	10.1	16.5	67.6	100
VIII	0.6	4.0	5.9	13.3	76.3	100
Total	10.3	16.1	14.9	16.5	42.2	100

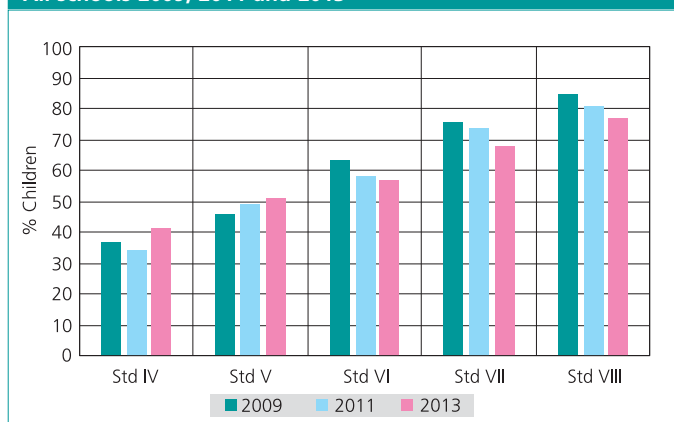
How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 12% children cannot even read letters, 18.8% can read letters but not more, 22.2% can read words but not Std I level text or higher, 19% can read Std I level text but not Std II level text, and 28% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Table 5: Trends over time
 % Children in Std III and V at different READING levels by school type 2009-2013

Year	% Children in Std III who can read at least Std I level text		% Children in Std V who can read Std II level text	
	Govt.	Govt. & Pvt.*	Govt.	Govt. & Pvt.*
2009	49.3	51.3	45.9	46.1
2010	51.7	52.5	54.2	54.2
2011	46.6	48.3	48.8	49.0
2012	43.3	45.6	48.7	48.9
2013	43.5	47.2	51.3	51.3

* This is the weighted average of govt. and pvt. schools only.

Chart 4: Trends over time
 % Children who can READ Std II level text by class
 All schools 2009, 2011 and 2013



Reading Tool

কাহিনী

মনু দাদুর বাগানে অনেক গাছ। দাদু নিজে গাছ লাগান। ফুলে ফলে ভরা দাদুর বাগান। একদিন দাদু ভোরে বাগানে কাজ করেছিলেন। পাড়ার ছেলেমেয়েরা এসে জড়াই হল। সবার ইচ্ছা দাদুর সাথে বাগানে কাজ করবে। দাদু রাজি হলেন। একজন কোদাল দিয়ে মাটি কাটল। কয়েকজন গাছের চারা লাগাল। দুইজন একছুটে জল নিয়ে এল। অনেক দৌড় খাঁপ করে কাজ শেষ হল। সবার মুখে হাসি। দাদুও ভাবি খুশি।

কাহিনীটি পঠিত করে পড়তে হবে।

অনুচ্ছেদ

পুকুরে শালুক ফুল ফুটে আছে। ফুলের নিচে বড় ডাটাও আছে। লোকেরা ফুল তুলে নিয়ে যায়। শালুক ডাটাও ভেজে খায়।

দুটির মধ্যে একটি সঠিকভাবে পড়তে হবে।

ই	য	গ	মেঘ	চিনি
ভ	ড	দ	চোখ	সাপ
দ	ন	ব	কুল	দৌড়
শ	জ		লেবু	মালী
			থোকা	পাতা

অনুচ্ছেদটি পঠিত করে পড়তে হবে।



To interpret the chart alongside (Chart 4), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a "floor" level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

We can see that the proportion of children who can read at least Std II level text increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

West Bengal RURAL

Data has not been presented where sample size was insufficient.

Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2013

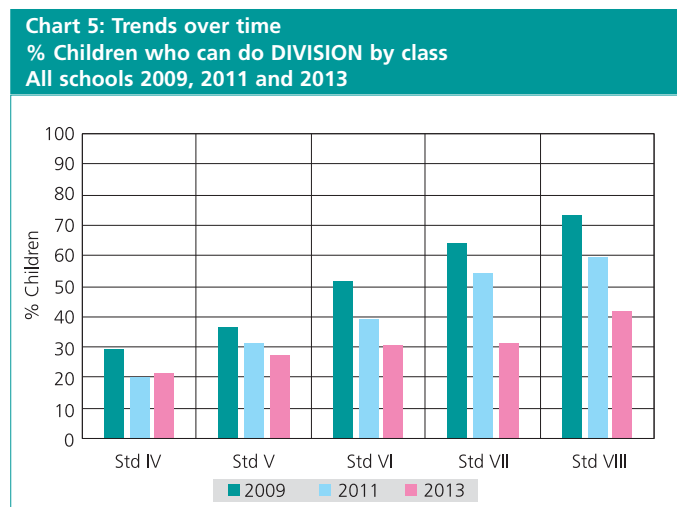
Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	30.6	41.7	19.9	6.2	1.7	100
II	12.0	37.5	26.9	17.7	5.9	100
III	6.6	30.6	32.4	18.0	12.5	100
IV	4.3	20.7	29.7	23.6	21.7	100
V	2.2	13.3	30.6	26.4	27.5	100
VI	1.3	9.6	36.9	21.6	30.6	100
VII	1.3	6.0	40.4	21.6	30.6	100
VIII	0.6	4.7	32.8	20.7	41.2	100
Total	7.6	20.9	31.1	19.4	21.1	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 6.6% children cannot even recognize numbers 1-9, 30.6% can recognize numbers up to 9 but not more, 32.4% can recognize numbers up to 99 but cannot do subtraction, 18% can do subtraction but cannot do division, and 12.5% can do division. For each class, the total of all these exclusive categories is 100%.

Table 7: Trends over time % Children in Std III and V who can do at least SUBTRACTION and DIVISION respectively by school type 2009-2013

Year	% Children in Std III who can do at least subtraction		% Children in Std V who can do division	
	Govt.	Govt. & Pvt.*	Govt.	Govt. & Pvt.*
2009	42.2	44.1	36.5	36.7
2010	45.1	46.3	38.1	38.2
2011	38.4	41.1	31.8	31.7
2012	25.1	28.2	28.7	29.2
2013	27.1	30.5	27.1	27.7

* This is the weighted average of govt. and pvt. schools only.



Math Tool

সংখ্যা পরিচয় (১-৯)	সংখ্যা পরিচয় (১০-৯৯)	বিয়োগ	ভাগ
২ ৭	৭৬ ৫৮	৭৪ ৬৩ -৫৬ -৩৪	৮)৯৯৩(
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৪ ১	৪৬ ৮৪	৩৬ ৬৮ -১৮ -৪৯	৪)৬৫৮(
২৫ ৬৮			

পাঁচটি শিক্ষার্থী কমন, প্রতি সঠিক বলতে হবে।
 পাঁচটি শিক্ষার্থী কমন, প্রতি সঠিক বলতে হবে।
 যে কোন দুটি শিক্ষার্থী কমন, দুটিই সঠিক হতে হবে।
 যে কোন একটি শিক্ষার্থী কমন, একটিই সঠিক হতে হবে।



To interpret the chart alongside (Chart 5), several things need to be kept in mind:

The highest level in the ASER arithmetic tool is the ability to do a numerical division problem (dividing a three digit number by a one digit number). In most states in India, children are expected to do such computations by Std III or Std IV. ASER does not assess children using grade-level tools.

We can see that the proportion of children who can do this level of division increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a substantial proportion of children are able to do division problems at this level. It is possible that some children are able to do operations at higher levels too, but ASER arithmetic tests do not assess higher than this level.

This chart allows us to compare proportions of children who can do division in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Type of school and paid additional tuition classes (tutoring)

The ASER survey recorded information about paid additional private tutoring by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that the child may have received.

Table 8: Trends over time
% Children attending PAID TUITION CLASSES by school type 2010-2013

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Govt. schools	66.0	68.3	66.6	67.1
Pvt. schools	65.6	64.7	69.6	72.3
All schools	65.9	68.0	66.9	67.6
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
Govt. schools	79.6	80.6	81.3	80.6
All schools	79.5	80.1	80.9	80.4

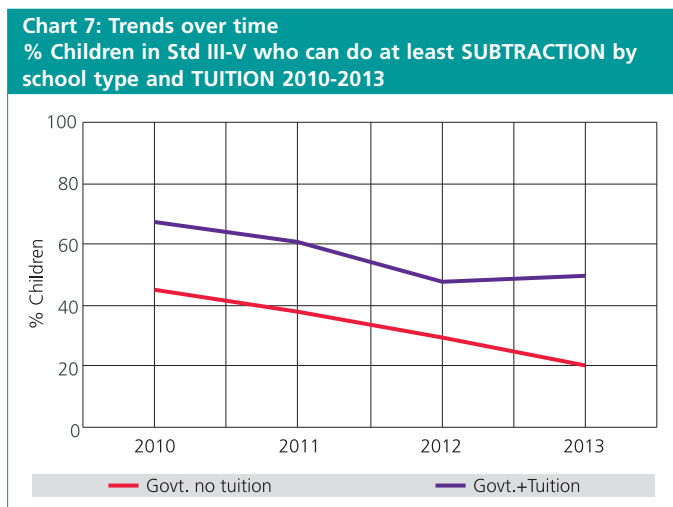
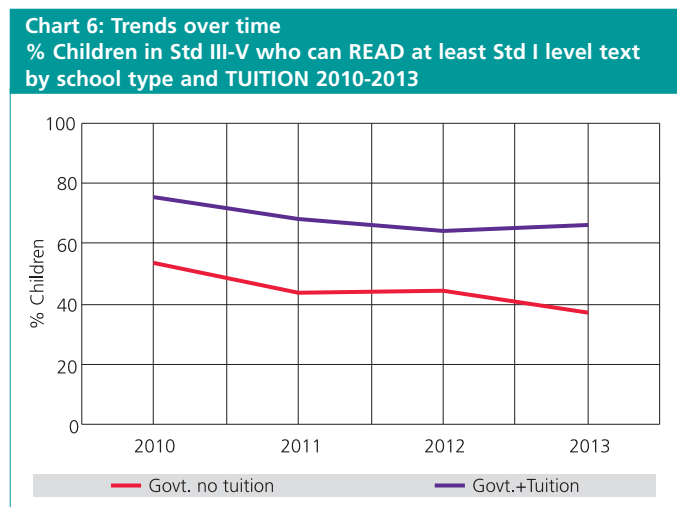


Table 9: Trends over time
% Children by school type and TUITION 2010-2013

	Category	2010	2011	2012	2013
Std I-V	Govt. no tuition	31.7	29.0	30.2	29.9
	Govt. + Tuition	61.4	62.4	60.4	61.2
	Pvt. no tuition	2.4	3.1	2.9	2.5
	Pvt. + Tuition	4.6	5.6	6.5	6.4
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	20.1	19.1	18.3	18.9
	Govt. + Tuition	78.5	78.9	79.6	78.6
	Pvt. no tuition	0.4	0.9	0.7	0.6
	Pvt. + Tuition	1.0	1.2	1.4	1.8
	Total	100	100	100	100

Table 10: TUITION EXPENDITURES by school type in rupees per month 2013

	Type of school	% Children in different tuition expenditure categories				Total
		Rs 100 or less	Rs 101-200	Rs 201-300	Rs 301 or more	
Std I-V	Govt.	61.9	28.4	5.3	4.5	100
Std I-V	Pvt.	24.3	33.4	18.0	24.3	100
Std VI-VIII	Govt.	32.6	42.6	12.0	12.8	100



ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 17 OUT OF 17 DISTRICTS
 Data has not been presented where sample size was insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 11: Number of schools visited 2010-2013

Type of school	2010	2011	2012	2013
Std I-IV/V: Primary	406	400	405	454
Std I-VII/VIII: Primary + Upper primary	2	1	3	7
Total schools visited	408	401	408	461

Table 12: Student and teacher attendance on the day of visit 2010-2013

Type of school	Std I-IV/V and Std I-VII/VIII			
	2010	2011	2012	2013
% Enrolled children present (Average)	68.5	60.7	59.8	58.7
% Teachers present (Average)	85.6	86.2	83.8	84.3

Table 13: Small schools and multigrade classes 2010-2013

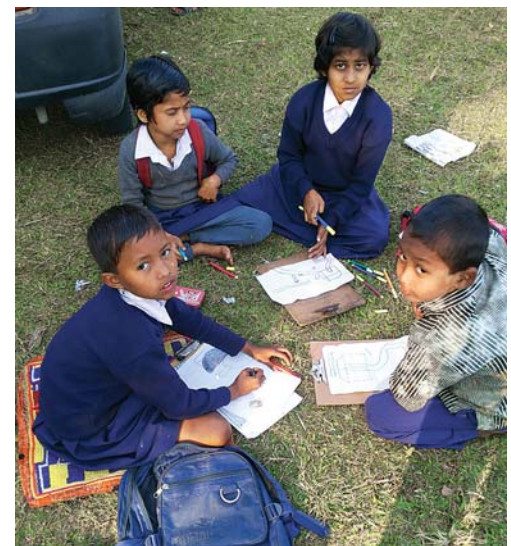
School characteristics	Std I-IV/V and Std I-VII/VIII			
	2010	2011	2012	2013
% Schools with total enrollment of 60 or less	10.1	13.1	15.7	19.5
% Schools where Std II children observed sitting with one or more other classes	42.4	38.6	38.9	45.5
% Schools where Std IV children observed sitting with one or more other classes	33.6	30.8	30.7	37.5

RTE indicators

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies a series of norms and standards for a school. Data on selected measurable indicators of RTE are collected in ASER.

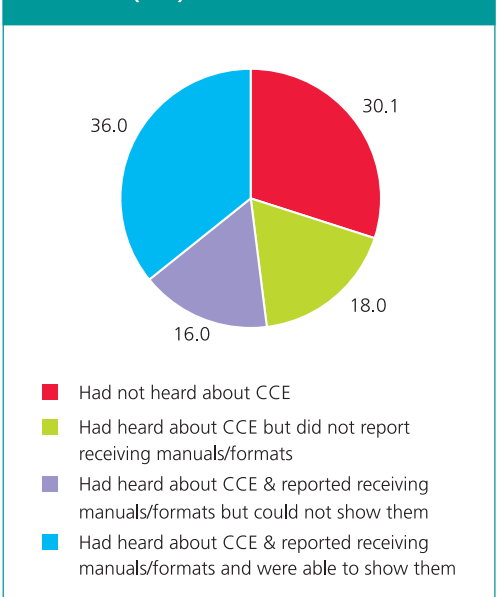
Table 14: Schools meeting selected RTE norms 2010-2013

% Schools meeting the following RTE norms:		2010	2011	2012	2013
PTR & CTR	Pupil-teacher ratio (PTR)	26.2	34.4	33.2	41.4
	Classroom-teacher ratio (CTR)	64.8	64.5	67.4	67.2
Building	Office/store/office cum store	79.0	80.9	78.3	82.6
	Playground	42.1	50.5	54.3	51.4
	Boundary wall/fencing	34.5	42.2	44.0	46.1
Drinking water	No facility for drinking water	19.3	21.1	16.9	16.9
	Facility but no drinking water available	13.5	15.5	11.2	10.3
	Drinking water available	67.2	63.4	71.9	72.9
	Total	100	100	100	100
Toilet	No toilet facility	7.6	8.6	6.9	3.7
	Facility but toilet not useable	40.3	42.0	34.3	28.3
	Toilet useable	52.1	49.5	58.8	68.0
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	44.5	26.1	33.5	21.9
	Separate provision but locked	14.5	19.2	13.6	17.2
	Separate provision, unlocked but not useable	17.4	13.4	8.9	7.3
	Separate provision, unlocked and useable	23.7	41.2	44.0	53.7
	Total	100	100	100	100
Library	No library	50.5	39.2	35.3	33.8
	Library but no books being used by children on day of visit	17.8	18.8	24.0	24.7
	Library books being used by children on day of visit	31.8	42.0	40.7	41.5
	Total	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	86.3	86.8	90.2	91.4
	Mid-day meal served in school on day of visit	63.4	54.3	59.7	63.0



In each visited school, we asked a teacher/HM a few questions about Continuous & Comprehensive Evaluation (CCE).

Chart 8: Continuous & Comprehensive Evaluation (CCE) in schools 2013





Puducherry RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 2 OUT OF 2 DISTRICTS
 Data has not been presented where sample size was insufficient.

School enrollment and out of school children

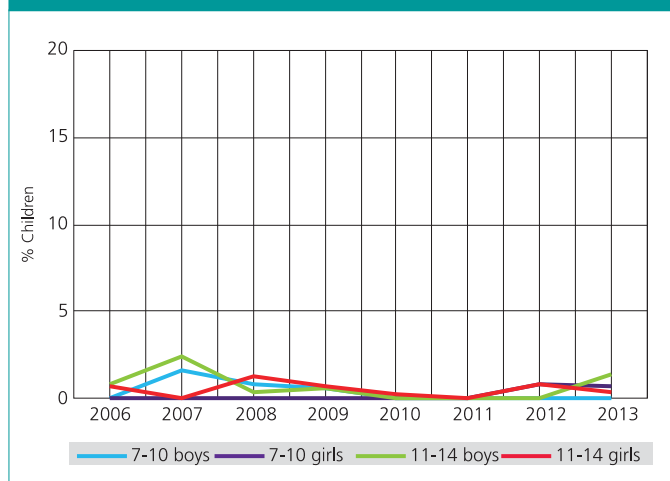
Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	44.7	54.3	0.4	0.6	100
Age: 7-16 ALL	47.6	50.4	0.8	1.2	100
Age: 7-10 ALL	38.7	60.3	0.6	0.4	100
Age: 7-10 BOYS	33.5	65.5	0.9	0.0	100
Age: 7-10 GIRLS	42.8	56.2	0.3	0.7	100
Age: 11-14 ALL	51.6	47.3	0.3	0.8	100
Age: 11-14 BOYS	42.6	55.4	0.6	1.4	100
Age: 11-14 GIRLS	60.6	39.0	0.0	0.3	100
Age: 15-16 ALL	57.7	36.4	2.3	3.7	100
Age: 15-16 BOYS	48.0	43.1	3.9	5.1	100
Age: 15-16 GIRLS	70.8	27.4	0.0	1.8	100

Note: 'Other' includes children going to madarsa and EGS.
 'Not in school' = dropped out + never enrolled.



Chart 1: Trends over time
 % Children out of school by age group and gender 2006-2013



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 0.6% in 2006, 0.2% in 2010, 0.8% in 2012 and is 0.3% in 2013.

Table 2: Sample description
 % Children in each class by age 2013

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	46.7	43.4	8.5					1.5					100
II	0.6	23.4	64.1	10.1				1.9					100
III		0.8	22.9	64.0	12.4			0.0					100
IV		0.7		35.4	50.5	12.8			0.7				100
V			2.5		5.5	70.4	19.2			2.5			100
VI				2.6		16.0	56.9	20.7			3.9		100
VII					2.2		13.0	61.0	19.5			4.3	100
VIII						0.0			15.6	71.8	11.9	0.7	100

How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 64% children are 8 years old but there are also 22.9% who are 7, 12.4% who are 9 and none who are older.

Type of school and paid additional tuition classes (tutoring)

The ASER survey recorded information about paid additional private tutoring by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that the child may have received.

Table 3: Trends over time
 % Children attending PAID TUITION CLASSES by school type 2010-2013

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Pvt. schools	41.4	41.8	52.0	41.5
All schools	33.8	37.2	34.0	33.9
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
All schools	33.9	40.1	33.5	41.1

Table 4: Trends over time
 % Children by school type and TUITION 2010-2013

	School	2010	2011	2012	2013
Std I-V	Govt. no tuition	39.6	29.5	43.9	29.5
	Govt. + Tuition	15.0	13.2	10.0	7.8
	Pvt. no tuition	26.6	33.3	22.1	36.7
	Pvt. + Tuition	18.8	24.0	24.0	26.1
	Total		100	100	100

Data has not been presented where sample size was insufficient.

Reading and Arithmetic

Table 5: % Children by class and READING level
 All schools 2013

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	36.8	52.0	8.2	3.1	0.0	100
II	22.3	31.1	36.2	6.5	4.0	100
III	13.2	23.3	38.0	15.6	9.8	100
IV	3.0	8.6	22.5	42.7	23.2	100
V	7.0	14.0	17.3	29.8	31.9	100
VI	2.6	10.8	13.7	30.1	42.8	100
VII	0.8	1.8	11.2	35.2	50.9	100
VIII	0.7	5.6	6.3	30.2	57.2	100
Total	11.3	19.1	19.4	23.5	26.7	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 13.2% children cannot even read letters, 23.3% can read letters but not more, 38% can read words but not Std I text or higher, 15.6% can read Std I text but not Std II text, and 9.8% can read Std II text. For each class, the total of all these exclusive categories is 100%.

Chart 2: Trends over time
 % Children who can READ Std II level text by class
 All schools 2009, 2011 and 2013

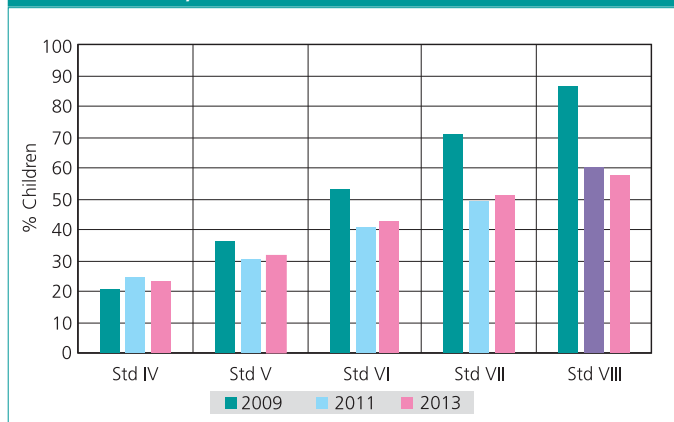


Chart 3: Trends over time
 % Children who can do DIVISION by class
 All schools 2009, 2011 and 2013

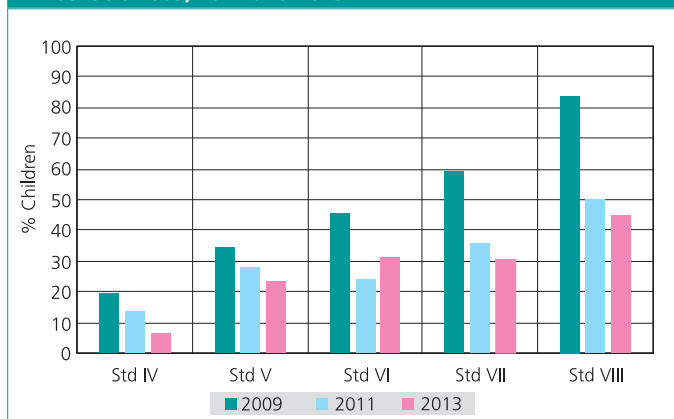


Table 6: % Children by class and ARITHMETIC level
 All schools 2013

Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	22.0	38.8	37.7	1.6	0.0	100
II	6.0	22.7	68.6	2.7	0.0	100
III	7.7	9.5	63.4	19.4	0.0	100
IV	1.6	7.7	39.0	45.2	6.5	100
V	4.0	11.8	33.8	26.8	23.6	100
VI	1.4	9.2	27.1	32.2	30.1	100
VII	0.0	3.7	29.0	36.8	30.6	100
VIII	0.7	3.4	23.4	27.8	44.7	100
Total	5.6	14.0	40.7	23.3	16.5	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 7.7% children cannot even recognize numbers 1-9, 9.5% can recognize numbers up to 9 but not more, 63.4% can recognize numbers up to 99 but cannot do subtraction, 19.4% can do subtraction but cannot do division, and 0% can do division. For each class, the total of all these exclusive categories is 100%.

To interpret the chart alongside (Chart 2), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a "floor" level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

We can see that the proportion of children who can read at least Std II level text increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

To interpret the chart alongside (Chart 3), several things need to be kept in mind:

The highest level in the ASER arithmetic tool is the ability to do a numerical division problem (dividing a three digit number by a one digit number). In most states in India, children are expected to do such computations by Std III or Std IV. ASER does not assess children using grade-level tools.

We can see that the proportion of children who can do this level of division increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a substantial proportion of children are able to do division problems at this level. It is possible that some children are able to do operations at higher levels too, but ASER arithmetic tests do not assess higher than this level.

This chart allows us to compare proportions of children who can do division in different standards across years. For example, see Std V in 2009, 2011 and 2013.

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 4 OUT OF 4 DISTRICTS
 Data for 2006 is not available. Data has not been presented where sample size was insufficient.

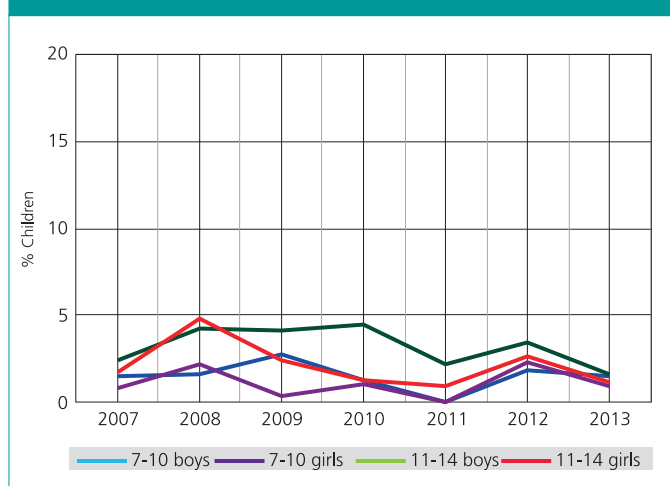
School enrollment and out of school children

Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	75.4	23.1	0.2	1.3	100
Age: 7-16 ALL	79.7	18.2	0.2	1.9	100
Age: 7-10 ALL	71.0	27.7	0.1	1.2	100
Age: 7-10 BOYS	67.9	30.4	0.2	1.4	100
Age: 7-10 GIRLS	74.1	25.0	0.0	0.9	100
Age: 11-14 ALL	83.2	15.2	0.3	1.4	100
Age: 11-14 BOYS	81.3	16.7	0.4	1.6	100
Age: 11-14 GIRLS	84.9	13.8	0.2	1.1	100
Age: 15-16 ALL	87.8	7.8	0.2	4.2	100
Age: 15-16 BOYS	87.3	6.8	0.4	5.5	100
Age: 15-16 GIRLS	88.1	8.7	0.0	3.3	100

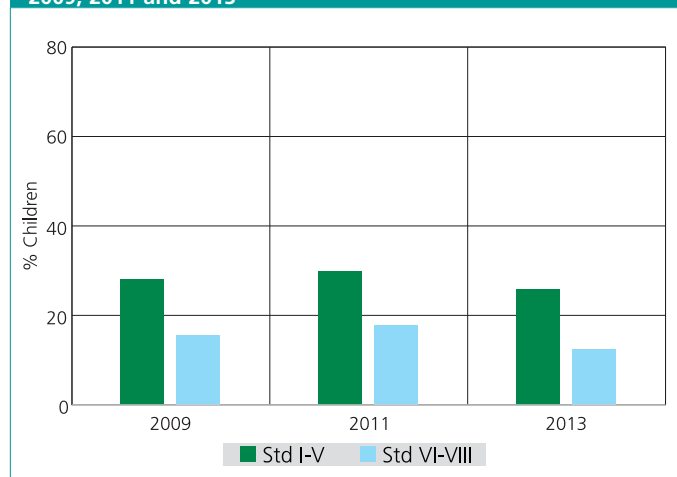
Note: 'Other' includes children going to madarsa and EGS.
 'Not in school' = dropped out + never enrolled.

**Chart 1: Trends over time
 % Children out of school by age group and gender 2006-2013**



How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 1.8% in 2007, 1.3% in 2010, 2.7% in 2012 and is 1.1% in 2013.

**Chart 2: Trends over time
 % Children enrolled in private schools in Std I-V and Std VI-VIII
 2009, 2011 and 2013**



**Table 2: Sample description
 % Children in each class by age 2013**

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total	
I	22.6	42.9	22.4	5.5	6.6								100	
II	4.1	24.6	37.1	20.9	7.9	5.5							100	
III	5.0		13.7	35.3	25.8	11.7	8.5						100	
IV	5.1			13.2	21.4	34.5	12.5	8.7	4.7				100	
V	4.5				7.0	25.6	29.4	19.9	8.6	5.0			100	
VI	2.8					9.0	12.3	30.6	26.4	14.2	4.7		100	
VII	2.6						5.7	17.7	30.1	23.6	13.4	7.0	100	
VIII	3.0								5.7	20.1	25.7	27.7	17.9	100

How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 35.3% children are 8 years old but there are also 13.7% who are 7, 25.8% who are 9, 11.7% who are 10 and 8.5% who are older.

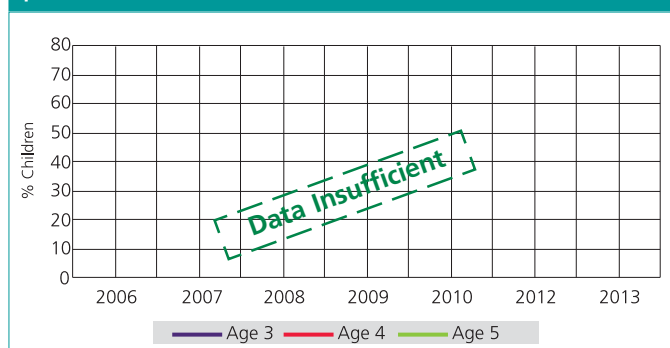
Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2013

	In balwadi or anganwadi	In LKG/ UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3							
Age 4							
Age 5							
Age 6							

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

**Chart 3: Trends over time
 % Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2013***



* Data for 2011 is not comparable to other years and therefore not included here.

Data has not been presented where sample size was insufficient.

Reading

Table 4: % Children by class and READING level
 All schools 2013

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	8.9	32.1	34.8	14.1	10.1	100
II	3.6	20.8	35.8	27.1	12.7	100
III	1.1	11.1	30.2	37.9	19.8	100
IV	0.0	3.7	20.7	42.3	33.3	100
V	0.3	1.3	8.4	42.0	48.0	100
VI	0.0	1.6	5.9	34.0	58.5	100
VII	0.0	0.8	2.0	14.8	82.4	100
VIII	0.0	0.0	0.6	9.8	89.6	100
Total	1.3	7.3	15.8	28.4	47.2	100

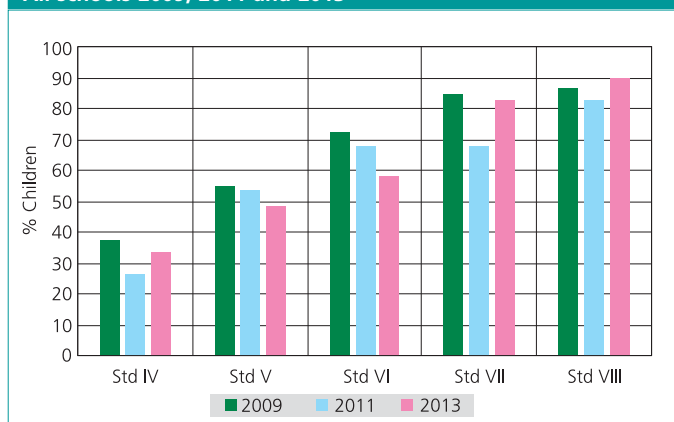
How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 1.1% children cannot even read letters, 11.1% can read letters but not more, 30.2% can read words but not Std I level text or higher, 37.9% can read Std I level text but not Std II level text, and 19.8% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Table 5: Trends over time
 % Children in Std III and V at different READING levels by school type 2009-2013

Year	% Children in Std III who can read at least Std I level text		% Children in Std V who can read Std II level text	
	Govt.	Govt. & Pvt.*	Govt.	Govt. & Pvt.*
2009	52.4	61.2	49.3	54.9
2010	62.1	65.2	45.8	49.3
2011	52.9	53.2	53.4	53.4
2012	48.8	55.7	56.9	61.6
2013	51.8	57.6	44.6	48.0

* This is the weighted average of govt. and pvt. schools only.

Chart 4: Trends over time
 % Children who can READ Std II level text by class
 All schools 2009, 2011 and 2013



Reading Tool

कथा	अनुच्छेद
<p>हाम्रो शहरमा सर्कस आएको थियो। दिदीले मलाई सर्कस देखाउनलाई लग्यो। त्यहाँ मैले धेरै घोडाँ, बाँदरहरू देखे। त्यहाँ एउटा बाघ र भालु पनि थियो। हाथी आफ्नो दुइवटा खुट्टामा उभिए। सुन्दरी सुन्दरी केटीहरूले खेल-तमाशा देखाए। मलाई सबै भन्दा बेसी जोकरलाई मन परयो। उसले सबै मानिसहरूलाई खुब हसाए। एउटा जोकर ता दुइफुट अग्लो मात्र थियो। सर्कस सकेर हामीहरूले मोमो खायौं।</p>	<p>हिज मेरो जन्मदिन थियो। यसबारे कसैलाई थाहै थिएन। मेरी आमाले मलाई नयाँ जुता किनीदिए। आज नयाँ जुतामा म स्कूल गएँ।</p>
<p>क</p> <p>ह ल क</p> <p>प ज</p> <p>न घ त</p> <p>र झ</p>	<p>ख</p> <p>घाम् जुन पानी</p> <p>खनी कान</p> <p>नाक जोड आँखा</p> <p>रत खाना</p>



To interpret the chart alongside (Chart 4), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a "floor" level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

We can see that the proportion of children who can read at least Std II level text increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Arithmetic

Table 6: % Children by class and ARITHMETIC level All schools 2013

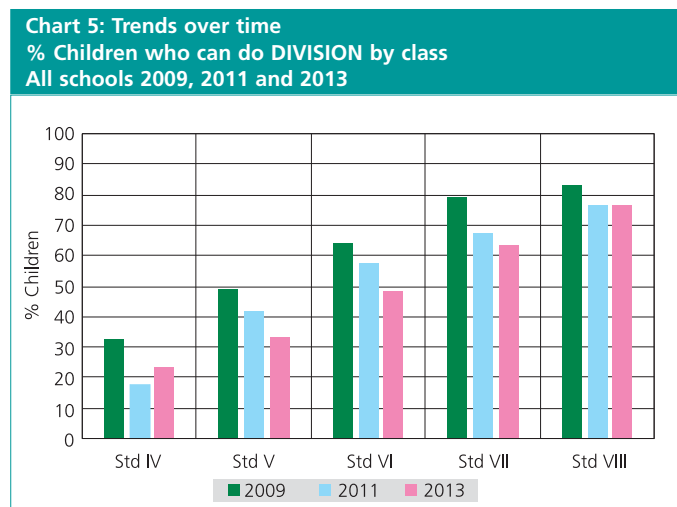
Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	8.6	29.0	44.5	11.7	6.3	100
II	3.8	14.2	55.6	23.4	3.0	100
III	2.5	6.4	36.9	45.7	8.5	100
IV	0.5	3.3	20.5	52.2	23.5	100
V	0.0	1.0	14.9	50.8	33.3	100
VI	0.0	2.0	12.5	36.8	48.8	100
VII	0.0	0.8	3.8	31.8	63.6	100
VIII	0.0	0.0	2.6	21.0	76.4	100
Total	1.5	5.8	21.6	35.8	35.3	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 2.5% children cannot even recognize numbers 1-9, 6.4% can recognize numbers up to 9 but not more, 36.9% can recognize numbers up to 99 but cannot do subtraction, 45.7% can do subtraction but cannot do division, and 8.5% can do division. For each class, the total of all these exclusive categories is 100%.

Table 7: Trends over time % Children in Std III and V who can do at least SUBTRACTION and DIVISION respectively by school type 2009-2013

Year	% Children in Std III who can do at least subtraction		% Children in Std V who can do division	
	Govt.	Govt. & Pvt.*	Govt.	Govt. & Pvt.*
2009	60.5	64.9	47.7	49.0
2010	51.3	53.4	40.1	42.3
2011	46.8	51.9	41.2	41.5
2012	49.6	55.0	43.5	43.8
2013	49.7	54.2	32.8	33.3

* This is the weighted average of govt. and pvt. schools only.



Math Tool

Number recognition 1-9		Number recognition 10-99		Subtraction		Division
3	7	65	38	51 - 35	67 - 48	7)918
1	4	92	23	84 - 49	73 - 36	6)769
8	9	47	72	56 - 37	31 - 13	8)987
5	2	56	87	45 - 18	43 - 24	4)513
		29	11			

Ask the child to recognize any 2 numbers, choose 2 to do the correct. Ask the child to recognize any 2 numbers, choose 4 to do the correct. Ask the child to do any 2 subtraction problems, both must be correct. Ask the child to do any 1 division problem, it must be correct.



To interpret the chart alongside (Chart 5), several things need to be kept in mind:

The highest level in the ASER arithmetic tool is the ability to do a numerical division problem (dividing a three digit number by a one digit number). In most states in India, children are expected to do such computations by Std III or Std IV. ASER does not assess children using grade-level tools.

We can see that the proportion of children who can do this level of division increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a substantial proportion of children are able to do division problems at this level. It is possible that some children are able to do operations at higher levels too, but ASER arithmetic tests do not assess higher than this level.

This chart allows us to compare proportions of children who can do division in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Data has not been presented where sample size was insufficient.

Type of school and paid additional tuition classes (tutoring)

The ASER survey recorded information about paid additional private tutoring by asking the following question: "Does the child take any paid tuition class currently?" Therefore the numbers given below do not include any unpaid supplemental help in learning that the child may have received.

Table 8: Trends over time
% Children attending PAID TUITION CLASSES by school type 2010-2013

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Govt. schools	20.5	18.6	23.0	23.7
Pvt. schools	47.9	54.4	49.4	60.6
All schools	26.6	29.6	30.4	33.3
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
Govt. schools	22.5	20.0	15.5	17.0
All schools	26.3	29.7	21.3	23.2

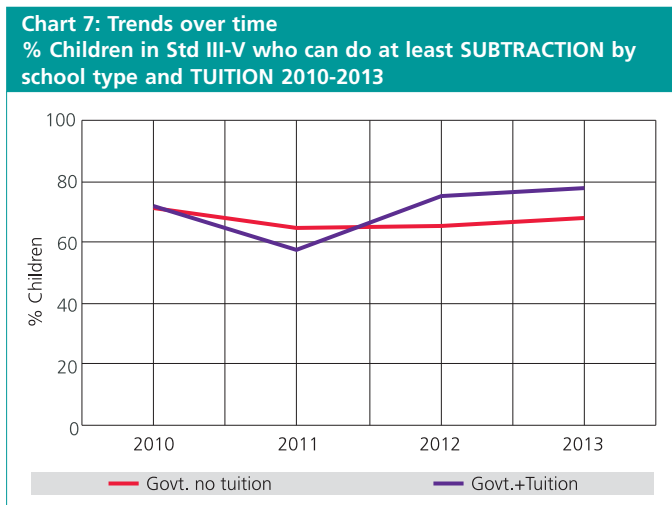
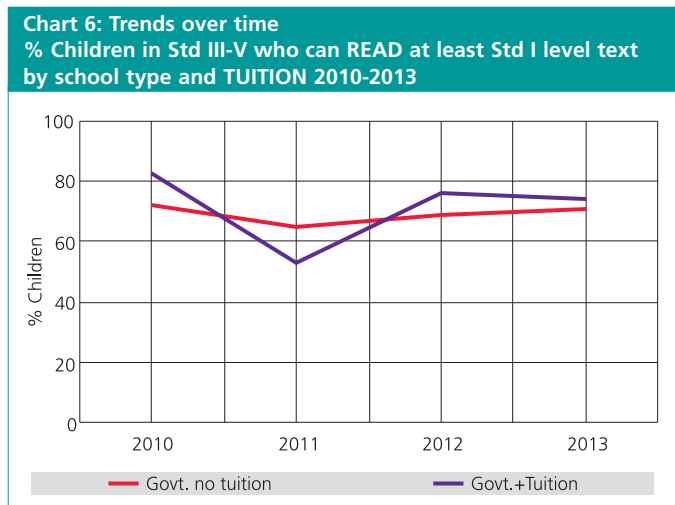


Table 9: Trends over time
% Children by school type and TUITION 2010-2013

	Category	2010	2011	2012	2013
Std I-V	Govt. no tuition	61.9	56.3	55.2	56.4
	Govt. + Tuition	16.0	12.8	16.4	17.5
	Pvt. no tuition	11.5	14.1	14.4	10.3
	Pvt. + Tuition	10.6	16.8	14.0	15.8
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	67.5	64.3	69.7	72.7
	Govt. + Tuition	19.6	16.1	12.8	14.9
	Pvt. no tuition	6.1	6.1	9.1	4.1
	Pvt. + Tuition	6.8	13.6	8.5	8.3
	Total	100	100	100	100

Table 10: TUITION EXPENDITURES by school type in rupees per month 2013

	Type of school	% Children in different tuition expenditure categories				Total
		Rs 100 or less	Rs 101-200	Rs 201-300	Rs 301 or more	
Std I-V	Govt.	2.7	57.4	33.1	6.7	100
Std I-V	Pvt.	1.9	27.3	37.0	33.8	100
Std VI-VIII	Govt.	0.4	42.6	33.5	23.6	100



ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 4 OUT OF 4 DISTRICTS
 Data has not been presented where sample size was insufficient.

School observations

In each sampled village, the largest government school with primary sections is visited on the day of the survey. Information about schools in this report is based on these visits.

Table 11: Number of schools visited 2010-2013

Type of school	2010	2011	2012	2013
Std I-IV/V: Primary	28	9	14	42
Std I-VII/VIII: Primary + Upper primary	41	29	31	56
Total schools visited	69	38	45	98

Table 12: Student and teacher attendance on the day of visit 2010-2013

Type of school	Std I-IV/V and Std I-VII/VIII			
	2010	2011	2012	2013
% Enrolled children present (Average)	83.7	82.2	81.7	83.8
% Teachers present (Average)	80.4	86.6	83.7	87.6

Table 13: Small schools and multigrade classes 2010-2013

School characteristics	Std I-IV/V and Std I-VII/VIII			
	2010	2011	2012	2013
% Schools with total enrollment of 60 or less	23.2	10.8	23.3	26.5
% Schools where Std II children observed sitting with one or more other classes	9.0	18.9	15.9	7.2
% Schools where Std IV children observed sitting with one or more other classes	9.2	18.8	17.5	7.9

RTE indicators

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies a series of norms and standards for a school. Data on selected measurable indicators of RTE are collected in ASER.

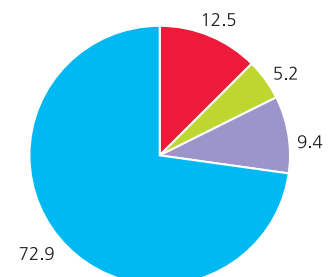
Table 14: Schools meeting selected RTE norms 2010-2013

% Schools meeting the following RTE norms:		2010	2011	2012	2013
PTR & CTR	Pupil-teacher ratio (PTR)	93.4	85.7	95.0	92.7
	Classroom-teacher ratio (CTR)	61.3	68.8	62.5	59.1
Building	Office/store/office cum store	92.7	88.6	88.1	95.7
	Playground	79.7	86.1	83.7	83.2
	Boundary wall/fencing	14.5	25.7	27.9	31.6
Drinking water	No facility for drinking water	11.6	24.3	23.3	21.1
	Facility but no drinking water available	11.6	8.1	7.0	8.4
	Drinking water available	76.8	67.6	69.8	70.5
	Total	100	100	100	100
Toilet	No toilet facility	1.5	5.3	0.0	2.1
	Facility but toilet not useable	39.1	63.2	40.0	32.0
	Toilet useable	59.4	31.6	60.0	66.0
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	17.2	16.7	7.3	8.2
	Separate provision but locked	26.6	27.8	19.5	11.8
	Separate provision, unlocked but not useable	18.8	27.8	19.5	17.7
	Separate provision, unlocked and useable	37.5	27.8	53.7	62.4
	Total	100	100	100	100
Library	No library	55.9	36.1	52.3	49.0
	Library but no books being used by children on day of visit	17.7	36.1	18.2	27.1
	Library books being used by children on day of visit	26.5	27.8	29.6	24.0
	Total	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	95.7	94.4	93.0	98.0
	Mid-day meal served in school on day of visit	98.6	94.6	81.4	98.0



In each visited school, we asked a teacher/HM a few questions about Continuous & Comprehensive Evaluation (CCE).

Chart 8: Continuous & Comprehensive Evaluation (CCE) in schools 2013



- Had not heard about CCE
- Had heard about CCE but did not report receiving manuals/formats
- Had heard about CCE & reported receiving manuals/formats but could not show them
- Had heard about CCE & reported receiving manuals/formats and were able to show them





Divisional Estimates



Divisional estimates of learning outcomes and schooling status: precision of ASER estimates

Wilima Wadhwa, Director, ASER Centre

Every year since 2005, ASER has been presenting estimates of learning and status of schooling at the state and district level. The survey design of ASER is based on the premise of generating estimates at the sub-state district level. Having estimates of learning levels at the district level is desirable since education plans are made at the district level. As a result, ASER is one of the largest surveys undertaken by a non-government organization with a sample size of approximately 700,000 children in the age group of 3-16 years.

ASER is a household survey, undertaken in all rural districts of India. Within each district, 30 villages are randomly chosen¹ and in each village 20 households are randomly selected for a total of 600 households per district. This translates into around 900-1200 children per district.

The statistical precision of district level estimates is an issue because of the ASER sample design – namely clustering and absence of stratification at the village level. In a design without clustering, children in the relevant age group would be directly sampled. Not only is this expensive (in terms of survey time), it is difficult to have a reliable population frame that could be used for sampling. Instead ASER employs a two-stage clustering design. The first stage clustering happens when villages are randomly picked. The second stage clustering is when households within a village are randomly selected and the children belonging to that household are tested.

While this is an inexpensive and practical way of sampling children, it is well known that clustering increases the variability of estimates. One way of increasing precision at the district level would have been to stratify the village sample according to age of children or school type. However, this would require a prior household listing, which is expensive in terms of both time and resources.

The ASER sample is stratified, however, at the district level. In so far as outcomes within a district are more homogenous than across districts, stratification within the district leads to more precise estimates at the state level.

Ramaswami and Wadhwa (2009)² studied the precision of ASER state and district level estimates for a selection of states and variables for the year 2008. They find that state level averages are estimated precisely – with a margin of error of 5% or less. However, district-level estimates are less precisely estimated. The precision varies across states and districts and according to the learning outcome. In both cases, learning outcomes of children in class 3-5 are relatively less precisely estimated.

Two commonly used measures of precision are the margin of error and the 95% confidence interval.

The margin of error is the % interval around the point estimate that almost certainly contains the population estimate (i.e., with 95% probability). For instance, if x is the margin of error then the population proportion lies within $\pm x\%$ of the sample proportion with 95% probability.

Suppose \hat{p} is the estimated sample proportion and $\hat{\sigma}$ is the associated standard error. From statistical theory, it is known that the interval $[p \pm 2\hat{\sigma}]$ contains the population proportion with 95% probability – 95% confidence interval. The margin of error expresses the confidence interval in terms of the sample estimate. It is thus defined as

$$me = \frac{2\hat{\sigma}}{\hat{p}}$$

A margin of error of 10% is regarded as an acceptable degree of precision in many studies (United Nations, 2005).³ Estimates with a margin of error in excess of 20% are regarded as estimates with low precision.

¹ Villages are chosen from the 2001 Census Directory using PPS (Probability Proportional to Size) sampling.

² Ramaswami, Bharat and Wadhwa, Wilima (2009), "Survey Design and Precision of ASER Estimates", mimeo.

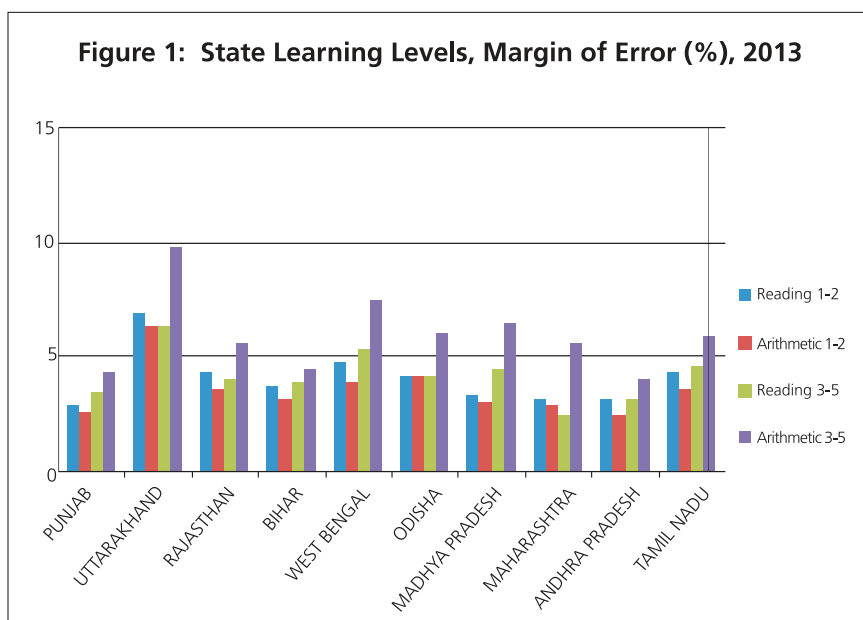
³ United Nations (2005), Designing Household Survey Samples: Practical Guidelines, Studies in Methods, Series F No. 98, Department of Economic and Social Affairs, Statistics Division.

Note that the margin of error depends on the standard error and the estimated proportion and the standard error itself depends on the estimated proportion. For a given sample size, therefore, a lower precision will be associated with a variable which has a lower incidence in the population and/or a higher standard error. Further, in the case of proportions, for a given sample size, the standard error is the largest for a population proportion close to 0.5. On the other hand, for a given incidence, one way to reduce the standard error and therefore, increase precision is to increase the sample size.

In the case of ASER, as shown by Ramaswami and Wadhwa (2009), precision is not an issue at the state level. At the district level, however, since sample sizes in sub-populations of interest are often much smaller than the total sample size, precision can be an issue. Increasing the sample size at the district level, for a national survey, however, is extremely costly. In the past, ASER clubbed classes while presenting district level estimates, in an attempt to increase the sample size. However, precision gains from this strategy were limited, especially for variables whose estimated proportions were in the vicinity of 0.5.

One way to provide sub-state estimates with acceptable levels of precision is to club districts within a state.⁴ Many states have administrative divisions, comprised of two or more districts that can be used as units of analysis. These divisions are at a level of aggregation between the state and district level. This year, we provide divisional estimates from 2009 to 2013 for the states that have administrative divisions.⁵ These are Bihar, Chhattisgarh, Haryana, Jammu & Kashmir, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Odisha, Rajasthan, Uttar Pradesh and Uttarakhand.⁶ In addition, in Andhra Pradesh, Gujarat, Himachal Pradesh, Punjab and Tamil Nadu, divisions were formed using geographical regions commonly used in the states.⁷ Divisional estimates are provided for the following 6 variables:

- % children in age group 6-14 years who are out of school
- % children in age group 6-14 years who are in private school
- % children in class 1-2 who can read letters, words or more in own language
- % children in class 1-2 who can recognize numbers (1-9) or more
- % children in class 3-5 who can read level 1 (Std 1) text or more in own language
- % children in class 3-5 who can subtract or do more



In addition to the point estimates for 2009-2013, the 95% confidence interval $[\hat{p} \pm 2\hat{\sigma}]$ is also presented. Apart from the divisional estimates, the point estimate as well as the confidence interval is also presented for the state as a whole.

Figure 1, below, presents the margin of error for the four learning outcomes in selected states in 2013. As is clear from the figure, most of these are below 5%. Also, note that learning outcomes in class 3-5 are less precisely estimated as compared to those in class 1-2. Similar numbers are obtained for previous years.

At the division level, among the four learning outcomes the variability is the most for learning levels in class 3-5. As a result, the margin of error is the highest for this variable. In discussing the district level estimates we concentrate on this variable since this gives us the worst case scenario.

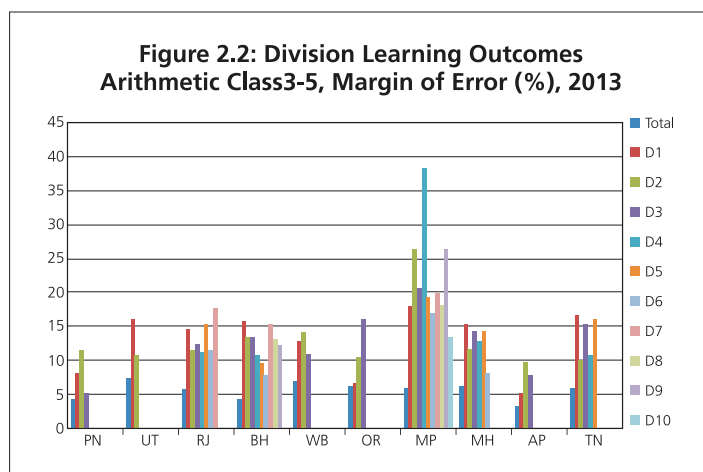
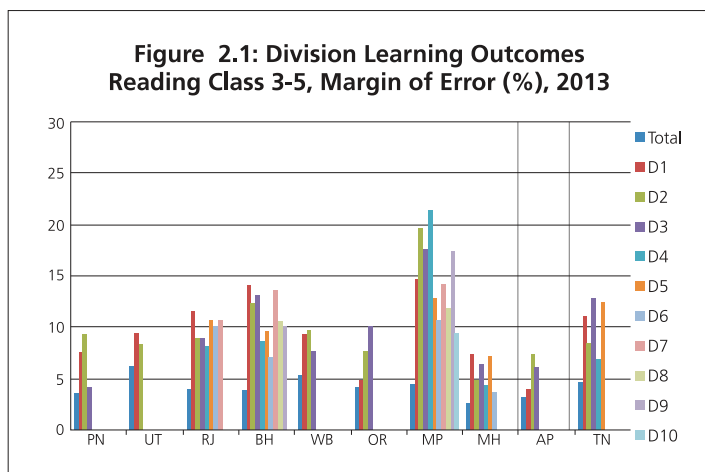
⁴ For instance, NSS surveys are not representative at the district level. However, they are representative for NSS regions, which are formed using agro-climatic criteria.

⁵ We decided to go with the state administrative divisions, rather than the NSS regions, since these are more commonly used within the state.

⁶ The district composition was obtained from the State websites. See the section on Divisional Estimates in this report for the exact composition.

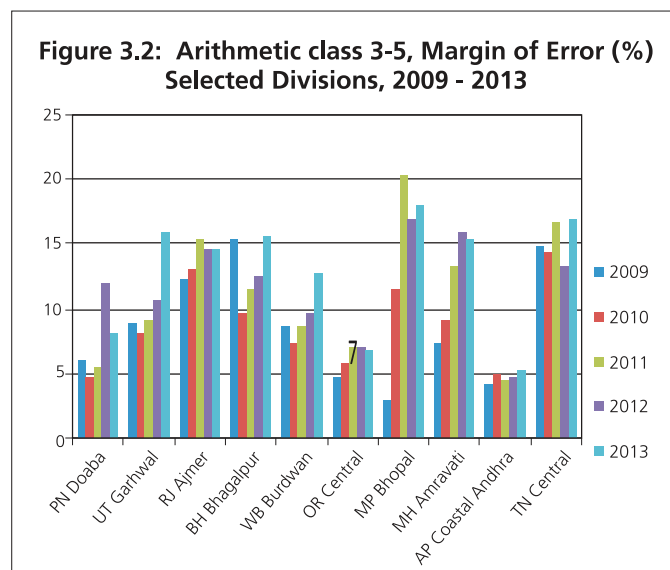
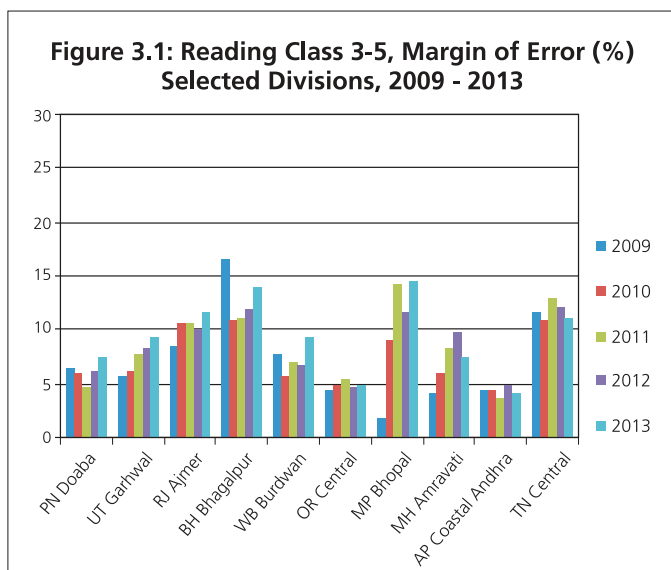
⁷ See the section on Divisional Estimates in this report for the exact composition.

We can look at division level estimates in two ways. First, for a particular year and state, one can examine the precision of estimates across divisions; and second, for a particular state and division, we can look at the margin of error across years. Figures 2.1 and 2.2 present the margins of error, for reading and arithmetic in class 3-5, in 2013 across divisions of selected states. Language learning outcomes in most states are estimated with margins



of under or close to 10%. The exception is Madhya Pradesh. Across the board, precision levels are lower for arithmetic learning outcomes. Most states now have margins of error that are closer to 15% and those for Madhya Pradesh are close to 20-25%.

Figures 3.1 and 3.2 present the margins of error, for reading and arithmetic in class 3-5, for one division in the selected states, from 2009 to 2013. Margins of error are fairly robust over time. Again, across the board precision levels are lower for arithmetic learning outcomes.



Why are margins of error consistently higher for arithmetic in class 3-5? Similarly, compared to learning outcomes in class 1-2, why are learning outcomes in class 3-5 less precisely estimated? First, given a sample size, the margin of error is inversely proportional to the incidence of the variable concerned. What that implies is that any variable that has a low incidence in the population will be estimated with a high margin of error. Intuitively this makes sense because if something is not observed very frequently, one would need a much larger sample size to measure it accurately. However, this is not that much of a problem if the standard error is small. To see why, consider the case of out of school children – say the point estimate is 0.04 (i.e., 4%) with a standard error of

0.01. The margin of error would be 50% ($=((2 * 0.01)/0.04)*100$) which is very high. However, note that this translates into confidence bounds of ± 2 percentage points, i.e., with 95% probability the true proportion of out of school children lie between 2% and 6%. In other words, given a low incidence, a high margin of error may still translate into tight confidence bands. Another way of looking at this is by focusing on in-school children instead of out of school children. If out of school children are 0.04 then in-school children will be 0.96 or 96% with the same standard error of 0.01 giving a margin of error of only 2.1% and confidence bounds of ± 2 percentage points.

Second, the margin of error is directly proportional to the standard error. For a given sample size, a large standard error, implying imprecise estimation, not surprisingly will result in a high margin of error. In the case of proportions, the standard error, itself depends on the value of the proportion, and is larger the closer the value is to 0.5. Intuitively, the reason behind this is that the greatest uncertainty is associated with a proportion of 0.5, requiring larger sample sizes to measure it accurately.

By and large, class 1-2 learning outcomes are high as compared class 3-5 outcomes, resulting in lower margins of error.⁸ Similarly, in class 3-5, reading outcomes are better than arithmetic outcomes and often arithmetic outcomes are close to 0.5 resulting in high margins of error for arithmetic.

Overall, the divisional estimates are more precisely estimated as compared to district level estimates. Clubbing districts increases the sample size and lowers the standard errors. It also smoothes the jumpiness in point estimates often observed at the district level. One of the problems, associated with large standard errors, and therefore, wide confidence intervals is that it is difficult to identify significant changes across districts and time. That problem is to a large extent ameliorated with divisional estimates.

⁸ Often sample sizes are also larger for class 1-2, which would also result in low margins of error.

Divisional Estimates

Andhra Pradesh

School enrollment and out of school children										
Division/Region	% Children out of school (age: 6-14)					% Children enrolled in private school (age: 6-14)				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Coastal Andhra	5.3	3.11	2.67	2.31	2.24	28.51	35.61	33.85	35.37	31.79
	±1.30	±0.67	±0.63	±0.63	±0.53	±2.35	±3.10	±3.01	±3.11	±2.69
Rayalaseema	6.08	4.81	3.42	2.94	3.63	23.88	31.4	31.87	33.12	33.58
	±2.00	±1.68	±1.14	±1.06	±1.94	±3.59	±4.56	±4.24	±4.30	±4.23
Telangana	7.18	2.82	2.61	2.8	2.97	33.12	38.69	37.14	39.27	36.91
	±1.93	±0.64	±0.67	±0.78	±0.79	±3.06	±3.29	±3.18	±3.52	±3.43
State	6.15	3.3	2.8	2.61	2.77	29.36	36.1	34.69	36.54	33.97
	±0.99	±0.49	±0.43	±0.45	±0.52	±1.71	±2.04	±1.95	±2.08	±1.91

Note: Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or by geographical regions.

The first row for each division gives the estimate of the relevant variable/year. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Coastal Andhra division of Andhra Pradesh, in 2013, % of Std I-II children who could read letters or more is 77.6%. With 95% probability, the true population proportion lies within ±3.49% points of the estimate, i.e., between 74.11% and 81.09

Learning levels: Std I-II										
Division/Region	% Children in Std I-II who CAN READ letters or more					% Children in Std II who CAN RECOGNIZE numbers 1 to 9 or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Coastal Andhra	86.47	85.4	89.66	85.45	77.6	87.79	88.72	91.5	89.57	83.14
	±2.26	±3.39	±2.22	±3.43	±3.49	±2.04	±2.93	±2.11	±2.69	±3.18
Rayalaseema	82.71	85.41	86.91	79.58	74.63	85.95	87.58	90.68	85.29	82.55
	±3.31	±4.25	±3.20	±4.50	±5.48	±3.18	±3.98	±2.84	±3.56	±4.35
Telangana	78.43	86.07	84.46	84.1	74.48	81.31	88.57	86.76	89.7	79.92
	±3.43	±2.81	±2.98	±2.71	±3.96	±3.07	±2.42	±2.72	±2.14	±3.28
State	82.87	85.68	87.28	83.92	75.87	85.12	88.47	89.68	88.89	81.8
	±1.77	±1.98	±1.59	±1.98	±2.38	±1.59	±1.72	±1.47	±1.57	±2.04

List of districts under each division

Coastal Andhra

Srikakulam
 Vizianagaram
 Visakhapatnam
 East Godavari
 West Godavari
 Krishna
 Guntur
 Prakasam
 Sri Potti Sriramulu Nellore

Rayalaseema

Chittoor
 Cuddapah (Y.S.R.)
 Kurnool
 Anantapur

Telangana

Adilabad
 Nizamabad
 Karimnagar
 Medak
 Rangareddy
 Mahbubnagar
 Nalgonda
 Warangal
 Khammam

Learning levels: Std III-V										
Division/Region	% Children in Std III-V who CAN READ Level 1 (Std I) text or more					% Children in Std III-V who CAN DO subtraction or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Coastal Andhra	68.84	73.73	78.4	67.48	74.29	67.32	66.73	70.68	69.59	63.4
	±3.10	±3.34	±2.74	±3.26	±2.99	±2.87	±3.37	±3.13	±3.20	±3.28
Rayalaseema	68.47	68.79	68.34	64.97	63.83	67.77	65.72	67.02	67.14	57.34
	±4.78	±5.16	±4.49	±5.42	±4.71	±4.88	±5.43	±4.64	±5.35	±5.56
Telangana	61.64	66.11	63.03	64.9	62.68	57.12	59.52	55.19	63.27	50.09
	±3.27	±3.15	±3.24	±3.50	±3.80	±3.62	±3.38	±3.52	±3.70	±3.92
State	66.23	69.8	70.94	66.09	68.33	63.81	63.66	64.54	66.75	57.6
	±2.05	±2.12	±2.00	±2.18	±2.17	±2.10	±2.21	±2.15	±2.22	±2.35

Divisional Estimates

Bihar

School enrollment and out of school children										
Division/Region	% Children out of school (age: 6-14)					% Children enrolled in private school (age: 6-14)				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Bhagalpur	4.75	5.94	5.9	3.85	4.99	3.46	4.26	2.98	6.1	7.93
	±1.82	±3.71	±2.23	±1.08	±2.08	±1.82	±2.69	±1.95	±1.98	±2.72
Darbhangha	5.46	3.25	2.63	3.9	3.89	3.79	3.23	5.26	5.72	6.62
	±2.98	±1.12	±0.97	±1.06	±1.34	±1.65	±1.27	±1.49	±1.85	±1.85
Kosi	5.13	5.39	2.36	5.76	4.52	1.74	2.92	1.68	1.77	3.51
	±1.21	±1.73	±0.85	±1.65	±1.44	±0.78	±1.49	±0.72	±0.76	±1.48
Magadh	5.01	4.79	2.98	1.74	3.01	5.47	8.83	7.63	10.03	9.18
	±1.45	±2.34	±1.07	±0.57	±1.06	±1.69	±2.31	±1.62	±2.68	±2.04
Munger	3.46	3.64	3.4	3.13	3.72	4.82	3.19	4.82	7.27	8.57
	±0.93	±1.00	±0.99	±0.91	±0.83	±1.55	±1.05	±1.26	±1.33	±2.22
Patna	2.82	1.43	3	1.94	2.13	8.85	5.28	9.58	6.09	12.1
	±0.90	±0.54	±0.84	±0.52	±0.56	±2.12	±1.35	±1.90	±1.22	±1.91
Purnia	5.86	3.08	4.37	5.31	4.94	2.47	4.63	1.46	2.93	2.88
	±1.34	±1.22	±1.60	±1.12	±1.39	±0.87	±2.60	±0.59	±0.88	±0.88
Saran	1.72	3.21	2.47	1.94	2.01	8.35	9.44	10.04	13.51	14.25
	±0.71	±1.08	±1.13	±0.58	±0.79	±2.92	±2.22	±2.58	±2.63	±2.65
Tirhut	2.95	3.4	1.87	5.02	3.71	4.48	5.25	4.65	5.91	8.49
	±0.76	±0.91	±0.63	±0.88	±0.80	±1.32	±1.39	±1.19	±1.14	±1.76
State	4.03	3.48	2.95	3.74	3.54	4.96	5.16	5.5	6.44	8.36
	±0.54	±0.45	±0.37	±0.34	±0.37	±0.61	±0.62	±0.56	±0.59	±0.71

Learning levels: Std I-II										
Division/Region	% Children in Std I-II who CAN READ letters or more					% Children in Std I-II who CAN RECOGNIZE numbers 1 to 9 or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Bhagalpur	67.54	75.01	55.34	54.5	46.51	64.01	76.32	56.93	62.97	56.68
	±8.00	±5.90	±6.10	±7.22	±6.78	±9.43	±5.57	±6.17	±7.12	±6.40
Darbhangha	71.91	56.28	55.9	53.56	63.48	70.88	56.69	58.35	60.44	64.66
	±6.58	±6.76	±5.79	±5.43	±7.81	±6.37	±6.62	±5.81	±5.11	±7.02
Kosi	65.9	55.61	53.85	56.27	48.3	66.78	52.94	55.28	59.3	56.94
	±5.87	±7.38	±5.94	±6.47	±6.57	±5.06	±7.53	±5.22	±6.21	±6.32
Magadh	73.27	72.13	54.12	65.82	59.97	75.21	72.94	61.23	72.85	68.91
	±4.25	±4.91	±5.33	±6.27	±4.82	±4.39	±4.75	±4.82	±4.83	±4.51
Munger	70.06	67.88	59.99	59.71	47.73	73.43	70.3	69.41	70.08	58.57
	±4.71	±4.55	±4.60	±5.16	±5.27	±4.46	±4.35	±4.26	±4.85	±5.25
Patna	80.45	78.66	66.69	61.1	62.86	81.46	77.8	71.37	68.17	70.09
	±4.23	±4.12	±4.56	±4.47	±4.38	±4.41	±4.25	±4.35	±4.04	±4.16
Purnia	74.13	79.89	62.55	49.5	46.23	74.23	80.45	66.65	56.92	55.03
	±4.44	±3.90	±4.69	±5.11	±5.70	±4.43	±3.89	±4.76	±4.78	±5.13
Saran	67.18	68.78	64.5	56.96	56.59	70.8	67.81	65.38	58.88	65.11
	±8.47	±7.29	±6.85	±5.15	±4.70	±8.33	±7.36	±6.34	±5.63	±4.41
Tirhut	66.04	66.59	59.97	52.17	51.05	68.14	65.28	58.28	55.53	56.97
	±4.01	±3.90	±4.50	±4.24	±4.25	±4.17	±4.03	±4.51	±3.71	±4.57
State	71	68.45	59.66	55.91	54.27	72.17	68.21	62.49	61.66	61.41
	±1.86	±1.96	±1.87	±1.85	±2.05	±1.85	±1.98	±1.84	±1.73	±1.93

Note: Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or by geographical regions.

The first row for each division gives the estimate of the relevant variable/year. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Bhagalpur division of Bihar, in 2013, % of Std I-II children who could read letters or more is 46.51%. With 95% probability, the true population proportion lies within ±6.78% points of the estimate, i.e., between 39.73% and 53.29%.

List of districts under each division

Bhagalpur

Bhagalpur

Banka

Darbhangha

Madhubani

Darbhangha

Samastipur

Kosi

Supaul

Madhepura

Saharsa

Magadh

Jehanabad

Aurangabad

Arwal

Gaya

Nawada

Munger

Begusarai

Khagaria

Munger

Lakhisarai

Sheikhpura

Jamui

Divisional Estimates

Bihar

Learning levels: Std III-V										
Division/Region	% Children in Std III-V who CAN READ Level 1 (Std I) text or more					% Children in Std III-V who CAN DO subtraction or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Bhagalpur	53.24	60.88	52.82	42.78	46.46	57.02	66.29	47.81	40.17	41.27
	±8.75	±6.54	±5.85	±5.09	±6.55	±8.72	±6.32	±5.42	±5.01	±6.49
Darbhanga	64.96	59.43	47.25	43.77	53.12	65.88	57.01	39.74	45.96	49.72
	±5.19	±5.56	±4.57	±5.19	±6.51	±5.51	±5.60	±3.90	±6.12	±6.65
Kosi	60.05	57.81	52.7	44.65	44.18	69.28	59.14	50.62	46.64	38.16
	±5.71	±6.31	±5.75	±5.74	±5.81	±5.24	±5.83	±5.74	±5.54	±5.09
Magadh	68.57	75.45	50	55.87	57.44	67.3	77.24	46.26	51.56	52.25
	±4.41	±4.42	±4.72	±5.65	±4.98	±4.33	±4.20	±4.70	±5.55	±5.63
Munger	66.53	62.27	57.01	52.56	44.77	70.55	62.36	59.31	52.69	43.88
	±4.08	±4.09	±4.74	±5.54	±4.30	±4.16	±4.43	±5.06	±5.58	±4.22
Patna	70.32	64.73	58.47	54.34	54.1	68.56	66.13	56.12	50.3	45.96
	±4.22	±4.42	±4.11	±4.09	±3.80	±4.75	±4.55	±4.19	±4.36	±3.60
Purnia	55.98	70.56	43.9	41.93	37.59	57.68	72.29	41.72	31.12	31.32
	±4.14	±4.89	±4.77	±4.37	±5.08	±4.30	±4.49	±5.35	±4.28	±4.78
Saran	68.63	67.83	60.91	51.61	48.91	71.11	64.96	56.33	45.06	36.82
	±5.79	±6.00	±6.10	±4.87	±5.15	±6.17	±6.06	±5.99	±5.08	±4.82
Tirhut	53.81	59.45	51.87	44.83	43.16	54.99	54.9	46.64	35.48	32.81
	±4.13	±3.80	±3.76	±3.96	±4.31	±4.23	±3.79	±3.90	±3.81	±3.99
State	62.11	63.81	52.06	47.83	47.86	63.73	63.14	48.38	43.41	41.07
	±1.74	±1.74	±1.67	±1.70	±1.85	±1.80	±1.78	±1.73	±1.82	±1.85

List of districts under each division
Patna
Nalanda
Patna
Bhojpur
Buxar
Kaimur (Bhabua)
Rohtas
Purnia
Araria
Kishanganj
Purnia
Katihar
Saran
Gopalganj
Siwan
Saran
Tirhut
Pashchim Champaran
Purba Champaran
Sheohar
Sitamarhi
Muzaffarpur
Vaishali

पढ़ने की जाँच

कहानी
 बहुत दिनों से बारिश हो रही थी। गाँव में सभी जगह गंदा पानी भर गया था। सभी बारिश के रुकने की राह देख रहे थे। अचानक एक दिन बारिश रुक गयी। सूरज निकल आया। सब लोग खुश हो गये। आसमान में चिड़ियाँ उड़ने लगीं। लोग अपने कपड़े सुखाने लगे। बच्चे भी घरों से बाहर निकलकर खेलने लगे।

अनुक्रम
 राधा के पास एक तोता है। उसकी चोंच लाल है। वह बहुत बोलता है। सब को हँसाता है।

म र थ
 ह श
 ल व न
 क घ

गाना खुश
 मोली झोला
 धूप
 किला
 मोर

गणित की जाँच

38 + 51 = 89
 92 - 23 = 69
 47 + 72 = 119
 56 + 87 = 143
 29 + 11 = 40

51 + 67 = 118
 84 + 73 = 157
 56 + 31 = 87
 45 + 43 = 88
 35 + 48 = 83
 49 + 36 = 85
 37 + 13 = 50
 18 + 24 = 42

7) 918
 6) 769
 8) 987
 4) 513

सबसे बड़ा संख्यांक की पहचान करें।
 सबसे छोटी संख्यांक की पहचान करें।
 सबसे बड़ा संख्यांक की पहचान करें।
 सबसे छोटी संख्यांक की पहचान करें।

Divisional Estimates

Chhattisgarh

School enrollment and out of school children										
Division/Region	% Children out of school (age: 6-14)					% Children enrolled in private school (age: 6-14)				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Bastar	5.61	1.83	1.72	3.5	6.15	2.11	3.37	4.45	6.96	4.99
	±2.25	±1.06	±1.21	±2.21	±3.29	±1.30	±2.03	±2.41	±3.00	±2.14
Bilaspur	3.01	2.59	2.86	3.05	2.04	10.33	11.46	10.79	13.81	18.78
	±1.01	±1.01	±0.85	±0.77	±0.71	±3.02	±3.14	±2.79	±2.84	±3.86
Raipur	2.59	1.73	2.63	1.83	1.62	9.48	8.74	10.96	13.28	14.31
	±1.06	±0.72	±0.76	±0.69	±0.51	±2.26	±2.03	±2.74	±2.49	±2.54
Surguja	4.08	1.01	1.6	3.13	1.98	12.3	14.98	15.59	16.75	21.23
	±1.34	±0.64	±0.89	±1.21	±0.73	±3.99	±4.35	±4.73	±4.59	±4.96
State	3.34	1.86	2.4	2.6	2.27	9.41	10.09	11.01	13.52	15.92
	±0.64	±0.46	±0.45	±0.49	±0.49	±1.51	±1.52	±1.68	±1.66	±1.87

Note: Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or by geographical regions.

The first row for each division gives the estimate of the relevant variable/year. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Bastar division of Chhattisgarh, in 2013, % of Std I-II children who could read letters or more is 51.59%. With 95% probability, the true population proportion lies within ±11.70% points of the estimate, i.e., between 39.88% and 63.29%.

Learning levels: Std I-II										
Division/Region	% Children in Std I-II who CAN READ letters or more					% Children in Std I-II who CAN RECOGNIZE numbers 1 to 9 or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Bastar	92.33	83.16	75.01	68.84	51.59	93.44	83.47	70	66.32	61.9
	±5.07	±6.56	±10.26	±8.38	±11.70	±4.12	±6.96	±10.35	±8.90	±12.01
Bilaspur	90.46	88.96	75.81	70.12	65.94	90	90.02	73.53	72.34	74.79
	±3.04	±3.66	±5.36	±5.44	±5.70	±3.40	±2.89	±5.72	±5.27	±4.82
Raipur	89.12	89.32	76.9	76.05	67.81	88.81	89.23	78.59	77.5	74.45
	±2.70	±2.74	±4.61	±4.43	±5.37	±2.56	±2.74	±4.12	±4.40	±5.17
Surguja	89.67	83.95	74.17	72.36	53.78	90.45	81.75	72.9	77.79	61.51
	±3.97	±4.61	±6.67	±8.50	±8.11	±3.62	±4.87	±7.00	±6.90	±7.41
State	89.97	87.56	75.82	73.02	63.17	90.03	87.43	74.97	75.24	71
	±1.70	±1.91	±2.98	±3.18	±3.46	±1.65	±1.86	±3.00	±2.97	±3.24

Learning levels: Std III-V										
Division/Region	% Children in Std III-V who CAN READ Level 1 (Std I) text or more					% Children in Std III-V who CAN DO subtraction or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Bastar	82.23	74.96	63.68	40.48	35.33	72.25	58.47	49.62	18.63	16.84
	±5.66	±8.16	±6.91	±8.23	±7.90	±7.11	±7.95	±6.78	±5.53	±5.41
Bilaspur	71.14	66.14	44.72	50.31	48.92	70.02	53.39	33.73	23.15	22.58
	±4.91	±5.30	±5.12	±5.41	±5.10	±4.80	±6.76	±4.91	±3.77	±4.06
Raipur	71.19	70.6	52.91	57.78	64.31	64.26	58.23	39.44	29.18	34.19
	±4.08	±3.90	±5.40	±4.14	±4.34	±4.30	±5.17	±5.17	±3.74	±4.34
Surguja	75.57	69.7	55.18	55.24	47.71	62.94	59.82	42.81	30.32	27.06
	±5.15	±5.65	±8.50	±8.69	±6.96	±5.68	±6.76	±9.08	±8.12	±6.62
State	73.37	69.63	52.54	53.58	53.76	66.79	57.14	39.89	26.84	27.68
	±2.52	±2.64	±3.21	±3.14	±3.12	±2.61	±3.30	±3.19	±2.74	±2.70

List of districts under each division

Bastar
Uttar Bastar Kanker
Bastar
Dakshin Bastar Dantewada
Bilaspur
Raigarh
Korba
Janjgir-Champa
Bilaspur
Raipur
Kabeergham
Rajnandgaon
Durg
Raipur
Mahasamund
Dhamtari
Surguja
Koriya
Surguja
Jashpur

Divisional Estimates

Gujarat

School enrollment and out of school children										
Division/Region	% Children out of school (age: 6-14)					% Children enrolled in private school (age: 6-14)				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Central	4.17	3.53	2.73	2.39	2.73	9.93	9.9	11.22	10.92	13.53
	±0.74	±0.84	±0.73	±0.58	±0.80	±2.07	±2.15	±2.50	±2.05	±2.61
North	5.23	3.78	3.51	3.4	4.08	11.74	8.25	8.79	13.39	15.45
	±1.17	±1.12	±1.05	±0.95	±1.27	±2.44	±2.35	±2.11	±3.25	±3.60
Saurashtra	3.74	5.35	1.91	3.09	2.11	8.23	15.02	12.81	10.71	17.29
	±0.81	±1.13	±0.57	±0.67	±0.53	±1.62	±2.37	±2.91	±1.96	±2.60
South	4	2.71	2.88	4.02	3.46	12.65	7.52	8.2	13.89	12.92
	±1.15	±0.81	±0.93	±0.95	±1.13	±2.99	±2.16	±2.94	±3.28	±2.93
State	4.26	4	2.66	3.06	2.95	10.22	10.71	10.84	11.76	15.08
	±0.47	±0.52	±0.41	±0.38	±0.45	±1.09	±1.19	±1.40	±1.23	±1.48

Learning levels: Std I-II										
Division/Region	% Children in Std I-II who CAN READ letters or more					% Children in Std II who CAN RECOGNIZE numbers 1 to 9 or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Central	73.82	78.52	80.55	73.34	57.37	72.13	77.91	78.71	72.36	60.57
	±4.18	±3.45	±4.20	±4.63	±5.97	±4.54	±3.49	±4.25	±4.32	±5.13
North	72.01	83.59	76.03	67.66	60.09	75.39	83.08	73.93	63.57	66.47
	±4.85	±3.74	±5.03	±5.53	±5.77	±4.95	±3.73	±5.06	±6.11	±5.43
Saurashtra	78.11	83.55	85.52	77.52	72.62	76.43	77.98	85.19	75.76	71.32
	±3.54	±3.76	±3.16	±3.59	±4.53	±3.90	±4.01	±3.44	±3.53	±4.45
South	81.25	81.78	71.11	69.94	66.31	79.8	81.15	75.29	72.92	70.63
	±4.15	±3.97	±5.75	±5.33	±6.45	±4.93	±4.24	±5.00	±5.26	±5.79
State	75.77	81.64	79.71	73.14	64.42	75.39	79.6	78.95	71.7	66.93
	±2.16	±1.89	±2.26	±2.38	±2.91	±2.32	±1.96	±2.30	±2.39	±2.62

Learning levels: Std III-V										
Division/Region	% Children in Std III-V who CAN READ Level 1 (Std I) text or more					% Children in Std III-V who CAN DO subtraction or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Central	52.73	57.48	59.26	51.38	47.82	34.97	43.14	35.03	27.13	23
	±4.07	±3.78	±4.51	±4.86	±4.78	±4.45	±4.04	±4.48	±4.04	±4.29
North	60.95	65.73	63.92	64.53	65.37	42.96	50.83	44.15	33.05	31.21
	±5.24	±4.91	±4.75	±4.30	±4.59	±5.60	±5.07	±4.58	±3.85	±4.61
Saurashtra	58.5	68.94	68.22	62.03	64.97	43.53	45.94	52.33	37.11	40.94
	±3.90	±3.35	±3.93	±3.63	±3.80	±4.05	±3.78	±4.56	±3.66	±4.28
South	58.56	59.7	60.46	62.5	59.14	45.87	49.4	40.66	34.08	31.79
	±4.69	±4.60	±5.24	±4.58	±4.93	±5.67	±5.36	±5.42	±5.02	±5.55
State	57.29	63	63.34	58.97	59.22	41.05	46.61	43.36	32.58	32.26
	±2.26	±2.05	±2.32	±2.35	±2.39	±2.45	±2.23	±2.48	±2.12	±2.43

Note: Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or by geographical regions.

The first row for each division gives the estimate of the relevant variable/year. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Central division of Gujarat, in 2013, % of Std I-II children who could read letters or more is 57.37%. With 95% probability, the true population proportion lies within ±5.97% points of the estimate, i.e., between 51.40% and 63.33%.

List of districts under each division

Central

Ahmadabad
 Anand
 Kheda
 Panch Mahals
 Dohad
 Vadodara
 Narmada

North

Banas Kantha
 Patan
 Mahesana
 Sabar Kantha
 Gandhinagar

Saurashtra

Kachchh
 Surendranagar
 Rajkot
 Jamnagar
 Porbandar
 Junagadh
 Amreli
 Bhavnagar

South

Bharuch
 The Dangs
 Navsari
 Valsad
 Tapi
 Surat

Divisional Estimates

Haryana

Note: Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or by geographical regions.

The first row for each division gives the estimate of the relevant variable/year. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Ambala division of Haryana, in 2013, % of Std I-II children who could read letters or more is 79.88%. With 95% probability, the true population proportion lies within ± 3.82 points of the estimate, i.e., between 76.06% and 83.70%.

School enrollment and out of school children										
Division/Region	% Children out of school (age: 6-14)					% Children enrolled in private school (age: 6-14)				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Ambala	1.44	0.71	1.07	1.61	0.37	38.07	30.19	37.38	45.21	47.33
	± 0.48	± 0.29	± 0.72	± 1.18	± 0.21	± 4.36	± 3.97	± 4.16	± 3.83	± 3.96
Gurgaon	5.7	2.17	2.46	3.18	3.24	34.87	37.18	38.33	45.49	45.31
	± 2.22	± 0.85	± 1.03	± 1.10	± 1.10	± 5.00	± 5.16	± 5.26	± 5.36	± 5.30
Hisar	2.06	0.49	0.77	0.57	0.88	38.4	46.13	43.14	45.96	51.64
	± 1.02	± 0.24	± 0.39	± 0.28	± 0.35	± 4.20	± 4.02	± 5.20	± 4.10	± 4.00
Rohtak	3.46	1.05	0.62	0.72	0.64	52.9	49.9	58.36	60.42	60.17
	± 2.69	± 0.65	± 0.38	± 0.53	± 0.53	± 4.03	± 4.62	± 4.61	± 4.02	± 3.66
State	3.14	1.1	1.37	1.45	1.31	40.78	41.84	43.39	49.24	51.43
	± 0.91	± 0.30	± 0.41	± 0.41	± 0.36	± 2.31	± 2.35	± 2.63	± 2.34	± 2.25

Learning levels: Std I-II										
Division/Region	% Children in Std I-II who CAN READ letters or more					% Children in Std I-II who CAN RECOGNIZE numbers 1 to 9 or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Ambala	86.31	83.98	77.95	79.04	79.88	86.99	84.21	83.33	83.42	85.92
	± 3.73	± 4.26	± 4.56	± 4.41	± 3.82	± 3.35	± 4.20	± 4.06	± 4.12	± 3.64
Gurgaon	83.58	88.33	77.45	71.29	70.21	84.01	89.55	81.04	79.69	77.91
	± 3.91	± 2.94	± 6.02	± 5.76	± 5.88	± 3.87	± 2.90	± 5.79	± 4.74	± 4.34
Hisar	84.09	89.2	84.28	81.23	79.37	84.21	90.44	84.83	85.25	82.94
	± 4.05	± 2.90	± 5.30	± 3.53	± 4.64	± 3.68	± 2.67	± 5.45	± 2.89	± 4.31
Rohtak	88.05	88.79	87.9	86.44	88.54	89.39	89.18	87.72	90.18	91.09
	± 4.00	± 3.26	± 5.11	± 2.79	± 3.68	± 4.11	± 3.39	± 6.00	± 2.45	± 3.23
State	85.26	87.95	81.27	79.63	79.74	85.81	88.81	83.77	84.77	84.52
	± 2.01	± 1.62	± 2.88	± 2.25	± 2.44	± 1.91	± 1.60	± 2.83	± 1.86	± 2.05

Learning levels: Std III-V										
Division/Region	% Children in Std III-V who CAN READ Level 1 (Std I) text or more					% Children in Std III-V who CAN DO subtraction or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Ambala	63.69	61.74	62.35	66.91	69.51	60.11	56.59	53.1	55.35	57.28
	± 5.35	± 4.92	± 4.75	± 4.14	± 4.06	± 5.15	± 5.57	± 4.22	± 4.17	± 4.47
Gurgaon	70.11	75.92	71.89	58.23	65.61	67.81	71.61	65.66	48.71	54.39
	± 4.95	± 3.99	± 5.00	± 6.19	± 5.75	± 5.31	± 4.05	± 5.71	± 5.85	± 5.97
Hisar	71.68	75.08	69.41	66.27	73.77	68.81	72.48	67.54	59.93	63.31
	± 4.37	± 3.72	± 5.72	± 3.92	± 3.82	± 4.51	± 3.71	± 4.79	± 4.27	± 4.45
Rohtak	73.59	74.06	75.3	76.2	79.25	73.21	73.34	71.96	69.36	73.38
	± 4.75	± 4.62	± 5.28	± 3.81	± 3.94	± 5.00	± 4.75	± 5.02	± 4.29	± 3.80
State	70.17	72.37	69.79	66.96	72.47	67.85	69.29	64.46	58.77	62.71
	± 2.43	± 2.19	± 2.66	± 2.44	± 2.26	± 2.54	± 2.30	± 2.67	± 2.52	± 2.46

List of districts under each division

Ambala
Ambala
Kaithal
Kurukshetra
Panchkula
Yamunanagar
Gurgaon
Mahendragarh
Rewari
Mewat
Faridabad
Gurgaon
Hisar
Bhiwani
Fatehabad
Hisar
Jind
Sirsa
Rohtak
Jhajjar
Karnal
Panipat
Rohtak
Sonipat

Divisional Estimates

Himachal Pradesh

School enrollment and out of school children										
Division/Region	% Children out of school (age: 6-14)					% Children enrolled in private school (age: 6-14)				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Kangra	0.83	0.33	0.85	1.77	1.71	23.62	27.37	26.59	26.41	35.6
	±0.65	±0.27	±1.22	±1.40	±1.68	±5.29	±5.86	±5.80	±6.67	±5.54
Mandi	0.38	0.09	0.42	0.34	0.1	22.81	26.4	28.37	32.92	35.98
	±0.28	±0.10	±0.27	±0.27	±0.10	±4.69	±4.97	±5.41	±5.40	±5.24
Shimla	0.83	0.64	0.3	1	0.33	18.33	20.54	24.45	27.69	28.32
	±0.43	±0.45	±0.22	±1.08	±0.27	±4.32	±4.29	±5.26	±5.25	±5.76
State	0.67	0.33	0.55	1.01	0.75	21.97	25.3	26.63	28.92	33.86
	±0.30	±0.16	±0.47	±0.61	±0.62	±2.88	±3.13	±3.22	±3.32	±3.22

Note: Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or by geographical regions.

The first row for each division gives the estimate of the relevant variable/year. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Kangra division of Himachal Pradesh, in 2013, % of Std I-II children who could read letters or more is 89.94%. With 95% probability, the true population proportion lies within ±5.22% points of the estimate, i.e., between 84.72% and 95.16%.

Learning levels: Std I-II										
Division/Region	% Children in Std I-II who CAN READ letters or more					% Children in Std II who CAN RECOGNIZE numbers 1 to 9 or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Kangra	87.23	92.91	91.67	84.2	89.94	87.15	93.15	95.42	89.26	92.35
	±4.78	±2.72	±4.29	±6.12	±5.22	±4.54	±3.10	±2.29	±4.99	±3.97
Mandi	95.44	90.18	94.25	92.36	88.09	97.68	90.24	96.24	95.22	90.97
	±3.09	±4.30	±3.60	±3.54	±5.18	±1.12	±4.40	±2.43	±3.00	±4.26
Shimla	92.08	92.85	90.8	90.92	87.04	91.31	94.57	94.19	95.91	91.99
	±3.75	±3.06	±3.80	±5.80	±3.46	±3.73	±2.76	±2.83	±2.80	±3.43
State	91.52	92.05	92.33	89.6	88.44	92.1	92.64	95.38	93.95	91.74
	±2.33	±1.95	±2.31	±3.19	±2.83	±2.08	±2.04	±1.43	±2.05	±2.31

List of districts under each division

Kangra
Chamba
Kangra
Una
Mandi
Bilaspur
Hamirpur
Kullu
Lahul & Spiti
Mandi
Shimla
Kinnaur
Shimla
Sirmaur
Solan

Learning levels: Std III-V										
Division/Region	% Children in Std III-V who CAN READ Level 1 (Std I) text or more					% Children in Std III-V who CAN DO subtraction or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Kangra	78.19	83.08	80.33	68.9	71.16	79.62	79.24	76.3	58.17	62.05
	±6.02	±3.70	±4.36	±7.13	±5.93	±6.65	±4.77	±4.73	±7.87	±7.18
Mandi	84.39	76.77	82.02	87.48	85.05	84.17	71.65	73.26	72.78	69.43
	±3.99	±5.28	±6.81	±3.77	±3.46	±3.83	±5.85	±7.75	±5.16	±4.65
Shimla	85.95	84.79	84.95	79.72	77.84	82.06	81.37	77.26	63.68	62.88
	±3.76	±3.90	±3.50	±4.98	±5.48	±5.28	±4.16	±4.45	±6.65	±5.98
State	82.36	81.63	82.13	78.97	78.52	81.8	77.51	75.51	64.81	65.27
	±2.87	±2.55	±3.03	±3.33	±2.98	±3.21	±3.06	±3.48	±4.01	±3.48

Divisional Estimates

Jammu and Kashmir

School enrollment and out of school children										
Division/Region	% Children out of school (age: 6-14)					% Children enrolled in private school (age: 6-14)				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Jammu	2.27		2.68	2.63	1.97	27.03		32.65	41.93	44.87
	±2.27		±1.17	±1.23	±0.69	±4.09		±5.53	±6.10	±6.04
Kashmir Valley	1.46		2.29	1.94	1.72	36.76		43.31	45.63	46.26
	±0.80		±0.73	±0.51	±0.56	±4.13		±4.37	±4.00	±3.75
Ladakh	0.89		0.59	0.39	0.92	31.8		39.51	43.4	37.74
	±0.81		±0.55	±0.40	±0.46	±6.23		±7.98	±7.70	±7.07
State	1.84		2.46	2.25	1.82	31.96		37.72	43.73	45.47
	±1.16		±0.70	±0.67	±0.43	±2.89		±3.63	±3.60	±3.37

Note: Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or by geographical regions.

The first row for each division gives the estimate of the relevant variable/year. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Jammu division of Jammu & Kashmir, in 2013, % of Std I-II children who could read letters or more is 88.97%. With 95% probability, the true population proportion lies within ±3.12% points of the estimate, i.e., between 85.85% and 92.09%.

Learning levels: Std I-II										
Division/Region	% Children in Std I-II who CAN READ letters or more					% Children in Std I-II who CAN RECOGNIZE numbers 1 to 9 or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Jammu	81.37		87.4	87.83	88.97	84.05		90.54	89.69	89.31
	±6.42		±3.33	±3.64	±3.12	±3.58		±3.35	±3.54	±3.39
Kashmir Valley	89.15		92.36	91.12	86.94	87.32		92.49	92.65	89.61
	±4.36		±2.38	±2.86	±3.51	±3.87		±2.48	±2.47	±2.83
Ladakh	87.07		97.53	92.52	95.06	89.39		96.37	92.77	97.3
	±6.74		±2.34	±4.33	±3.77	±5.33		±2.87	±4.28	±2.14
State	85.4		89.85	89.48	88.12	85.81		91.54	91.14	89.64
	±3.82		±2.12	±2.30	±2.31	±2.58		±2.10	±2.15	±2.15

Learning levels: Std III-V										
Division/Region	% Children in Std III-V who CAN READ Level 1 (Std I) text or more					% Children in Std III-V who CAN DO subtraction or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Jammu	39.55		54.23	54.97	61.68	38.47		49.78	46.52	54.2
	±4.92		±5.76	±5.77	±5.22	±5.76		±5.17	±5.42	±5.44
Kashmir Valley	55.59		58.55	64.5	64.9	50.75		51.17	50.65	52.56
	±4.66		±4.76	±4.13	±4.75	±5.66		±5.28	±4.84	±4.85
Ladakh	51.99		77.93	76.61	73.53	56.23		70.55	62.77	61.61
	±8.79		±5.99	±6.82	±8.92	±6.98		±6.30	±6.26	±8.91
State	48.62		56.7	59.55	63.54	45.69		50.86	48.66	53.54
	±3.54		±3.74	±3.67	±3.44	±4.07		±3.63	±3.63	±3.57

Data for Jammu and Kashmir for 2010 is not available.

List of districts under each division

Jammu
Doda
Jammu
Kathua
Punch
Rajouri
Udhampur
Kashmir Valley
Anantnag
Badgam
Baramula
Kupwara
Pulwama
Srinagar
Ladakh
Kargil
Leh (Ladakh)

Divisional Estimates

Jharkhand

School enrollment and out of school children										
Division/Region	% Children out of school (age: 6-14)					% Children enrolled in private school (age: 6-14)				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Kolhan	7.64	7.18	8.53	5.95	3.98	6.44	6.62	9.1	9.49	8.95
	±2.14	±2.28	±2.18	±1.80	±1.40	±2.22	±2.29	±3.21	±3.00	±2.35
North Chotanagpur	3.33	1.55	1.81	2.29	2	14.13	11.28	17.2	20.56	20.27
	±1.20	±0.48	±0.70	±0.71	±0.59	±2.51	±2.08	±3.61	±3.65	±3.57
Palamu	2.86	3.13	3.69	3.63	3.9	3.05	2.44	7.31	7.17	10.74
	±1.73	±1.54	±1.01	±1.32	±1.34	±2.15	±1.20	±2.69	±2.75	±3.01
Santhal Pargana	8.72	5.86	6.61	7.8	5.84	3.96	4.29	5.84	9.11	8.16
	±2.13	±1.78	±1.25	±1.48	±1.38	±1.31	±1.54	±2.04	±2.32	±2.28
South Chotanagpur	4.66	3.61	5.15	3.69	4.33	17.51	15.97	21.79	24.11	27.5
	±1.52	±1.01	±1.50	±0.84	±1.01	±4.48	±3.99	±4.00	±4.79	±4.50
State	5.4	3.77	4.65	4.43	3.79	9.98	8.8	12.83	15.45	15.73
	±0.82	±0.61	±0.60	±0.56	±0.50	±1.34	±1.18	±1.64	±1.82	±1.70

Note: Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or by geographical regions.

The first row for each division gives the estimate of the relevant variable/year. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Kolhan division of Jharkhand, in 2013, % of Std I-II children who could read letters or more is 53.73%. With 95% probability, the true population proportion lies within ±7.16% points of the estimate, i.e., between 46.58% and 60.89%.

Learning levels: Std I-II										
Division/Region	% Children in Std I-II who CAN READ letters or more					% Children in Std II who CAN RECOGNIZE numbers 1 to 9 or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Kolhan	72.94	65.46	64.79	59.4	53.73	78.71	69.2	68.13	61.62	64.62
	±7.77	±8.52	±7.83	±7.94	±7.16	±6.67	±8.10	±6.63	±7.49	±6.71
North Chotanagpur	77.38	70.99	69.17	75.84	60.57	77.88	72.66	68.21	77.46	64.75
	±4.17	±4.71	±5.41	±3.71	±5.58	±4.30	±4.83	±5.64	±3.79	±5.35
Palamu	69.55	56.76	55.42	66.12	57.83	65.61	56.33	51.69	61.5	60.42
	±7.88	±8.34	±6.02	±8.15	±7.12	±7.77	±8.36	±6.00	±9.14	±6.91
Santhal Pargana	82.64	81.46	60.22	54.34	52.97	81.48	82.05	61.59	59.61	57.47
	±3.54	±3.60	±5.80	±4.91	±5.21	±3.56	±3.75	±5.48	±4.51	±4.89
South Chotanagpur	76.98	72.28	64.08	67.75	63.74	76.97	73.03	67.46	71.84	70.93
	±4.46	±6.77	±5.03	±5.00	±5.40	±4.20	±7.19	±5.11	±4.52	±5.01
State	77.08	71.45	63.5	66.06	58	77.21	72.62	63.97	68.29	63.07
	±2.30	±2.72	±2.74	±2.54	±2.83	±2.25	±2.78	±2.74	±2.53	±2.69

Learning levels: Std III-V										
Division/Region	% Children in Std III-V who CAN READ Level 1 (Std I) text or more					% Children in Std III-V who CAN DO subtraction or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Kolhan	55.19	45.3	41.87	41.2	42.44	52.81	44.9	30.45	31.36	32.97
	±7.50	±8.05	±6.43	±6.78	±7.02	±7.52	±7.72	±5.59	±5.78	±6.09
North Chotanagpur	65.66	64.53	58.68	53.88	47.85	58.13	58.06	52.59	43.39	38.87
	±4.38	±3.92	±4.98	±4.36	±4.17	±4.87	±4.77	±4.73	±4.34	±4.72
Palamu	58.3	57.68	40.17	40.2	41.17	45.95	50.04	36.86	33.08	28.24
	±10.49	±6.56	±5.87	±8.52	±5.91	±7.34	±6.54	±5.67	±8.30	±5.25
Santhal Pargana	48.6	56.78	45.18	32.74	41.15	48.99	58.55	41.75	28.99	33.55
	±4.80	±5.12	±4.46	±4.50	±4.94	±4.85	±4.75	±4.73	±4.04	±4.54
South Chotanagpur	55.96	59.76	45.71	47.61	53.64	44.25	47.58	29.62	36.21	37.05
	±4.99	±6.42	±6.82	±6.13	±5.83	±5.28	±6.46	±6.56	±6.99	±6.12
State	57.58	58.93	48.4	44.8	45.41	51.41	53.81	41.03	36.23	34.93
	±2.68	±2.51	±2.68	±2.69	±2.40	±2.64	±2.67	±2.74	±2.59	±2.41

List of districts under each division

Kolhan
Pashchimi Singhbhum
Purbi Singhbhum
Saraikela-Kharswan
North Chotanagpur
Chatra
Hazaribagh
Kodarma
Giridih
Dhanbad
Bokaro
Palamu
Garhwa
Palamu
Latehar
Santhal Pargana
Deoghar
Godda
Sahibganj
Pakur
Dumka
Jamtara
South Chotanagpur
Ranchi
Lohardaga
Gumla
Simdega
Khunti

Divisional Estimates

Karnataka

School enrollment and out of school children										
Division/Region	% Children out of school (age: 6-14)					% Children enrolled in private school (age: 6-14)				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Bangalore	1.51	1.57	1.03	1.36	1.38	17.78	21.62	24.38	26.52	25.86
	±0.41	±0.43	±0.41	±0.55	±0.63	±2.57	±2.93	±2.98	±3.65	±2.87
Belgaum	2.21	2.4	2.7	1.47	1.5	14.21	16.72	15.74	18.78	23.4
	±0.57	±0.78	±0.76	±0.52	±0.56	±2.70	±3.11	±2.43	±3.57	±5.07
Gulbarga	8.52	7.7	6.35	4.41	3.69	13.7	13.82	13.3	16.07	13.67
	±1.89	±1.52	±1.67	±1.06	±1.34	±3.09	±2.69	±2.95	±2.80	±2.62
Mysore	1.33	1.69	1.2	0.45	0.79	21.08	26.6	26.51	26.56	25.8
	±0.40	±0.47	±0.39	±0.24	±0.40	±2.95	±3.08	±3.33	±3.30	±3.11
State	3.17	3.13	2.79	1.88	1.75	16.77	19.98	20.04	21.91	22.53
	±0.52	±0.47	±0.51	±0.35	±0.39	±1.41	±1.52	±1.53	±1.71	±1.96

Note: Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or by geographical regions.

The first row for each division gives the estimate of the relevant variable/year. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Bangalore division of Karnataka, in 2013, % of Std I-II children who could read letters or more is 89.7%. With 95% probability, the true population proportion lies within ±2.93% points of the estimate, i.e., between 86.77% and 92.63%.

Learning levels: Std I-II										
Division/Region	% Children in Std I-II who CAN READ letters or more					% Children in Std I-II who CAN RECOGNIZE numbers 1 to 9 or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Bangalore	91.46	89.08	91.21	88.12	89.7	87.49	88.16	91.49	85.02	88.52
	±2.09	±2.91	±2.58	±3.81	±2.93	±2.81	±3.22	±2.66	±4.02	±3.12
Belgaum	85.09	83.72	83.96	82.08	80.89	82.87	82.93	84.91	80.02	83.27
	±3.26	±3.90	±3.42	±4.06	±3.71	±3.73	±3.92	±3.13	±4.68	±4.10
Gulbarga	75.3	73.69	75.52	71.84	75.82	73.61	77.45	76.26	74.4	83.67
	±3.83	±4.50	±4.63	±4.52	±5.08	±4.17	±4.50	±4.76	±4.25	±4.6
Mysore	91.53	93.99	91.03	90.59	89.27	89.46	90.99	90.56	89.55	90.02
	±2.19	±1.87	±2.78	±2.96	±2.65	±2.68	±2.40	±2.60	±2.83	±2.55
State	85.74	85.59	85.34	82.8	83.75	83.29	85.2	85.75	81.88	86.14
	±1.66	±1.82	±1.84	±2.08	±1.95	±1.83	±1.79	±1.81	±2.13	±1.92

List of districts under each division

Bangalore
Chitradurga
Davanagere
Shimoga
Tumkur
Kolar
Bangalore
Bangalore Rural
Belgaum
Belgaum
Bagalkot
Bijapur
Gadag
Dharwad
Uttara Kannada
Haveri
Gulbarga
Gulbarga
Bidar
Raichur
Koppal
Bellary
Mysore
Udupi
Chikmagalur
Mandya
Hassan
Dakshina Kannada
Kodagu
Mysore
Chamarajanagar

Learning levels: Std III-V										
Division/Region	% Children in Std III-V who CAN READ Level 1 (Std I) text or more					% Children in Std III-V who CAN DO subtraction or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Bangalore	66.37	59.39	65.24	60.18	59.91	54.25	54.57	53.6	49.18	51.41
	±3.62	±4.23	±4.16	±4.90	±4.28	±4.36	±4.36	±4.48	±4.64	±4.52
Belgaum	66.82	60.42	57.09	62.59	54.19	45.36	47.4	45.33	52.57	45
	±3.71	±4.86	±4.95	±4.73	±5.56	±4.19	±4.94	±5.42	±5.41	±5.30
Gulbarga	43.84	42.12	44.87	44.35	46.26	26.29	22.48	33.29	35.99	31.69
	±4.54	±4.64	±4.84	±4.01	±5.34	±4.20	±3.86	±4.26	±4.00	±5.21
Mysore	75.32	72.5	71.15	67.65	65.14	54.19	47.7	57.39	54.65	50.53
	±3.38	±3.43	±3.64	±3.61	±3.58	±4.11	±4.20	±4.19	±4.00	±4.07
State	63.99	59.56	59.66	59.25	56.63	46.02	44.53	47.49	48.61	45.03
	±2.08	±2.35	±2.39	±2.30	±2.47	±2.34	±2.46	±2.48	±2.41	±2.48

Divisional Estimates

Kerala

School enrollment and out of school children										
Division/Region	% Children out of school (age: 6-14)					% Children enrolled in private school (age: 6-14)				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Central Kerala	0.12	0.03	0	0.25	0	51.19	61.26	68.7	63.91	76.12
	±0.14	±0.05	±0.00	±0.30	±0.00	±7.36	±5.88	±4.97	±6.91	±4.51
North Kerala	0.05	0.12	0	0.24	0	44.28	44.5	52.2	53.28	60.16
	±0.06	±0.12	±0.00	±0.21	±0.00	±5.85	±6.14	±5.67	±5.74	±4.93
South Kerala	0.11	0.11	0	0.14	0	57.74	57.39	62.67	62.11	70.51
	±0.11	±0.13	±0.00	±0.14	±0.00	±4.94	±4.83	±5.04	±4.62	±4.30
State	0.1	0.09	0.08	0.2	0.11	51.46	54.21	60.79	59.59	68.6
	±0.06	±0.06	±0.06	±0.12	±0.10	±3.49	±3.34	±3.10	±3.29	±2.76

Note: Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or by geographical regions.

The first row for each division gives the estimate of the relevant variable/year. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Central Kerala division of Kerala, in 2013, % of Std I-II children who could read letters or more is 97.36%. With 95% probability, the true population proportion lies within ±2.18% points of the estimate, i.e., between 95.18% and 99.55%.

Learning levels: Std I-II										
Division/Region	% Children in Std I-II who CAN READ letters or more					% Children in Std II who CAN RECOGNIZE numbers 1 to 9 or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Central Kerala	94.44	97.22	93.92	94.76	97.36	93.04	98.92	94.96	95.33	96.81
	±2.41	±2.47	±2.80	±2.53	±2.18	±3.40	±1.13	±2.54	±2.74	±2.03
North Kerala	96.64	98.37	97.67	96.12	96.42	96.85	97.93	96.4	95.48	98.47
	±2.00	±1.13	±1.39	±1.89	±2.02	±1.66	±1.54	±1.73	±1.82	±1.34
South Kerala	98.53	98.65	98.72	97.63	97.73	97.55	97.62	98.5	98.1	97.73
	±1.18	±1.19	±0.95	±1.43	±1.52	±1.58	±1.82	±1.24	±1.32	±1.62
State	96.73	98.15	97.1	96.28	97.2	96.01	98.09	96.88	96.39	97.71
	±1.07	±0.92	±0.99	±1.13	±1.07	±1.28	±0.92	±1.03	±1.14	±0.97

List of districts under each division

Central Kerala

Palakkad

Thrissur

Ernakulam

Idukki

North Kerala

Kasaragod

Kannur

Wayanad

Kozhikode

Malappuram

South Kerala

Kottayam

Alappuzha

Pathanamthitta

Kollam

Thiruvananthapuram

Learning levels: Std III-V										
Division/Region	% Children in Std III-V who CAN READ Level 1 (Std I) text or more					% Children in Std III-V who CAN DO subtraction or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Central Kerala	78.76	83.29	82.96	74.21	76.63	74.48	79.69	67.68	65.84	62.32
	±4.83	±3.72	±3.59	±6.61	±4.34	±5.30	±4.26	±4.71	±6.10	±6.73
North Kerala	84.8	83.99	83.85	78.7	78.81	69.46	73.99	62.7	58.22	55.87
	±2.83	±3.30	±3.59	±3.32	±4.28	±4.58	±4.19	±5.15	±4.94	±5.45
South Kerala	84.65	91.98	80.28	80.66	77.62	81.42	83.41	71.07	77.44	63.27
	±3.70	±2.11	±2.97	±3.48	±4.32	±3.22	±3.17	±3.75	±3.69	±5.22
State	82.99	86.86	82.15	78.33	77.75	75.54	79.23	67.46	67.87	60.55
	±2.23	±1.80	±1.93	±2.54	±2.52	±2.56	±2.27	±2.63	±3.02	±3.31

Divisional Estimates

Madhya Pradesh

School enrollment and out of school children										
Division/Region	% Children out of school (age: 6-14)					% Children enrolled in private school (age: 6-14)				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Bhopal	1.96	2.07	2.16	2.77	2.37	17.64	19.2	22.25	23.01	24.04
	±0.66	±0.84	±1.05	±0.78	±0.59	±3.54	±3.39	±4.10	±3.48	±3.78
Chambal	1.33	2.54	2.11	1.81	3.9	17.51	12.95	13.27	12.45	18.22
	±0.68	±1.26	±0.76	±0.76	±1.08	±3.73	±3.11	±3.57	±3.65	±3.90
Gwalior	0.87	1.34	2.02	3.15	2.87	6.74	7.72	12.18	13.35	14.12
	±0.46	±0.66	±0.77	±0.90	±0.81	±2.04	±2.61	±2.87	±3.04	±3.72
Hoshangabad	2.25	1.27	2.86	2.08	3.02	16.04	12.31	17.96	24.43	22.73
	±0.95	±0.64	±1.56	±0.81	±1.19	±4.27	±2.83	±6.14	±6.16	±5.63
Indore	6	4.81	4.48	7.65	9.23	16.67	23.58	20.23	23.69	20.82
	±2.52	±1.22	±1.47	±1.59	±2.27	±3.19	±3.44	±3.02	±4.06	±3.48
Jabalpur	1.74	1.57	0.98	2.4	2.12	12.49	14.98	14.26	13.12	17.88
	±0.51	±0.60	±0.38	±0.85	±0.74	±2.47	±2.62	±2.45	±2.54	±2.89
Rewa	1.97	1.13	2.21	2.45	1.48	10.71	12.29	17.65	19.45	23.07
	±0.88	±0.55	±0.91	±1.15	±0.86	±2.77	±3.57	±4.12	±3.83	±4.17
Sagar	1.46	0.36	1.73	1.84	2.49	12	9.11	8.84	11.55	10.66
	±0.53	±0.20	±0.53	±0.56	±0.66	±2.80	±1.97	±2.22	±2.52	±2.39
Shahdol	1.15	1.36	1.22	1.25	1.77	3.24	6.2	12.35	12.79	11.4
	±0.57	±0.50	±0.65	±0.70	±0.77	±1.72	±1.95	±3.64	±3.55	±3.70
Ujjain	1.9	0.88	2.23	2.07	2.74	30.54	26.78	30.05	26.04	35.96
	±0.56	±0.32	±0.68	±0.63	±0.74	±4.04	±3.44	±4.14	±4.41	±3.85
State	2.31	1.81	2.23	3.08	3.45	14.81	15.43	17.17	18.16	20.31
	±0.44	±0.26	±0.32	±0.37	±0.46	±1.10	±1.07	±1.17	±1.22	±1.25

Learning levels: Std I-II										
Division/Region	% Children in Std I-II who CAN READ letters or more					% Children in Std I-II who CAN RECOGNIZE numbers 1 to 9 or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Bhopal	97.1	79.5	60.01	62.03	54.25	96.18	78.64	62.12	60.23	59.22
	±1.05	±4.84	±6.37	±6.26	±5.71	±1.27	±4.92	±6.36	±6.00	±5.64
Chambal	97.71	80.88	47.74	62.49	54.77	97.91	81.95	50.8	61.44	58.45
	±1.72	±6.00	±6.71	±7.10	±7.12	±1.41	±5.46	±6.45	±7.00	±6.83
Gwalior	97.28	74.91	56.97	55.78	51.72	95.6	72.44	58.69	56.48	56.88
	±1.70	±5.47	±7.01	±5.38	±6.80	±2.60	±7.00	±7.07	±5.80	±6.92
Hoshangabad	97.76	80.48	64.87	60.2	55.31	96.1	80.3	65.23	60.95	55.61
	±1.44	±5.50	±9.11	±10.15	±7.55	±1.73	±5.84	±9.49	±10.22	±7.49
Indore	94.89	82.01	64.04	59.21	54.88	92.72	82.79	60.14	62.79	59.82
	±2.56	±3.58	±4.72	±4.98	±4.96	±2.97	±3.76	±4.41	±5.25	±4.81
Jabalpur	91.7	84.72	68.88	72.32	57.55	90.73	82.51	66.41	69.09	60.79
	±2.84	±3.05	±4.51	±4.20	±5.07	±2.54	±3.51	±4.55	±4.27	±5.44
Rewa	95.51	93.42	75.53	67.22	60.79	93.49	91.27	69.56	60.65	60.21
	±2.02	±2.87	±6.31	±5.73	±5.60	±2.47	±3.33	±7.05	±6.47	±5.15
Sagar	93.77	93.44	60.46	61.7	55.75	94.56	94.25	61	60.49	58.09
	±2.38	±2.70	±5.03	±5.47	±5.39	±1.92	±2.06	±4.85	±5.18	±5.60
Shahdol	96.05	93.96	68.35	71.85	69.33	95.37	93.38	61.27	67.31	70.26
	±3.09	±3.18	±6.81	±5.66	±6.87	±2.74	±3.65	±7.12	±5.93	±6.92
Ujjain	97.4	85.99	75.61	75.28	63.57	96.28	85.57	73.36	73.13	65.46
	±1.13	±3.31	±4.20	±4.68	±5.20	±1.71	±3.48	±4.48	±5.14	±4.77
State	95.44	85.44	65.69	64.96	57.58	94.36	84.73	63.92	63.53	60.44
	±0.75	±1.35	±1.94	±1.85	±1.90	±0.79	±1.46	±1.93	±1.89	±1.86

Note: Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or by geographical regions.

The first row for each division gives the estimate of the relevant variable/year. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Bhopal division of Madhya Pradesh, in 2013, % of Std I-II children who could read letters or more is 54.25%. With 95% probability, the true population proportion lies within ±5.71% points of the estimate, i.e., between 48.53% and 59.96%.

List of districts under each division

Bhopal
Rajgarh
Vidisha
Bhopal
Sehore
Raisen
Chambal
Sheopur
Morena
Bhind
Gwalior
Gwalior
Datia
Shivpuri
Guna
Hoshangabad
Betul
Harda
Hoshangabad
Indore
Jhabua
Dhar
Indore
West Nimar
Barwani
East Nimar

Divisional Estimates

Madhya Pradesh

Learning levels: Std III-V										
Division/Region	% Children in Std III-V who CAN READ Level 1 (Std I) text or more					% Children in Std III-V who CAN DO subtraction or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Bhopal	93.14	55.08	35.38	40.21	34.16	88.71	44.96	22.73	22.49	23.91
	±1.63	±4.97	±4.99	±4.66	±4.99	±2.51	±5.11	±4.61	±3.81	±4.30
Chambal	88.75	54.43	30.66	32.27	39.86	83.94	52.51	25.98	26.29	29.92
	±3.51	±7.18	±5.20	±6.46	±7.79	±3.93	±6.32	±4.94	±5.49	±7.90
Gwalior	86.08	55.73	36.34	37.32	29.26	81.72	35.26	26.38	25.31	19.53
	±3.67	±4.28	±4.86	±5.48	±5.14	±4.20	±4.72	±4.41	±5.16	±4.02
Hoshangabad	95.36	55	48.52	39.36	37.78	92.89	49.6	31.38	21.68	19.2
	±1.67	±5.95	±8.81	±5.94	±8.06	±2.28	±4.90	±8.36	±5.20	±7.37
Indore	90.06	58.7	41.36	39	35.79	86.32	50.49	31.71	20.97	17.02
	±3.51	±4.59	±4.39	±5.17	±4.58	±4.51	±4.31	±4.00	±3.63	±3.28
Jabalpur	77.36	65.97	45.19	45.16	42.19	68.85	54.29	29.16	25.13	25.05
	±3.52	±4.13	±4.00	±4.47	±4.52	±3.91	±4.36	±3.64	±3.78	±4.26
Rewa	91.3	85.47	51.83	35.55	37.46	83.51	73.88	30.07	23.58	22.43
	±3.10	±4.08	±6.58	±5.16	±5.31	±4.38	±5.43	±5.59	±4.93	±4.43
Sagar	83.16	74.84	35.57	34.33	32.96	76.7	71.1	23.2	19.24	19.13
	±3.39	±5.29	±4.35	±3.77	±3.88	±4.38	±5.76	±3.51	±3.24	±3.46
Shahdol	80.96	75.96	35.65	39.45	38.99	73.96	66.03	21.13	21.32	19.64
	±4.48	±5.19	±6.00	±5.66	±6.79	±5.55	±6.47	±5.13	±4.82	±5.18
Ujjain	94.1	78.23	64.95	45.89	51	90.06	66.6	47.85	25.96	29.11
	±1.63	±3.73	±4.49	±5.38	±4.79	±2.54	±4.39	±5.26	±4.23	±3.87
State	87.49	67.21	44.2	39.32	38.08	81.88	57.63	30.12	23.12	22.32
	±1.13	±1.73	±1.81	±1.68	±1.70	±1.42	±1.88	±1.63	±1.40	±1.43

List of districts under each division

Jabalpur
Narsimhapur
Mandla
Chhindwara
Seoni
Balaghat
Jabalpur
Katni
Rewa
Satna
Rewa
Sidhi
Sagar
Tikamgarh
Chhattarpur
Panna
Sagar
Damoh
Shahdol
Umaria
Shahdol
Dindori
Ujjain
Neemuch
Mandsaur
Ratlam
Ujjain
Shajapur
Dewas

पढ़ने की जाँच

कहानी
 सावन का महीना था। आसमान में बहुत से काले बादल छाये थे। ठंडी-ठंडी हवा चल रही थी। मैंने सोचा, आज झूला झूलते हैं। बड़े भैया एक मोटी सी रस्सी लेकर आये। हमने उसे पेड़ से लटका कर झूला बनाया। सब ने मिलकर खूब झूला झूला। बहुत सारे बच्चे आकर मजे से खेलने लगे। खेलते-खेलते रात हो गयी।

अनुच्छेद
 सोनी के पास एक माला है। उसमें बहुत सारे मोती हैं। मोती पीले रंग के हैं। सोनी उसे पहनती है।

द क त
 ब ल
 थ ह च
 म ख

हीरा कैसा
 शेर
 नानी भावू
 काम पीला
 फूल
 दिन मोर

गणित की जाँच

या पहचान 10-99	घटाव	भाग
58	74 - 56 = 34	8) 993
69 99	47 - 29 = 35	6) 758
34 61	41 - 15 = 32	7) 865
46 84	36 - 18 = 68	4) 658
3 5		
9 8		
4 1		
25 68		

उपरोक्त को संकट की 5 संकेत पहचानने को जाँचें। नाम से नाम 4 सही होने चाहिए।
 उपरोक्त को संकट की 5 संकेत पहचानने को जाँचें। नाम से नाम 4 सही होने चाहिए।
 उपरोक्त को संकट की 2 घटाव को पहचानने को जाँचें। संकट हो सही होने चाहिए।
 उपरोक्त को संकट की 1 भाग का पहचान करने को जाँचें। भाग सही होने चाहिए।

Divisional Estimates

Maharashtra

School enrollment and out of school children										
Division/Region	% Children out of school (age: 6-14)					% Children enrolled in private school (age: 6-14)				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Amravati	1.08	0.85	0.73	1.53	1.6	34.78	26.92	33.6	34.15	34.26
	±0.44	±0.46	±0.40	±0.63	±0.62	±3.90	±4.07	±4.39	±4.44	±3.62
Aurangabad	0.83	1.23	1.14	2.17	1.38	21	23.01	28.51	29.3	31.14
	±0.30	±0.40	±0.38	±0.60	±0.48	±2.26	±2.36	±3.13	±2.89	±2.87
Konkan	1.54	1.54	2.35	2.28	3.25	27.57	12.1	14.56	22.63	30.01
	±0.99	±0.98	±1.31	±1.26	±1.13	±6.21	±3.99	±4.65	±5.94	±4.62
Nagpur	0.51	0.63	0.43	0.33	0.64	31.08	30.67	34.76	34.92	39.83
	±0.30	±0.34	±0.25	±0.24	±0.30	±3.62	±3.37	±3.75	±3.96	±3.83
Nashik	1.56	1.66	1.35	1.83	2.34	30.98	32.61	35.79	45.94	43.71
	±0.77	±0.53	±0.58	±0.71	±1.16	±4.13	±3.99	±4.20	±3.94	±4.53
Pune	0.52	0.77	0.71	0.52	0.76	28.21	28.39	29.74	37.48	43.77
	±0.22	±0.39	±0.46	±0.28	±0.32	±3.41	±3.88	±4.28	±4.14	±4.48
State	0.98	1.12	1.08	1.47	1.58	28.19	26.43	30.31	35.42	37.5
	±0.22	±0.21	±0.24	±0.27	±0.31	±1.60	±1.56	±1.77	±1.79	±1.70

Learning levels: Std I-II										
Division/Region	% Children in Std I-II who CAN READ letters or more					% Children in Std I-II who CAN RECOGNIZE numbers 1 to 9 or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Amravati	94.4	95.38	86.25	76.12	59.6	95.07	94.46	87.12	75.61	65.53
	±3.32	±1.92	±4.06	±5.03	±5.01	±3.08	±2.74	±4.14	±4.91	±4.86
Aurangabad	90.8	94.26	89.93	72.35	64.35	91.99	93.78	91.98	76.19	73.2
	±2.34	±1.80	±2.78	±3.51	±3.86	±2.13	±1.83	±2.10	±3.30	±3.45
Konkan	92.88	97.07	91.41	82.21	72.1	93.27	96.53	90.03	82.1	75.43
	±3.56	±3.16	±4.12	±5.97	±7.06	±3.05	±3.09	±4.09	±5.46	±7.14
Nagpur	96.62	90.57	88.69	73.64	67.9	96.3	88.41	87.71	75.11	73.68
	±1.79	±2.50	±2.96	±4.58	±4.97	±1.82	±2.99	±3.05	±4.46	±4.49
Nashik	92.86	95.95	94.33	78.91	63.46	91.45	95.09	94.1	81.63	68.52
	±2.92	±1.77	±2.11	±4.38	±5.41	±2.80	±2.03	±2.03	±3.83	±5.85
Pune	93.27	94.87	92.98	81.65	85.58	94.09	94.1	93.65	84.67	89.9
	±2.28	±1.89	±3.22	±4.78	±3.61	±2.00	±2.31	±3.13	±4.02	±3.06
State	93.03	94.75	91.18	77.44	68.46	93.29	93.88	91.58	79.75	74.41
	±1.14	±0.86	±1.29	±1.93	±2.14	±1.04	±0.98	±1.21	±1.74	±2.10

Note: Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or by geographical regions.

The first row for each division gives the estimate of the relevant variable/year. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Amravati division of Maharashtra, in 2013, % of Std I-II children who could read letters or more is 59.6%. With 95% probability, the true population proportion lies within ±5.01% points of the estimate, i.e., between 54.58% and 64.61%.

List of districts under each division

Amravati

Buldana

Akola

Washim

Amravati

Yavatmal

Aurangabad

Nanded

Hingoli

Parbhani

Jalna

Aurangabad

Bid

Latur

Osmanabad

Konkan

Thane

Raigarh

Ratnagiri

Sindhudurg

Divisional Estimates

Maharashtra

Learning levels: Std III-V										
Division/Region	% Children in Std III-V who CAN READ Level 1 (Std I) text or more					% Children in Std III-V who CAN DO subtraction or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Amravati	86.9	80.7	65.79	58.13	60.5	69.19	60.7	40.51	27.22	26.96
	±3.58	±4.80	±5.43	±5.64	±4.48	±4.99	±5.46	±5.37	±4.30	±4.14
Aurangabad	84.28	83.15	76.43	65.47	67.37	70.31	67.44	56.11	30.96	22.48
	±2.76	±2.55	±3.33	±3.47	±3.18	±3.93	±3.48	±4.49	±3.44	±2.66
Konkan	90.09	85.4	82.35	75.09	76.33	78.96	69.28	67.93	42	36.28
	±3.37	±4.31	±5.16	±5.64	±4.85	±5.11	±5.60	±6.57	±6.32	±5.22
Nagpur	86.02	79.91	73.42	68.14	71.35	68.54	47.16	45.01	31.95	28.51
	±2.76	±3.44	±3.27	±4.39	±3.05	±4.16	±4.11	±4.54	±4.35	±3.68
Nashik	84.94	88.55	81.39	72.08	64.57	73.31	74.89	52.66	40.6	28.4
	±3.59	±3.14	±3.94	±3.91	±4.64	±5.10	±4.82	±5.72	±6.24	±4.10
Pune	89.65	90.39	82.19	82.29	83.72	79.9	74.66	67.73	52.39	50.31
	±2.37	±2.05	±3.86	±3.62	±3.05	±3.90	±3.77	±5.01	±5.07	±4.15
State	86.75	85.48	77.84	71.11	70.28	73.7	67.56	56.03	38.63	31.66
	±1.30	±1.34	±1.75	±1.84	±1.75	±1.92	±1.96	±2.35	±2.37	±1.78

List of districts under each division

Nagpur
Wardha
Nagpur
Bhandara
Gondiya
Gadchiroli
Chandrapur
Nashik
Nandurbar
Dhule
Jalgaon
Nashik
Ahmadnagar
Pune
Pune
Solapur
Satara
Kolhapur
Sangli

वाचन चाचणी

गोष्ट
 एका गावात एक आजीबाई राहत होती. आजीचे घर छोटे होते. घरासमोर मोठी फुलवाग होती. बागेत गुलाब, जाई-जुई, अबोली, झेंडूची फुलझाडे होती. मोठीमोठी आंब्याची, फणसाची झाडे होती. झाडांवर पक्ष्यांची घरटी होती. हिरवे-कोवळे गवत होते. आजीची बाग सुंदर होती. संध्याकाळ होताच गावातील मुले बागेमध्ये खेळायला येत असत. ती भरपूर मजा करत. मुलांना खेळताना बघून आजीला आनंद होई. आजीबाई संध्याकाळी मुलांना मोठी सांगत असे. त्यामुळे मुलांनादेखील आजीबाई खूप आवडे.

परिच्छेद
 एकदा मी पडले. सगळे मला हसले. एकदा सोनल पडली. मी तिला हसले.

मणित चाचणी

त खडू टोपी
 त ण म
 रवी बैल भाजी
 चौक विहीर कळी
 गाव घाल

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कोणतीही पत्र ओळखता. ५ ओळखीही करू शकता. कोणत्याही पत्र ओळखता. ५ ओळखीही करू शकता. कोणत्याही पत्र ओळखता. ५ ओळखीही करू शकता. कोणत्याही पत्र ओळखता. ५ ओळखीही करू शकता.

Divisional Estimates

Odisha

School enrollment and out of school children										
Division/Region	% Children out of school (age: 6-14)					% Children enrolled in private school (age: 6-14)				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Central	3.78	2.45	2.55	1.65	1.51	5.49	5.66	6	7.73	8.86
	±1.09	±0.73	±0.72	±0.47	±0.44	±1.18	±1.35	±1.03	±1.26	±1.44
North	5.29	2.04	3.21	3.78	2.06	4.14	6.87	5.27	5.65	8.9
	±1.24	±0.58	±0.92	±0.99	±0.64	±0.96	±1.75	±1.30	±1.29	±1.47
South	10.43	9.55	5.64	7.38	6.61	3.11	3.49	3.6	4.7	3.85
	±1.70	±2.28	±1.16	±1.30	±1.23	±0.93	±0.90	±0.78	±1.47	±1.04
State	6.27	4.45	3.71	4.1	3.27	4.36	5.35	5.04	6.17	7.28
	±0.78	±0.80	±0.53	±0.56	±0.48	±0.62	±0.80	±0.61	±0.78	±0.81

Note: Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or by geographical regions.

The first row for each division gives the estimate of the relevant variable/year. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Central division of Orissa, in 2013, % of Std I-II children who could read letters or more is 75.79%. With 95% probability, the true population proportion lies within ±4.03% points of the estimate, i.e., between 71.77% and 79.82%.

Learning levels: Std I-II										
Division/Region	% Children in Std I-II who CAN READ letters or more					% Children in Std I-II who CAN RECOGNIZE numbers 1 to 9 or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Central	92.38	85.28	77.83	80.63	75.79	90.07	80.33	75.08	77.64	76.71
	±2.22	±3.56	±3.80	±3.45	±4.03	±2.63	±3.81	±3.96	±3.84	±4.22
North	90.2	72.3	71.47	59.79	61.37	91.08	70.62	69.76	59.57	65.07
	±2.98	±4.50	±4.32	±4.53	±4.27	±2.29	±4.43	±4.16	±4.62	±4.25
South	84.27	66.76	54.2	50.76	48	81.08	61.53	53.58	50.39	49.96
	±3.04	±3.53	±4.26	±4.36	±4.59	±3.52	±3.67	±4.19	±4.51	±4.71
State	88.85	76.05	67.68	64.31	63.1	87.08	71.94	66.02	63.02	65.07
	±1.61	±2.26	±2.59	±2.59	±2.66	±1.75	±2.34	±2.56	±2.61	±2.72

Learning levels: Std III-V										
Division/Region	% Children in Std III-V who CAN READ Level 1 (Std I) text or more					% Children in Std III-V who CAN DO subtraction or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Central	76.95	71.75	69.23	70.6	69.35	73.62	64.13	56.6	51.31	52.92
	±3.41	±3.49	±3.72	±3.23	±3.36	±3.54	±3.67	±3.95	±3.64	±3.56
North	68.59	57.96	55.13	55.48	52.14	62.87	44.7	38.29	30.48	31.67
	±3.48	±3.47	±4.00	±4.04	±3.95	±3.74	±3.92	±3.86	±3.53	±3.33
South	61.86	50.26	42.97	41.11	41.29	55.22	42.17	32.12	23.97	25.42
	±3.98	±3.38	±3.75	±4.29	±4.18	±4.78	±3.98	±4.01	±3.50	±4.08
State	69.53	61.39	56.59	56.85	55.63	64.4	52.11	43.52	36.59	38.33
	±2.15	±2.13	±2.36	±2.40	±2.32	±2.43	±2.37	±2.45	±2.28	±2.30

List of districts under each division

Central
Mayurbhanj
Baleshwar
Bhadrak
Kendrapara
Jagatsinghapur
Cuttack
Jajapur
Nayagarh
Khordha
Puri
North
Bargarh
Jharsuguda
Sambalpur
Debagarh
Sundargarh
Kendujhar
Dhenkanal
Anugul
Subarnapur
Balangir
South
Ganjam
Gajapati
Kandhamal
Baudh
Nuapada
Kalahandi
Rayagada
Nabarangapur
Koraput
Malkangiri

Divisional Estimates

Punjab

School enrollment and out of school children										
Division/Region	% Children out of school (age: 6-14)					% Children enrolled in private school (age: 6-14)				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Doaba	4.41	0.76	0.5	0.44	0.56	28.58	32.85	37.73	46.1	47.82
	±2.42	±0.38	±0.35	±0.41	±0.42	±5.15	±5.18	±5.38	±5.73	±4.36
Majha	3.75	1.93	2.04	2.56	1.72	39.96	40.78	40.96	50.98	53.33
	±1.94	±1.05	±0.86	±0.94	±0.78	±6.36	±4.74	±4.95	±4.69	±4.71
Malwa	6.05	1.88	1.75	1.14	1.49	27.65	38.87	39.83	42.4	43.85
	±2.41	±0.45	±0.50	±0.37	±0.49	±3.31	±3.11	±2.85	±2.93	±3.05
State	5.23	1.66	1.56	1.3	1.37	30.5	38.03	39.64	45.06	46.73
	±1.55	±0.36	±0.36	±0.32	±0.35	±2.64	±2.33	±2.25	±2.33	±2.28

Note: Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or by geographical regions.

The first row for each division gives the estimate of the relevant variable/year. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Doaba division of Punjab, in 2013, % of Std I-II children who could read letters or more is 80.14%. With 95% probability, the true population proportion lies within ±5.49% points of the estimate, i.e., between 74.65% and 85.63%.

Learning levels: Std I-II										
Division/Region	% Children in Std I-II who CAN READ letters or more					% Children in Std II who CAN RECOGNIZE numbers 1 to 9 or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Doaba	88.81	90.74	86.51	86.67	80.14	85.09	92.69	89.34	91.17	87.13
	±5.76	±3.01	±3.19	±5.56	±5.49	±6.71	±2.98	±3.40	±4.23	±4.75
Majha	92.91	83.73	87.58	88.29	76.81	91.31	85.85	90.4	89.72	82.09
	±3.47	±3.99	±3.34	±4.11	±6.67	±4.18	±4.01	±3.53	±4.31	±6.60
Malwa	90.24	88.26	87.42	85.38	84.64	86.91	87.82	91.06	87.28	87.96
	±2.12	±2.16	±2.57	±2.54	±2.47	±2.35	±2.22	±2.17	±2.53	±2.28
State	90.48	87.69	87.22	86.29	81.98	87.4	88.35	90.45	88.66	86.46
	±1.87	±1.67	±1.73	±2.08	±2.40	±2.16	±1.70	±1.64	±1.94	±2.25

List of districts under each division

Doaba
Hoshiarpur
Jalandhar
Kapurthala
SBS Nagar
Majha
Gurdaspur
Amritsar
Tarn Taran
Malwa
Bathinda
Faridkot
Fatehgarh Sahib
Firozpur
Ludhiana
Mansa
Moga
Muktsar
Sangrur
SAS Nagar
Patiala
Rupnagar

Learning levels: Std III-V										
Division/Region	% Children in Std III-V who CAN READ Level 1 (Std I) text or more					% Children in Std III-V who CAN DO subtraction or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Doaba	75.11	77.97	80.27	75.62	75.63	77.77	83.17	80.3	61.92	74.23
	±4.77	±4.69	±3.75	±4.76	±5.65	±4.69	±3.83	±4.48	±7.37	±6.02
Majha	70.97	72.83	71.74	70.06	65.32	66	75.89	71.86	56.58	59.53
	±6.02	±4.38	±4.37	±5.11	±6.01	±6.52	±4.39	±5.11	±4.67	±6.87
Malwa	70.79	72.51	73.74	73.73	73.83	68.97	78.13	71.19	65.83	66.78
	±3.04	±2.80	±2.84	±3.15	±3.02	±3.45	±2.70	±3.26	±3.22	±3.44
State	71.67	73.8	74.94	73.43	72.29	70.12	78.79	73.61	63.07	66.59
	±2.39	±2.14	±2.06	±2.34	±2.54	±2.65	±2.00	±2.41	±2.70	±2.87

Divisional Estimates

Rajasthan

School enrollment and out of school children										
Division/Region	% Children out of school (age: 6-14)					% Children enrolled in private school (age: 6-14)				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Ajmer	5.81	7.12	6.54	5	7.28	31.69	36.39	33.56	39.7	34.88
	±1.61	±1.54	±1.77	±1.13	±1.60	±4.63	±5.26	±5.43	±4.97	±4.69
Bharatpur	7	6.33	3.47	5.3	5.09	40.33	40.49	41.83	49.84	47.83
	±3.14	±1.79	±0.87	±1.79	±1.61	±5.45	±5.18	±5.58	±4.90	±5.28
Bikaner	5.95	4	2.4	4.12	4.32	36.77	40	45.57	48.64	49.13
	±1.59	±1.16	±0.79	±1.15	±1.25	±4.78	±4.83	±5.04	±4.84	±5.66
Jaipur	2.54	1.78	1.24	1.61	1.33	44.75	47.45	49.42	58.16	55.83
	±0.95	±0.58	±0.52	±0.58	±0.55	±4.33	±3.99	±4.29	±3.96	±4.56
Jodhpur	11.5	9.52	7.74	8.88	9.78	20.23	21.85	24.48	30.41	28.96
	±2.00	±2.10	±1.83	±1.45	±1.41	±3.84	±3.59	±3.98	±4.00	±3.87
Kota	6.52	5.63	2.99	5.32	5.09	30.58	33.59	34.47	40.18	37.86
	±2.10	±1.50	±1.18	±1.51	±1.56	±5.21	±4.62	±5.27	±5.79	±5.69
Udaipur	6.78	6.67	5.98	5.73	6.74	12.62	16.66	19.43	22.11	25.46
	±1.54	±1.58	±1.58	±1.44	±2.53	±2.98	±3.75	±2.98	±3.41	±3.81
State	6.56	5.81	4.49	5.09	5.76	30.38	33.42	35.09	41.07	39.52
	±0.71	±0.61	±0.58	±0.52	±0.66	±1.86	±1.87	±1.95	±1.95	±1.99

Learning levels: Std I-II										
Division/Region	% Children in Std I-II who CAN READ letters or more					% Children in Std I-II who CAN RECOGNIZE numbers 1 to 9 or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Ajmer	74.23	71.67	61.26	62.23	55.16	74.29	70.91	63.46	66.5	59.9
	±4.81	±5.28	±5.83	±5.70	±5.51	±4.57	±5.10	±6.10	±5.08	±5.39
Bharatpur	75.75	70.06	69.81	60.3	50.67	74.8	67.88	72.37	65.49	56.28
	±4.94	±5.30	±6.20	±5.55	±5.21	±5.46	±5.26	±6.00	±4.90	±5.36
Bikaner	74.14	77.24	71.6	71.3	62.16	74.48	78.29	72.54	73.62	67.77
	±5.33	±4.73	±4.75	±4.54	±5.99	±5.29	±4.65	±4.56	±4.43	±5.47
Jaipur	76.82	74.37	72.62	69.55	65.09	73.64	75.83	73.66	73.84	67.98
	±6.31	±3.76	±5.38	±5.29	±4.79	±5.94	±3.91	±5.42	±4.73	±4.68
Jodhpur	67.06	60.66	54.26	45.44	46.29	68.46	61.22	54.57	53.36	53.48
	±5.49	±4.98	±4.79	±5.61	±5.18	±5.69	±5.12	±4.77	±5.17	±5.20
Kota	71.31	76.21	70.08	55.61	59.53	73.03	77.3	71.56	61.93	70.64
	±4.79	±5.22	±6.04	±6.46	±6.07	±4.67	±4.71	±5.82	±6.03	±5.28
Udaipur	64.16	68.09	67.83	55.45	45.74	65.01	71.2	68.02	60.94	58.59
	±5.24	±4.72	±5.15	±5.91	±6.19	±5.35	±4.67	±4.88	±5.56	±6.22
State	71.29	70.03	65.51	59.22	54.06	71.26	70.81	66.48	64.53	60.97
	±2.19	±1.94	±2.21	±2.37	±2.30	±2.18	±1.95	±2.22	±2.16	±2.22

Note: Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or by geographical regions.

The first row for each division gives the estimate of the relevant variable/year. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Ajmer division of Rajasthan, in 2013, % of Std I-II children who could read letters or more is 55.16%. With 95% probability, the true population proportion lies within ±5.51% points of the estimate, i.e., between 49.65% and 60.67%.

List of districts under each division

Ajmer

Ajmer

Bhilwara

Nagaur

Tonk

Bharatpur

Bharatpur

Dhaulpur

Karauli

Sawai Madhopur

Bikaner

Bikaner

Churu

Ganganagar

Hanumangarh

Jaipur

Alwar

Dausa

Jaipur

Jhunjhun

Sikar

Divisional Estimates

Rajasthan

Learning levels: Std III-V										
Division/Region	% Children in Std III-V who CAN READ Level 1 (Std I) text or more					% Children in Std III-V who CAN DO subtraction or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Ajmer	58.1	52.33	48.87	53.48	50.25	47.32	41.47	36.5	35.16	38.24
	±4.94	±5.56	±5.24	±5.37	±5.79	±5.74	±5.36	±5.65	±5.10	±5.61
Bharatpur	58.13	52.66	56.41	49.06	56.36	56.19	47.5	49.23	39.44	45.18
	±5.50	±5.33	±5.14	±5.68	±5.03	±5.38	±5.83	±5.75	±5.59	±5.15
Bikaner	65.48	68.18	63.14	57.98	62.85	59.4	64.72	55.29	44.49	48.45
	±5.00	±4.68	±4.12	±5.35	±5.65	±5.22	±4.95	±4.61	±5.54	±6.05
Jaipur	62.77	63.23	60.03	53.75	62.62	52.81	54.45	48.71	40.17	46.57
	±4.47	±4.60	±5.48	±4.38	±5.06	±4.81	±5.23	±5.17	±4.47	±5.19
Jodhpur	55.34	52.14	42.2	38.05	44.5	46.53	45.8	28.9	23.37	27.28
	±5.24	±4.77	±4.46	±4.28	±4.78	±4.91	±5.25	±4.39	±3.89	±4.17
Kota	50.96	59.05	49.44	47.07	52.72	42.54	52.7	36.76	31.72	43.82
	±5.36	±6.20	±6.13	±4.82	±5.28	±5.97	±6.08	±5.70	±4.89	±5.00
Udaipur	41.72	55.83	49.25	39.36	44.86	32.11	44.27	31.74	23.03	24.15
	±5.69	±4.92	±4.27	±4.72	±4.77	±6.15	±4.93	±4.11	±3.82	±4.29
State	55.88	57.4	52.66	47.74	52.76	47.45	49.48	40.39	33.11	37.38
	±2.12	±1.98	±2.06	±1.98	±2.12	±2.20	±2.11	±2.09	±1.92	±2.10

List of districts under each division
Jodhpur
Barmer
Jaisalmer
Jalor
Jodhpur
Pali
Sirohi
Kota
Baran
Bundi
Jhalawar
Kota
Udaipur
Banswara
Chittaurgarh
Dungarpur
Rajsamand
Udaipur

पढ़ने की जाँच

कहानी
 रामपुर में कुछ ज़मीन खाली थी। वहाँ कुछ नहीं उगता था। वहाँ कोई खेलने नहीं जाता था। एक दिन कुछ लोग आये। उन्होंने गाँव के लोगों को बुलाया। सबने मिलकर तय किया कि यहाँ बगीचा बनाया जाये। खाद मंगाकर हर तरह के पौधे लगाये गये। सही समय पर पानी दिया गया। आज वहाँ एक सुंदर बगीचा है। इसलिए वहाँ सब खेलने जाते हैं।

अनुवाद
 बगीचे में एक पेड़ है। पेड़ पर एक तोता रहता है। तोते का रंग हरा है। वह लाल टमाटर खाता है।

न र च
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आग सोच
 ताला
 गिर पैसा
 चौकी धुन
 देश
 पानी सूदा

गणित की जाँच

या पहचान 10-99	घटाव	भाग
83	56 - 29 = 27 64 - 39 = 25	8) 979
7 3	43 - 28 = 15 45 - 17 = 28	6) 823
6 9	93 - 76 = 17 75 - 57 = 18	7) 975
5 2	52 - 15 = 37 66 - 49 = 17	4) 513
36 43		

सबसे बड़े संख्या के 2 अंकों पर ध्यान देने की आवश्यकता है।
सबसे बड़े संख्या के 3 अंकों पर ध्यान देने की आवश्यकता है।
सबसे बड़े संख्या के 4 अंकों पर ध्यान देने की आवश्यकता है।
सबसे बड़े संख्या के 5 अंकों पर ध्यान देने की आवश्यकता है।

Divisional Estimates

Tamil Nadu

School enrollment and out of school children										
Division/Region	% Children out of school (age: 6-14)					% Children enrolled in private school (age: 6-14)				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Central	0.89	0.79	0.63	0.48	0.52	19.44	19.35	25.18	27.43	24.75
	±0.44	±0.36	±0.29	±0.32	±0.37	±3.06	±3.72	±3.28	±4.08	±4.64
East	0.8	1.38	0.86	1.03	0.57	14.95	20.67	23.91	25.36	23.73
	±0.31	±0.60	±0.41	±0.63	±0.27	±2.37	±3.38	±2.92	±3.09	±3.24
North	0.69	0.9	1.06	0.36	0.54	21.09	26.11	26.42	26.76	31.19
	±0.36	±0.46	±0.68	±0.36	±0.31	±2.73	±3.85	±3.68	±3.34	±3.43
South	1.14	0.94	0.67	0.4	0.52	26.25	34.84	32.3	36.08	28.02
	±0.37	±0.38	±0.28	±0.25	±0.29	±4.16	±5.74	±4.95	±5.04	±5.26
West	1.25	0.71	1	0.85	0.78	17.54	22.9	26.93	27.96	24.86
	±0.49	±0.33	±0.74	±0.53	±0.52	±3.96	±5.30	±4.73	±4.19	±4.57
State	0.93	0.98	0.85	0.59	0.57	19.69	25.07	27.04	28.95	26.78
	±0.17	±0.22	±0.23	±0.19	±0.15	±1.47	±2.06	±1.79	±1.86	±1.92

Note: Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or by geographical regions.

The first row for each division gives the estimate of the relevant variable/year. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Central division of Tamil Nadu, in 2013, % of Std I-II children who could read letters or more is 61.30%. With 95% probability, the true population proportion lies within ±7.35% points of the estimate, i.e., between 53.95% and 68.65%.

Learning levels: Std I-II										
Division/Region	% Children in Std I-II who CAN READ letters or more					% Children in Std I-II who CAN RECOGNIZE numbers 1 to 9 or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Central	59.55	51.81	55.49	53.02	61.3	65.9	54.7	59.6	58.69	67.6
	±5.86	±7.03	±5.51	±6.39	±7.35	±5.80	±7.29	±5.76	±6.68	±7.17
East	55.34	60.34	60.67	57.46	65.8	64.5	65.89	69.6	75.11	78.62
	±4.97	±5.26	±4.96	±5.86	±4.93	±4.51	±5.09	±5.19	±4.22	±3.97
North	67.1	67.3	62.97	60.84	49.17	75.79	73.44	70.07	68.46	64.87
	±5.53	±5.15	±5.43	±5.80	±5.43	±5.06	±5.61	±5.55	±5.58	±5.93
South	65.08	73.52	68.19	60.27	70.17	72.67	76.4	72.06	67.14	72.4
	±5.15	±4.48	±5.06	±5.29	±4.83	±4.82	±4.89	±4.85	±5.10	±5.34
West	68.68	58.18	66.73	61.95	70.08	72.63	60.85	75.55	70.86	75.79
	±6.07	±7.05	±5.12	±6.45	±6.99	±6.27	±7.51	±5.27	±5.27	±6.64
State	62.42	63.03	62.75	58.64	62.49	69.95	67.47	69.25	68	71.84
	±2.49	±2.62	±2.41	±2.68	±2.70	±2.36	±2.73	±2.47	±2.52	±2.64

Learning levels: Std III-V										
Division/Region	% Children in Std III-V who CAN READ Level 1 (Std I) text or more					% Children in Std III-V who CAN DO subtraction or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Central	54.56	44.74	39.45	42.94	47.34	38.3	37.09	31.19	37.51	33.55
	±6.29	±4.90	±5.10	±5.19	±5.19	±5.67	±5.31	±5.21	±4.98	±5.65
East	42.99	46.24	48.59	41.44	47.22	29.89	38.11	34.95	31.55	41.15
	±4.09	±4.48	±4.50	±4.58	±3.98	±3.84	±4.74	±4.39	±4.29	±4.14
North	54.14	52.7	44.88	47.09	42.24	34	41.37	40.53	41.18	35.85
	±4.56	±5.04	±5.93	±5.65	±5.37	±4.33	±3.89	±5.42	±5.26	±5.45
South	59.66	62.86	62.62	57.77	64.26	48.4	49.38	55.11	41.4	44.4
	±4.47	±3.88	±4.09	±4.25	±4.46	±4.43	±3.94	±4.48	±4.28	±4.73
West	59.09	57.71	52.33	56.14	47.6	55.2	53.97	46.47	40.63	36.36
	±6.14	±6.10	±4.45	±5.31	±5.90	±5.74	±6.39	±4.43	±4.97	±5.82
State	53.04	52.5	50	48.85	50.19	39.66	43.18	41.88	38.63	39.19
	±2.30	±2.30	±2.33	±2.36	±2.34	±2.23	±2.20	±2.33	±2.22	±2.29

List of districts under each division

Central
Salem
Namakkal
Karur
Tiruchirappalli
Pudukkottai
East
Viluppuram
Perambalur
Ariyalur
Cuddalore
Nagapattinam
Thiruvallur
Thanjavur
North
Thiruvallur
Kancheepuram
Vellore
Dharmapuri
Tiruvannamalai
South
Sivaganga
Madurai
Virudhunagar
Ramanathapuram
Thoothukkudi
Tirunelveli
Kanniyakumari
West
Erode
The Nilgiris
Coimbatore
Dindigul
Theni

Divisional Estimates

Uttar Pradesh

School enrollment and out of school children										
Division/Region	% Children out of school (age: 6-14)					% Children enrolled in private school (age: 6-14)				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Agra	3.84	3.85	5.16	4.75	3.38	40.81	51.47	57.38	59.99	60.59
	±0.88	±0.97	±0.91	±1.07	±0.89	±3.96	±4.10	±3.70	±3.75	±4.38
Aligarh	6.58	6.15	6.27	5.44	5.92	42.67	35.8	44.55	52.22	52.83
	±1.51	±1.76	±1.63	±1.42	±1.49	±4.70	±5.37	±5.09	±5.07	±4.99
Allahabad	3.26	4.16	5.19	4.29	2.63	36.76	42.84	47.77	53.92	52.42
	±0.90	±1.02	±1.11	±0.87	±0.74	±5.00	±4.42	±4.05	±4.48	±4.53
Azamgarh	3.99	1.68	1.87	2.22	2.66	42.73	51.2	53.13	59.38	57.87
	±1.70	±0.67	±0.79	±0.99	±0.89	±5.09	±5.61	±4.86	±4.55	±4.39
Bareilly	9.99	10.91	13.03	12.33	12.86	30.11	33.87	39.58	39.16	40.05
	±2.16	±2.92	±1.97	±1.95	±1.82	±3.72	±4.13	±3.96	±3.78	±4.28
Basti	5.62	5.16	6.79	5.05	5.02	38.84	40.16	45.36	44.73	44.6
	±1.79	±1.39	±1.64	±1.34	±1.39	±4.46	±4.48	±4.61	±4.79	±4.58
Chitrakoot	3.86	5.29	6.22	7.82	4.92	22.32	23.64	22.78	29.96	31.45
	±0.85	±1.20	±1.36	±1.54	±1.24	±4.65	±4.14	±4.35	±4.60	±5.06
Devipatan	7.96	10.11	15.18	12.26	8.44	20.72	20.89	25.98	33.68	32.74
	±1.84	±2.05	±2.56	±2.06	±2.09	±3.62	±4.08	±3.89	±4.17	±4.02
Faizabad	4.29	5.86	4.47	4.74	5.07	35.76	39.34	46.03	52.67	48.29
	±1.19	±1.60	±1.34	±1.24	±1.27	±4.04	±3.76	±4.13	±3.75	±3.54
Gorakhpur	3.01	1.76	2.63	3.3	2.68	46.69	50.75	52.94	53.66	58.55
	±0.77	±0.48	±0.73	±0.78	±0.78	±4.36	±4.01	±3.54	±3.45	±3.65
Jhansi	1.88	2.54	4.18	3.63	2.5	14.82	19.56	25.58	31.4	29.78
	±0.83	±0.89	±1.27	±1.02	±0.66	±3.94	±5.28	±5.53	±5.17	±5.02
Kanpur	3.71	3.4	4.52	3.53	3.02	34.36	40.68	39.5	47.18	48.66
	±0.79	±0.83	±1.28	±0.79	±0.66	±3.65	±3.66	±3.84	±3.79	±3.61
Lucknow	7.2	6.58	7	10.09	6.87	32.12	34.24	38.61	38.95	40.66
	±1.31	±1.14	±1.45	±1.69	±1.06	±3.22	±3.23	±3.88	±3.49	±3.66
Meerut	3.16	2.95	3.61	4.45	3.91	39.7	52.09	57.55	62.51	59.28
	±0.94	±0.80	±1.06	±1.15	±1.26	±4.52	±4.22	±3.60	±3.71	±4.45
Mirzapur	2.57	3.65	2.03	4.3	2.89	27.52	28.09	32.7	42.14	41.71
	±1.01	±1.15	±0.76	±1.25	±0.92	±4.85	±4.73	±4.91	±5.06	±4.28
Moradabad	6.96	7.8	9.22	9.97	7.66	46.67	43.85	55.56	53.76	54.97
	±1.74	±1.75	±1.62	±1.82	±1.68	±4.42	±4.77	±3.87	±3.79	±4.18
Saharanpur	3.78	7.34	8.51	8.57	7.37	35.04	35.99	53.17	54.31	56.2
	±1.53	±2.53	±2.56	±2.25	±2.49	±6.14	±5.32	±6.22	±5.29	±5.56
Varanasi	1.79	1.85	2.56	2.57	1.27	38.66	42.21	54.88	54.43	58.49
	±0.60	±0.66	±0.69	±0.97	±0.59	±4.40	±3.95	±4.29	±3.94	±4.25
State	4.92	5.22	6.13	6.36	5.11	35.83	39.33	45.36	48.47	49
	±0.36	±0.39	±0.40	±0.41	±0.35	±1.12	±1.14	±1.13	±1.10	±1.13

Note: Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or by geographical regions.

The first row for each division gives the estimate of the relevant variable/year. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Agra division of Uttar Pradesh, in 2013, % of Std I-III children who could read letters or more is 64.09%. With 95% probability, the true population proportion lies within ±3.75% points of the estimate, i.e., between 60.35% and 67.84%.

List of districts under each division

Agra
Mathura
Agra
Firozabad
Mainpuri
Aligarh
Aligarh
Mahamaya Nagar
Etah
Allahabad
Fatehpur
Pratapgarh
Kaushambi
Allahabad
Azamgarh
Azamgarh
Mau
Ballia
Bareilly
Budaun
Bareilly
Pilibhit
Shahjahanpur
Basti
Siddharthnagar
Basti
Sant Kabir Nagar

Divisional Estimates

Uttar Pradesh

Learning levels: Std I-II										
Division/Region	% Children in Std I-II who CAN READ letters or more					% Children in Std I-II who CAN RECOGNIZE numbers 1 to 9 or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Agra	68.04	67.76	65.3	61.85	64.09	66.55	68.07	67.5	67.57	70.08
	±4.20	±3.94	±3.93	±4.14	±3.75	±4.23	±3.77	±3.66	±3.79	±3.32
Aligarh	66.93	62.07	54.68	56.77	59.07	67.5	59.84	57.1	62.15	65.41
	±5.29	±5.74	±6.52	±5.38	±5.49	±4.88	±5.95	±6.33	±5.23	±5.90
Allahabad	71.04	62.23	66.93	56.52	59.66	67.68	59.85	67.2	60.32	61.98
	±3.77	±4.63	±4.00	±4.18	±4.55	±4.26	±4.41	±4.02	±4.02	±4.66
Azamgarh	70.08	73.12	72.37	66.97	63.41	68.09	72.63	71.18	70.99	68.33
	±4.96	±6.62	±4.23	±4.69	±5.78	±5.20	±6.05	±4.85	±4.12	±4.70
Bareilly	58.21	64.47	56.12	49.34	46.54	58.19	62.74	59.49	56.64	56.15
	±5.39	±5.04	±5.38	±5.42	±5.01	±5.38	±5.33	±5.49	±4.90	±4.95
Basti	66.48	64.68	57.83	55.43	56.39	64.02	62.07	62.11	56.26	61.72
	±5.79	±6.12	±5.35	±5.30	±5.46	±5.48	±5.93	±5.18	±5.64	±4.90
Chitrakoot	73.92	62.27	64.24	57.85	58.12	71.51	61.28	64.33	59.75	63.03
	±4.80	±5.43	±4.52	±4.40	±5.61	±5.13	±4.81	±4.61	±4.80	±5.48
Devipatan	57.68	54.44	45.67	40.27	46.64	55.9	56.6	56.43	47.85	54.15
	±5.39	±5.34	±4.64	±4.33	±5.59	±5.39	±5.23	±4.97	±4.25	±5.08
Faizabad	65.66	62.22	61.11	54.64	51.82	62.82	65.58	63.95	62.85	61.17
	±5.01	±5.43	±4.26	±4.65	±4.47	±5.21	±5.57	±4.35	±3.98	±4.09
Gorakhpur	75.87	72.96	71.63	59.89	64.56	72.82	71.95	71.88	64.34	69.58
	±3.96	±4.35	±3.88	±3.34	±4.80	±4.26	±4.31	±3.58	±3.43	±4.30
Jhansi	71.59	73.9	68.99	69.46	61.57	69.35	72.5	64.99	70.23	63.97
	±5.20	±5.18	±5.25	±5.28	±5.43	±5.37	±5.42	±5.50	±5.24	±5.60
Kanpur	63.2	70.41	66.92	62.97	57.57	60.69	67.7	67.72	67.34	63.25
	±4.65	±3.90	±3.98	±4.17	±4.18	±4.86	±4.05	±4.10	±4.09	±3.96
Lucknow	57.86	60.57	55.35	47.51	50.98	56.57	60.81	58.47	56	58.87
	±4.23	±4.46	±5.09	±4.18	±5.05	±4.01	±4.09	±4.55	±3.70	±4.81
Meerut	76.4	79.87	72.06	69.3	76.76	75.01	77.65	77.37	74.85	82.12
	±4.55	±4.30	±4.52	±3.97	±4.28	±4.69	±4.58	±4.17	±3.04	±3.96
Mirzapur	70.06	68.08	75.42	61.02	52.72	65.4	65.45	74.97	61.65	57.69
	±4.85	±6.82	±4.43	±4.86	±4.45	±4.69	±6.19	±4.23	±4.82	±3.86
Moradabad	69.35	65.21	62.14	62.5	52.3	70.87	66.66	66.6	69.94	61.26
	±5.28	±5.21	±5.18	±4.72	±4.53	±5.09	±4.69	±4.59	±4.04	±5.28
Saharanpur	82	77.64	69.58	68.61	64.74	83.28	77.68	70.74	78.96	71.57
	±5.03	±6.26	±5.56	±6.14	±5.92	±4.98	±6.79	±4.71	±5.38	±5.40
Varanasi	75.73	82.9	69.47	67.05	66	72.65	78.73	71.25	69.28	70.86
	±4.08	±4.02	±4.34	±4.48	±4.04	±3.90	±4.29	±4.36	±4.39	±3.75
State	68	67.31	63.56	57.51	57.73	66.29	66.59	65.99	62.89	63.95
	±1.25	±1.35	±1.24	±1.22	±1.30	±1.25	±1.30	±1.18	±1.13	±1.21

List of districts under each division

Chitrakoot

Hamirpur

Mahoba

Banda

Chitrakoot

Devipatan

Bahraich

Shrawasti

Balampur

Gonda

Faizabad

Bara Banki

Faizabad

Ambedkar Nagar

Sultanpur

Gorakhpur

Mahrajganj

Gorakhpur

Kushinagar

Deoria

Jhansi

Jalaun

Jhansi

Lalitpur

Kanpur

Farrukhabad

Kannauj

Etawah

Auraiya

Kanpur Dehat

Divisional Estimates

Uttar Pradesh

Learning levels: Std III-V										
Division/Region	% Children in Std III-V who CAN READ Level 1 (Std I) text or more					% Children in Std III-V who CAN DO subtraction or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Agra	48.74	51.4	46.76	44.07	52.4	35.07	42.28	38.85	30.78	43.83
	±5.55	±4.96	±4.77	±4.82	±5.35	±4.13	±4.99	±3.99	±4.29	±4.86
Aligarh	46.81	46.67	42.7	45.13	46.95	37.67	38.37	32.86	36.88	34.2
	±6.21	±5.78	±5.43	±6.72	±5.51	±6.60	±5.66	±4.43	±6.08	±4.89
Allahabad	48.06	47.16	44.35	41.54	49.59	38.06	34.08	33.82	30.57	38.74
	±5.19	±5.11	±4.22	±4.80	±5.61	±5.76	±4.21	±4.74	±4.78	±6.14
Azamgarh	45.95	57.08	59.32	58.69	62.77	32.01	49.51	49.5	44.05	44.49
	±4.39	±6.97	±4.37	±5.07	±5.20	±4.69	±7.39	±4.15	±5.15	±4.77
Bareilly	31.46	38.63	35.86	32.33	35.24	21.39	26.16	24.8	20.9	23.3
	±5.77	±4.85	±4.40	±4.41	±4.36	±4.44	±4.44	±4.01	±4.14	±4.06
Basti	47.27	52.01	44.07	42.83	46.83	35.1	38.42	26.29	26.93	33.63
	±6.07	±6.00	±5.35	±5.80	±5.45	±5.41	±5.61	±4.07	±5.25	±5.32
Chitrakoot	43.75	42.98	40.2	38.03	44.09	34.79	33.28	30.52	25.71	33.68
	±5.55	±4.50	±4.41	±5.19	±4.65	±5.60	±4.42	±4.04	±4.27	±4.53
Devipatan	38.78	48.85	38.29	29.52	37.29	26.37	31.84	25.31	16.72	30.15
	±5.28	±5.40	±4.87	±4.21	±5.83	±4.85	±5.00	±4.46	±3.50	±5.57
Faizabad	49.32	49.86	43.76	43.56	46.24	32.99	35.96	29.37	27.53	34.54
	±5.26	±5.72	±4.26	±4.65	±5.09	±5.49	±5.01	±3.94	±4.03	±4.73
Gorakhpur	60.21	66.85	58.57	53.62	51.75	46.23	52.41	36.48	30.35	41.16
	±5.03	±4.36	±4.00	±4.06	±4.74	±5.84	±4.70	±4.20	±3.19	±4.54
Jhansi	48.55	52.46	48.03	42.4	40.06	42.66	42.86	41.1	30.29	31.65
	±6.27	±6.45	±5.14	±5.80	±5.65	±6.08	±5.28	±4.68	±5.55	±5.02
Kanpur	41.32	51.73	45.78	40.77	42.4	29.08	39.2	37.79	30.41	33.04
	±4.12	±4.80	±4.98	±4.15	±3.91	±4.02	±5.26	±4.85	±4.05	±4.05
Lucknow	36.2	41.39	40.2	35.53	37.04	22.02	30.79	28.85	18.96	28.21
	±3.64	±4.27	±4.52	±3.68	±4.06	±3.12	±4.00	±4.18	±2.86	±3.69
Meerut	69.28	71.87	67.21	64.74	68.49	55.86	61.43	48.06	47.2	49.47
	±5.66	±3.74	±4.38	±4.00	±4.47	±6.19	±4.13	±4.90	±4.71	±4.43
Mirzapur	46.38	50.5	55.06	44.53	49.16	31.13	32.79	37.77	27.9	31.57
	±6.04	±5.58	±5.27	±4.76	±4.29	±5.28	±5.34	±5.44	±4.45	±3.85
Moradabad	51.63	50.23	43.09	40.87	41.91	38.47	37.16	29.1	22.4	27.78
	±5.52	±5.54	±4.47	±5.58	±4.74	±5.46	±5.10	±3.79	±3.85	±4.24
Saharanpur	67.3	64.83	59.04	63.84	62.99	56.55	55.17	39.64	43.29	46.46
	±6.20	±6.74	±6.08	±6.91	±7.28	±7.60	±8.58	±6.13	±7.07	±7.66
Varanasi	61.18	68.4	55.81	57.95	56.23	43.79	51.06	41.15	36.81	45.09
	±4.68	±4.85	±4.39	±4.27	±4.06	±4.75	±5.37	±4.04	±4.66	±4.27
State	48.55	52.67	47.83	44.77	47.8	35.69	40.17	34.45	29.23	35.97
	±1.42	±1.40	±1.21	±1.27	±1.31	±1.42	±1.37	±1.14	±1.14	±1.25

List of districts under each division

Lucknow
Kheri
Sitapur
Hardoi
Unnao
Lucknow
Rae Bareli
Meerut
Meerut
Baghpat
Ghaziabad
Gautam Buddha Nagar
Bulandshahar
Mirzapur
Sant Ravidas Nagar (Bhadohi)
Mirzapur
Sonbhadra
Moradabad
Bijnor
Moradabad
Rampur
Jyotiba Phule Nagar
Saharanpur
Saharanpur
Muzaffarnagar
Varanasi
Jaunpur
Ghazipur
Chandauli
Varanasi

Divisional Estimates

Uttarakhand

School enrollment and out of school children										
Division/Region	% Children out of school (age: 6-14)					% Children enrolled in private school (age: 6-14)				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Garhwal	1.11	1.25	0.8	1.67	2.13	25.69	28.81	31.12	37.34	42.09
	±0.43	±0.58	±0.47	±0.82	±0.88	±4.69	±4.95	±4.86	±5.32	±7.00
Kumaon	1.64	2.36	1.58	2.01	1.71	23.55	29.32	31.69	35.45	36.43
	±0.82	±1.28	±0.97	±0.78	±0.73	±4.21	±5.34	±5.07	±4.63	±5.76
State	1.35	1.73	1.09	1.8	1.93	24.72	29.03	31.33	36.6	39.41
	±0.44	±0.65	±0.47	±0.58	±0.58	±3.20	±3.64	±3.59	±3.71	±4.60

Note: Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or by geographical regions.

The first row for each division gives the estimate of the relevant variable/year. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Garhwal division of Uttaranchal, in 2013, % of Std I-II children who could read letters or more is 72.42%. With 95% probability, the true population proportion lies within ±7.56% points of the estimate, i.e., between 64.87% and 79.98%.

Learning levels: Std I-II										
Division/Region	% Children in Std I-II who CAN READ letters or more					% Children in Std I-II who CAN RECOGNIZE numbers 1 to 9 or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Garhwal	80.49	80.52	76.53	70.42	72.42	79.63	78.26	74.79	73.86	77.07
	±4.10	±4.01	±4.23	±4.98	±7.56	±3.98	±4.20	±5.23	±4.69	±7.64
Kumaon	87.88	80.47	80.83	81.53	70.32	86.3	79.61	79.87	83.83	75.31
	±3.78	±3.98	±4.18	±4.58	±5.99	±3.77	±4.37	±3.74	±3.93	±5.69
State	83.88	80.5	78.09	74.53	71.46	82.7	78.85	76.65	77.55	76.26
	±2.80	±2.85	±3.13	±3.80	±4.91	±2.73	±3.04	±3.64	±3.44	±4.88

List of districts under each division

Garhwal

Uttarkashi

Chamoli

Rudraprayag

Tehri Garhwal

Dehradun

Garhwal

Hardwar

Kumaon

Pithoragarh

Bageshwar

Almora

Champawat

Nainital

Udham Singh Nagar

Learning levels: Std III-V										
Division/Region	% Children in Std III-V who CAN READ Level 1 (Std I) text or more					% Children in Std III-V who CAN DO subtraction or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Garhwal	70.69	69.94	61.06	60.91	63.97	57.19	61.36	48.97	46.42	44
	±4.00	±4.42	±4.80	±5.11	±5.98	±5.03	±4.97	±4.47	±4.99	±7.03
Kumaon	77.58	72.46	70.66	67.01	64.41	68.22	65.01	55.07	54.51	46.28
	±4.87	±3.90	±4.50	±4.57	±5.34	±6.20	±4.64	±4.61	±5.08	±4.99
State	73.79	71.01	64.17	63.35	64.18	62.2	62.91	50.95	49.66	45.05
	±3.08	±3.04	±3.68	±3.63	±4.04	±3.91	±3.47	±3.43	±3.69	±4.44

Divisional Estimates

West Bengal

School enrollment and out of school children										
Division/Region	% Children out of school (age: 6-14)					% Children enrolled in private school (age: 6-14)				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Burdwan	5.38	3.68	3.44	3.34	3.2	4.93	3.68	4.3	3.97	4.45
	±1.53	±0.92	±1.02	±1.13	±0.88	±1.44	±1.13	±1.56	±1.20	±1.76
Jalpaiguri	5.71	5.96	5.31	3.89	2.94	11.01	10.65	10.89	12.46	12.07
	±1.50	±1.58	±1.26	±1.07	±0.77	±1.88	±2.40	±2.29	±2.48	±2.28
Presidency	6.04	4.61	4.6	2.79	3.04	5.13	4.8	5.33	6.58	6.7
	±1.51	±1.11	±1.39	±1.01	±0.94	±1.27	±1.39	±1.42	±1.79	±1.96
State	5.68	4.58	4.32	3.28	3.08	6.54	5.86	6.29	6.94	7.03
	±0.90	±0.69	±0.72	±0.64	±0.52	±0.90	±0.94	±1.01	±1.03	±1.15

Note: Districts have been clubbed into divisions to produce these estimates. The grouping of districts is based on administrative divisions used in the state or by geographical regions.

The first row for each division gives the estimate of the relevant variable/year. The numbers below the estimate, in the second row, are twice the standard error of the corresponding estimate and represent the 95% confidence interval for the estimate. For instance, in Burdwan division of West Bengal, in 2013, % of Std I-II children who could read letters or more is 78.34%. With 95% probability, the true population proportion lies within ±6.31% points of the estimate, i.e., between 72.04% and 84.65%.

Learning levels: Std I-II										
Division/Region	% Children in Std I-II who CAN READ letters or more					% Children in Std II who CAN RECOGNIZE numbers 1 to 9 or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Burdwan	86.09	90.06	89.18	82.08	78.34	88.13	90.7	92.07	87.03	80.07
	±4.01	±3.19	±3.31	±4.46	±6.31	±3.56	±2.74	±2.66	±3.33	±5.77
Jalpaiguri	76.95	78.49	74.67	64.58	61.1	82.3	79.75	79.8	76.12	70.78
	±4.18	±5.50	±4.97	±5.66	±5.73	±3.27	±5.62	±4.47	±4.78	±5.28
Presidency	87.69	88.91	87.15	82.61	76.78	90.37	87.21	90.31	87.5	82.77
	±3.18	±3.81	±3.90	±4.93	±5.33	±3.30	±4.37	±3.36	±4.13	±4.56
State	84.02	86.62	84.77	77.35	73.59	87.2	86.76	88.33	84.13	78.83
	±2.31	±2.50	±2.42	±3.02	±3.48	±2.04	±2.47	±2.08	±2.39	±3.11

List of districts under each division

Burdwan
Birbhum
Barddhaman
Hugli
Bankura
Puruliya
Medinipur
Jalpaiguri
Darjiling
Jalpaiguri
Koch Bihar
Uttar Dinajpur
Dakshin Dinajpur
Maldah
Presidency
Murshidabad
Nadia
North Twenty Four Parganas
Haora
South Twenty Four Parganas

Learning levels: Std III-V										
Division/Region	% Children in Std III-V who CAN READ Level 1 (Std I) text or more					% Children in Std III-V who CAN DO subtraction or more				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Burdwan	70.02	76.82	65.01	64.58	61.24	65.09	71.2	60.46	45.93	46.6
	±5.40	±4.39	±4.53	±4.42	±5.71	±5.51	±5.28	±5.13	±4.44	±5.99
Jalpaiguri	66.06	55.05	52.92	47.35	47.48	57.51	47.16	45.19	32.94	35.2
	±4.65	±5.09	±5.36	±5.13	±4.59	±4.86	±5.00	±5.93	±5.17	±5.00
Presidency	65.54	67.08	62.14	62.42	63.5	55.24	55.29	52.54	48.99	45.34
	±5.03	±6.53	±5.02	±5.29	±4.91	±4.58	±6.89	±4.91	±5.51	±5.04
State	67.59	68.44	61.06	59.58	59.14	60.03	60.4	53.83	43.91	43.64
	±3.06	±3.40	±2.92	±2.99	±3.14	±3.09	±3.85	±3.12	±3.05	±3.25





Annexures

Sample description

State	Actual districts	Surveyed districts										2013					
		2006	2007	2008	2009	2010	2011	2012	Surveyed districts	Surveyed villages	Surveyed households	Surveyed children			Tested children Age 5-16		
		Age 3-16	Age 3-5	Age 6-14	Age 15-16	Reading	Arithmetic										
Andhra Pradesh	22	22	22	22	22	22	22	22	21	621	12555	15841	3004	11046	1791	12033	12025
Assam	23	16	23	22	23	22	19	21	616	12526	20154	4000	13907	2247	15589	15530	
Bihar	38	37	37	35	37	37	37	38	1130	22822	55507	11415	38661	5431	37867	37757	
Chhattisgarh	16	16	15	15	15	15	15	15	444	8970	14637	2572	9964	2101	10171	10157	
Gujarat	26	25*	25*	26	26	25	26	26	763	15389	22488	3921	16083	2484	15387	15344	
Haryana	20	20	20	20	20	16	20	20	582	11835	21600	4316	14681	2603	15382	15310	
Himachal Pradesh	12	12	12	12	12	12	10	12	350	6851	9844	1800	6902	1142	7653	7651	
Jammu & Kashmir	14	13	14	14	14	14	14	13	359	7757	15361	2792	10291	2278	10973	10944	
Jharkhand	23	22	22	21	22	20	22	23	683	13779	29400	5870	20465	3065	20806	20710	
Karnataka	27	27	27	27	27	27	27	26	750	15506	23015	4288	16034	2693	18328	18318	
Kerala	14	14	14	14	14	14	14	14	379	8400	7979	1378	5492	1109	6049	6036	
Madhya Pradesh	45	45	45	45	45	43	43	45	1337	26957	50128	9315	34161	6652	36334	36295	
Maharashtra	33	33	33	33	33	31	33	33	969	19586	28962	5239	20369	3354	22730	22712	
Manipur	9	8	9	9	8	8	9	9	242	5324	10015	2029	7025	961	8073	8054	
Meghalaya	7	5	6	7	7	6	7	5	140	2852	5514	1260	3599	655	4030	4023	
Mizoram	8	7	8	8	8	8	8	8	191	4763	8542	1888	5800	854	7088	7051	
Nagaland	11	10	11	11	11	11	11	10	262	5972	11869	2373	8476	1020	10053	10055	
Odisha	30	30	30	30	30	30	30	30	898	17851	25334	4843	17177	3314	18596	18548	
Puducherry	2	2	2	2	2	2	1	2	41	1200	1223	238	823	162	1008	1008	
Punjab	19	18*	19	19	19	19	19	19	550	11208	13927	2491	9655	1781	10781	10764	
Rajasthan	32	31	32	32	32	31	32	32	947	19042	37158	6890	25153	5115	23805	23729	
Sikkim	4		1	4	4	4	4	4	95	2326	3251	512	2216	523	2805	2799	
Tamil Nadu	29	29	29	29	29	29	29	25	704	14867	19893	3274	14048	2571	16941	16929	
Tripura	4	2	3	4	4	4	4	4	104	2420	3485	648	2361	476	2618	2614	
Uttar Pradesh	69	69	69	69	69	68	69	69	2028	41384	93272	17043	64393	11836	68513	68608	
Uttarakhand	13	13	13	13	13	12	12	9	247	5092	8341	1563	5676	1102	6453	6442	
West Bengal	17	16	17	17	17	17	16	17	509	10163	12924	2430	8678	1816	9328	9247	
All India	567	555	568	577	562	549	553	550	15941	327397	569664	107392	393136	69136	419394	418660	

* These states are complete. Some districts were split in subsequent years

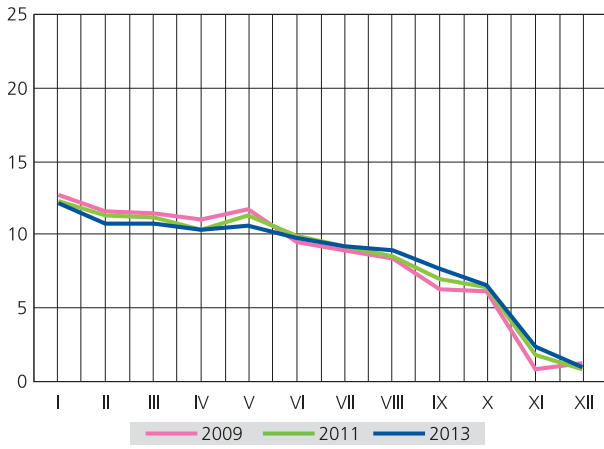
Village infrastructure and household characteristics

State	% of villages with the following facilities													% of households with the following facilities													
	Pukka road	Electricity	Post office	Bank	P.D.S.	Primary Health Centre	Private health clinic	Internet cafe	Solar energy	Govt. primary school	Govt. middle school	Govt. secondary school	Private school	Anganwadi/Pre-school	Kutcha	Semi-pukka	Pukka	Electricity today	Toilet	T.V.	Cable T.V.	Mobile	Motorised two wheeler	Newspaper	Other reading material	Computer usage	At least 1 member Completed Std 12*
Andhra Pradesh	86.4	99.5	65.0	34.8	90.3	45.9	49.8	22.1	17.2	99.2	45.7	24.0	36.0	98.1	12.0	26.7	61.3	89.9	54.2	79.7	94.0	76.8	32.2	9.6	8.5	19.7	33.0
Assam	52.7	90.3	24.2	8.5	68.9	33.2	11.5	7.3	12.9	92.5	25.8	11.1	28.0	87.8	63.7	20.9	15.4	83.6	54.0	38.2	80.9	60.7	17.4	5.3	16.9	10.6	24.7
Bihar	73.4	85.2	39.8	24.8	63.6	33.6	26.4	12.7	76.1	98.2	79.4	16.5	31.4	89.6	37.4	29.4	33.2	73.4	22.9	15.7	57.3	67.9	15.1	7.1	23.1	8.6	26.4
Chhattisgarh	84.2	97.3	27.3	14.5	72.6	41.5	28.1	13.4	18.5	99.6	15.5	4.4	27.8	98.2	64.4	19.3	16.3	87.4	25.1	54.8	74.0	60.5	28.6	7.7	20.9	11.5	28.3
Gujarat	90.6	100.0	63.5	32.9	76.6	51.5	43.2	12.6	40.2	99.2	91.4	20.3	26.6	98.8	23.5	38.1	38.3	95.2	49.0	65.0	82.1	68.7	43.0	12.8	33.2	26.2	31.6
Haryana	94.8	99.7	54.1	42.6	78.6	57.3	52.9	14.0	36.6	99.2	65.7	44.5	62.7	99.5	5.2	24.7	70.1	84.4	80.9	81.4	83.5	87.5	50.4	17.3	23.3	35.3	51.1
Himachal Pradesh	57.6	99.7	36.4	19.8	48.3	41.2	19.1	12.8	45.3	83.5	36.7	19.6	27.7	88.8	23.7	21.2	55.1	98.2	80.0	89.0	66.2	89.6	27.0	16.6	30.8	35.8	55.2
Jammu & Kashmir	66.1	97.5	33.8	21.0	75.1	65.4	29.5	12.3	34.9	98.6	88.1	38.0	61.5	96.1	19.9	26.1	54.0	93.3	55.8	60.7	68.9	83.5	20.8	13.4	65.9	26.0	42.0
Jharkhand	63.0	89.0	23.3	10.9	57.7	26.8	18.0	6.6	35.5	95.7	63.5	10.1	24.0	86.8	67.2	16.6	16.2	68.3	70.3	8.3	22.0	52.9	53.8	18.1	5.5	11.6	18.4
Karnataka	91.6	99.3	59.9	39.6	76.4	38.3	37.4	16.0	53.7	97.5	80.6	27.2	35.8	97.2	11.8	48.1	40.1	94.9	42.6	74.9	93.4	70.2	38.9	9.2	5.1	17.4	35.5
Kerala	98.1	100.0	87.7	86.4	93.9	85.3	65.8	84.0	30.6	81.4	61.4	41.4	93.0	96.8	1.1	6.5	92.4	98.0	98.6	92.3	95.1	92.3	49.7	58.4	22.3	49.7	60.0
Madhya Pradesh	77.7	95.6	33.8	18.4	59.3	35.4	33.2	10.0	20.2	98.9	54.5	17.3	35.4	95.7	60.1	20.3	19.6	80.1	25.7	38.9	57.7	58.8	29.3	5.6	17.4	7.3	21.9
Maharashtra	89.7	99.5	52.7	31.9	88.7	48.9	46.2	20.0	67.1	98.8	58.5	10.6	48.6	97.3	18.2	38.5	43.3	91.6	45.8	66.4	63.7	73.7	34.9	10.6	22.8	21.9	39.0
Manipur	59.6	90.5	22.5	8.3	14.6	37.0	13.8	16.7	81.9	90.4	43.4	20.7	46.8	76.7	40.2	52.5	7.2	85.6	76.8	89.4	60.9	70.5	27.4	23.1	42.9	26.7	44.3
Meghalaya	57.1	89.3	10.7	7.9	31.2	26.1	8.6	7.9	43.8	88.4	21.7	5.8	43.6	69.8	44.4	39.8	15.9	81.4	86.8	74.3	77.9	52.1	14.7	16.0	67.2	11.5	17.1
Mizoram	86.1	94.2	74.7	13.7	93.7	88.8	4.2	3.2	24.5	98.4	38.8	19.3	70.0	98.9	59.2	35.8	5.0	93.7	88.1	79.7	88.3	74.9	30.9	31.5	82.2	21.6	23.8
Nagaland	51.7	99.2	19.5	9.6	14.0	61.4	12.8	8.5	52.9	98.8	50.6	15.3	49.6	75.7	54.0	37.0	9.1	95.2	92.8	51.6	85.9	57.3	18.8	17.3	79.1	20.4	21.6
Odisha	69.5	96.3	32.2	14.3	41.2	20.3	11.3	7.7	8.6	94.8	54.8	15.1	18.5	91.3	51.1	22.8	26.2	73.4	84.1	18.9	78.9	55.0	23.2	6.2	23.6	9.7	25.2
Puducherry	92.7	100.0	53.7	53.7	87.8	65.9	29.3	26.8	17.1	90.2	53.7	29.3	56.1	90.2	8.7	19.2	72.2	98.1	56.6	93.3	98.0	81.8	64.3	17.8	8.7	44.1	52.0
Punjab	93.4	99.8	48.3	36.0	77.1	54.5	55.3	13.8	16.1	98.5	38.6	30.0	43.3	93.5	4.3	26.2	69.5	98.6	90.3	92.1	78.9	79.0	67.5	23.4	21.4	42.5	49.0
Rajasthan	89.6	98.0	42.4	29.3	63.9	61.8	33.9	21.4	52.2	99.1	71.5	32.4	55.4	94.5	21.5	21.8	56.8	81.9	34.5	48.5	64.3	82.2	39.4	14.6	18.5	20.6	32.7
Sikkim	60.0	100.0	49.5	22.8	70.2	53.3	8.6	16.5	48.4	90.8	60.9	42.5	58.1	89.0	17.9	43.2	38.9	96.1	93.3	80.1	83.6	80.7	15.7	22.3	36.9	39.2	35.0
Tamil Nadu	87.0	98.7	67.9	39.1	90.3	45.5	18.5	14.2	34.4	94.6	45.1	13.8	26.5	92.2	5.1	13.7	81.3	98.1	33.3	94.9	97.2	76.5	53.3	8.4	4.8	24.0	32.4
Tripura	85.6	100.0	62.5	27.2	82.7	73.1	17.5	21.6	31.0	95.8	81.4	44.2	31.7	100.0	76.5	20.0	3.5	89.4	94.2	62.8	78.7	65.4	19.7	8.1	38.5	10.4	21.0
Uttar Pradesh	87.2	95.5	31.4	19.2	74.7	32.4	29.3	12.0	47.9	96.1	51.0	7.6	56.3	89.3	24.2	27.3	48.5	50.7	63.2	31.3	58.0	75.3	28.9	9.0	28.4	15.9	39.4
Uttarakhand	60.7	98.8	29.3	17.5	66.1	26.7	23.5	9.8	42.7	86.6	24.1	9.1	38.6	85.4	9.9	24.8	65.3	92.2	72.6	72.8	67.4	75.3	28.2	13.6	28.2	30.5	47.1
West Bengal	62.3	98.0	38.1	26.7	56.6	42.7	23.4	15.6	9.1	95.5	30.0	19.9	28.4	92.3	49.2	24.2	26.5	84.3	51.3	48.5	85.3	68.8	16.1	6.9	21.1	16.2	26.6
All India	79.6	96.1	42.7	25.8	68.8	42.9	30.8	15.0	38.7	96.3	56.2	18.8	41.1	92.6	29.5	26.4	44.1	78.5	42.3	54.1	79.2	71.7	31.2	11.2	20.6	18.5	33.5

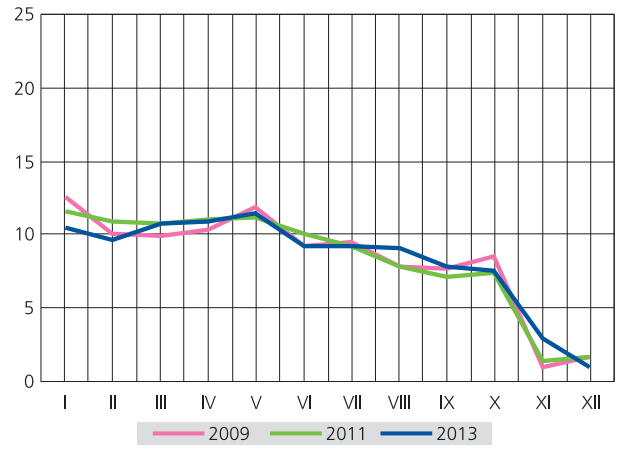
* Except the mother or father of sampled child

Age - class composition of children in sample 2013

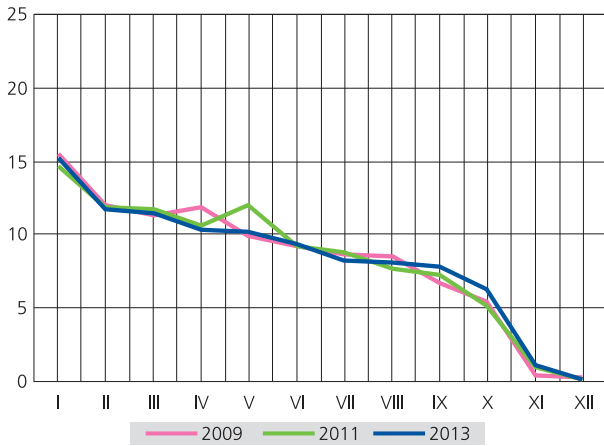
All India



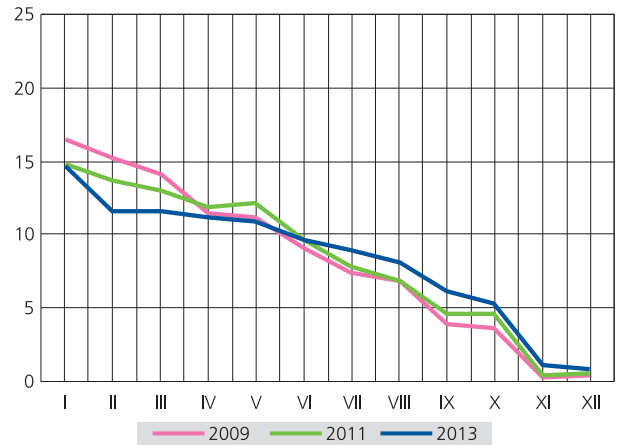
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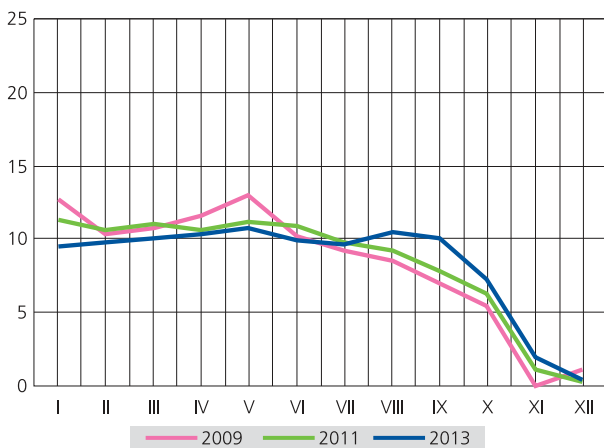
Assam



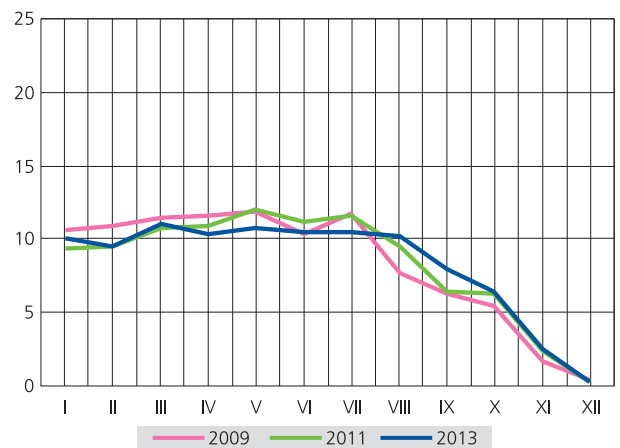
Bihar



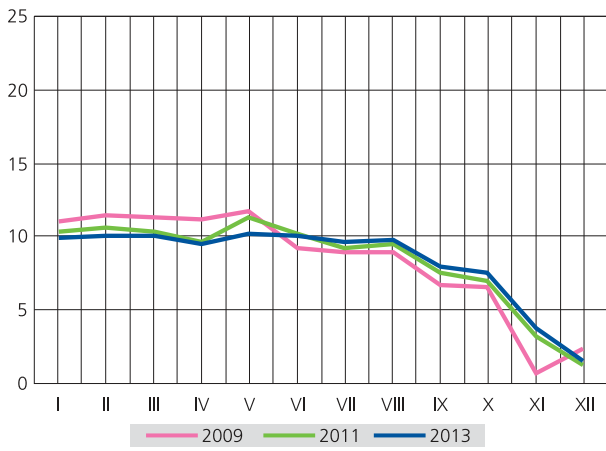
Chhattisgarh



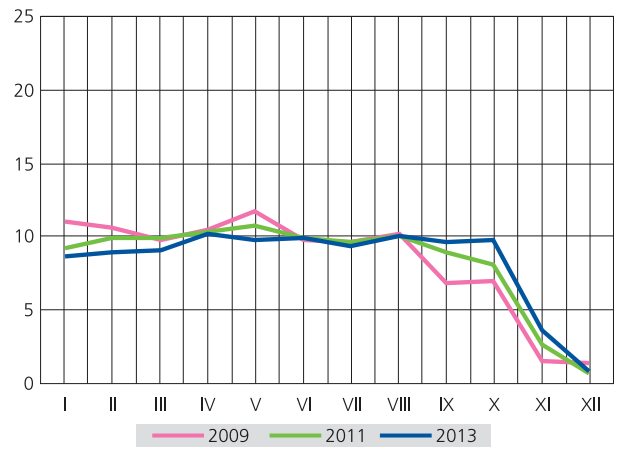
Gujarat



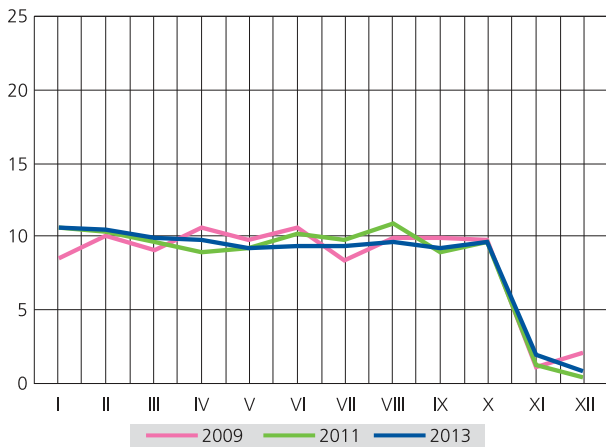
Haryana



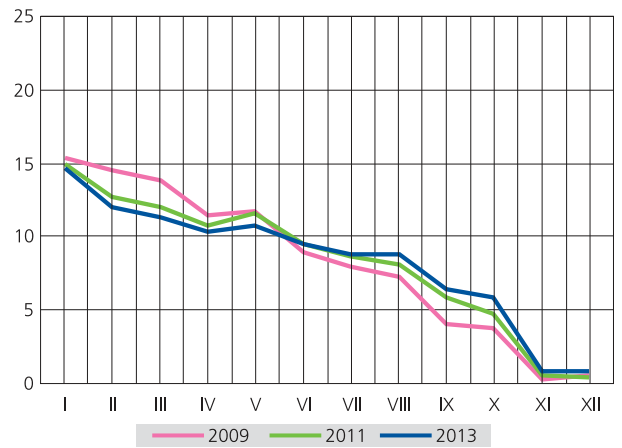
Himachal Pradesh



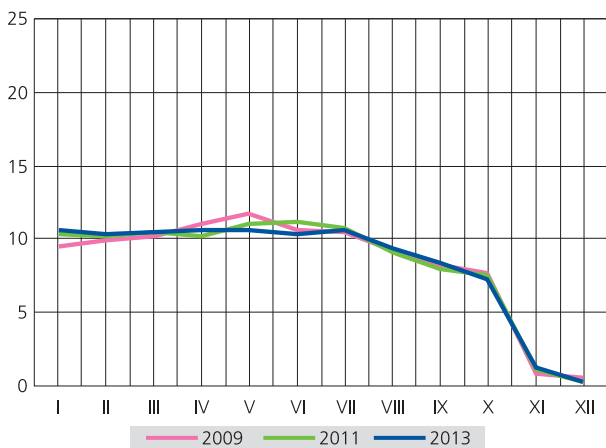
Jammu and Kashmir



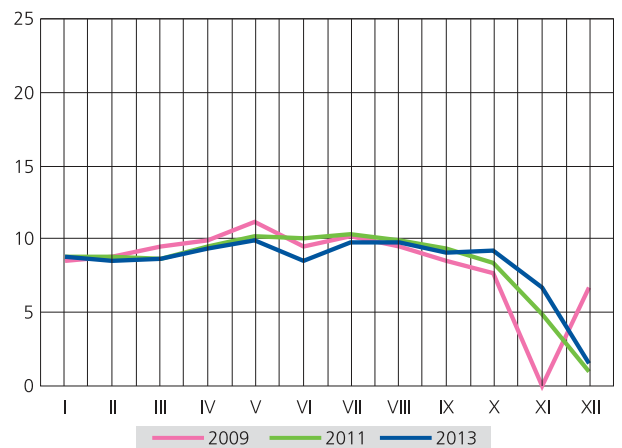
Jharkhand



Karnataka



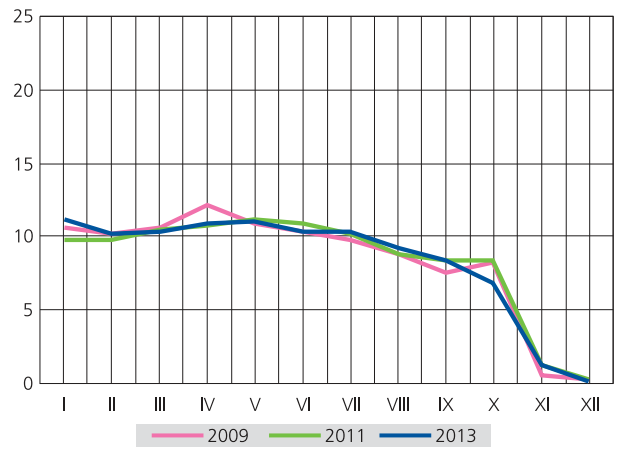
Kerala



Madhya Pradesh



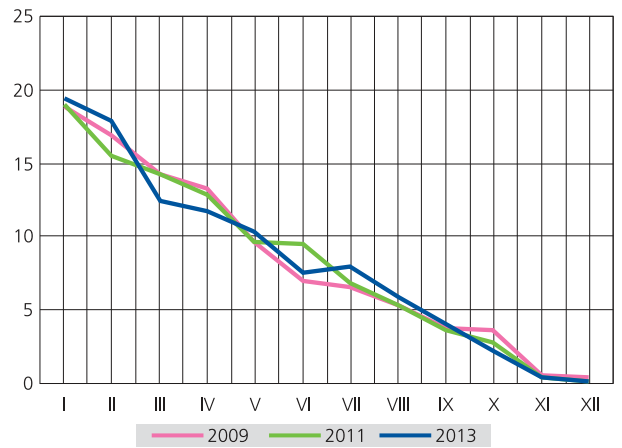
Maharashtra



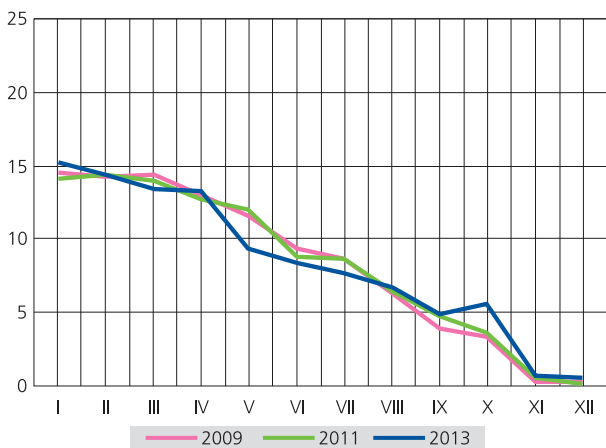
Manipur



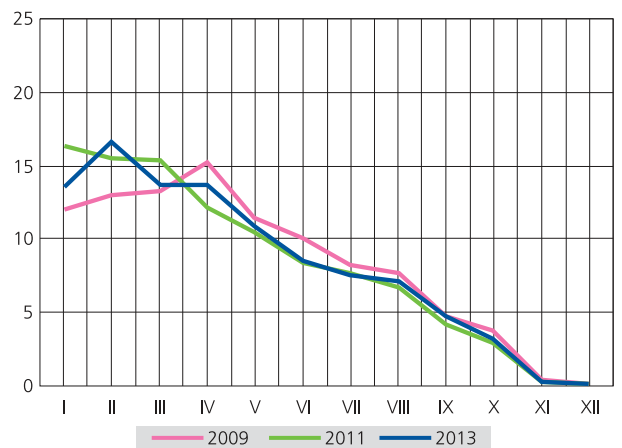
Meghalaya



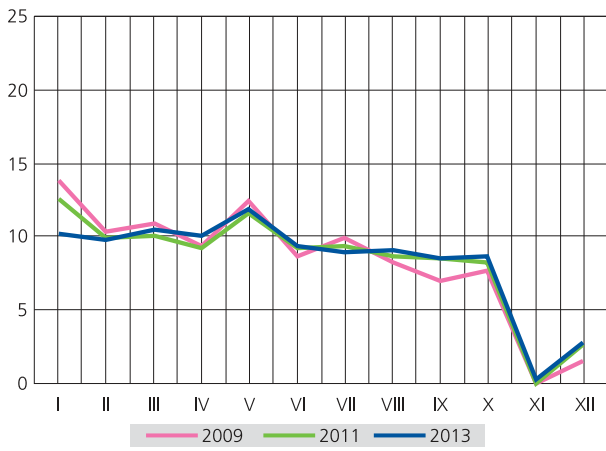
Mizoram



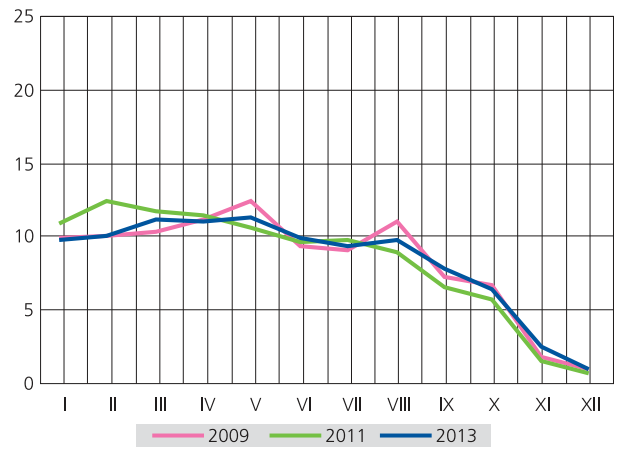
Nagaland



Odisha



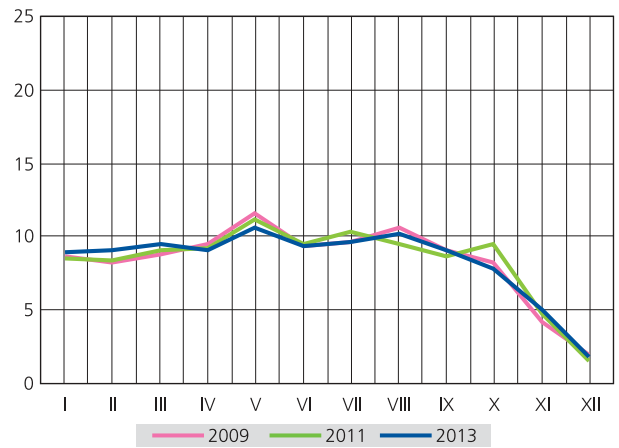
Punjab



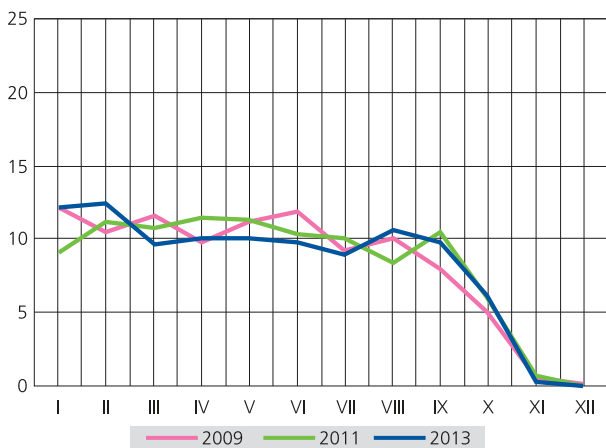
Rajasthan



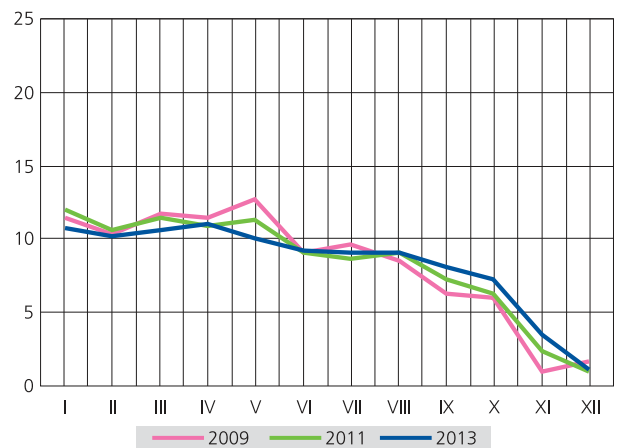
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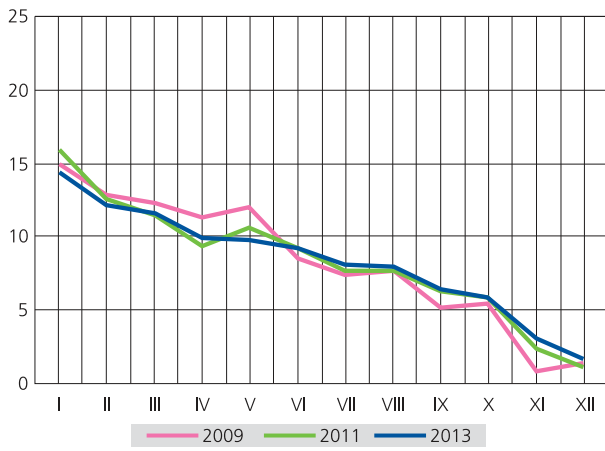
Tripura



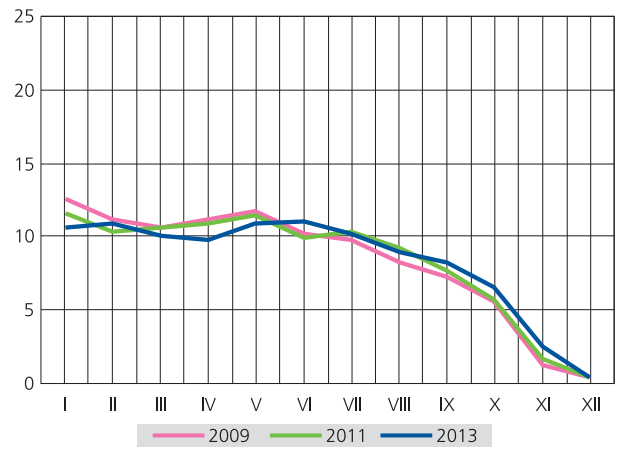
Uttarakhand



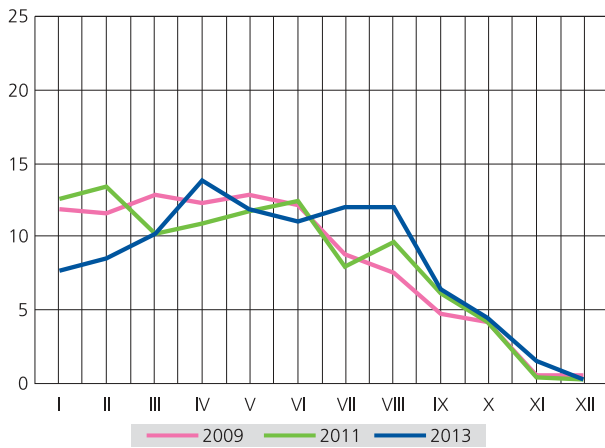
Uttar Pradesh



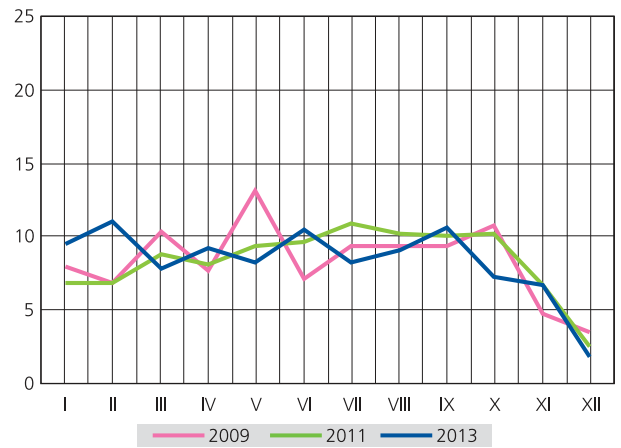
West Bengal



Sikkim



Puducherry



Class-wise distribution of children in sample 2013

All India											
Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
1	83.4	71.5	28.6	9.2	3.3	6.4	5.8	4.3	8.5	8.1	14.9
2	11.9	21.7	48.8	28.7	8.8						13.4
3	4.8	6.8	16.5	41.5	30.6	10.6	3.0	11.4	11.4	9.2	13.3
4			14.5	41.7	28.2	8.4					5.3
5	6.1	6.2	3.8	11.7	40.2	30.6	11.4	9.2	11.9	10.9	13.0
6											11.8
7	4.5	2.7	12.7	46.3	61.0	21.7	9.8	10.9	9.8	10.9	11.5
8											11.2
Total	100	100	100	100	100	100	100	100	100	100	100

Andhra Pradesh													
Age	5	6	7	8	9	10	11	12	13	14	Total		
Std	%	%	%	%	%	%	%	%	%	%	%		
1	89.5	76.1	28.0	7.1	2.9	2.9	2.6	4.3	4.2	3.0	12.9		
2	8.7	20.4	50.9	22.0	8.0						12.0		
3	1.8	3.4	17.7	51.8	23.6	8.0	1.3	2.2	12.1	48.1	26.2	21.3	13.4
4			16.0	51.4	23.6	7.4							13.7
5	3.5	3.0	12.9	52.8	29.8	8.4	10.5	46.4	26.1	9.0	6.0	11.5	14.2
6													10.5
7	2.2	1.7	13.2	60.7	69.7	10.9	1.7	13.2	60.7	69.7	10.9	10.9	11.4
8													12.1
Total	100	100	100	100	100	100	100	100	100	100	100		

Assam														
Age	5	6	7	8	9	10	11	12	13	14	Total			
Std	%	%	%	%	%	%	%	%	%	%	%			
1	88.1	74.0	37.0	12.2	3.4	1.4	6.8	3.7	4.3	7.9	18.3			
2	9.6	20.6	42.6	32.4	13.6	5.1					14.2			
3	2.3	5.5	15.3	39.7	34.1	14.4	3.7	4.1	3.1	1.3	12.1	37.2	62.3	13.9
4			11.9	32.4	34.7	12.4								6.6
5	5.1	3.7	12.3	32.1	36.1	13.9	6.8	11.1	28.7	35.1	21.8	9.5	8.5	12.2
6														9.4
7	3.1	1.3	12.1	37.2	62.3	8.5	1.3	12.1	37.2	62.3	8.5	8.5	8.5	11.1
8														11.1
Total	100	100	100	100	100	100	100	100	100	100	100			

Bihar																	
Age	5	6	7	8	9	10	11	12	13	14	Total						
Std	%	%	%	%	%	%	%	%	%	%	%						
1	81.4	66.3	33.8	13.9	5.0	2.9	4.7	6.9	7.0	6.4	17.4						
2	11.4	22.7	39.0	28.5	13.5	7.9					13.9						
3	7.1	3.7	7.3	17.6	31.9	32.0	15.0	7.0	2.5	3.0	6.4	6.1	3.9	13.2	32.8	49.9	13.8
4			7.1	16.5	29.6	26.4	13.7	9.5									13.3
5	3.0	6.4	13.8	28.1	27.1	17.0	13.5	11.2	12.5	26.0	33.7	23.6	9.7	7.9	7.9	7.9	12.8
6																	6.3
7	6.1	3.9	13.2	32.8	49.9	7.9	3.9	13.2	32.8	49.9	7.9	7.9	7.9	7.9	7.9	7.9	11.2
8																	12.5
Total	100	100	100	100	100	100	100	100	100	100	100						

Chhattisgarh														
Age	5	6	7	8	9	10	11	12	13	14	Total			
Std	%	%	%	%	%	%	%	%	%	%	%			
1	94.2	79.6	20.0	3.5	4.9	1.4	1.7	3.5	4.3	5.2	11.9			
2	5.5	17.8	62.2	31.8							12.4			
3	0.2	2.6	13.8	48.7	39.3	6.1	3.5	1.7	1.8	1.5	10.6	48.2	78.7	12.8
4			12.5	45.3	35.0	5.9								13.1
5	4.0	3.5	8.9	45.4	39.5	6.9	10.4	43.9	39.4	6.8	12.6	11.8	12.0	13.6
6														10.4
7	1.8	1.5	10.6	48.2	78.7	12.0	7.6	39.6	40.7	16.1	11.8	11.8	12.0	11.8
8														7.6
Total	100	100	100	100	100	100	100	100	100	100	100			

Gujarat													
Age	5	6	7	8	9	10	11	12	13	14	Total		
Std	%	%	%	%	%	%	%	%	%	%	%		
1	94.7	82.1	8.0	1.0	1.6	2.0	2.7	4.8	6.2	8.2	12.2		
2	5.3	15.0	74.1	9.9							11.5		
3	2.9	2.8	15.1	76.1	13.1	1.4	1.5	8.7	67.3	18.9	21.4	12.5	13.4
4			10.7	75.8	14.3								12.7
5	2.3	8.2	74.3	15.6	7.8	71.6	18.7	1.3	9.2	74.8	70.4	11.8	13.1
6													7.8
7	1.5	1.3	9.2	74.8	70.4	11.8	8.7	67.3	18.9	21.4	12.5	12.5	12.5
8													8.7
Total	100	100	100	100	100	100	100	100	100	100	100		

Haryana

Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
1	80.5	61.9	22.1	7.0	2.3	1.8	2.6	3.8	4.5	3.6	12.8
2	15.5	31.2	46.7	24.4	6.8						12.8
3	4.0	5.7	24.4	41.4	24.8	8.8	6.4	10.6	11.1	8.0	12.9
4		1.2	6.8	20.3	39.1	26.2					12.2
5	5.9			22.2	37.1	25.5	10.6	13.1			
6	4.0	1.2	6.8	1.1	4.8	20.0	41.0	25.7	11.1	8.0	12.7
7						19.6	36.9	32.9	23.5	12.0	
8	4.0	1.2	6.8	1.1	4.8	6.1	4.9	22.9	51.5	64.9	11.5
Total						100	100	100	100	100	100

Himachal Pradesh

Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
1	97.4	67.5	12.3	2.3	1.6	2.9	2.2	3.4	5.8	3.5	11.3
2	2.6	30.2	59.2	15.7							11.8
3		2.6	2.3	3.5	25.1	52.8	13.1	15.4	18.7	19.0	12.0
4	26.6				55.5	17.0	13.4				
5	2.6	2.3	3.5	2.7	27.0	52.5	15.4	26.8	49.5	22.8	13.0
6					24.7	51.7	18.7				13.0
7	2.6	2.3	3.5	2.7	2.9	2.8	3.9	28.4	71.4	77.6	12.4
8											3.9
Total	100	100	100	100	100	100	100	100	100	100	100

Jammu and Kashmir

Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
1	82.5	71.3	40.8	14.0	6.9	5.7	6.0	2.4	6.1	4.5	13.9
2	13.6	22.9	42.9	39.3	15.6						13.8
3	3.9	5.9	4.1	4.2	2.7	12.2	30.0	41.3	15.4	11.9	13.0
4						12.6	25.4	39.0	15.0		5.4
5	3.9	5.9	4.1	4.2	2.7	8.1	23.7	44.1	15.2	11.9	11.9
6						12.3	24.5	38.8	14.1		5.8
7	3.9	5.9	4.1	4.2	2.7	3.9	8.9	26.1	46.9	18.5	11.8
8						1.6	12.0	33.0	71.2	11.0	
Total	100	100	100	100	100	100	100	100	100	100	100

Jharkhand

Age	5	6	7	8	9	10	11	12	13	14	Total		
Std	%	%	%	%	%	%	%	%	%	%	%		
1	81.9	65.3	30.1	12.5	5.9	2.0	4.4	6.9	7.1	4.4	17.4		
2	11.5	24.1	41.3	28.9	13.6	8.9					14.3		
3	6.6	3.2	2.5	7.4	19.3	35.1	26.8	14.7	6.6	12.3	13.6		
4				6.9	15.1	32.6	23.5	12.1	8.8		12.3		
5	6.6	3.2	2.5	2.2	5.9	6.3	15.2	31.5	27.3	16.6	8.1	5.5	12.7
6						12.8	33.3	26.5	17.3	11.5	11.1		
7	6.6	3.2	2.5	2.2	5.9	5.2	12.3	27.2	28.9	26.2	9.8		
8						1.4	3.9	14.0	38.7	52.4	8.7		
Total	100	100	100	100	100	100	100	100	100	100	100		

Karnataka

Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
1	92.5	93.8	41.2	2.5	4.0	4.1	5.2	6.4	1.4	2.8	12.9
2	7.5	1.1	5.1	51.2							55.2
3			5.9	34.9	57.6	5.4	37.7	57.9	30.9	55.6	5.8
4	6.0	33.3	52.9	12.9							
5	7.5	1.1	1.7	1.4	5.2	37.7	57.9	30.9	55.6	5.8	12.9
6						30.9	55.6				5.8
7	7.5	1.1	1.7	1.4	5.2	5.4	5.2	31.8	55.7	15.6	12.8
8						0.9	6.4	37.1	81.6	10.8	
Total	100	100	100	100	100	100	100	100	100	100	100

Kerala

Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
1	91.6	86.1	20.8	1.3	2.2	0.8	1.6	4.1	2.9	1.3	12.0
2	8.4	2.2	11.7	63.9							20.9
3			13.8	62.5	18.3	11.4	66.3	24.5	15.5	58.5	22.7
4	14.2	67.2	20.3	12.8							
5	8.4	2.2	1.5	1.2	0.8	11.4	66.3	24.5	1.0	16.5	13.6
6						11.7	57.3	21.0			11.7
7	8.4	2.2	1.5	1.2	0.8	0.8	15.5	58.5	22.7	13.1	13.4
8						1.0	16.5	74.4	85.6	13.2	
Total	100	100	100	100	100	100	100	100	100	100	100

Madhya Pradesh

Age	5	6	7	8	9	10	11	12	13	14	Total					
Std	%	%	%	%	%	%	%	%	%	%	%					
1	76.0	64.9	19.1	5.6	1.5	2.4	2.5	5.4	5.7	5.6	13.7					
2	14.7	25.9	50.9	23.4	5.6						12.6					
3	2.4	6.1	20.3	41.0	25.6	7.7	6.0	11.0	11.7	9.9	12.1					
4	6.5	3.2	7.0	20.1	44.5	25.6					17.1	43.5	31.0	13.3		
5	0.5		2.8	2.7	6.4	5.1	14.6	36.8	35.3	22.3	11.8					
6		1.6										3.9	15.9	47.3	62.2	10.4
7		1.6										3.9	15.9	47.3	62.2	10.4
8	1.6	3.9	15.9	47.3	62.2	10.4	1.6	3.9	15.9	47.3	62.2	10.4				
Total	100	100	100	100	100	100	100	100	100	100	100					

Maharashtra

Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
1	95.4	93.0	42.5	2.9	4.7	4.4	5.3	1.3	2.0	3.8	13.3
2	4.6	1.3	5.8	51.0							58.5
3			1.0	4.9	5.6	33.7	62.7	28.9	61.9	25.9	62.7
4	3.7	4.1									
5			4.1	4.3	25.8	59.3	15.0	12.3			
6	4.1	4.3							25.8	59.3	15.0
7			4.1	4.3	25.8	59.3	15.0	12.3			
8	4.1	4.3							25.8	59.3	15.0
Total			100	100	100	100	100	100			

Manipur

Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
1	64.3	64.6	51.9	23.9	10.7	3.6	6.3	3.4	4.0	4.8	17.3
2	31.8	31.4	34.6	40.1	24.5	12.9					17.2
3	3.9	4.0	4.0	3.7	6.2	6.6	18.1	26.4	24.6	19.1	14.0
4											9.5
5	3.9	4.0	4.0	3.7	6.2	6.6	18.1	26.4	24.6	19.1	12.1
6											7.7
7	3.9	4.0	4.0	3.7	6.2	6.6	18.1	26.4	24.6	19.1	9.2
8											6.3
8	1.3	6.6	21.6	39.5	6.7	1.3	6.6	21.6	39.5	6.7	
Total	100	100	100	100	100	100	100	100	100	100	100

Meghalaya

Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
1	61.5	65.6	59.0	35.8	23.4	14.3	7.0	5.6	3.1	8.0	23.0
2	33.1	27.5	28.4	37.8	36.8	21.3	17.2	13.0	6.4		21.5
3	5.3	6.9	2.9	8.5	1.6	4.5	8.9	14.5	15.4	14.6	14.5
4											9.8
5	5.3	6.9	2.9	8.5	1.6	4.5	8.9	14.5	15.4	14.6	11.4
6											10.0
7	5.3	6.9	2.9	8.5	1.6	4.5	8.9	14.5	15.4	14.6	6.6
8											4.0
8	2.0	7.8	20.7	3.5	2.0	7.8	20.7	3.5			
Total	100	100	100	100	100	100	100	100	100	100	100

Mizoram

Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
1	75.2	75.9	25.7	10.8	5.7	4.0	3.4	3.2	2.2	2.5	17.7
2	22.7	21.1	55.7	29.9	12.0	5.4					16.9
3	2.1	3.0	3.7	1.9	1.0	2.5	5.8	25.5	31.4	18.3	15.6
4											15.0
5	2.1	3.0	3.7	1.9	1.0	2.5	5.8	25.5	31.4	18.3	10.7
6											12.7
7	2.1	3.0	3.7	1.9	1.0	2.5	5.8	25.5	31.4	18.3	9.4
8											7.0
8	1.3	6.6	28.2	42.4	6.0	1.3	6.6	28.2	42.4	6.0	
Total	100	100	100	100	100	100	100	100	100	100	100

Nagaland

Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
1	33.5	75.3	44.1	18.3	5.5	2.9	5.5	5.0	7.7	3.6	15.4
2	64.7	21.9	44.3	38.2	17.7	11.5					18.9
3	1.8	2.8	2.4	2.1	2.4	2.1	5.3	16.4	28.8	25.2	15.6
4											9.2
5	1.8	2.8	2.4	2.1	2.4	2.1	5.3	16.4	28.8	25.2	12.0
6											8.7
7	1.8	2.8	2.4	2.1	2.4	2.1	5.3	16.4	28.8	25.2	9.2
8											6.5
8	3.1	22.6	42.4	5.9	3.1	22.6	42.4	5.9			
Total	100	100	100	100	100	100	100	100	100	100	100

Odisha

Age	5	6	7	8	9	10	11	12	13	14	Total	
Std	%	%	%	%	%	%	%	%	%	%	%	
1	92.8	76.2	13.3	1.6	2.8	3.6	4.6	4.5	7.7	7.5	12.7	
2	5.3	20.5	68.0	12.8							12.4	
3	1.9	3.3	15.2	66.6	13.8						7.7	7.5
4			14.9	71.8	12.9	12.6						
5	3.6	4.2	1.5	10.1	72.3	16.8	5.1				7.0	15.1
6				9.2	68.3	18.4	11.7					
7	2.0	9.1	61.4	15.6	17.8	11.2						
8							1.2	10.5	76.8	67.8	11.2	
Total	100	100	100	100	100	100	100	100	100	100	100	

Punjab

Age	5	6	7	8	9	10	11	12	13	14	Total			
Std	%	%	%	%	%	%	%	%	%	%	%			
1	82.5	61.2	30.8	7.0	2.4	2.3	5.5	6.8	5.9	2.7	12.1			
2	14.5	30.4	43.0	28.2	9.5						12.6	13.8		
3	3.1	2.6	6.1	39.1	34.8	11.0					14.4	12.1	15.6	10.4
4				19.2	37.0	32.3	13.8							
5	0.6	2.2	3.2	5.8	14.1	38.6	34.7	14.4			12.1			
6				12.6	34.3	31.3	15.6	10.4	12.1					
7	1.5	15.5	42.6	58.6	10.2									
8						11.9	32.1	35.9	28.3	11.2				
Total	100	100	100	100	100	100	100	100	100	100	100			

Rajasthan

Age	5	6	7	8	9	10	11	12	13	14	Total	
Std	%	%	%	%	%	%	%	%	%	%	%	
1	74.9	52.2	26.0	8.6	3.3	6.0	6.3	4.5	5.6	7.6	15.2	
2	18.5	32.6	36.7	22.9	10.5						13.7	
3	6.6	3.8	4.2	11.5	23.6	32.2					23.4	11.4
4				9.5	22.7	34.1	23.4				10.3	5.9
5	10.3	19.3	29.4	24.4	12.5	7.7	9.3	11.5				
6									7.6		18.4	32.5
7	3.3	1.9	8.6	18.5	31.2	30.4	24.9	10.8				
8									2.9	8.0	20.7	42.2
Total	100	100	100	100	100	100	100	100	100	100	100	

Tripura

Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
1	63.2	90.4	59.6	6.7	0.5	2.3	2.4	5.9	2.9	6.5	14.9
2	36.8	9.6	38.2	69.4	9.0						15.4
3	0.0	0.0	2.3	19.4	69.4	10.4					5.3
4							19.2				
5	19.3	72.5	12.5	11.8							
6					19.0	63.6	11.2	10.6			
7	0.9	13.1	67.1	14.1	11.0						
8						5.0	18.8	79.4	11.0		
Total	100	100	100	100	100	100	100	100	100	100	100

Tamil Nadu

Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
1	95.6	78.0	7.6	0.4	0.8	1.2	0.5	1.4	2.4	2.9	11.7
2	4.4	1.4	20.7	74.9							9.9
3			15.8	74.4	8.5						12.5
4	1.6	1.8	13.6	79.0	7.2	11.9					
5			10.2	83.0	9.0	13.9					
6	0.7	11.0	72.0	15.6	14.3	12.6					
7							7.9	78.7	14.7		12.2
8	0.8	11.9	82.0	82.9	13.3						
Total	100	100	100	100	100	100	100	100	100	100	100

Uttarakhand

Age	5	6	7	8	9	10	11	12	13	14	Total			
Std	%	%	%	%	%	%	%	%	%	%	%			
1	82.8	59.4	31.1	11.0	2.7	6.2	5.6	5.0	3.5	6.0	13.9			
2	13.4	30.7	41.5	24.0	13.1						13.1			
3	3.8	0.9	2.0	6.3	3.9	4.5					12.4	33.3	32.5	29.7
4							9.0							
5	10.7	37.3	27.6	12.7	6.9	11.6								
6							5.4	21.1	40.2		29.4	11.4	5.5	11.6
7	13.0	40.8	24.6	11.2	11.4	11.6								
8							13.0	40.8	24.6	11.2	11.4	11.6		
7	2.2	18.9	46.0	52.9	9.8									
8						12.4	33.3	32.5	29.7	11.1				
Total	100	100	100	100	100	100	100	100	100	100	100			

Uttar Pradesh

Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
1	81.9	65.4	35.8	16.3	7.7	4.2	5.7	3.9	8.1	6.2	17.9
2	13.9	26.3	39.1	29.0	15.4	9.2					15.1
3	4.2	6.5	17.7	33.1	28.2	17.3	8.1	5.5			14.5
4		1.9	5.2	13.9	29.5	24.9	12.8	8.9	12.2		
5	2.2		5.3	13.2	25.8	25.7	15.2	9.0	8.6	11.8	
6		12.1								31.5	25.6
7	6.5	11.9	27.3	29.3	22.9	9.4	4.3	13.7	37.0	48.5	8.2
8											11.9
Total	100	100	100	100	100	100	100	100	100	100	100

West Bengal

Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
1	85.5	73.2	26.7	7.5	3.6	4.6	5.1	7.6	6.9	7.8	13.3
2	12.5	22.6	52.8	32.2	10.5						13.7
3	2.0	4.2	16.9	43.3	28.4	11.7					12.6
4			3.6	14.4	44.3	28.4	10.5	12.2			
5	2.7	11.6						40.8	33.4	15.1	13.6
6			1.6	12.9	38.9	36.6	17.4				10.7
7	1.6	10.8						30.5	38.8	28.2	
8			1.3	10.2	36.9	53.4	9.2				
Total	100	100	100	100	100	100	100	100	100	100	100

Puducherry

Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
1	98.6	60.9	8.3	0.0	3.2	0.0	0.0	1.7	6.2	0.0	12.8
2	1.4	38.2	72.7	11.5							15.1
3		0.9	18.4	52.1	15.0	10.7					
4	0.6		33.6	71.6	13.3	12.5					
5		2.8				7.0	65.8	18.4	11.3		
6	3.2		18.9	69.1	24.8				14.3		
7		2.1				12.4	57.5	18.7	24.7	11.2	
8	0.0		16.1	75.1	75.3					12.2	
Total	100	100	100	100	100	100	100	100	100	100	100

Sikkim

Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
1	75.0	54.5	24.7	5.1	1.0	3.1	2.0	2.0	4.4	5.6	9.6
2	15.1	34.7	45.5	21.7	9.2						10.9
3	5.3	6.4	20.2	43.8	36.0	11.4					5.1
4	4.7	4.3	7.1	22.1	40.4	45.3	21.7	12.1	9.7	5.8	17.5
5											2.6
6	2.2	9.5	17.1	34.1	28.1	18.6	13.5	13.5			
7								2.1	8.5	21.3	34.7
8	2.2	6.9	23.1	36.5	8.4						
Total	100	100	100	100	100	100	100	100	100	100	100

Sample design of rural ASER 2013

Wilima Wadhwa, Director, ASER Centre

The purpose of each year's rural ASER is twofold:

- (i) To obtain reliable estimates of the status of children's schooling and basic learning (reading and arithmetic ability); and
- (ii) To measure the change in these basic learning and school statistics over time.

Every year a core set of questions regarding schooling status and basic learning levels remains the same. However a set of new questions is added for exploring different dimensions of schooling and learning at the elementary stage. The latter set of questions is different each year.

- ASER 2006 and 2007 tested reading comprehension for different kinds of readers.
- ASER 2007 introduced testing in English and asked questions on paid tuition, which were repeated in 2009.
- ASER 2008 for the first time had questions on telling time and oral math problems using currency. In addition, ASER 2008 incorporated questions on village infrastructure and household assets. Investigators were asked to record whether the village visited had a pukka road leading to it, whether it had a bank, ration shop, etc. In each sampled household, information on assets like type of house, phone, television, etc was recorded.
- ASER 2009 repeated questions on village infrastructure and household assets. In addition, father's education was recorded.
- ASER 2010, while retaining the core questions on parents' education, household and village characteristics, introduced higher level testing tools for the first time. These comprised questions on critical thinking, based on simple mathematical operations that appear in Std 5 textbooks.
- ASER 2011 further refined and added to the questions on critical thinking.
- ASER 2012 repeated testing of reading and comprehension of English that was first introduced in 2007 and repeated in 2009.
- ASER 2013 brings together elements from various previous ASERs. The core questions on school status and basic reading and arithmetic remain, and parents' education, household and village characteristics continue to be surveyed. In addition, for the first time ASER 2013 investigates how much households spend per month on paid additional tuition classes for children.
- Every alternate year, ASER surveyors visit a government primary or upper primary school in each sampled village. The school information is recorded either based on observations (such as attendance or usability of the facilities) or on information provided by the school (such as enrollment information). School observations have been reported in 2005, 2007, and every year since 2009. Beginning in 2010, school information is also collected on a range of Right to Education (RTE) indicators. ASER 2013 did not collect information on grants received by schools.

ASER 2013 continues the process of strengthening and streamlining started in 2008. Recheck of 4 or more villages in each district was introduced in 2008. This process was further strengthened in 2009. In ASER 2010, special attention was focused on improving training. In ASER 2011, in addition, to the above, Master Trainers monitored the survey process in the field. In ASER 2012, phone-based recheck was used on a large scale during the survey, and Master Trainers were called from a state-specific call centre to get feedback on a daily basis. ASER 2013 incorporates all of these procedures and further streamlines processes in the field.

Since one of the goals of ASER is to generate estimates of change in learning, a panel survey design would provide more efficient estimates of the change. However, given the large sample size of the ASER surveys and cost considerations, we adopt a rotating panel of villages rather than children. In ASER 2012, we retained the 10 villages from 2010 and 2011 and added 10 new villages. In ASER 2013 we dropped the 10 villages from ASER 2010, kept the 10 villages from 2011 and 2012 and added 10 new villages from the 2001 census village directory.

The sampling strategy used generates a representative picture of each district. All rural districts are surveyed. The estimates obtained are then aggregated to the state and all-India levels.

Since estimates are to be generated at the district level, the minimum sample size calculations have to start at the district level. The sample size is determined by the following considerations:

- *Incidence of what is being measured in the population:* Prior to ASER, a survey of learning had never been done in India. Therefore, the incidence of what we were trying to measure was unknown in the population. However, now we can use estimates from previous ASERs for sample size calculations.
- *Confidence level of estimates:* The standard used is 95%.
- *Precision required on either side of the true value:* The standard degree of accuracy most surveys employ is between 5 and 10 per cent. An absolute precision of 5% along with a 95% confidence level implies that the estimates generated by the survey will be within 5 percentage points of the true values with a 95% probability. The precision can also be specified in relative terms - a relative precision of 5% means that the estimates will be within 5% of the true value. Relative precision requires higher sample sizes.

Sample size calculations can be done in various ways, depending on what assumptions are made about the underlying population. With a 50% incidence, 95% confidence level and 5% absolute precision, the minimum sample size required in each strata¹ is 384.² This derivation assumes that the population proportion is normally distributed. On the other hand, a sample size of 384 would imply a relative precision of 10%. If we were to require a 5% relative precision, the sample size would increase to 1600.³ Note that all the sample size calculations require estimates of the incidence in the population. In our case, we can get an estimate of the incidence from previous ASER surveys. However, incidence varies across different indicators - so incidence of reading ability is different from incidence of dropouts. In addition, we often want to measure things that are not binary for which we need more observations.

Given these considerations, the sample size was decided to be 600 households in each district.⁴ Note that at the state level and at the all-India level the survey has many more observations lending estimates at those levels much higher levels of precision.

ASER has a two-stage sample design. In the first stage, 30 villages are randomly selected using the village directory of the 2001 census as the sample frame.⁵ In the second stage 20 households were randomly selected in each of the 30 selected villages in the first stage.

Villages are selected using the Probability Proportional to Size (PPS) sampling method. This method allows villages with larger populations to have a higher chance of being selected in the sample. It is most useful when the sampling units vary considerably in size because it assures that those in larger sites have the same probability of getting into the sample as those in smaller sites, and vice versa.^{6,7}

In each selected village, 20 households are surveyed. Ideally, a complete houselist of the selected village should be made and 20 households selected randomly from it. However, given time and resource constraints a procedure for selecting households is adopted that preserves randomness as much as possible. Field investigators are asked

¹ Stratification is discussed below.

² The sample size with absolute precision is given by $\frac{z^2 pq}{d^2}$ where z is the standard normal deviate corresponding to 95% probability (=1.96), p is the incidence in the population (0.5), q=(1-p) and d is the degree of precision required (0.05).

³ The sample size with relative precision is given by $\frac{z^2 q}{r^2 p}$ where z is the standard normal deviate corresponding to 95% probability (=1.96), p is the incidence in the population (0.5), q=(1-p) and r is the degree of relative precision required (0.1).

⁴ Sample size calculations assume simple random sampling. However, simple random sampling is unlikely to be the method of choice in an actual field survey. Therefore, often a "design effect" is added to the sample size. A design effect of 2 would double the sample size. At the district level a 7% precision along with a 95% confidence level would imply a sample size of 196, giving us a design effect of approximately three. However, note that a sample size of 600 households gives us approximately 1000 – 1200 children per district.

⁵ Of these 30 villages, 10 are from ASER 2011, 10 from ASER 2012 and 10 are newly selected in 2013. They were selected randomly from the same sample frame. The 10 new villages are picked as an independent sample.

⁶ Probability proportional to size (PPS) is a sampling technique in which the probability of selecting a sampling unit (village, in our case) is proportional to the size of its population. The method works as follows: First, the cumulative population by village calculated. Second, the total household population of the district is divided by the number of sampling units (villages) to get the sampling interval (SI). Third, a random number between 1 and the SI is chosen. This is referred to as the random start (RS). The RS denotes the site of the first village to be selected from the cumulated population. Fourth, the following series of numbers is formed: RS; RS+SI; RS+2SI; RS+3SI; The villages selected are those for which the cumulative population contains the numbers in the series.

⁷ Most large household surveys in India, like the National Sample Survey and the National Family Health Survey also use this two stage design and use PPS to select villages in the first stage.

to divide the village into four parts. This is done because villages often consist of hamlets and a procedure that randomly selects households from some central location may miss out households on the periphery of the village. In each of the four parts, investigators are asked to start at a central location and pick every 5th household in a circular fashion till 5 households are selected. In each selected household, all children in the age group of 5-16 are tested.

The survey provides estimates at the district, state and national levels. In order to aggregate estimates up from the district level, households are assigned weights, also called inflation factors. The inflation factor corresponding to a particular household denotes the number of households that the sampled household represents in the population. Given that 600 households are sampled in each district regardless of the size of the district, a household in a larger district will represent many more households and, therefore, have a larger weight associated with it than one in a sparsely populated district.

The advantage of using PPS sampling is that the sample is self-weighting at the district level. In other words, in each district the weight assigned to each sampled household turns out to be the same. This is because the inflation factor associated with a household is simply the inverse of the probability of it being selected into the sample times the number of households in the sample. Since PPS sampling ensures that all households have an equal chance of being selected at the district level, the weights associated with households within a district are the same. Therefore, weighted estimates are exactly the same as the un-weighted estimates at the district level. However, to get estimates at the state and national levels, weighted estimates are needed since states have a different number of districts and districts vary by population.

Even though the purpose of the survey is to estimate learning levels among children, the household is chosen as the second stage sampling unit. This has a number of advantages. First, children are tested at home rather than in school, allowing all children to be tested rather than just those in school. Further, testing children in school might create a bias since teachers may encourage testing the brighter children in class. Second, a household sample generates an age distribution of children that can be cross-checked with other data sources, like the census and the NSS. Third, a household sample makes calculation of the inflation factors easier since the population of children is no longer needed.

Often household surveys are stratified on various parameters of interest. The reason for stratification is to get enough observations on entities that have the characteristic that is being studied. The ASER survey stratifies the sample by population in the first stage. No stratification is possible at the second stage. In order to stratify on households with children in the 3-16 age group, in the second stage, we would need the population of such households in the village, which is not possible without a complete houselist of the village.

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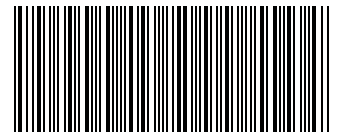
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