Annual Status of Education Report
असर ASER 2012 RURAL
Facilitated by PRATHAM

Annual Status of Education Report (Rural) 2012

Provisional

January 17, 2013

ASER 2012 - Rural

Annual Status of Education Report (Rural)
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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, East Godavari
District Institute of Education and Training, Guntur
District Institute of Education and Training, Kadapa
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, Nellore
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, Srikakulam
District Institute of Education and Training, Visakhapatnam
District Institute of Education and Training, Vizianagaram
District Institute of Education and Training, Warangal
District Institute of Education and Training, West Godavari

Arunachal Pradesh

Banggo Women Welfare Association, Yingkiong
Guminloi Foundation, Along
Indira Gandhi Government College Student Union, Lohit
Tarhuk Samaj, Itanagar
Local Volunteers of Changlang, East Kameng, Upper Subansiri and West Kameng

Assam

Eight Brothers Social Welfare Society, Tezpur
Kalang Kapili Integrated Development Society, Rajagaon
Parijat Self Help Group, Hawajan
Rung Cheng Foundation, Old Amolapatty
Sankalpa, Margherita
Simultala Coaching Centre, Ratabari
Social Team for Empowering People (STEP), Haibargaon
Social Unity Keepers Association For All (SUKAFA), Changsari
Society for Progressive Implementation and Development (SPID), Silchar
Socio-Economic and Health Development Organisation (SEHDO), Bordoulguri
Sukafa Social Development, Goalchapari
Udayan, Ghagrapar
Vo-Ak, The Crow, Diphu
Vox-Populi, Golaghat town
West Goalpara Development Society, Baguan
Wodichee, Lakhirband
Pratham Volunteers of Dibrugarh

Bihar

A Unit of Research, Gaya
Aastha International, Nalanda
AID India, Arwal
Akhil Bhartiya Gramin Vikas Parishad, Katihar
Akhil Bhartiya Shikshit Berojgar Yuva Kalyan Sansthan, Rohtas
Akriti Samajik Sansthan, Vaishali
All India Centre for Urban & Rural Development, Supaul
Chhatra Chhaya, Lakhisarai
Disha Vihar, Munger
Gram Swaraj Seva Sansthan, Kaimur
Harijan Adiwasi Shikshan Prashikshan Kalyan Sansthan, Purnea
Human Rights Organisation, Bhagalpur
Jawahar Jyoti Bal Vikas Kendra, Samastipur
Lalit Kala Prashikshan Evam Jan Kalyan Samiti, Gopalganj
Log Pragati Seva Sansthan, Araria
Nav Jeevan Ambedkar Mission, Saharsa
Popular Organization Women Empowerment & Research, Khagaria
Pragati Bharti (Tulbul), Aurangabad
Pragatisheel Samaj, Muzaffarpur
Pratham Samvedna, Patna
Prerna Development Foundation, Patna
Ram Kripal Seva Sansthan, Darbhanga
Rohtas Lok Seva Samiti, Rohtas
Sadbhavana Vikas Mandal, Saran
Samagra Manav Seva Samiti, Bhojpur
Samagra Shikshan evam Vikas Sansthan, West Champaran
Samgra Raja Salhesh Vikas Manch, Madhubani
Sarvshree Seva Sadan, Sheohar
Sarvoday Yuva Kalyan Sangh, Begusarai
Shankar Human Advance Society For Initiative Mission, Lakhisarai
The Message Welfare Foundation, Kishanganj
Uday Kisan Jagruti Samiti, Banka
Vidyapati Jan Vikas Samiti, Patna
Vikas Puram, Sitamarhi
Vikas Sarthi, Siwan

Chhattisgarh

Chhattisgarh Janjati Vikas Parishad, Ambikapur
District Institute of Education and Training, Bemetra
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, Kanker
District Institute of Education and Training, Kawardha
District Institute of Education and Training, Khairagarh
District Institute of Education and Training, Mahasamund
District Institute of Education and Training, Raipur
Jeevan Jashoda Society, Korea
Maa Sharda Lok Kala Manch, Jagdalpur
Nicchay Seva Samiti, Raigarh
Prakriti Seva Sansthan, Bilaspur
Social Revival Group for Urban Rural Tribal (SROUT), Korba

Dadra and Nagar Haveli

Com. Godavari Shamrao Parulekar College, Talasari

Goa

District Institute of Education and Training, Goa
Khemraj Memorial New English School, Banda
Pragati Manch, Ponda

Daman and Diu

Local Volunteers of Daman and Diu

Gujarat

Area Networking And Development Initiatives (ANANDI), Godhra
Krantiguru Shyamji Krishna Verma Kachchh University, Bhuj
M.A. Parikh Fine Arts & Arts College, Palanpur
Mahila Samakhya, Ahwa
Manav Kalyan Seva Trust, Vansda
Manekchowk Co-op. Bank Arts and Mahemdavad Urban People's Co-op. Bank Commerce College, Mahemdabad
Salal M.S.W. College, Himatnagar
Samarpan Foundation, Vadodara
Saraswati B.S.W. College, Bharuch
Sarvajanik M.S.W. College, Mehsana
Shikshan Ane Samaj Kalyan Kendra, Amreli
Shree Kedareshvar Education & Charitable Trust, Patan
Shree N.S. Patel Institute of Social Work, Anand
Shree Sahajanand M.S.W. College, Bhavnagar
Siddharth Charitable Education Trust, Junagadh
Smt. Laxmiben & Shri Chimanlal Mehta Arts College, Ahmedabad
Surbhi M.S.W. College, Rajkot
Local Volunteers of Rajkot and Valsad

Haryana

Arya College of Education, Jojhu Kalan
Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan, Sonipat
Baba Mohan Das College of Education, Motla Kalan
Chaudhary Devi Lal University, Sirsa
Dyal Singh College, Karnal
Government Degree College, Barwala
Government P.G. College, Jind
Guru Nanak Khalsa College, Yamuna Nagar

Kurukshetra University, Kurukshetra
Manohar Memorial College, Fatehabad
Masters' Cultural Group J.L.N College, Faridabad
Pratham, Haryana
Radha Krishan Sanatan Dharam (P.G.) College, Kaithal
Ravindra Bharti College of Education, Jhajjar
Sanatan Dharma College, Ambala
Local Volunteers of Hisar

Himachal Pradesh

General Jorawar Singh College, Dhaneta, Nadaun
District Institute of Education and Training, Jukhala, Bilaspur
District Institute of Education and Training, Nahan
District Institute of Education and Training, Recong Peo
District Institute of Education and Training, Shamlaghat, Shimla
District Institute of Education and Training, Solan
Government P.G. College, Kullu
Government P.G. College, Seema Rohru
Government P.G. College, Una
Lahaul Spiti Kala Sanskriti Manch, Keylong
ZCA Centum College, Chamba

Jammu and Kashmir

Government Degree College, Budgam
Government Degree College, Damhal Hanjipora
Government Degree College, Ganderbal
Government Degree College, Kargil
Government Degree College, Naushera
Government Degree College, Poonch
Government Degree College, Ramban
Government G.L. Dogra Memorial Degree College, Hiranagar
Government P.G. College, Bhaderwah
Government P.G. College, Pulwama
Government P.G. College, Udhampur
Government Degree College, Billawar
Jehlum Education Trust (JET) College of Education, Baramulla
M.A.M. College, Jammu
Sheikh-ul-Alam College of Education, Kupwara
The Students' Educational and Cultural Movement Of Ladakh (SECMOL), Leh

Jharkhand

Abhiyan, Sahibganj
Badlao Foundation, Jamtara
Chetna Vikas, Deoghar
Diya Seva Sansthan, Ranchi
Foundation for Awareness Counselling and Education (FACE), Pakur
Gram Jyoti Kendra, Gumla
Lohardaga Gram Swarajya Sansthan, Lohardaga
Lok Hit Sansthan (Simla Gandhi Ashram), Saraikela
Lok Prerna Kendra, Chatra
Mahila Samagra Utthan Samiti, Palamu
Nav Bharat Jagriti Kendra, Hazaribagh
Rural Outright Development Society, East Singhbhum
Sahyogini, Bokaro
Samajik Parivartan Sansthan, Giridih
Santhal Pargana Gram Rachna Sansthan, Godda
Sarwangin Gramin Vikas Samiti, Garhwa
SREYA, Dumka
Srijan Mahila Vikas Manch, West Singhbhum
Vedic Society, Garhwa
Veer Jharkhand Vikas Seva Manch, Koderma
Vikas Bharti, Gumla
Voluntary Blood Donors Association, Dhanbad

Karnataka

Society for Public Education Environment Cultural and Health (SPEECH), Chitradurga
Aa Foundation for Community Development, Bangalore
Akshara Foundation, Bangalore
Centre for Rural Studies, Manipal University, Manipal
Centre for Rural Development (CORD), Bellary
Development Resource Centre (DRC), Dharwad
EMBARK Youth Association®, Kodagu
Malenadu Education and Rural Development Society (MEARDS), Sirsi
Navachetana Rural Development Society, Gadag
Navodaya Educational and Environment Development Service (NEEDS), Ranebenur
Niranthara Social Welfare Society, Tumkur
PADI - Value Oriented Education Program (VALORED), Mangalore
Parivarthana, Chikkamagalur
People Organisation for Waste Land and Environment Regeneration (POWER), Bijapur
Pragathi Urban and Rural Development Seva Society, Ghataprabha
Pratham, Mysore
Sajjalshri SKA and GAS, Lingasguru, Raichur
Sarvodaya Integrated Rural Development Society, Koppal
Spoorthi Samsthe, Davangere
Sri Basaveshwara Education Society (Basaveshwara Vidya Vardhaka Sangha), Bidar
Sri Balaji Sarvodaya Central Rural and Urban Development Trust, Mandya
Sri Kantha Vidhya Samsthe, Hassan
Suprabha Charitable and Educational Trust, Shimoga
Yashaswi Swayam Seva Samsthe, Bangalore Rural

Kerala

Centre for Applied Geography and Environmental Sciences (CAGES), Thiruvananthapuram

Madhya Pradesh

Bread for Tribal Village, Jhabua
Darshna Mahila Kalyan Samiti, Chhatarpur
Dhara Vikas Samiti, Khargone
Dharti Gramothan evam Sahbhagi Gramin Vikas Samiti, Morena
Disha Samajik Vikas Sansthan Samiti, Shivpuri
Dr. Bhimrao Ambedkar Seva Parishad, Bhind
Gopal Kiran Samaj Sevi Sanstha, Gwalior
Government Arts and Commerce College, Indore
Gram Seva Trust, Paraswada, Balaghat
Gramin Bal Swasthya, Shiksha, Shodh evam Vikas Sansthan (RICHERD), Panna
Gramin Swablamban Samiti, Tikamgarh
Diksha Shaikshanik Samajik Seva Sansthan, Indore
Jaynarayan Sarvodaya Vidyalaya Samiti, Betul
Kalptaru Vikas Samiti, Guna
Kalyani Welfare Society, Umaria
Kanchan Welfare and Education Society, Shajapur
Lok Rujhan evam Manav Vikas Soudh Sansthan, Barwani
M.P. Jansevi Sangathan, Khandwa
M.P. Paryavaran Sudhar Sangathan, Rajgarh
Manav Foundation, Sheopur
Narmadanchal Education and Welfare Society (NEWS), Jabalpur
Nav Jyoti Shiksha Samiti, Chhindwara
Nav Parivartan Samaj Sevi Sangathan, Dhar
Omkar Krishak avam Samaj Kalyan Samiti, Sidhi
Organisation for Children Education Animals Welfare and Nature Care (OCEAN), Dewas
Path Pragati Samaj Kalyan Samiti, Shahdol
Prakash Yuva Mandal Itora Samiti, Rewa
Rang Welfare Society, Damoh
Sahara Manch, Bhopal
Sahara Manch, Katni
Sahara Manch, Mandla
Samanjasya Research and Training Organisation, Raisen
Samarpan Care Awareness and Rehabilitation Centre, Ratlam
Sankalp Samajik Vikas Sansthan, Shivpuri
Saress Welfare Society, Seoni
Shiva Gramin Vikas Sansthan, Mehuti, Satna
Shram Shakti Mahila Sewa Sansthan, Sagar
Social Advancement and Resource Foundation (SARF), Vidisha
Swadesh Gramotthan Samiti, Datia
Swami Vivekanand Shiksha Samiti (SVSS), Sehore
Synergy Sansthan, Harda
Tirupati Vinayak Mahila Samaj Kalyan Samiti, Ujjain
Udit Prakash Yuva Samarpan Samiti, Dindori

Maharashtra

Abhinav Vidya Mandir Junior College, Bhainder
Adhyapak Vidyalaya, Sangudvadi
Annapurna Bahuuddeshiya Sanskrutik Seva Mandal, Pachkhedi
Avhan Bahuuddeshiya Sanstha, Akot
Bhairavnath Adhyapak Vidyalaya, Kalam
College of Social Work, Kusumba
Com. Godavari Shamrao Parulekar College, Talasari
D.S.P. College, Dahivel Sakri
Dnyandeep Adhyapak Vidyalaya, Pune
Dnyanganga Samajik Shaikshanik Sanstha, Babalgaon
District Institute of Education and Training, Ratnagiri

District Institute of Education and Training, Sindhudurg
Gulam Nabi Azad Samajkarya Mahavidyalaya, Pusad
Jaisingh Mahavidyalaya, Pathrod
Jijamata Sevabhavi Sanstha, Ahmadpur
K.M.S. Adhyapak Vidyalaya, Mithbav
Kasturba Gandhi Adhyapak Vidyalaya, Solapur
L.S.I.N. Adhyapak Vidyalaya, Kankavali
Mahavir Mahavidyalaya, Kolhapur
Mukundrao Swami Kala Vanijya Mahavidyalaya, Pachkhedi
N.J. Patel Arts and Commerce College, Mohadi
National Child Labour Project, Aurangabad
Navjyot Bahuuddeshiya Sevabhavi Sanstha, Shrirampur
Parvatibai Adhyapak Vidyalaya, Pune
Prahar Samajik Kalyankari Sanstha, Goregaon
Pratham Open School, Alibaug
Pratham Pune Shikshan Mandal, Pune
Raje Bahuuddeshiya Sanstha, Ambad
Raje Bahuuddeshiya Sanstha, Shahada
Rajmudra Pratishthan, Asti
Sainath Education Trust-H.B. College of Education Excellence, Vashi
Samruddhi Education Organization, Aurangabad
Sanchar Infotech Foundation, Khamgaon
Sanchar Infotech Foundation, Nashik
Sanjivan Gramin Vaidyakiya ani Samajik Sahayata Sanchalit College, Vikramgad
Sankalp Bahuuddeshiya Prakalp, Ralegaon
Sanmitra Mahila Adhyapak Vidyalaya, Kolhapur
Sant Gadgebaba Gram Vikas Pratishthan, Dingi
Sevarth Bahuuddeshiya Sanstha, Aurangabad
Shri Gurudev Sevashram Samiti, Karanja
Tararani D.Ed College, Kolhapur
Voluntary Organisation for Integrated Community Empowerment (VOICE), Satara
Wanchit Vikas Sevabhavi Sanstha, Nanded
Pratham Volunteers of Solapur

Manipur

Community Development Society (CDS), Sikhong Sekmai
International Ministry Centre, Sagang
Komlathabi Development Club, Komlathabi
Kumbi Kangjeibung Mapal Fishermen Association, Kumbi
Manipur North Economic Development Association (MANEDA), Senapati
Ngachon Society, Ukhrul
People's Endeavour for Social Change (PESCH), Jiribam
The Youth Goodwill Association, Uripok

Meghalaya

Capt. Williamson Memorial Government College, Baghmara
Martin Luther Christian University, Shillong
Sngap Syiem College, Mawkyrwat
Ribhoi Youth Federation (RBYF), Nongpoh
Tura Government College Student Union, Tura
Williamnagar Government College Student Union, Williamnagar
Local Volunteers of Jaintia Hills

Mizoram

Hmar Students' Association (HSA), Kolasib Headquarter
Hmar Students' Association (HSA), Sinlung Headquarter
Young Mizo Association (YMA), Electric Veng Branch, Serchhip
Local Volunteers of Lawngtlai, Mamit and Saiha

Nagaland

Changkikong Students' Conference, Mokokchung
Friends Club, Tuensang
Government Higher Secondary School, Zunheboto
Hill's Club, Kiphire
Kohima Baptist Youth Fellowship (KBYF), Kohima
Kyong Team, Wokha
Mount Mary College, Chumukedima
Nanglang Comprehensive Society, Longleng
People's Agency for Development, Peren
Walo Organisation, Mon
Local Volunteers of Phek

Odisha

AHWAN, Manmunda
All Odisha Martial Arts Academy (AOMAA), Malkanagiri
Anchalika Mahavidyalaya, Natha Sahi
Bhawanipatna Autonomous College, Bhawanipatna
Bhairav Mahavidyalaya, Dabugan
Bhaskar Multi Action Sewa Samiti, Bhingarpur
Birabhadra ITI College, Narendrapur
Biswa Gyana Chetana Samaj, Salapada
Biswa Vikas, Sanadunguriguda
Damanjodi ITI, Similiguda
DIET, Government Certified Teacher (C.T) College, Narsinghpur, Cuttack
Friend's Club, Madhipur
District Institute of Education and Training, Anugul
District Institute of Education and Training, Baragarh
District Institute of Education and Training, Deogarh
District Institute of Education and Training, Nayagarh
Jiral College, Jiral
Khaira College, Khaira
Mahabir Youth Association,Tikabali
Mahima College, Panchagaon, Jharsuguda
Nature's Club, Kendrapada
National Institute for Rural Motivation, Awareness and Training Activity (NIRMATA), Berhampur
Parsuram Gurukula Mahavidyalaya, Sevakpur
Research Academy for Rural Enrichment (RARE), Sonepur
Rourkela Municipal College, Rourkela
Rural Organization For People's Empowerment (ROPE), Kuchinda
Social Integrity Programme for Health and Education (SIPHAE), Basta
Tukula College, Tukula
Utkal Bharati Mahavidyalaya (Mahila College, Mahila)
Local Volunteers of Rayagada

Punjab

Indo-Global College of Education, Abhipur, Mohali
Aklia College of Education for Women, Goniana Mandi, Bathinda
B.K.M. College of Education, Balachaur, SBS Nagar
Brilliant Group of Institutes, Jalalabad, Ferozpur
D.M. College of Education, Moga
District Institute of Education and Training, Gurdaspur
Guru Teg Bahadur Khalsa College of Education, Hoshiarpur
Gurukul Academy, Ropar
J.D. College of Education, Muktsar
M.M.B. Polytechnic College, Fatta Maloka, Mansa
Malwa Central College of Education for Women, Ludhiana
Mehr Chand Polytechnic College, Jalandhar
N.J.S.A. Government College, Kapurthala
Punjabi University, Patiala
RIMT-IET, Mandi Gobindgarh
School of Social Sciences, G.N.D.U., Amritsar
Shaheed Bhagat Singh College of Education, Patti, Tarn Taran
Shivam College of Education, Sangrur

Rajasthan

Basic Teacher's Training College, Gandhi Vidyamandir, Sardar Shahar
Consumer Unity and Trust Society (CUTS), Chittorgarh
Doosra Dashak, Pindwara
Doosra Dashak, Bhanwargarh
E.I.I.T. Computer Institute, Bundi
Foundation to Educate Girls Globally, Bali
Gramin Yuva Vikas Samiti, Dhaulpur
Gramothan Vidyapeeth College Of Education, Sangaria
Institute of Rural Management, Jaipur
Jain Vishva Bharati Institute, Ladnun
Jiwan Path Samiti, Kolayat
JSS Development Society, Bharatpur
Kanchan Devi T.T. College, Bhilwara
Lok Jan Jagrati Shikshan Sansthan, Jodhpur
Lok Vikas Shikshan Sansthan, Alwar
Mamta Punarvas evam Samajik Sansthan, Beenjhbayala, Padampur
Neha Education and Welfare Society, Jhalawar
Operation For Social Work Society, Sawai Madhopur
Pratibha Shiksha Samiti, Sunel
Shekhawati B.Ed. College, Dundlod
Shiv Shiksha Samiti, Ranoli
Society to Uplift Rural Economy (SURE), Barmer
Udaipur School of Social Work, Udaipur
University of Kota, Kota
Vageshwari Gyan Peeth Sansthan, Jhadol

Veena Memorial SSEEWA Society, Karauli
Vidya Bharti Sansthan, Sikar
Voluntary Association of Agriculture, General Development, Health and Reconstruction Alliance (VAAGDHARA), Banswara
Local Volunteers of Ajmer and Dausa
Pratham Volunteers of Dungarpur

Sikkim

Rhenock Government College, Rhenock
Tadong Government College, Tadong, Gangtok
Namchi Government College, Upper Kamrang

Tamil Nadu

Award Trust, Thoothukudi
Council for Integrated Development (CID Trust), Dharmapuri
Foundation of His Sacred Majesty, Chennai
Gramodhaya Social Service Society, Tirunelveli
Grassroots Foundation, Kancheepuram
Guru Nanak College, Chennai
Institute of Human Rights Education, Madurai
Jeeva Anbalayam Trust, Trichy
Manitham Charitable Trust, Sivagangai
Nether's Economic and Educational Development Society (NEEDS), Virudhunagar
New Life - District Differently Abled People Federation, Villupuram
News Trust, Trichy
Nilam Trust, Nilgiris
Press Trust, Thoothukudi
Raise India Trust, Ramanathapuram
Rights Education And Development Centre (READ), Erode
Rights Trust, Pudukkottai
Rural Women Development Trust (RWDT), Salem
Society for Development of Economically Weaker Section (SODEWS), Vellore
S.T. Hindu College, Kanyakumari
Udhavum Manasu Trust, Thiruvallur
Valarum Vandavasi Trust, Tiruvannamalai
Village People Education for Rural Development Association (VPERDA), Karur
World Trust, Thiruvallur

Tripura

Agragati Social Organization, Khilpara, Udaipur
Chetana Social Organization, Kolai
Kasturba Gandhi National Memorial Trust, Durga Chowdhury Para
Pushparaj Club, Kailashahar

Uttar Pradesh

Akhil Bhartiya Shrawasti Gramodyog Seva Sansthan, Bahraich
Amar Jyoti Society, Dargah, Mau
Anuragini, Jalaun
Bharat Uday Education Society, Muzaffarnagar
Bhartiya Gramotthan Seva Vikas Sansthan, Pilibheet
Disha Seva Samiti, Lalitpur
Gramodaya Seva Ashram, Shahjahanpur
Gyan Seva Samiti, Sant Ravidas Nagar
Indian Medical Practitioner Welfare Association, Saharanpur
Jankalyan Shikshan Prasar Samiti, Chitrakoot
Mahila Utthan Seva Samiti, Kannauj
Manav Seva Kendra, Chandauli
Manav Vikas Samaj Seva Samiti, Jalaun
Navoday Lok Chetana Jan Kalyan Samiti, Baghpat
Navonmesh, Siddharthnagar
Nehru Yuva Mandal, Etawah
Nehru Yuva Mandal, Ballia
Nehru Yuva Mandal, Moradabad
Nehru Yuva Mandal, Amethi
Nehru Yuva Sangathan Fatehpur, Fatehpur
Open Sky Welfare Society, Ghazipur
Paramlal Seva Samiti, Hamirpur
Rashtriya Jagriti Seva Samiti, Jaunpur
Sadbhawana Grameen Vikas Sansthan, Sant Kabir Nagar
Saptrang Vikas Sansthan, Mahoba
Sarvjan Seva Sansthan, Hathras
Savera, Kushinagar
Shiv Nadar University, Gautam Buddh Nagar
Shradha Jan Kalyan Shikshan Seva Sansthan, Maharajganj
Shrawasti Grameen Vikas Seva Sansthan, Shrawasti
Shree Geeta Jan Kalyan Shiksha Samiti, Firozabad
Social Welfare Organization, Bulandshahar
Sri Jan Kalyan Sansthan, Badaun
Youth Upliftment Voluntary Association (YUVA), Deoria
Yuva Vikas evam Prashikshan Sansthan, Banda
Local Volunteers of Etawah, Ghaziabad, Jhansi, Lucknow, Mirzapur, Muzaffarnagar, Sonbhadra and Unnao
Pratham Volunteers of Agra, Aligarh, Allahabad, Ambedkar Nagar, Azamgarh, Barabanki, Bareilly, Basti, Bijnour, Etah, Faizabad, Firozabad, Gonda, Gorakhpur, Hardoi, Kaushambi, Lakhimpur Kheri, Mathura, Moradabad, Pratapgarh, Raebareli, Sitapur and Varanasi

Uttarakhand

Bal Ganga Mahavidyalaya P.G. College Sendul, Ghansali
Dolphin (P.G.) Institute of Bio Medical & Natural Sciences, Dehradun
Dr. B.Gopal Reddy Campus, Pauri Garhwal
Dr. P.D.B. Government P.G. College, Kotdwar, Pauri Garhwal
Government P.G. College, Augustyamuni
Government Polytechnic College, New Tehri
Government Degree College, Barkot
Government Degree College, Gangolihat
Government Girls Inter College, Haldwani
Government P.G. College, Champawat
Government P.G. College, Gopeshwar
Government P.G. College, Karanprayag
Government P.G. College, Ranikhet
Government Polytechnic College, Kashipur
Government Polytechnic Shaktifarm, Sitarganj
Gramya Udhoyg Samiti, Almora
Jai Bharat Sadhu Mahavidyalaya, Haridwar
Kanhaiyalal Polytechnic College, Roorkee
Lilavati Pant Rajkiya Inter College, Bhimtaal
L.S.M. P.G. College, Pithoragarh
Pannalal Bhalla Municipal Inter College, Haridwar
Ramchandra Uniyal Government P.G. College, Uttarkashi
Swami Vivekanand P.G. College, Lohaghat

West Bengal

Baharampur Krishnath College, Murshidabad
Department of Sociology, Bankura Christian College, Bankura
Burdwan Sanjog Human and Social Welfare Society, Barddhaman
Chhatra Kalyan Samiti, North 24 Parganas
Child In Need Institute (CINI), South 24 Parganas
Dakshin Dinajpur Foundation for Rural Integration Economic and Nature Development (FRIEND), Dakshin Dinajpur
Dantan Manav Kalyan Kendra, Paschim Medinipur
Gour Mahavidyalaya, Maldah
Jagannath Kishore College, Purulia
Kajla Janakalyan Samity, Purba Medinipur
Mathabhanga College, Cooch Behar
Parimal Mitra Smriti Mahavidyalaya, Jalpaiguri
Raiganj University College, Uttar Dinajpur
Siliguri Government College, Darjeeling
St. Joseph College, Darjeeling
Turku Hansda Lapsa Hembrom Mahavidyalaya, Birbhum
Department Of Rural Development & Management, University of Kalyani, Kalyani
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Archana Rani Nath, Assam
ASER 2012 Process Audit Team
Bhupen Sut, Assam
Brig V.K. Trivedi (Retd), XIMJ, Madhya Pradesh
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Pratham teams in all states - State Heads, Accountants, Master Trainers and teams involved in inter-state recheck

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Notes on ASER 2012

Uphill battle ahead as outcomes go downhill…

Madhav Chavan, CEO-President, Pratham Education Foundation

Many years ago, before we amended our Constitution, it was common to say that political will was needed to give India's children their fundamental right to education. The Constitutional amendment in 2002, imposition of education cess in 2004 leading to increasing financial allocation for elementary education, and finally the passage and enforcement of the Right to Education Act after a long wait were all step-wise demonstrations of increasing political desire, although not quite the will. For a country that is undergoing huge economic, social, and demographic changes, education requires a much more resolute political direction. As Carol Bellamy, former Executive Director of Unicef 1995-2005 said in Doha recently, "...education is too important to be left to educationalists". It is important for political leaders to realize that education has been in a deep crisis. We are chasing ideals while practical realities limit what is possible on the ground. As often happens, the best is turning out to be the enemy of the good as we pour in more and more money without deciding or focusing on what needs to be achieved.

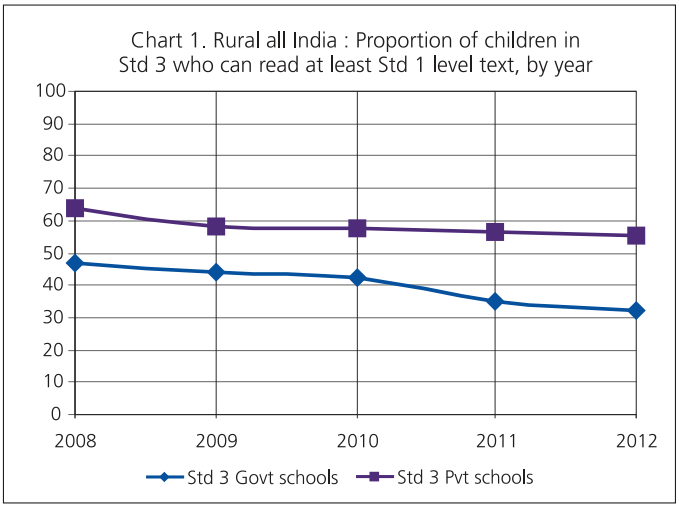
In some ways, the Planning Commission has already taken a step in the right direction by emphasizing goal-setting and achievement of learning outcomes by states in its 12th Plan document now ratified by the National Development Council. This is a welcome change at a time when learning levels in government schools are declining and private school enrollment is rising at almost 10% per year. It remains to be seen how seriously the Department of School Education, SSA, and the states align with this change in policy direction to change practice in schools. The crisis in mass education is far deeper at every level than most people imagine. Officials often confide that the situation is grimmer than the picture ASER paints but we do not as yet see energy leading to action that comes from a sense of urgency.

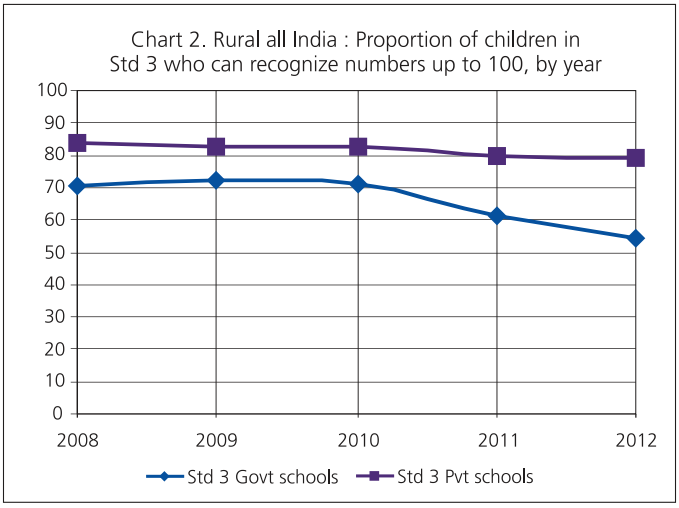
Like previous years, ASER2012 has a lot of compelling information to persuade people that we are looking at a deepening crisis in education that is like an unseen and quiet killer disease.

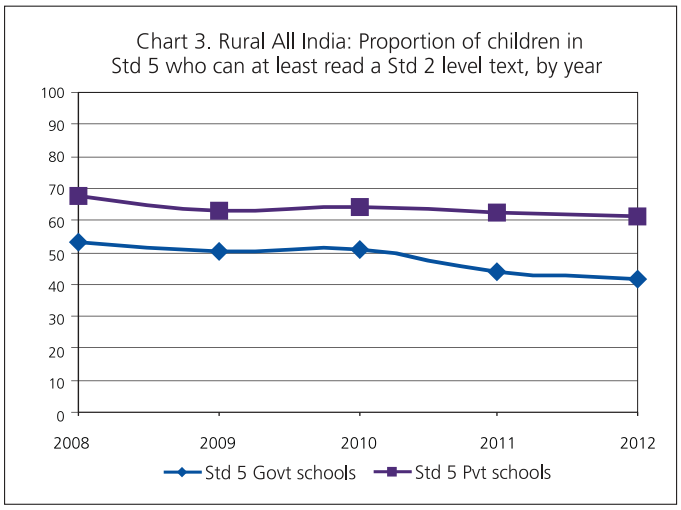
Learning levels started dropping in many states since RTE came into effect. Coincidence? Correlation? Or, causation?

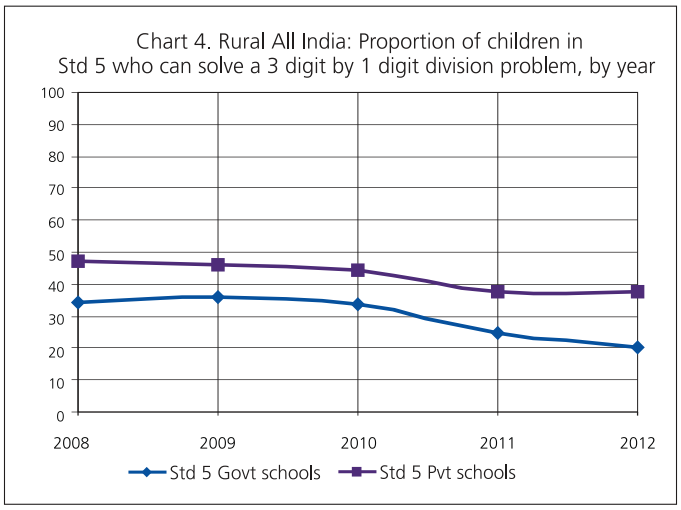
We noted for the first time in ASER2011 that levels of reading and math at every level were not only poor but declining in many states. With one more year of data, this observation is strengthened.

The charts below tell the story. Fewer and fewer children in successive batches reaching 3rd and 5th standard are learning basics of reading and math. Unless someone can show that children are learning something else better, this indicates an alarming degeneration. In 2008, the proportion of children in Std 3 who could read a Std 1 text was under 50%, which has dipped about 16 percentage points to nearly 30%. A child in Std 3 has to learn to do two digit subtraction, but the proportion of children in government schools who can even recognize numbers up to 100 correctly has dropped from 70% to near 50% over the last four years with the real downward turn distinctly visible after 2010, the year RTE came into force. These downward trends are also reflected in Std 5 where a child would be expected to be able to at least read a Std 2 text and solve a division sum. Private schools are relatively unaffected by this decline but a downturn is noticeable, especially in math beyond number recognition.









There has been a feeling that RTE may have led to relaxation of classroom teaching since all exams and assessments are scrapped and no child is to be kept back. Continuous Comprehensive Evaluation is now a part of the law and several states are attempting to implement some form of CCE as they understand it. Does CCE catch this decline? Are teachers equipped to take corrective action as the law prescribes? Is corrective action going to be taken? Given the magnitude of the problem, it will be a good idea to focus just on basics at every standard and not treat it as a "remedial" measure. At this stage, teaching-learning of basic foundational skills should be the main agenda for primary education in India.

One of the problems of governmental systems is that the individual teacher feels that he has to wait for the highest authority to say what is to be done. If stage-wise achievement of goals of basic learning of listening, speaking, reading, writing, and problem solving become a part of state policy and not just another "program", the school calendar and teaching plans can be altered accordingly without the teacher having to look for instructions from higher ups. Focus on learning of basic skills can be applied to private schools as well - although these seem to be relatively better off. It is important for all to adhere to a policy of achieving basic learning outcomes rather than "completing the syllabus" as the RTE Act says. In fact, this is one modification that is definitely required in the RTE Act.

The states' contribution to the overall decline in learning levels is not uniform either for government or for private schools. In some states, the situation is unchanged or steady, which may be good news under the circumstances. The reasons for deterioration of learning outcomes in other states need to be explored by leaders and officials of each state. Whatever the cause, this trend has to be reversed urgently.

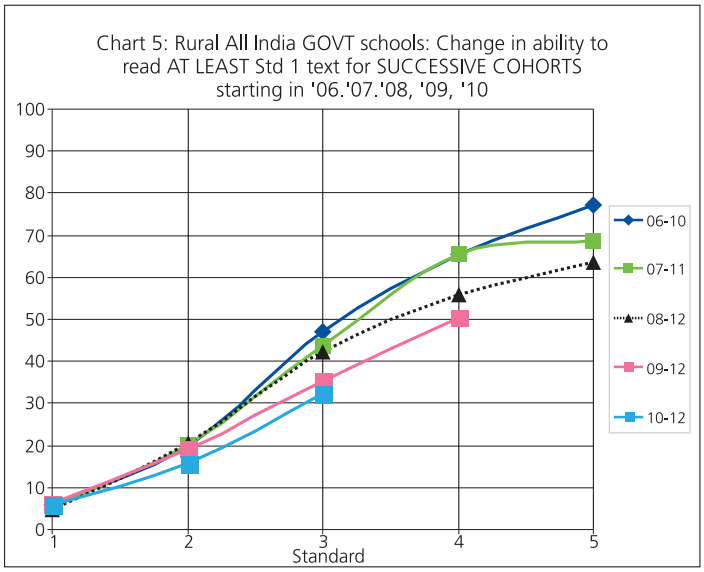
The big states where the learning levels are low and unchanged but DO NOT contribute significantly to the overall decline in government schools, are Karnataka, Tamil Nadu and Andhra Pradesh. There are three other states that have high learning levels on the ASER scale and are largely steady. These are Himachal, Punjab, and Kerala. Other big states contribute heavily to the overall declining learning levels. However, the contrast between government and private school performance is easily visible in every state and can be seen in the state pages of this report. It should be stated again that private school education is not great and socio-economic-educational background of children's families, parental aspirations and additional support for learning contribute majorly to their better performance. Yet, fact remains that the learning gap between government and private school children is widening. This widening gap may make the private schools look better, but in an absolute sense it is important to note that less than 40% of Std 5 children in private schools could solve a simple division sum in 2012.

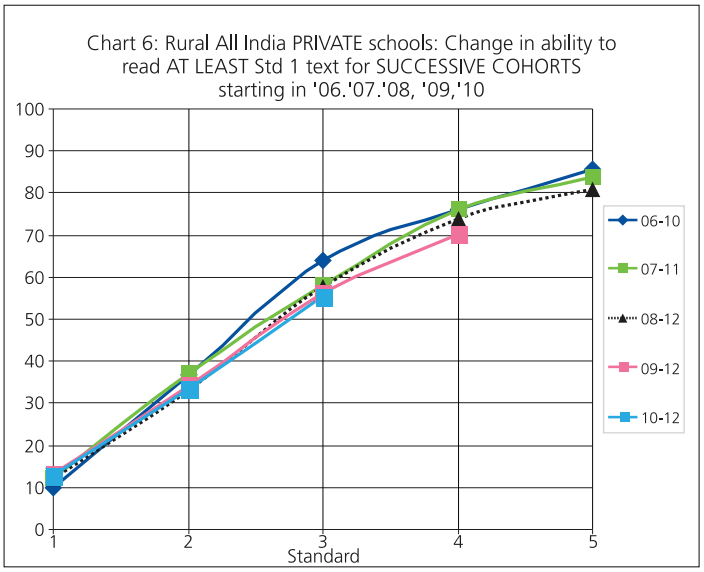
It must be acknowledged that there is a national crisis in learning that permeates all schools. So, it is critical to improve the performance not only of government schools but also of private schools, because those children deserve better education for the money their parents spend. Governments must ensure this through regulation and not through control.

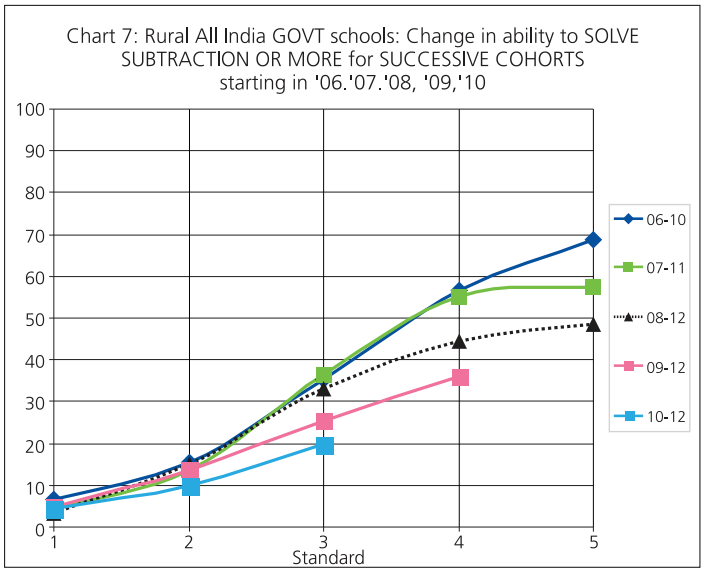
Decline is cumulative

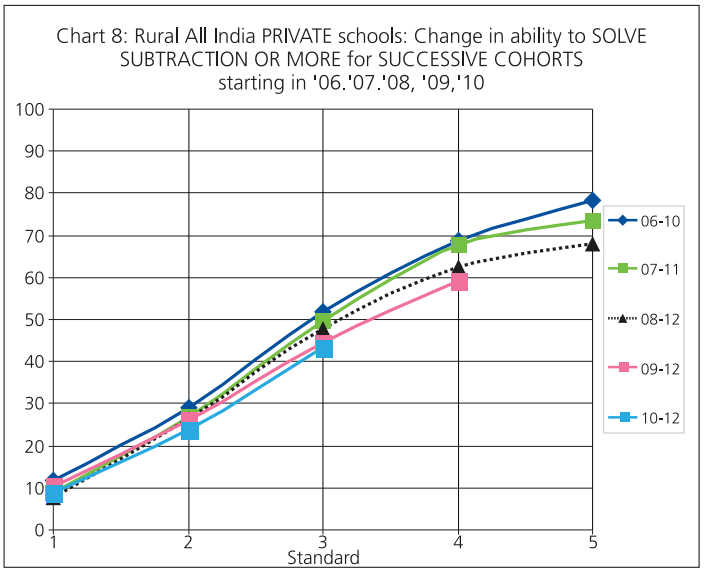
Learning declines do not happen in one year. They are the result of a cumulative effect of neglect over the years. If we follow three cohorts that started Std 1 in 2006, 2007, and 2008 respectively this should become clear as they grow to reach Std 5 in 2010, 2011, and 2012. Their "rate of learning" declines after 2010. The dotted lines in Charts 5-8 represent the cohort that entered Std 1 in 2008. In 2010 this cohort is in Std 3, by which time it is slightly lower than the previous two cohorts in government schools. By the time it is in Std 4 in 2011, significantly fewer percent children have learned to read or solve math in this cohort than the previous two did in Std 4. The subsequent cohorts entering Std 1 in 2009 and 2010 are even lower than the 2008 cohort, even in Std 3. Unless something is done immediately to improve the learning of these cohorts, it is predictable that their learning levels in Std 5 and beyond will not exceed the 2008 cohort and more likely will be worse. The cohorts of children who entered Std 1 the year RTE was passed and in the year it was enforced respectively, will be much worse off than children before them.

While the learning outcomes in government schools in many states decline rapidly, the private school performance in most states has remained steady as Charts 5 to 8 indicate. A decline in learning of basic math in private schools, as indicated in Chart 8 is visible but the basic reading levels (Chart 6) seem to remain largely steady. In Maharashtra, where a large majority of private schools are not only aided but largely controlled by the state government, there is a big decline as compared to states of the North where the private schools are mostly unaided and not under government control.









People are aware of the difference between government and private schools, with or without assessment. It drives the demand for private schools and results in an exodus from government schools. Like it or not.

Of course, all this is about very basic indicators and education is much more than just basic skills. At the same time, if we can get these basics right, much more can be done, but not without them. Government and private, both types of schools have a long way to go. In the mean time, private school enrollment is growing rapidly at the primary stage.

In a country of 1.4 billion, over 50% children will pay for their PRIMARY education by 2020?

Recently, a friend said at a seminar that government schools provide education to 80% of India's children. This friend who has been in the middle of the RTE implementation machinery should have checked the government's own District Information System of Education (DISE) statistics published in 2012. It is time to wake up and take note of the rapidly changing situation. We have believed for a long time -and this is the logic of RTE- that governments will *provide* or *provide for* education of a large majority of children. This premise is likely not to be valid ten years from now.

DISE indicates that 29.8% of India's children in Std I-V (urban and rural) attended private schools in 2010-11. As shown in Table 1, ASER 2010 estimated two years ago, that 22.56% of rural children in Std I-V attended private schools and ASER2012 says that the proportion has risen to 28.39% over two years. An increase of 5.8 percentage points in just two years after RTE came into force is astonishing to say the least. Looking at these trends, It is therefore reasonable to assume that in 2012 about 35% or more of India's primary school children in both urban and rural areas are attending private schools.

The trend is unmistakable. Private school enrollment in rural India is increasing at about 10% every year or about 3 percentage points per year. In the election year of 2014, about 41% of all of India's primary age children will be in private schools, and by the time 2019 elections come around, private sector will be the clear major formal education provider in India. Some say that RTE will take a decade to show its impact. Perhaps so. By that time, if all goes well (?), a further 25% of private school enrollment will be supported by governments through the quota for economically weaker sections and only the remaining poorest (by all measures) will send their children to government-run schools.

In the early days of this third millennium, shanty "affordable" schools started coming up in rural and urban areas. Gradually investors have done their math and gauged the demand for education. It appears that big "international" schools are coming up in rural areas that bus children from distant villages for economic viability. This model will probably start to dominate rural landscapes as India's wealth increases. On the urban side, the Municipal Corporation of Greater Mumbai came up with a proposal to hand over management of at least some of its schools to private education providers and a few other governments seem to be considering similar approaches. Such ideas known as PPP are opposed on purely ideological grounds by some, while schools run by governments in many states (especially in urban areas) are emptying out.

The best example of this may be Tamil Nadu, which is now 48% urbanized according to Census 2011. DISE reports that in 2010-11, 59.4% of all (urban and rural) children in Std I-V attended private schools in Tamil Nadu. Only a third of these were in aided private schools. ASER 2010 estimated that the rural private enrollment in Std I-V in the same state was around 28.5%, and is up to 34.8% in 2012. A simple back of the envelope estimation says that anywhere between 80 and 100% children in Std I-V in urban Tamil Nadu are in private schools and less than a fifth of these are government aided.

A glance at the DISE 2010-11 private school enrollment figures in Table 1 will show that in the southern part of India- Kerala, Tamil Nadu, Puducherry, and Goa have 60% or more private school enrollment in primary schools. Andhra, Maharashtra, and Karnataka are all above 40% and moving up. All these states are highly urbanized and urbanizing further. Madhya Pradesh and Gujarat are at around 30%. Rajasthan, Haryana, Punjab, J&K and Uttarakhand are between 40 and 50%. Uttar Pradesh rural is already at about 50% and it is quite likely that urban Uttar Pradesh is not far behind. Of the North-Eastern states, Tripura has low private school enrollment but nearly 70% of government primary school children go to tutors. Assam and Arunachal are at about 25% private enrollment and Meghalaya, Mizoram, Manipur, and Nagaland are between 30 and 50%. Of the most rural states, Bihar and West Bengal have low private school enrollment but 40% and 60% government school

Table 1: Comparison of DISE 10-11 (rural+urban), Rural ASER 2010, and Rural ASER 2012 for enrollment in private schools

State	Urban + Rural, ALL Pvt schools 2010 Std I-V	Rural ASER 2010 Std I-V	Rural ASER 2012 Std I-V	State	Urban + Rural, ALL Pvt schools 2010 Std I-V	Rural ASER 2010 Std I-V	Rural ASER 2012 Std I-V
Andhra Pradesh	45.47	40.08	39.26	Maharashtra	42.9	12.4	19.97
Arunachal Pradesh	18.58	15.18	24.42	Manipur	56.21	65.01	66.53
Assam	24.63	14.72	17.36	Meghalaya	45.58	49.17	50.59
Bihar	0.39	5.37	7.09	Mizoram	34.54	10.25	23.98
Chandigarh	29.95			Nagaland	50.37	32.19	36.9
Chhattisgarh	18.16	10.79	16.23	Odisha	10.16	5.37	6.99
Delhi	39.26			Puducherry	66.94	43.9	46.11
Goa	64.55	28.67	46.11	Punjab	46.43	38.08	47.61
Gujarat	26.47	8.87	9.8	Rajasthan	38.4	35.82	43.81
Haryana	38.71	43.07	52.16	Sikkim	19.93	21.13	28.94
Himachal Pradesh	31.52	29.78	33.08	Tamil Nadu	59.43	28.51	34.77
Jammu & Kashmir	40.31		46.75	Tripura	8.98	2.77	3.5
Jharkhand	16.23	8.18	15.94	Uttar Pradesh	35.64	37.36	50.05
Karnataka	40.49	19.95	22.01	Uttarakhand	41.73	31.24	40.17
Kerala	68.17	57.95	61.82	West Bengal	8.9	7.02	9.43
Madhya Pradesh	29.74	16.11	19.9	**All States**	**29.82**	**22.56**	**28.39**

children in Std. I-V respectively go to tutors. That leaves the highly rural Odisha and somewhat urban Chhattisgarh among the bigger states which have low private school enrollment of about 10% and 20%.

It appears that no matter who is in power, private school enrollment will go on increasing till it hits family budget constraints. As this happens, unless the quality of government schools improves substantially, the gap between children who attend one and the other will create a big divide in every aspect of life and opportunity.

Much of our developmental planning is rural focused and in education the tendency in government is to think of government-run schools as 'our' schools. It is time to start looking at private schooling more carefully and understand problems of urban education planning as also to regulate private schooling without taking away the essential strengths of the private school. Government funded and regulated, but not controlled, private schools- like the aided or "charter schools" - replacing government-run schools seems to be the way of the future. RTE has already introduced the concept of funding private schools on a per child cost basis. There is no reason why this cannot be extended further. Aided schools exist in large numbers in Kerala, Tamil Nadu, Maharashtra, Goa, and Meghalaya. Existing practices can be looked into to create new governance mechanisms so that there is a right balance of freedom and accountability.

In short, big changes are happening in education and they are happening rapidly. Any long term plans of building or strengthening institutions must take these changes into account or else we will end up creating more dysfunctional white elephants all over the country that are not suitable for the next half a century and longer. There is a need to keep a close watch and have a vision of the future with feet firmly planted on the ground today.

The birth of ASER

Rukmini Banerji, Director, ASER Centre

The story of ASER has roots in experiences that began more than fifteen years ago in the slums of Mumbai. Pratham had just begun; we were young but we were ambitious. In 1996 we set ourselves a goal: by 2000 every child in Mumbai would be in school and learning. At first, our focus was on pre-schools. Why pre-schools? Because Mumbai did not have enough pre-schools, especially not in the large slums where most people were migrants. Families came to Mumbai in search of a better life, but the dislocation, the daily search for livelihoods - all this meant that families did not have the time and were not sure how to get their children ready for school. So we started community based "balwadis" – small pre-school centres run by local young women for the young children who lived in their neighbourhood. We felt that universal access to preschool would lead to universal enrolment in in Std 1. This could be one way to ensure that every child was in school.

In 1996, we had 150 balwadis. But the demand for neighbourhood pre-schools was high, and the number grew quickly. Pratham offered very little money, but gave training and some basic materials. Very soon there were over 3,500 balwadis spread out across all of Mumbai's slums. Bubbling up from this vast network came other needs and queries from communities. "What about children of school age who are not in school? What about the children who are going to school but are not doing well?" Soon we began to work with two kinds of children – children who were "left out" and children who were "left behind". The "left out" children were visible; they could be seen working, taking care of their siblings and many were simply just playing around. But the "left behind" children were almost invisible. In very large numbers they were in school, often going to class every day. Although parents and others had a sense that many were not doing well, it was not clear what the "not doing well" meant.

In November 1996, we did a small study of arithmetic in some municipal schools in Andheri. The focus was on Std 3 and 4. Children came one by one. We asked them to name numbers and do basic addition, subtraction, multiplication and division. The results were shocking – a large number of children could not do the basics. And this was in an area where almost all children were coming to school.[1]

By 1998-1999, there were Pratham volunteers in all municipal primary schools across Mumbai. Community volunteers or "balsakhis" worked to help academically weak children improve. Outside school, local youth collected out-of-school children in small groups in their community and taught them basic language and math skills to get them ready for school. The Pratham model of large scale collaboration with the government schools was held up as model and people from across the country came to see and understand this partnership. Some invited Pratham to come and work in their cities or their states. Soon there was activity in Vadodara, Patna, Lucknow, Jaipur, and Delhi – in government schools and in communities.

But as our work spread to other places, our frustration with what we were doing intensified. We worked hard, but the pace of progress was not fast enough for children to have a meaningful shot at completing elementary education. To get a ten year old girl who had never been to school "ready" for school meant that we had to get her up to speed to handle what was expected of her in Std 5. If a boy was in Std 4 but could not read, we had to get him not only reading but able to deal with text of varying difficulty, think critically and voice his own views. We needed to be able to do more with children and we needed to do it faster. The speed was necessary so that they could "catch up" with others in a meaningful way.

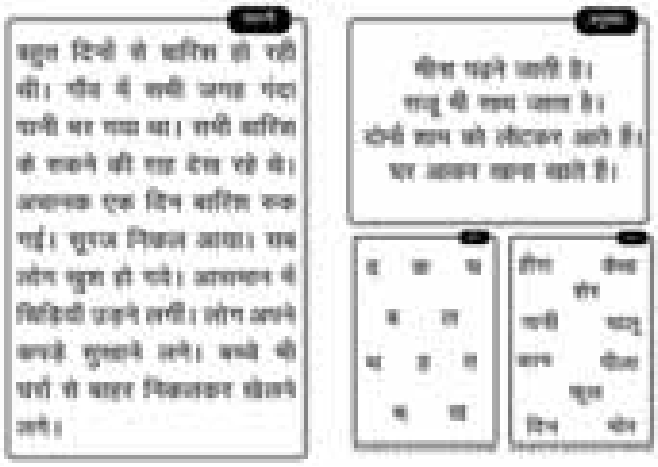
In 2002, all across Pratham we stopped doing what we were doing and each worked with a group of 20 to 25 children who could not read. These children were either enrolled in school in Std 3, 4 or 5 or they were not in school but at least eight years old. Our goal was to see how far we could bring these children in one month. Some worked with children in the community, others in school; there were different languages and different parts of the country. Even within Pratham we needed a common vocabulary and a common understanding to be able to share our learnings with each other.

A basic reading tool (which is now called the ASER reading tool) evolved during this time. It served several purposes. First, it clearly articulated the goal, which was to enable children to read a "story" fluently.[2] Next, we grouped the children by level for instruction and used appropriate activities and materials to work with the children from the level at which they were to bring them towards the goal. The simple tool helped us think

[1] The findings of the study were shared with the senior officials of the municipal corporation. Within weeks, in partnership with Pratham, the Municipal Corporation of Greater Mumbai had launched a city wide math improvement program called "Shatak Zhep".

[2] We noticed that fluency and comprehension were correlated. Fluency freed up resources to tackle text and construct meaning from what was read.

about these things. Before starting to teach, every child sat with the instructor and tried to read the four line paragraph.[3] If she could read the paragraph with ease then she attempted to read the "story".[4] If she could not read the paragraph then she tried to tackle the simple everyday words. If the words were too difficult, then she moved to letters. The reading levels were like a ladder, a child could move up or down and settle where she felt comfortable. Using a common vocabulary - "letter", "word", "para", "story" we could communicate with each other and share learnings. The reading tool was very helpful in developing our instructional methodology. Assessment was the first step to thinking about the right action.



During this time we noticed that the reading tool could have other uses. For example, when classes were being conducted in the neighbourhood, parents or siblings would ask us what we were doing. We could point to the tool and show them the goal and we could point to somewhere else on the tool to indicate where their child was currently. Listening to children trying to read helped parents see what had to be done. Even if they were not literate themselves, the tool demystified many things for them. They began to understand what was expected of children in school. The tool helped to carry parents along, as they saw and understood what was being attempted.

Our journey from assessment to action had begun.

I remember a summer morning in a village in Sultanpur district in Uttar Pradesh. We were making a village report card. Every household was asked if their children were enrolled in school. Every child in the village was asked to read a simple paragraph and do a simple subtraction problem. As was customary, we went to the pradhan to tell him what we were doing. The pradhan took a cursory look at us and said " achcha ... survey hai? Kariye, kariye" *(Oh… it's a survey? Please go ahead)*. Accustomed to numerous surveys, he was not even interested in finding out what the survey was about.

We moved systematically household by household, hamlet by hamlet, talking to parents, interacting with children. Questions like, "do your children go to school" got quick and sometimes disinterested answers. But asking children to read grabbed everyone's attention. Children would flock around, wanting to try. Parents would stop working and come to observe. Children who were playing in the fields put on shirts before coming to read. Mothers and fathers called their children back from wherever they were in the village to be "tested". In hamlet after hamlet, the exercise was suddenly transformed from a "survey" collecting data for someone else into an information gathering exercise that everyone wanted right now.

The curiosity was immense. What was striking was that many parents had no idea whether their children could read or do arithmetic. This was true of both illiterate and literate parents. Young people who were watching with the proceedings with interest were requested to help. Within minutes, the whole business turned into a hugely absorbing exercise with people participating in asking children to read or in discussing why children could or could not read. Finally, the hamlet results were declared. People waited for the "count". "There are 40 households, 75 children. 70 children go to school but only 35 of those who go to school can read or do sums". Even as results were being digested, there was intense discussion on how this was not okay and what could be done to improve things. Clearly the situation would not sort itself out. Urgent and rapid change was needed. In hamlet after hamlet, people agreed that schools must work, teachers must teach effectively but that parents or someone at home or in the neighbourhood too had to help. Only then would children's learning begin to change.

[3] Another important learning was that the four short sentence format (now referred to as the "Level 1 (Std 1) text" in the ASER tool) was very helpful for beginning readers. After traversing the first sentence and understanding the context, many children propelled themselves forward using the context and the meaning that they extracted from the text.

[4] "Story" level in the ASER reading tool is a longer text equivalent in difficulty to what is contained in Std 2 textbooks.

Stepping back, and looking at the unfolding scene, you could very definitively say that information mattered. It mattered because it was about children community members knew and cared about. It mattered because the information generated was new: they had not known about children's learning or how to look at it in this simple way. It mattered because people had seen the information being generated before their own eyes. The simplicity of the tool and the method enabled people to participate. And it was easy to digest the results – for their own children and for all the children in the neighbourhood. Whether people were literate or illiterate, it was obvious to all that their own school going children should be able to do these basic tasks.

In a few days, the village report card was ready. We went back to the pradhan. Without looking up from what he was doing he asked me where he should sign. There was nowhere on the report card for a signature. Pradhanji thought this was very odd. He looked up at me and said, "Numbers have to be sent up and that needs me to sign." I tried to explain what the report card exercise had found. At the end of my explanation, he stated loudly, "The figures have to be wrong. How can it be that children are going to school and they cannot read?" The numbers and the explanation had upset him; the data went contrary to his assumptions.

Armed with the reading tool, Pradhanji walked into the village. Every child he met was asked to read. By the tenth child, Pradhanji sat down, put his head in his hands and said, "*yeh to mere izzat ka sawal hai.* (This is a question of my honour). How can this be the situation with children in my village and I not know about it?"

The entire exercise now known as ASER was based on experiences like the one in Sultanpur. For eight years, it has been a nationwide citizens' initiative to understand the status of children's schooling and learning in every rural district in the country. Using a common set of simple tools and a common sampling frame, in each district there is a local organization that conducts ASER and then disseminates its findings. Like the exercise of village report cards, ASER too is fundamentally based on participation and involvement of ordinary people. If we do not know, we cannot act. Only when we understand, can we think of what to do next. Waiting for the government alone to improve things will take a long time. Like Pradhanji and the parents in the village, it is essential that we get involved in measuring, then understanding, and then acting to improve the future of our children. This is how ASER was born.

About the survey

What to do in a village

How to make a map and make sections

To start MAKING A MAP — walk & talk:

- To get to know the village, walk around the whole village first before you start mapping. **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.

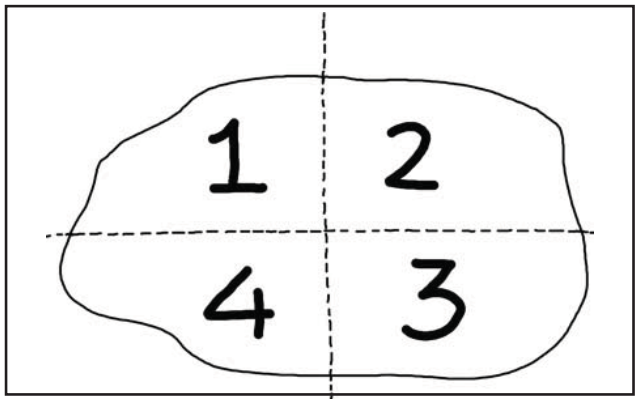
Map:

- **Rough map** : The purpose of a rough map is to understand the habitations pattern of the village. Use the help of local people to show the main landmarks – temples, mosques, river, road, school, bus-stop, panchayat bhavan, shop etc. Mark the main roads/streets/paths through the village prominently on the map.
- **Final map** : Once everyone agrees that this 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.

ONCE THE MAP IS MADE, MAKE SECTIONS IN THE MAP AS FOLLOWS:

- **How to mark and number sections on the map you have made?**

1. CONTINUOUS VILLAGE

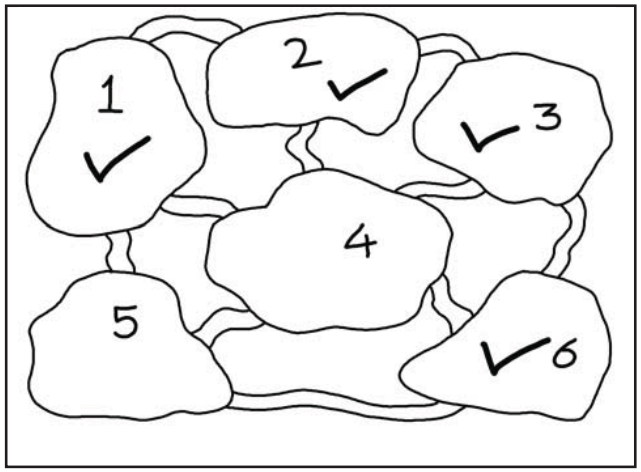


If it is a village with continuous habitations:

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

2. VILLAGE WITH HAMLETS/SECTIONS

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



IF THE VILLAGE HAS:

- **2 Hamlets/Sections:** Divide each hamlet/section in 2 parts & take 5 households from each part.
- **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 one. On the map, tick the hamlets/sections chosen for the survey.

What to do in each hamlet/section

- If the hamlet/section has less than 5 households - then survey all the households in the 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.

You need to pick 5 households from each of the 4 hamlets/sections that you have selected. Use 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.
- You must 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 5 households from the hamlet/section.

What to do if:

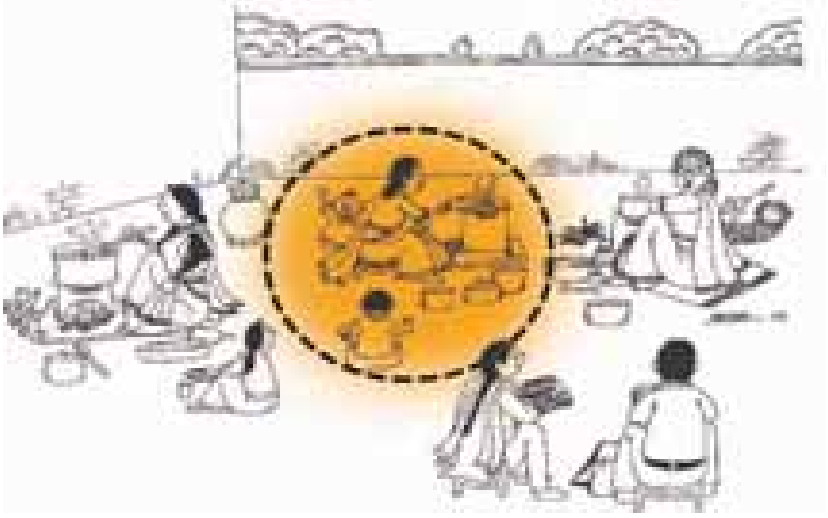
1. **The household has multiple kitchens:** In each house ask how many kitchens or 'chulhas' there are? If there is more than one kitchen in a household, then select the kitchen which the respondent's family[1] eats from. You will survey only those individuals who eat from the selected kitchen. After 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. **The 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 head of the household, total number of members of the household, household assets, name of the respondent, 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 each hamlet/section but no information about mothers or fathers will be collected.
3. **The house is 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 sheet. Move to the next/adjacent house.
4. **No response:** If a household refuses to participate, record the house on your village compilation sheet in the "no response" box. This household will also not count as a surveyed household. Do not include this household in the survey sheet. Move to the next/adjacent house.

- Stop after you have completed 5 households in the hamlet/section. Now move to the next selected hamlet/section.
- Follow the same process using the 5th household rule.
- 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.

[1] Respondent = An adult who is present in the household during the survey and 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 Number:** Write down the household number in 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 household who eat from the same kitchen:** Ask the adults present and write down the total number. If there are multiple kitchens/'chulhas' in the household, remember to include only those who eat regularly from the same kitchen.
- **Note down the following:**
    - Respondent name : Respondent = An adult who is present in the household during the survey and providing you with information.
    - Hamlet/Section no. (from the map) and/or name of hamlet/section

2. **Information about children and adults living in the household**

No information will be written in the household format about any individual who does not regularly live in the household.

CHILDREN:

We will collect information from the sample household about all children age 3-16 who regularly live in the household and eat from the same kitchen. Ask members of the household as well as neighbours 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.

What to do if:

1. **There are 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 are not at home during the time of the 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, mark that household and revisit it once you are done surveying the other households. But if there are children out of the village on the day of the survey who do regularly live in the household, for e.g. a child has gone to visit her relatives, we will include them even if we cannot test them.
3. **There are 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 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. 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 living in the 20 households that have been randomly selected.

Children aged 3-16 years

- **Child's name, age, sex:** The child's name, age and sex should be filled for all children selected for the survey. For female children write 'F' and for male children write 'M'.

Children aged 3-6:

The first block, "Pre-School children (age 3-6)", is to be asked only for children aged 3 to 6. 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., mark 'Not going' in the section of 'Pre-school children'.

Children aged 5-16:

The remaining blocks of information are ONLY to be filled for children aged 5 to 16.

- **In school children (currently enrolled in school):** The child's current schooling status and class.
- **Out of school children**
  - o If the child has never been enrolled in school, then mark it under 'Never Enrolled'.
  - o If the child has dropped out, then mark it under 'Drop out'.

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

    The actual year when the child left school. E.g. if the child dropped out in 2002 write'2002'. Similarly if the child dropped out in the last few months write '2012'.
- **All children aged 5-16 years**
  - o Ask all children in the age group 5-16, if they take any tuition, meaning paid classes outside school.
  - o Also ask 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.
  - o All children in this age group will be tested in basic reading, math and English. (We know that younger children will not be able to read much or do sums but still follow the same process for all children so as to keep the process uniform).

Mother and father: Background information

Mother's background information: At the beginning of the entry for each child, 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 do 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.

Father's background information: At the end of the entry for each child, ask for the age and schooling information of the child's father. 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 do 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 household 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:
    - Wall material: Burnt bricks, stones (packed with lime or cement), cement concrete, timber, ekra etc.
    - Roof Material: Tiles, GCI (Galvanised Corrugated Iron) sheets, asbestos cement sheet, RBC (Reinforced Brick Concrete), RCC (Reinforced Cement Concrete), timber etc.
  - **Kutcha 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-Pucca house:** A house that has fixed walls made up of pucca material but roof is made up of the material other than those used for pucca houses.
- **Motorized two wheelers:** 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 or not.
  - If there is an electricity connection, ask whether the household had electricity any time on the day of your visit, not necessarily when you are doing the survey.
- **Toilets:** 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 or not.
- **Television:** Mark yes or no by observing if the house has a television or not. If you don't see one, 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. If not, mark under No.
- **Reading material**
  - **Newspaper:** Mark yes if the household gets a newspaper every day.
  - **Other reading material:** This includes story books, magazines, religious books, comics etc. but does not include calendars and textbooks. Mark Yes or No accordingly.
- **Other questions for the household:**
  - Mark yes if anyone in the household knows how to use a computer. This question should be asked to the family members. Do not observe.
  - If the household has a mobile phone mark yes and note the mobile number. The mobile number will solely be used for the re-check process and not for any other purpose. Tell household members that this is the reason for taking the mobile number.

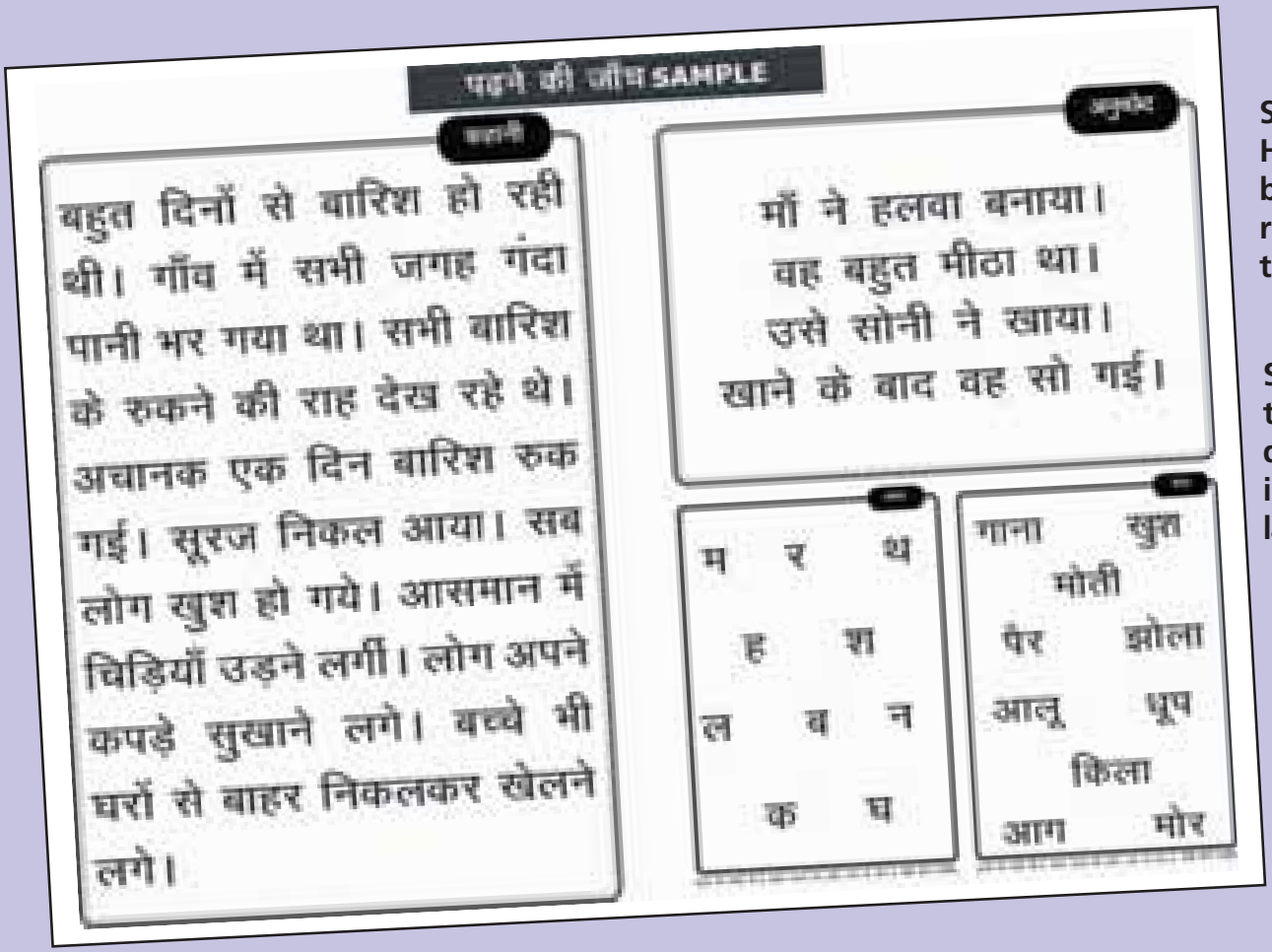
If you do not get an answer for a question in the household sheet, leave the appropriate columns blank.

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 ASER. Remember to thank people after you have finished surveying the household.

ASER 2012 : 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.



Sample: Hindi basic reading test*

Similar tests developed in all languages

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

In 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 of the tool.

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 choose, then point out 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. The child may read 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 letters list.
Let the child choose the letters herself. If she does not choose, then point out letters to her.
The child is at **'Letter level'** if the child:

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

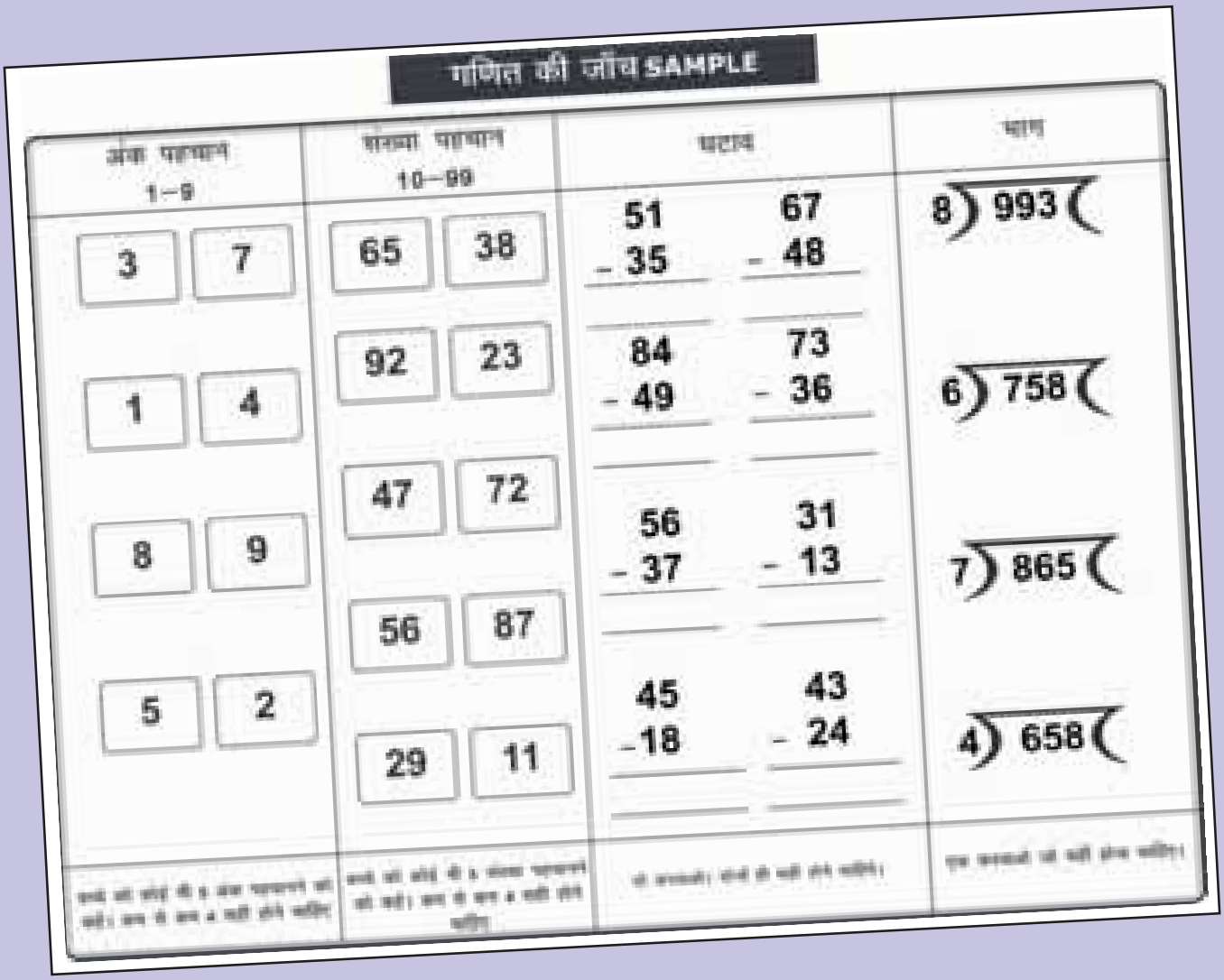
If the child can read letters, then ask her to try reading the words again and then follow the instructions for word level testing.
If she can read **4 out of 5** letters but cannot comfortably read words , then mark the child at '**Letter Level**'.
If the child is not at letter level (cannot recognize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

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

ASER 2012 : 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 11 to 99: randomly chosen numbers between 11 to 99.
- Subtraction: 2 digit numerical problems with borrowing.
- Division: 3 digit by 1 digit numerical problems.



गणित की जाँच SAMPLE

अंक पहचान 1–9		संख्या पहचान 10–99		घटाव		भाग
3	7	65	38	51 − 35	67 − 48	8) 993
1	4	92	23	84 − 49	73 − 36	6) 758
8	9	47	72	56 − 37	31 − 13	7) 865
5	2	56	87	45 − 18	43 − 24	4) 658
		29	11			

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 her to solve any two problems, one at a time. She can choose a problem, if not you can point.
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 recognise numbers from 10-99.

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

If the child **does both** the subtraction problems correctly, ask her 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 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 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 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 MATH PROBLEMS AT THE BACK OF THE HOUSEHOLD SURVEY SHEET.

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

ASER 2012 : English tasks

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

- Capital letters: Set of commonly used capital letters.
- Small letters: Set of commonly used small letters.
- Words: Common familiar 3 letter words. After reading, the child is asked to say the meaning of the read words in the child's local language.
- Simple sentences: Set of 4 simple sentences, each having no more than 4-5 words. These words or their equivalent are in the textbooks of the class English is introduced in the states. After reading, the child is asked to say the meaning of the read sentence in the child's local language.

Sample: English test

This test was administered in all states.

In developing these tools in English, care is taken to ENSURE:

- Comparability with the previous years' tools with respect to word count, sentence count and type of word.
- Compatibility with the vocabulary and sentence construction used in the introductory English textbooks of the states.
- Familiarity with words and context through extensive field piloting.
- Meanings of the words are easy in all regional languages.

How to test English?

There are 2 sections in the tool: Reading and Comprehension.

- First administer the reading section and mark the highest reading level of the child.
- Then administer the comprehension section.

PART 1: READING

CAPITAL LETTERS

START HERE: Ask the child to read any 5 capital letters from the capital 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 not at '**Capital Letters Level**' if the child cannot read 4 out of the 5 letters.

If the child is not at **'Capital Letters Level'**, mark the child at '**Nothing Level**'.

The child is at '**Capital Letters Level**' if the child can read at least 4 out of the 5 letters with ease.

If the child is at **'Capital Letters Level',** then ask the child to read the small letters.

SMALL LETTERS

Ask the child to read any 5 small letters from the small 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 not at '**Small Letters Level**' if the child cannot read 4 out of the 5 letters.

If the child is not at '**Small Letters Level**', mark the child at '**Capital Letters level**'.

The child is at '**Small Letters Level**' if the child can read at least 4 out of the 5 letters.

If the child is at '**Small Letters Level**', then ask the child to read the words.

SIMPLE WORDS

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

The child is not at '**Word Level**' if the child cannot read 4 out of the 5 words.

If the child is not at '**Word Level**', mark the child at '**Small Letters Level**'.

The child is at '**Word Level**' if the child can read at least 4 out of the 5 words.

If the child is at '**Word Level**', then ask the child to read the sentences.

EASY SENTENCES

Ask the child to read all four of the given sentences.

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

- Cannot read even 2 out of the 4 sentences fluently
- Reads the sentences like a string of words,rather than a sentence
- Reads the sentences haltingly or stops very often

The child is at '**Sentence Level**' if the child:

- Reads at least 2 out of the 4 sentences fluently
- Reads the sentence like a sentence, and not a string of words
- Reads the sentence fluently and with ease, even if she is reading slowly

If the child is not at '**Sentence Level**', then

Mark the child at '**Word Level**'

AND

Ask the child to tell you the meanings of the words she has read

If the child is at '**Sentence Level**', then

Mark the child at '**Sentence Level**'

AND

Ask the child to tell you the meaning of the sentences she has read.

PART 2 : COMPREHENSION

For WORD LEVEL CHILD

WORD MEANINGS

Ask the child to tell the meaning of the words she has read, **in her local language.**

The child knows the meaning of the words, if the child can tell the meaning of at least 4 of the read words. She can tell the meanings of the words by:

- Saying the correct meaning in her local language

OR

- Pointing to an object, which explains the meaning of a word. For eg. pointing to her father while explaining the meaning of 'man'; pointing to something red to explain the meaning of 'red'.

If the child can correctly tell the meaning of at least 4 of the words, then mark the child as '**can say**'.

If the child cannot, then mark the child as '**cannot say**'.

For SENTENCE LEVEL CHILD

SENTENCE MEANING

Ask the child to tell you the meaning of the sentences she has read**, in her local language.**

The child knows the meaning of the sentences, if the child can tell the meaning of at least 2 of the read sentences. She can tell the meanings of the sentences by:

- Saying the correct meaning in her local language

OR

- At least explain the meaning of the main underlined words in the sentence. For eg. For a sentence like '<u>What</u> is the <u>time</u>?' the child should at least be able to say 'kya' and 'samay/ waqt'.

If the child can correctly tell the meaning of at least 2 of the sentences, then mark the child as **'can say'.**

If the child cannot, then mark the child as **'cannot say'.**

NOTE: IF THE CHILD IS MARKED AT WORD LEVEL THEN ASK ONLY WORD MEANINGS.

IT THE CHILD IS MARKED AT SENTENCE LEVEL THEN ASK ONLY SENTENCE MEANINGS.

IN THE 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 then visit the government primary school with the highest enrollment in Std 1 to 4/5. In the top box of the Observation Sheet, tick according to the school type.
- Meet the Head Master. Explain the purpose and history of ASER and give the letter. Be very polite. Assure the HM and teachers that the name of the school will not be shared with anybody.
- Note the time of entry, date and day of visit to the school.
- Ask the HM 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 standards and fill in the enrollment from them. If a standard/class has many sections, then take total enrollment.
- Now go to where each class is sitting and do a headcount of children present. If more than one class is sitting together, ask children from each class to raise their hands. Count the number of raised hands and accordingly fill the same in the observation sheet, class – wise. 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 language

Note the official language used as the medium of instruction.

3. Teachers

- Ask the HM 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 HM category. The number of regular government teachers does not include the Head Master.
- Observe how many HMs/teachers are present and note the information.
- If the school has para-teachers, mark them separately. (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 any NGO volunteer in the list of teachers.

4. 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 to observe. You may need to seek help from the teachers to distinguish children class-wise as more than one class may be seated together.

Observe the following and fill accordingly:

- The seating arrangement of children (are two/more classes sitting together in the same class or is a single class sitting alone)?
- Is there is 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 does not count as teaching material.)
- Where are children sitting (in classroom, in the verandah or outside)?

5. Mid Day Meal (MDM)

- Ask the Headmaster/any other teacher 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. Facilities

- Observe and count the total number of pucca rooms (excluding toilets). Also observe and count the total number of pucca rooms used for teaching today.
- Observe if there is an office/store/office cum-store. Tick under 'Yes" <u>if even one is present.</u>
- Observe if there is a play ground (Definition of Playground: it should be within the school premises with a level playing field and/or school playing equipment eg: slide, swings etc).
- Observe if there are library books in the school (even if kept in a cupboard).
- 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 form 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 for children's use in the school. If yes, then did you see children using computers.

7. School Grant Information (SSA)

Assure the HM and others that the name of the school will not be shared with anybody.

- The Head Master should be asked this section. In the absence of the Head Master, ask the senior most teacher present. Tick the designation of the person being asked for grants information (Head Master/ Regular teacher/ Para teacher).
- In schools with standards 1-7/8, there may be separate Headmasters and separate SSA passbooks for the primary and upper primary sections. Ask whether the school has two or more SSA passbooks and tick the appropriate response (Yes/No/Don't know).

8. SSA Annual School Grant

Ask the person answering this section about the grants very politely. If the person refuses to answer or is hesitant to answer this section, then do not force the person and move on to Section 9.

If the school has two or more SSA passbooks, information in this section should be taken only for the primary section (Std 1-4/5).

We will ask for information about four SSA grants – School Maintenance Grant (SMG), School grant or School Development Grant (SDG), Teachers Grant or Teacher Learning Material (TLM) and new classroom grant. For each grant, we want information for two separate time periods: Financial year 2011-12 (1st April 2011-31st March 2012) and financial year 2012-13 (1st April 2012 till today).

- For each grant, first ask if the school received the grant for 2011-12 (April 2011- March 2012). Mark the appropriate column (Yes/No/Don't know).
- If YES (the school received the grant), then ask if the full amount was spent, and answer as follows:
    - Mark 'Yes' only if the full amount was spent.
    - Mark 'No' if nothing was spent or if less than the full amount was spent.
    - Mark 'Don't know' if the person answering the question is not aware of whether the money was spent or not.
- Now ask the same questions for the remaining three grants.

Once you have asked about all four grants for FY 2011-12, repeat this entire process for the period 1st April 2012 till the date of the survey.

9. Activities carried out in the school since April 2011

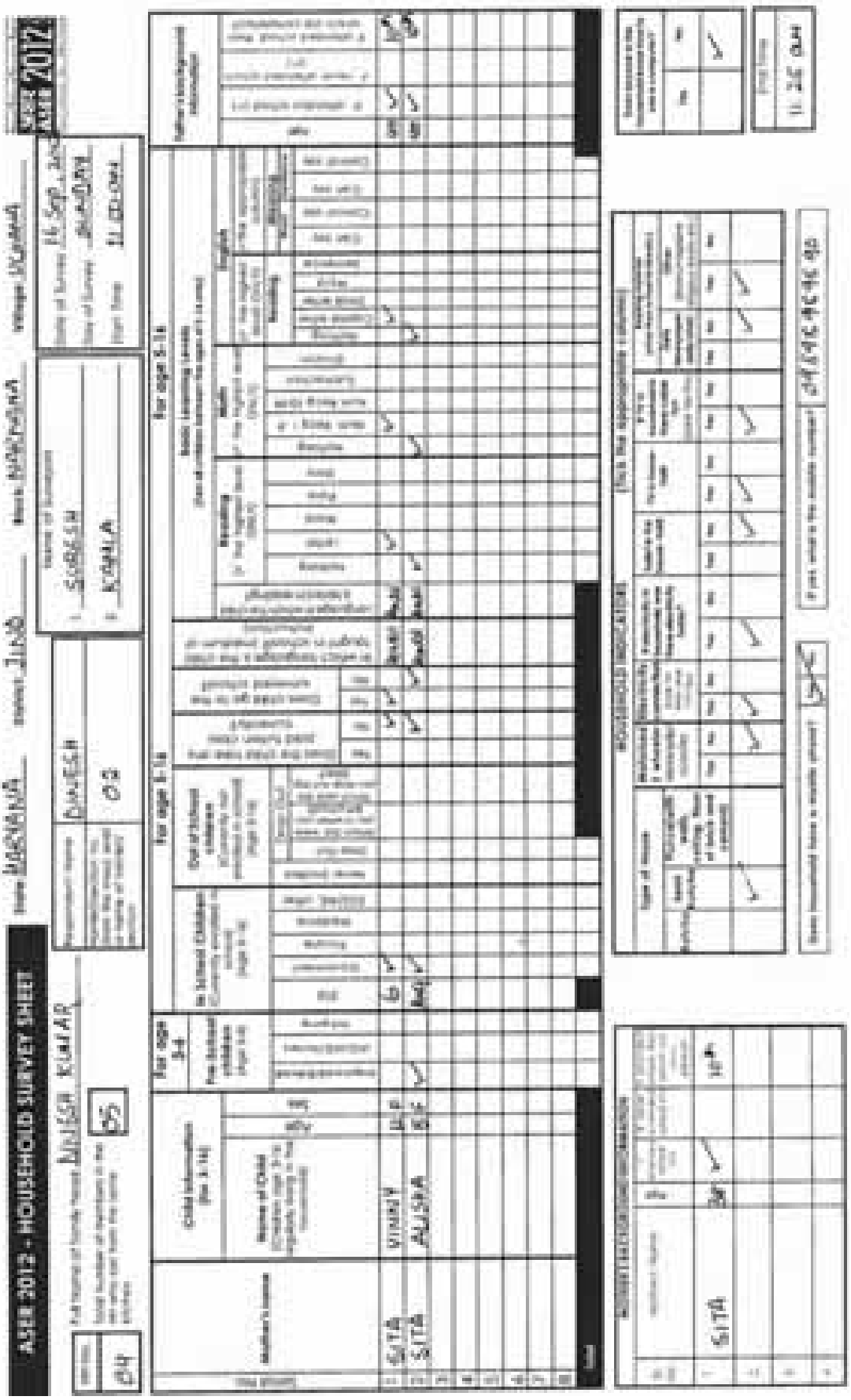
This section has 2 parts. First we want to know whether the following activities have taken place. Then, if the activity has taken place, we want to know which grant was used to undertake the activity.

- Ask if each of the activities listed has been done since April 2011 (whitewash/plastering, painting blackboard/ display board, building repairs, etc), and tick the appropriate box (Yes/No/Don't know).
- If YES, then ask funds from which grant paid for the activity. If either SDG or SMG was used, tick 'SMG or SDG or both' column. If TLM grant was used, then tick 'TLM grant'. If none of these 3 grants but some other grant/source was used, then tick on 'Any other grant/source'. If the respondent says that the activity happened but he doesn't know where the funds came from, then tick 'Don't know'.

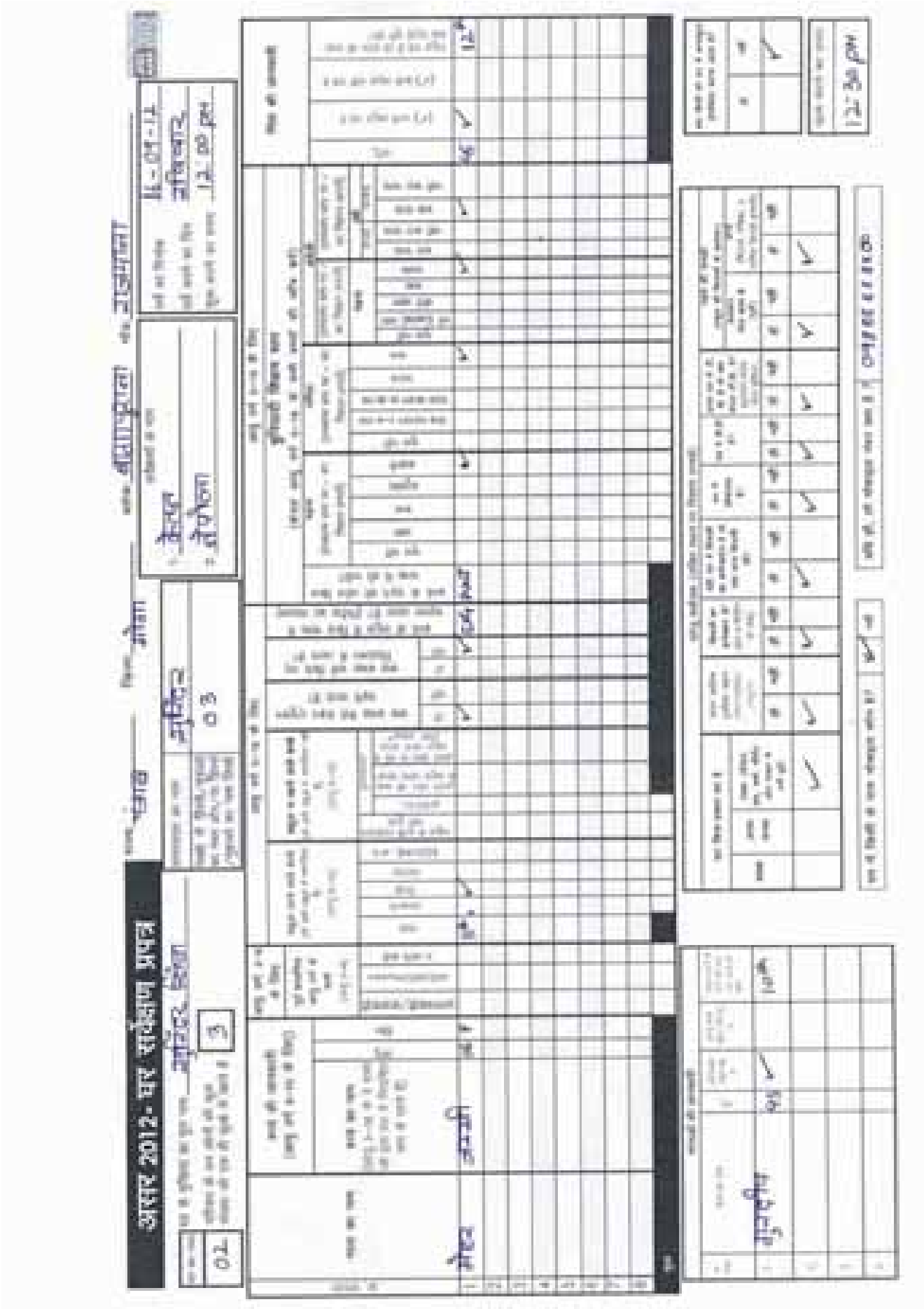
10. Toilet

- 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 HM, any teacher, 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



Sample household survey sheet - Hindi



Sample village information sheet - English

VILLAGE INFORMATION SHEET

State Name	PUNJAB	Block Name	VERKA
District Name	AMRITSAR	Village Name	VERKA
Names of ASER Surveyors	1. RANJANI 2. SHARANYA		
Date of Survey	16-09-12	Day of Survey	SUNDAY

	Please tick the relevant box	Did you see yourself? (Tick Yes/No based on your own observation)	
BASIC SERVICES	Pucca road leading to the village?	✓	NO
	Electricity connection in the village?	✓	NO
	Post office in the village?	✓	NO
	Bank (Any type)?	✓	NO
	Govt. Ration/PDS Shop in the village?	✓	NO
	Govt. Primary/Sub Health Centre?	YES	✓
	Private Health Clinic?	YES	✓
	Computer Centre/Internet Café?	YES	✓
	Equipment/Facility using Solar Energy? (Private/public)	YES	✓
SCHOOLS	Govt Primary School (Std. 1 to 4/5)?	✓	NO
	Govt Middle School (Std. 1 to 7/8)?	YES	✓
	Govt Secondary School (Std. 1 to 10)?	YES	✓
	Govt. School (Std. 6 to 8/10/12)?	YES	✓
	Private School?	✓	NO
	Pre-School? (Anganwadi/Balwadi/LKG/UKG/Nursery)	✓	NO

Sample village information sheet - Hindi

गाँव की जानकारी

राज्य का नाम	हिमाचल प्रदेश	ब्लॉक का नाम	बसंतपुर
जिले का नाम	शिमला	गाँव का नाम	सुती
असर सर्वेक्षकों के नाम		1 रेशमी 2 कुंतल	
सर्वे का दिनांक	16-04-12	सर्वे का दिन	रविवार

	उचित स्थान पर सही (✓) का निशान लगाएं	क्या आपने गाँव में निम्नलिखित सुविधाओं को खुद देखा? (अपने अवलोकन के आधार पर ही/नहीं पर निशान लगाएं)	
बुनियादी सेवाएं	क्या गाँव में जाने के लिये पक्की सड़क है?	हाँ	✓
	क्या गाँव में बिजली का कनेक्शन है?	✓	नहीं
	क्या गाँव में डाकघर है?	✓	नहीं
	क्या गाँव में बैंक है (किसी भी प्रकार का)?	हाँ	✓
	क्या गाँव में सरकारी राशन/PDS की दुकान है?	हाँ	✓
	क्या गाँव में सरकारी स्वास्थ्य/उप स्वास्थ्य केंद्र (PHC/Sub Centre) है?	✓	नहीं
	क्या गाँव में निजी स्वास्थ्य केंद्र है?	हाँ	✓
	क्या गाँव में कम्प्यूटर सेंटर/इंटरनेट कैफे है?	हाँ	✓
	क्या गाँव में सौर ऊर्जा (Solar Energy) का प्रयोग करने वाला उपकरण/सुविधा है? (निजी/सार्वजनिक)	हाँ	✓
स्कूल	क्या गाँव में सरकारी प्राथमिक विद्यालय (कक्षा 1 से 4/5 तक) है?	✓	नहीं
	क्या गाँव में सरकारी उच्च प्राथमिक विद्यालय (कक्षा 1 से 7/8 तक) है?	हाँ	✓
	क्या गाँव में सरकारी माध्यमिक विद्यालय (कक्षा 1 से 10 तक) है?	हाँ	✓
	क्या गाँव में सरकारी विद्यालय (कक्षा 6 से 8/10/12 तक) है?	हाँ	✓
	क्या गाँव में निजी (Private) विद्यालय है?	हाँ	✓
	क्या गाँव में पूर्व प्राथमिक विद्यालय है? (बाँगनवाड़ी/आंगनवाड़ी/LKG/UKG/Nursery)	✓	नहीं

Sample school observation sheet - English

ASER 2012 - SCHOOL OBSERVATION SHEET

Name of school: PRIMARY SCHOOL AMBITHI
Name of village: AMBITHI
Block: HINDOL
District: DHENKANAL
State: ODISHA

INSTRUCTIONS: Visit any government school (Std 1 to 7/8). If there is no school in the village which has classes from 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 5. Meet Head Master (in the absence of the HM, meet the senior most teacher of the school). Documents required: Register with enrollment details of children.

Form which Std. to which Std. (Tick any one)	Respondent Information	Date of visit	Day of visit	Name of Surveyors	Arrival time in school	Departure time from school
Std. 1 to 4/5 ✓ / Std. 1 to 5/8 / Others	Name: DEV RAM; Designation: Hm; Phone no.: OTHERS	15-09-12	SUNDAY	1 REGHA; 1 RITA	12:00 PM	2:30 PM

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)	16	20	18	15	14			
Children's attendance today*	16	19	17	15	14			

2. OFFICIAL MEDIUM OF INSTRUCTION IN THE SCHOOL	
PUNJABI	

3. TEACHERS	Number Appointed (Ask HM)	Number Present (Observe yourself)
Head Master (Doesn't include acting HM)	1	0
Regular Govt. Teachers (Doesn't include Head Master)	6	6
Pony-teachers	0	0

4. CLASSROOM OBSERVATIONS	Std. 1 Yes	Std. 1 No	Std. 2 Yes	Std. 2 No	Std. 4 Yes	Std. 4 No
Tick relevant box: Observe (If more than 1 section, choose any 1)						
Are the children of the Std. sitting with children from any other Std.?	✓					✓
Is there a blackboard for the class?	✓				✓	
If yes, could you easily write on the blackboard?	✓				✓	
Apart from text books, did you see any other Std. material (e.g. books, charts on the wall, board games etc.) in the room?	✓				✓	
Attend to the class anyway (Ask one)	✓				✓	

5. MID-DAY MEAL	Yes	No
Tick relevant box		
Was mid-day meal served in the school today? (Ask HM/Teacher)	✓	
Is there a kitchen/shed for cooking mid-day meal? (Observe)	✓	
Did you see food being cooked in the school? (Observe)	✓	
Did you see any evidence of the meal being served to the children (Ask Book for the evidence like daily sheets or meal tokens from school)? (Observe)	✓	

6. FACILITIES OBSERVATION	Yes	No
Tick relevant box		
Did you see an office (Head office/Cum-store)?	✓	
Did you see a pitie ground?	✓	
Did you see Barely boards in the school?	✓	
If yes, did you see library books being used by children?	✓	
Did you see a handpump or a tap?	✓	
If there is a handpump/tap, could you see it to drink water?	✓	
If there is no handpump/tap or it is not useable, did you see drinking water available?		
Did you see a complete boundary wall or fencing?	✓	
Did you see computers in the school to be used by children?	✓	
If yes, did you see children being computers?		✓

7. School Grant Information (SSA) Look the HM, if the HM is absent then ask the senior most teacher

I got the grant information from (tick any one)	HM	Regular teacher	Para teacher	Does the school have 2 or more SSA bank accounts?	Yes	No	Don't know
		✓			✓		

8. SSA Annual School Grant

Note: If there are 2 separate HMs with separate SSA bank accounts, please take the information for 1-4/5 section

	Apr 2011- Mar 2012						Note: If there are 2 separate HMs with separate SSA bank accounts, please take the information for 1-4/5 section	Apr 2012 to Date of Survey					
	Did you get the grant?			If yes, did you spend the full amount?				Did you get the grant?			If yes, did you spend the full amount?		
	Yes	No	Don't know	Yes	No	Don't know		Yes	No	Don't know	Yes	No	Don't know
School Maintenance Grant (SMG)	✓				✓		School Maintenance Grant (SMG)	✓				✓	
School Development Grant (SDG)	✓				✓		School Development Grant (SDG)	✓				✓	
Teacher Grant (TLM) (for all teachers)	✓			✓			Teacher Grant (TLM) (for all teachers)	✓			✓		
New Classroom Grant		✓					New Classroom Grant		✓				

10. TOILETS (by observation only)

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		✓				
Boy		✓				
Common	✓			✓	✓	
Teacher	✓			✓	✓	

9. ACTIVITIES CARRIED OUT IN SCHOOL

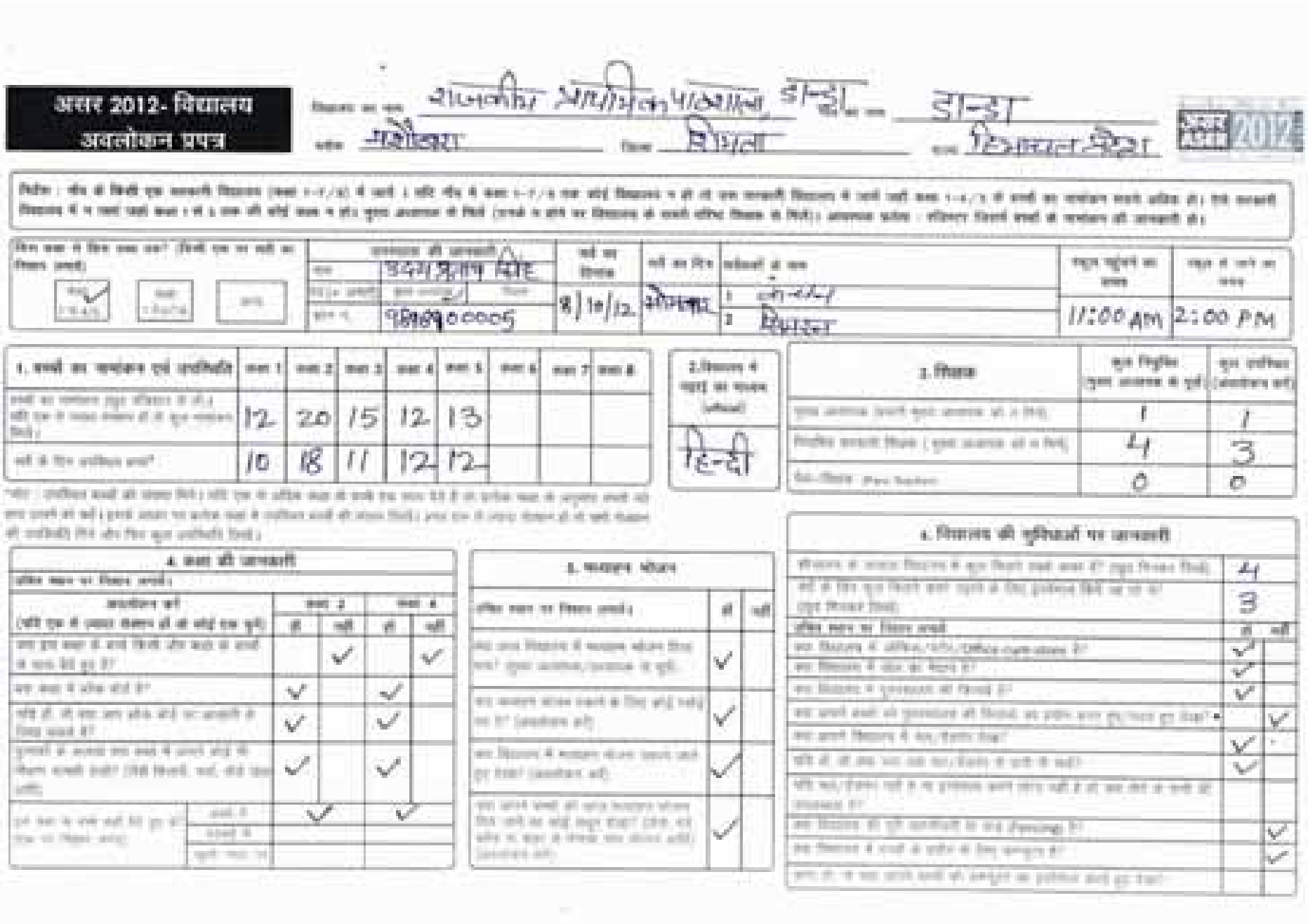
Which of the following activities were undertaken since April 2011? (Tick wherever applicable)

	Yes	No	Don't know	IF YES, THEN FROM WHICH GRANT? SDG/SMG/both	SM	Any other grant/source	Don't know
New Classroom		✓					
Purchase of furniture (cupboard etc.)	✓			✓			
Purchase of electrical fittings	✓			✓			
Repair of building (roof, floor, wall etc.)	✓			✓			
Repair of doors & windows	✓			✓			
Repair of boundary wall		✓					
Repair of drinking water facility	✓			✓			
Repair of toilet	✓			✓			

Which of the following activities were undertaken since April 2011? (Tick wherever applicable)

	Yes	No	Don't know	IF YES, THEN FROM WHICH GRANT? SDG/SMG/both	SM	Any other grant/source	Don't know
White wash/plastering	✓			✓			
Painting Blackboard/Display Boards/ Painting on wall		✓					
Painting of doors & windows	✓			✓			
Purchase of chalk, duster, register etc.	✓				✓		
Purchase of sitting mats/flat Patti		✓					
Purchase of charts, globes or other teaching material	✓				✓		
Expenditure on school events	✓						✓
Payment of bills (electricity, water, cleaning etc.)	✓						✓

Sample school observation sheet - Hindi



असर 2012- विद्यालय अवलोकन प्रपत्र

ASER 2012

८. विद्यालय अनुदान जानकारी (SSA)				
अनुदान जानकारी किससे प्राप्त हुई? (जिससे भी एक से अधिक से विद्यालय प्राप्त हो)	मुख्य अध्यापक ✓	शिक्षक	शिक्षा-मित्र (Para Teacher)	क्या विद्यालय को वर्ष 2012 में कोई अनुदान (SSA अनुदान के अलावा) प्राप्त हुआ है? हाँ ✓ / नहीं / पता नहीं

९. SSA का वार्षिक अनुदान नोट: यदि स्कूल में 2 अलग मुख्य अध्यापक और उनको अलग SSA कि अलग से दो मुख्य स्कूल 1.4./5 की जानकारी लीजिए	अप्रैल 2011 से मार्च 2012 तक						नोट: यदि स्कूल में 2 अलग मुख्य अध्यापक और उनको अलग SSA कि अलग से दो मुख्य स्कूल 1.4./5 की जानकारी लीजिए	अप्रैल 2012 से अक्टूबर के दिन तक					
	क्या जानकारी पता अनुदान प्राप्त हुआ?			यदि हाँ तो क्या उसमें पूरी राशि मार्च थी?				क्या जानकारी पता अनुदान प्राप्त हुआ?			यदि हाँ तो क्या उसमें पूरी राशि मार्च थी?		
	हाँ	नहीं	पता नहीं	हाँ	नहीं	पता नहीं		हाँ	नहीं	पता नहीं	हाँ	नहीं	पता नहीं
स्कूल व्यवस्था अनुदान (SMG)	✓			✓			स्कूल व्यवस्था अनुदान (SMG)	✓				✓	
स्कूल अनुदान/स्कूल विकास अनुदान (SDG)	✓			✓			स्कूल अनुदान/स्कूल विकास अनुदान (SDG)	✓				✓	
विकास अनुदान निधि (अगली शिक्षकों के लिए)	✓			✓			विकास अनुदान निधि (अगली शिक्षकों के लिए)	✓				✓	
कोई अन्य अनुदान		✓					कोई अन्य अनुदान		✓				

१०. शौचालय (जिसमें अध्यापक जाते)	क्या शौचालय है?		क्या ही, तो क्या वह प्रयोग के लायक है?		यदि मुख्य है, तो क्या वह लड़कियों के लिए खुला है?	
शौचालय	हाँ	नहीं	क्या है	क्या नहीं है	हाँ	नहीं
लड़कों	✓			✓	✓	
लड़कियाँ		✓				
सामान्य	✓			✓		✓
विकलांग		✓				

११. विद्यालय में कौन सी सुविधाएँ (जिन्होंने विद्यालय में जो कक्षा की सुविधाएँ अप्रैल 2011 से जो नहीं? (प्रत्येक स्कूल पर विशेष ध्यान दें)	हाँ	नहीं	पता नहीं	यदि हाँ, तो किस अनुदान से प्राप्त				जिन्होंने विद्यालय में जो कक्षा की सुविधाएँ अप्रैल 2011 से जो नहीं? (प्रत्येक स्कूल पर विशेष ध्यान दें)	हाँ	नहीं	पता नहीं	यदि हाँ, तो किस अनुदान से प्राप्त			
				SDG/SMG फंड	SMC	मिड-डे मील अनुदान/ स्कोप	पता नहीं					SDG/SMG फंड	SMC	मिड-डे मील अनुदान/ स्कोप	पता नहीं
पानी नल		✓						पुस्तकें/लेन स्कूलस	✓			✓			
खाने की पानी की सुविधा/आवश्यक इलाकों	✓					✓		पुस्तक बैंक/पुस्तकालय जैसे की विशेष कक्ष सेवाएँ या शिक्षकों	✓			✓			
किताबें की विशेष की सुविधा/आवश्यक		✓						कलाकारी और शिक्षाशास्त्र का विशेष	✓			✓			
इलाकार की व्यवस्था (छात्र, पानी, शौचालय इलाकों)	✓			✓				खेल, छात्रों, शैक्षिक इलाकों की सुविधा	✓			✓			
इलाकारों और शिक्षकों की व्यवस्था	✓			✓				कार्यों, एक-कक्षों की सुविधा		✓					
कार्यालयों की व्यवस्था		✓						कार्य, पानीय या अन्य शैक्षिक कार्यों की सुविधा	✓				✓		
शिक्ष के पानी की सुविधा की व्यवस्था		✓						स्कूली व्यवस्थित या कार्य	✓			✓		✓	
शौचालय की व्यवस्था		✓						किसी या मुलाकात उपयोगी शिक्षकों कार्यालय सुविधा	✓					✓	

Village map

From 2005 to 2012: 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

Note on sampling : ASER 2012 Rural

Wilima Wadhwa

What's new in ASER 2012

The purpose of ASER's rapid assessment survey in rural areas is twofold: (i) to get reliable estimates of the status of children's schooling and basic learning (reading and arithmetic level); 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 new questions are added for exploring different dimensions of schooling and learning at the elementary stage. The latter set of questions is different each year.

ASER 2012 brings together elements from various previous ASERs. The core questions on school status and basic reading in the child's local language and arithmetic remain. From 2009-11, we retain questions on paid tuition, parent's education, household and village characteristics. For the first time, ASER 2007 introduced testing in basic English. English testing was repeated in ASER 2009 and this year we tested children once again in English. ASER 2012 also visited one government primary school in every sampled village, as has been done every year since 2009.

Sampling Strategy (Household sample - children's learning and enrollment data)

The sampling strategy used helps to generate a representative picture of each district. All rural districts are surveyed. The estimates obtained are then aggregated (using appropriate weights) to the state and all-India levels. Like previous years, the sample size is 600 households per district. The sample is obtained by selecting 30 villages per district and 20 households per village.

The villages were randomly selected using the village directory of the 2001 Census. The sampling was done using the PPS (Probability Proportional to Size) sampling technique. PPS is a widely used standard sampling technique and is the appropriate technique to use when the sampling units are of different sizes. In our case, the sampling units are the villages. This method allows villages with larger populations to have a higher chance of being selected in the sample.

In ASER 2011, we retained 10 villages from 2009 and 2010 and added 10 new villages. In ASER 2012 we dropped the 10 villages from ASER 2009, kept the 10 villages from 2010 and 2011 and added 10 more villages from the Census village directory. The 10 new villages were also chosen using PPS. The 20 old villages and the 10 new villages gives us a "rotating panel" of villages, which generates more precise estimates of change. Since one of the objectives of ASER is to measure the change in learning, creating a panel is a more appropriate sampling strategy. Each district receives a village list with appropriate block information along with the data from the 2001 Census on total number of households and total population in the village. The village list also specifies which villages are from 2010, from 2011 and which are new villages.

Like past ASERs, the village list is final and cannot be replaced. This is to maintain randomness of the sample to obtain reliable estimates.

For further information

The ASER team has consulted with national level sampling experts including those at NSSO and ISI. For more information, please contact contact@asercentre.org.

ASER 2012 – Training

ASER is conducted in every rural district of India by volunteers from a local organization in the district - these are colleges and universities, NGOs, youth groups, women's organizations and others. About 25,000 young people volunteer to do ASER each year, reaching about 3,00,000 households and 7,00,000 children annually. Training is critical to equipping our volunteers with the skills needed to survey a village and assess children's learning outcomes.

ASER follows a 3-tier training structure. The National Workshop is followed by a state level training in every state. This is followed by district level training where volunteers are trained to conduct the ASER survey.

National Workshop. During this workshop the ASER state teams are oriented on the tools, procedures and processes to be used. Every step of the survey is reviewed in theory and carried out in practice prior to finalizing survey materials. The workshop is also used to plan for state level trainings and partner selection. Each ASER state team comprises anywhere between 2 and 6 full time people, depending on the size and complexity of the state.

In addition to a detailed review of each step in the ASER process, key features of the National Workshop included:

- Mock Trainings- Participants were informed in advance about the topics that they had to train on and thus had an opportunity to plan both content and delivery. Based on their performance in the mock training session, participants were provided with feedback on weak spots in their training.
- Game Sessions- Receiving intensive training for long hours often leads to loss of focus by participants. Hence, short sessions of simple games and fun activities were planned in order to help participants rejuvenate and refocus.
- Field Pilot- All formats used for the ASER survey were piloted during the National Workshop. Subsequent discussions enabled doubts to be clarified and instructions to be fine-tuned.

State Level Training Workshop. These workshops prepare Master Trainers who will then take charge of rolling out ASER in their districts. Master Trainers are usually a combination of participants from the district local partners and Pratham team members. More than 1,000 Master Trainers participated in ASER 2012.

In the past, most state level trainings were organized for 4 days; this year they were 5 day workshops. This was done primarily because many of our Master Trainers were participating in ASER for the first time.

State level trainings have five main components:

- Classroom sessions- To orient participants on the ASER process. Simple presentations and case studies help state teams conduct these sessions.
- Field practice sessions- Every element of ASER is practiced extensively in the field. During the workshop, participants and trainers visit nearby villages to practice every aspect of ASER that needs to be carried out by volunteers.
- Mock Training- These sessions are intended to improve the training capabilities of participants and thus prepare them to impart training at the district level.
- Quiz- A quiz is administered towards the end of each state level training and immediate feedback is provided to participants. This helps to ensure that all participants have understood the ASER process and to identify participants who may not have obtained the minimal understanding required to conduct ASER.
- Game sessions- To provide short interludes between intensive work sessions.

Performance in mock trainings, field visits and the quiz results were analyzed to identify weak Master Trainers, who were either eliminated or provided with additional support during district trainings. Also, it was mandatory for all participants to be present on all days of the training. Any participant who did not attend all days of the training was asked to discontinue participation in the ASER survey.

District Level Training Workshops. Training in most districts comprised a 3 day workshop. Like state level trainings, the key elements of district trainings included classroom sessions, field practice sessions and a quiz. Typically, in most districts, volunteers scoring low on the quiz were either asked to discontinue or were paired with strong 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 while training. To deal with this problem, survey formats were printed on large flex banners that could be displayed while explaining how to fill survey formats to volunteers. These banners are portable, easy to use and an effective low cost substitute for projectors.

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

- Most state trainings were attended by the respective Pratham State Head and a member of the Central ASER team.
- Call Centre- In most states, a person was assigned to interact with the Master Trainers on a daily basis and ensure that they completed all basic processes in trainings, survey and recheck.
- District Compilation Sheet- Survey results for every village in a district were compiled in a district compilation sheet. The sheet also had quiz marks and attendance records for volunteers. A lot of emphasis was placed on this sheet during monitoring and recheck.

ASER 2012 – Monitoring & Recheck

Every year, ASER procedures to ensure data quality are reviewed and tightened. In ASER 2012 about half of all surveyed villages were either monitored or rechecked. Monitoring and recheck processes for ASER 2012, described below, followed a multi-layer communication strategy which enabled team members to identify potential quality-related concerns in a timely manner and implement corrective actions as needed.

Monitoring

In most districts ASER 2012 was conducted over two consecutive weekends, which allowed ASER Master Trainers to personally monitor the survey in 3-4 villages – more than 10% of the sample. In addition, a call centre was set up in every state to monitor the progress of the survey and the activities of the Master Trainers on a daily basis. These procedures helped to identify areas requiring corrective action.

In ASER 2012, approximately 28% of all villages surveyed were monitored by the Master Trainers.

Recheck

Four different types of recheck processes were implemented for ASER 2012.

SMS Recheck

An important feature of ASER 2012 was the instant transmission of the summary of the district level data via SMS. 9 states took part in this effort. These data were uploaded on a common portal, enabling ASER Centre staff to assess the quality of the survey in real time and identify locations where additional measures were required.

Phone and desk recheck

For the first time, in ASER 2012 contact telephone numbers of respondent households were recorded. These were used by the Master Trainers to contact the household for a phone recheck, a procedure which enabled the quick identification of villages which were not surveyed correctly. These villages were then rechecked in person by the Master Trainer.

In addition, on the completion of the survey in a district, Master Trainers conducted a desk recheck of the survey formats received for all surveyed villages.

Master Trainer Field recheck

Based on the information obtained from the desk and phone recheck, villages were identified for field recheck. In each such village, 50% of all surveyed households were rechecked. This process involved verifying key parameters of the survey: sampling, selection of children and testing.

In ASER 2012, approximately 28% of all villages surveyed were rechecked by the Master Trainers.*

Cross-State Field recheck

Finally, in order to further strengthen the quality control process, ASER State team members switched states and conducted a cross-state recheck in which a mix of purposive and randomly selected districts were rechecked. The process utilized was the same as the Master Trainer field recheck. A total of 318 villages across 69 districts were rechecked using this procedure.

In most cases, rechecked villages where problems were found were re-surveyed. If for any reason this was not possible, the data for that village was dropped.

In ASER 2012, approximately 6% of surveyed villages were resurveyed.*

Process Audit

To understand the adherence to core ASER processes in ASER state trainings, district trainings and during the actual village surveys, an external process audit was conducted across 6 states. In each state, the audit team observed the state training and later the district trainings in 2 randomly sampled districts. Finally, the survey was observed in 2 villages in each sampled district. The information obtained from the audit will help identity gaps in implementation and plan ways to address them.

*These figures do not include the data for Sikkim, Nagaland, Mizoram, Goa and Kerala.

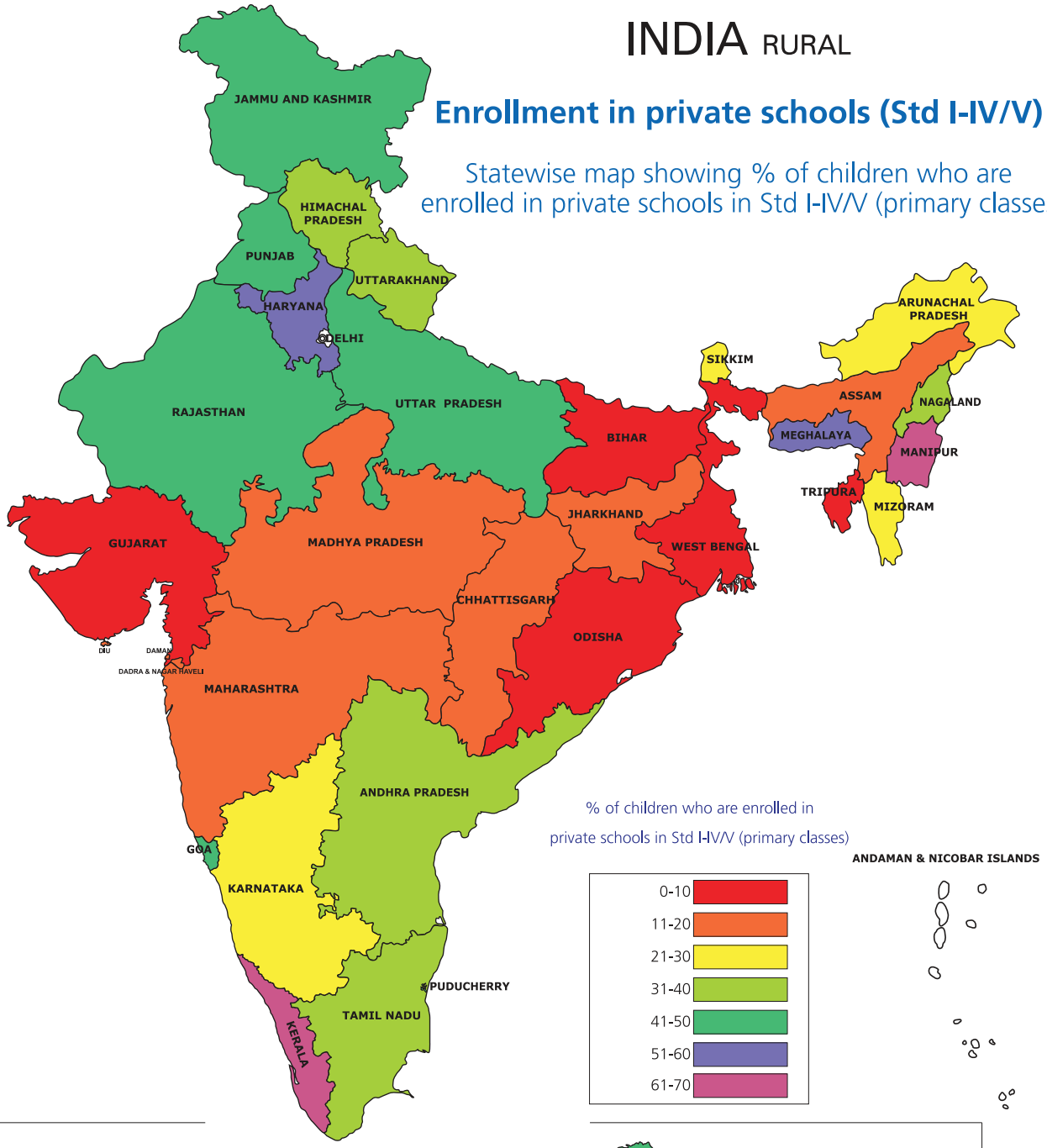
The National Picture

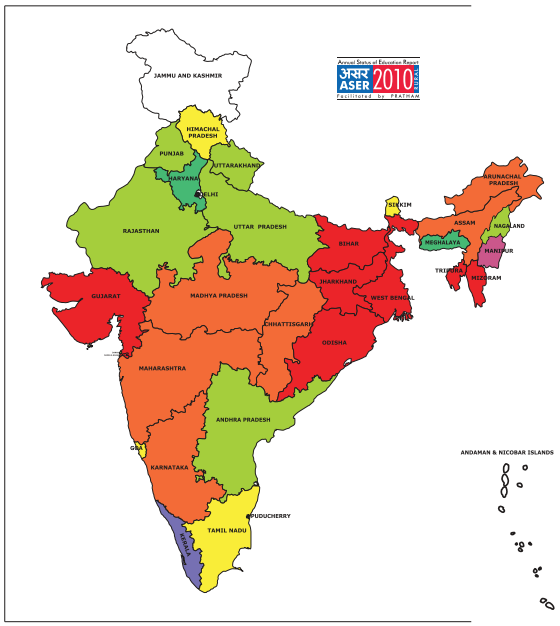
SWEET TO
FRIENDS

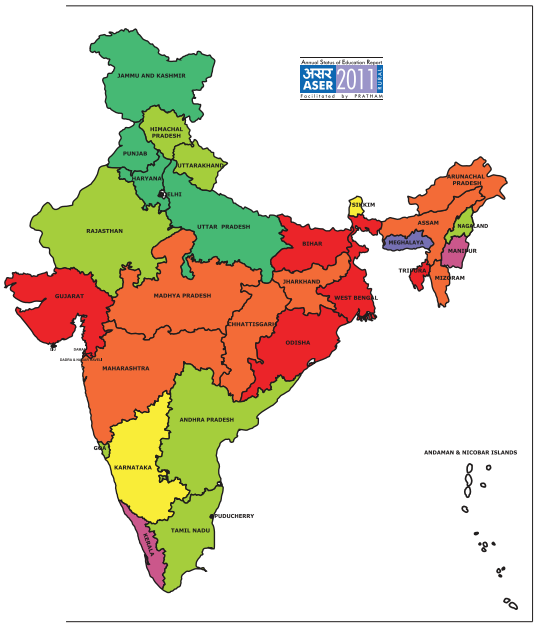
INDIA RURAL

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.

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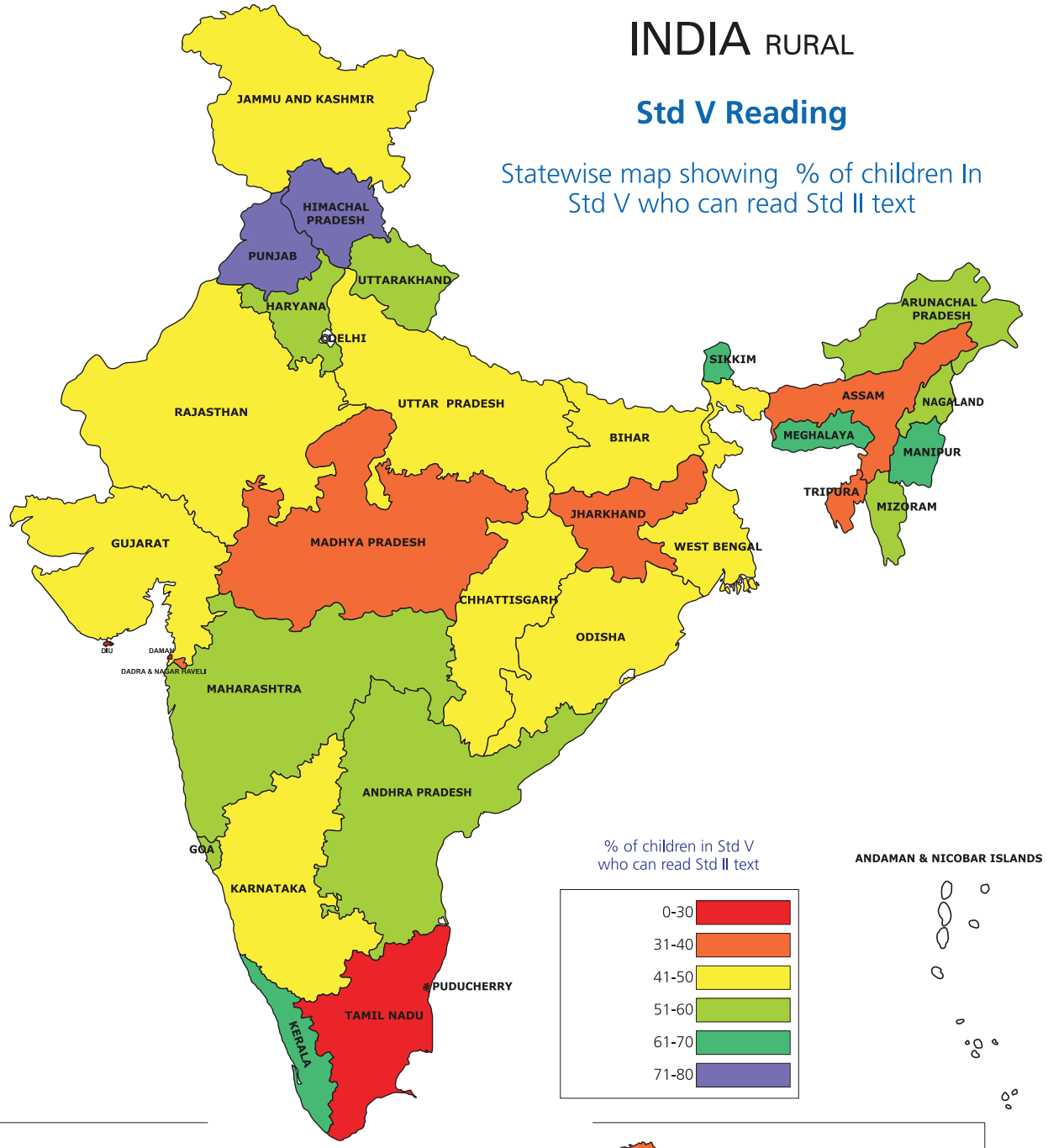
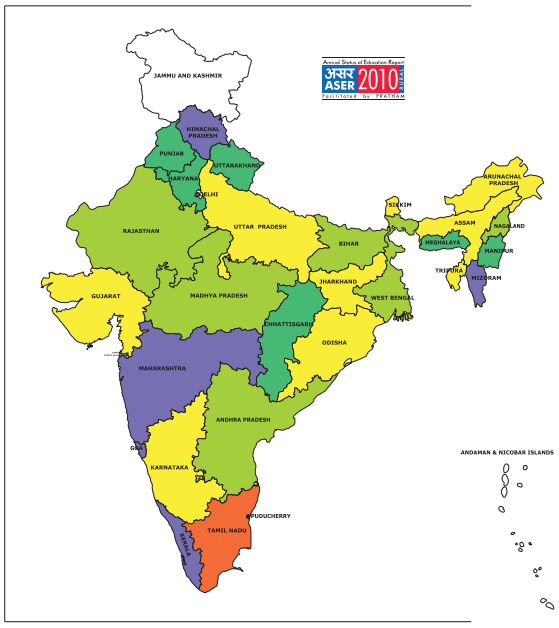
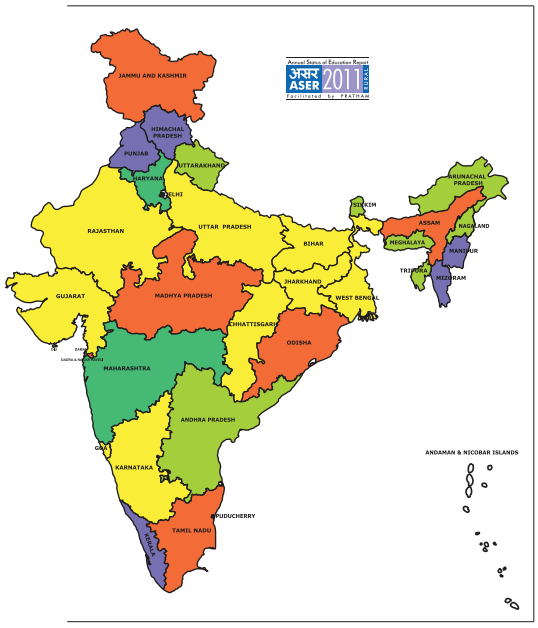
INDIA RURAL

Std V Reading

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







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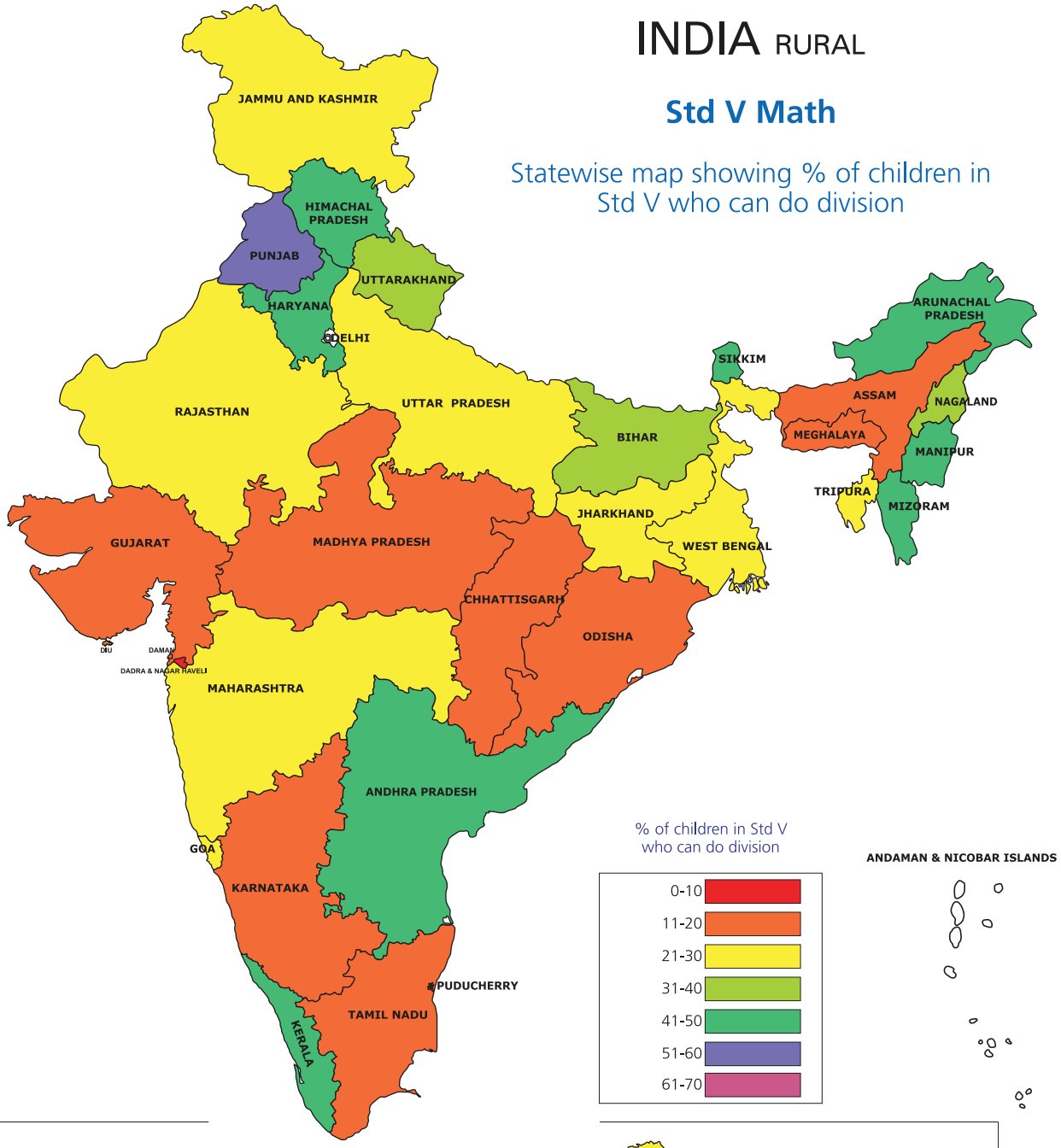
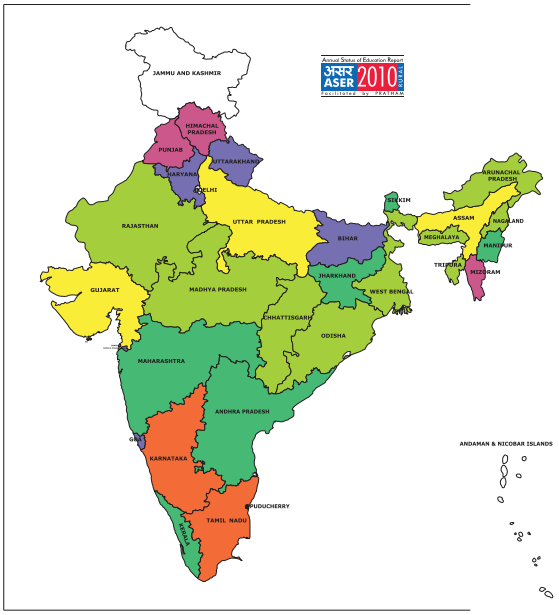
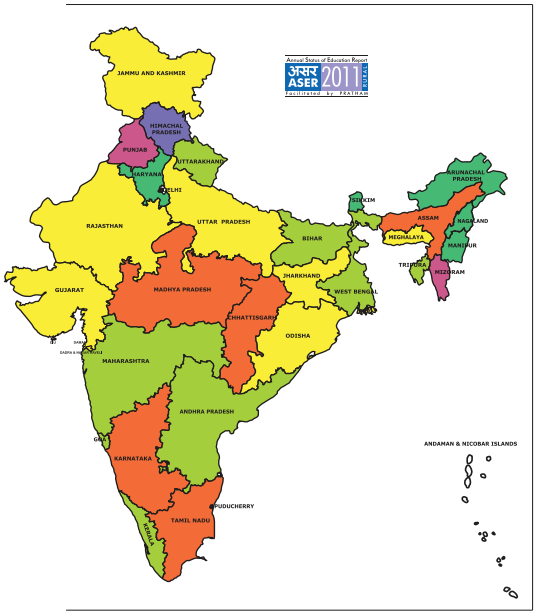
INDIA RURAL

Std V Math

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







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

Enrollment in the 6-14 age group continues to be very high. But the proportion of out of school children has increased, especially among girls in the age group of 11 to 14.

- 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 fourth 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 gone up slightly, from 3.3% in 2011 to 3.5% in 2012. A slight increase is seen for all age groups and for both boys and girls.
- Girls in the age group of 11 to 14 years are often the hardest to bring to school and keep in school. In 2006, in eight major states, more than 11% girls in this age group were not enrolled in school. By 2011, this figure had dropped to less than 6.5% in 3 of these states (Jharkhand, Gujarat and Odisha) and less than 5% in 3 others (Bihar, Chhattisgarh and West Bengal). The situation in these states remained more or less unchanged in 2012. However in Rajasthan and Uttar Pradesh, the proportion of out of school girls (age 11-14) has increased from 8.9% and 9.7% respectively in 2011 to more than 11% in 2012.

Private school enrollment continues to rise in almost all states.

- At the All India level private school enrollment has been rising steadily since 2006. The percentage of 6 to 14 year olds enrolled in private schools rose from 18.7% in 2006 to 25.6% in 2011. This year this number has further increased to 28.3%. The increase is almost equal in primary (Std. I-V) and upper primary (Std. VI-VIII) classes. In 2012, among all private school children (age 6-14), 57.9% were boys.
- In 2012, more than 40% of children (age 6-14 years) in Jammu & Kashmir, Punjab, Haryana, Rajasthan, Uttar Pradesh and Meghalaya are enrolled in private schools. This percentage is 60% or more in Kerala and Manipur.
- Increase in private school enrollment is seen in almost all states, with the exception of Kerala, Nagaland, Manipur and Meghalaya (where private school enrollment was over 40% even last year) and Tripura.
- Since 2009, private school enrollment in rural areas has been rising at an annual rate of about 10%. If this trend continues, by 2018 India will have 50% children in rural areas enrolled in private schools.

Reading levels continue to be a cause for serious concern. More than half of all children in Std. V are at least three grade levels behind where they should be.

- In 2010 nationally, 46.3% of all children in Std. V could not read a Std. II level text. This proportion increased to 51.8% in 2011 and further to 53.2% in 2012. For Std. V children enrolled in government schools, the percentage of children unable to read Std. II level text has increased from 49.3% (2010) to 56.2% (2011) to 58.3% (2012).
- For all children in Std. V, the major decline in reading levels (of 5 percentage points or more) between 2011 and 2012 is seen in Haryana, Bihar, Madhya Pradesh, Maharashtra and Kerala. Even private schools in Maharashtra and Kerala, with a large proportion of aided schools, show a decline in reading ability for Std. V.

- The percentage of all children enrolled in Std. III who cannot read a Std. I level text has increased steadily from 53.4% (2009) to 54.4% (2010) to 59.7% (2011) to 61.3% in 2012. For children enrolled in government schools, this figure has increased from 57.6% in 2010 to 64.8% in 2011 to 67.7% in 2012.

2012 was the year of mathematics. But it has been a bad year for basic arithmetic for children in India.

- In 2010, of all children enrolled in Std. V, 29.1% could not solve simple two-digit subtraction problems with borrowing. This proportion increased to 39% in 2011 and further to 46.5% in 2012. Barring Andhra Pradesh, Karnataka and Kerala, every major state shows signs of a substantial drop in arithmetic learning levels.
- Comparing the cohort of children who were in government schools in Std. V in 2011 with the cohort in Std. V in 2012, there is evidence of a more than 10 percentage point drop in the ability to do basic subtraction in almost all states. Exceptions are Bihar, Assam and Tamil Nadu where the drop is less; and Andhra Pradesh, Karnataka and Kerala where there has been either improvement or no change from 2011.
- The proportion of all children enrolled in Std. V who could not do division problems has increased from 63.8% in 2010 to 72.4% in 2011 to 75.2% in 2012. In rural India as a whole, two years ago about two thirds of all children in Std. V could not do simple division. In 2012 this number is close to three fourths.
- Himachal Pradesh, Punjab, Haryana, Chhattisgarh, Madhya Pradesh, Gujarat and Maharashtra are all states where the cohort in Std. V in 2012 seems to be substantially weaker than the cohort in Std. V in 2011. In the southern states, the situation is unchanged from 2011 except in Kerala where there is a significant improvement.

ASER 2012 assessed basic English.

- In ASER 2012, children were given a set of simple English reading and comprehension tasks. Across rural India, 48.9% children enrolled in Std. V could read English words or more, and 22.5% could read simple English sentences. Among all children enrolled in Std. VIII, 47% could read sentences. Of those who could read words or sentences, well above 60% could convey the meaning in their own language.

Private inputs into children's education, such as private schooling and private tutoring, are widespread. And their influence on children's learning outcomes is substantial.

- Whether enrolled in government schools or private schools, across rural India in the elementary grades (Std. I-VIII) about a quarter of all children also go to paid private tutors.
- Another way to think about private inputs into education is to categorize children into four groups:
    1. Children in government schools who do not go to private tutors;
    2. Children in government schools who go to private tutors;
    3. Children in private schools who do not go to private tutors; and
    4. Children in private schools who go to private tutors.

In 2012, the above four groups comprised 54.5%, 18.8%, 20.7% and 6% of all students in Std. V. Children in categories 2, 3 and 4 – amounting to about 45% of all children in Std. V in rural India - receive some form of private input into their education, either in the form of schooling or tuition.

- The influence of additional inputs in the form of tuition on children's ability to read or to do arithmetic is clear. Whether enrolled in government schools or in private schools, children receiving this additional support have better learning outcomes than those who do not.

The proportion of small schools is rising in India.

- A total of 14,591 schools were visited during ASER 2012. Of these about 60% were government primary schools with classes up to Std. IV or V and the rest were upper primary schools which had primary sections.
- The proportion of government primary schools with enrollment of 60 or fewer students has increased over time. In the last 3 years, this figure has increased from 26.1% in 2009 to 32.1% in 2012.
- The proportion of children in primary grades who sit in multigrade classrooms is also rising. For Std. II, this number has gone up from 55.8% in 2009 to 62.6% in 2012. For Std. IV, it has risen from 51% in 2010 to 56.6% in 2012.

School facilities show improvement over time.

- Based on RTE norms, the pupil teacher ratio shows improvement. In 2010, the proportion of schools meeting these norms was 38.9%. This number has risen to 42.8% in 2012.
- 73% of all schools visited had drinking water available. However, just under 17% did not have drinking water facility at all. A water facility was available, though not usable in the remaining schools.
- The proportion of schools without toilets has reduced from 12.2% in 2011 to 8.4% in 2012 and the proportion of schools with useable toilets has increased from 47.2% in 2010 to 56.5% in 2012. Approximately 80% of schools visited had separate provision for girls' toilets. Of schools which had this separate provision, close to half had useable girls' toilets, as compared to a third in 2010.
- The mid-day meal was observed being served in 87.1% schools that were visited.

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 567 OUT OF 585 DISTRICTS

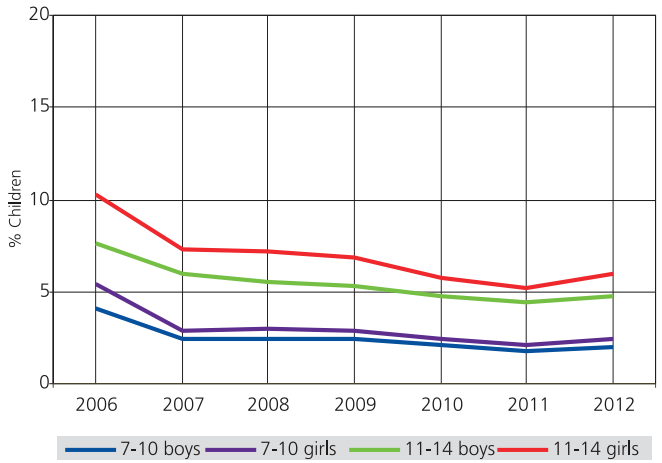
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	67.0	28.3	1.2	3.5	100
Age: 7-16 ALL	64.8	28.2	1.1	5.9	100
Age: 7-10 ALL	68.1	28.5	1.3	2.2	100
Age: 7-10 BOYS	65.2	31.7	1.2	1.9	100
Age: 7-10 GIRLS	71.0	25.3	1.3	2.4	100
Age: 11-14 ALL	65.6	28.0	1.0	5.4	100
Age: 11-14 BOYS	63.0	31.3	1.0	4.8	100
Age: 11-14 GIRLS	68.2	24.8	1.1	6.0	100
Age: 15-16 ALL	54.2	28.1	0.8	17.0	100
Age: 15-16 BOYS	53.6	29.6	0.7	16.2	100
Age: 15-16 GIRLS	54.7	26.5	1.0	17.9	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 2006-2012



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 has changed from 10.3% in 2006 to 7.3% in 2007 to 7.2% in 2008, 6.8% in 2009 and to 5.7% in 2010 to 6.0% in 2012.

Chart 2: Trends over time
% Children enrolled in private schools by class 2008-2012

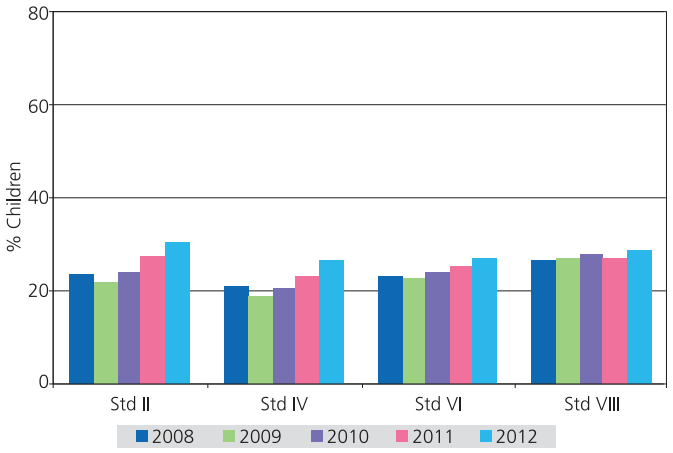


Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	24.7	42.1	20.1	7.9	5.3								100
II	3.6	13.7	39.4	27.9	6.7	5.3	3.5						100
III	4.0		12.6	41.5	23.3	11.5	7.1						100
IV	4.9			14.2	34.1	31.2	6.7	5.9	3.1				100
V	5.4				8.6	43.0	23.5	13.0	6.5				100
VI	4.0					13.0	33.4	35.1	8.5	6.0			100
VII	5.1						8.8	45.4	26.8	9.2	4.7		100
VIII	4.3							16.3	39.6	27.7	8.5	3.6	100

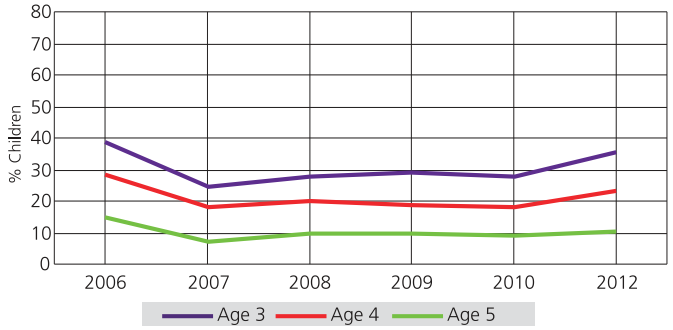
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 41.5% children are 8 years old but there also 12.6% who are 7, 23.3% who are 9, 11.5% who are 10 and 7.1% who are older.

Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2012

	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				35.4	100
Age 4	55.5	21.2				23.3	100
Age 5	21.0	12.2	35.4	20.3	1.1	10.1	100
Age 6	5.4	6.6	57.4	24.5	1.3	4.8	100

Chart 3: Trends over time
% Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2012*



* Data for 2011 is not comparable and therefore excluded here.

Reading

Table 4: % Children by class and READING level
All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	43.4	37.6	12.0	3.8	3.3	100
II	20.3	35.9	22.8	10.9	10.1	100
III	11.9	26.2	23.2	17.2	21.4	100
IV	7.0	17.6	19.9	20.9	34.7	100
V	4.6	12.0	15.3	21.4	46.8	100
VI	2.9	8.3	10.8	18.9	59.2	100
VII	1.7	5.6	7.8	15.8	69.1	100
VIII	1.6	4.1	5.6	12.4	76.4	100
Total	12.8	19.5	15.0	15.0	37.7	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 11.9% children cannot even read letters, 26.2% can read letters but not more, 23.2% can read words but not Std I text or higher, 17.2% can read Std I 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%.

Reading Tool

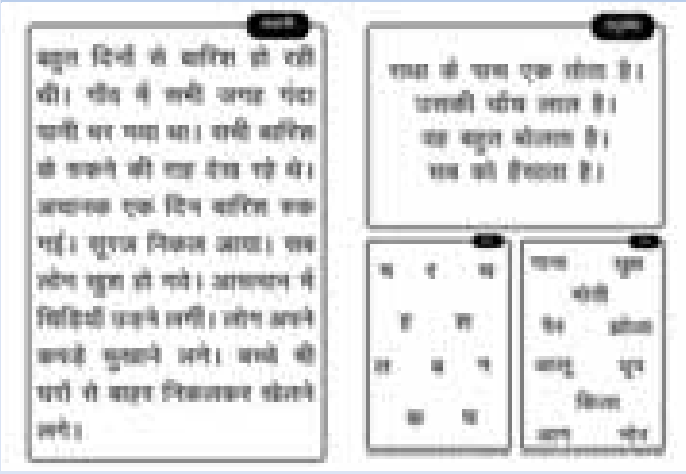


Chart 4: Trends over time
% Children in Std III who CAN READ Std I level text
By school type 2009-2012

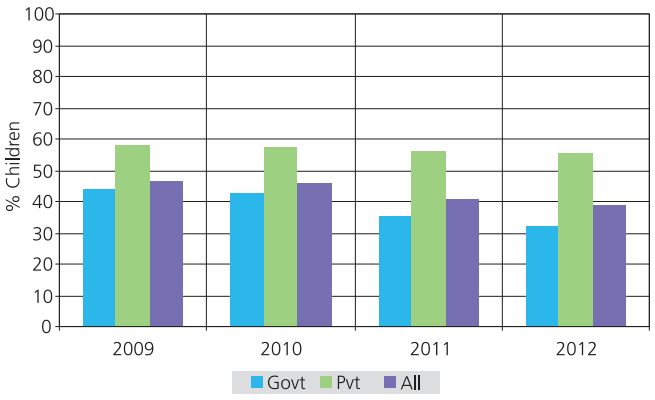


Chart 5: Trends over time
% Children in Std V who CAN READ Std II level text
By school type 2009-2012

Reading and comprehension in English

Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sen-tences	Total
I	57.3	20.1	12.7	7.5	2.4	100
II	36.6	24.1	20.4	12.7	6.2	100
III	25.6	22.6	23.4	18.4	10.1	100
IV	17.3	18.6	24.1	24.4	15.6	100
V	12.5	16.0	22.7	26.4	22.5	100
VI	8.1	12.4	20.5	28.4	30.6	100
VII	5.7	9.0	17.7	28.0	39.7	100
VIII	4.3	7.0	15.4	26.3	47.0	100
Total	22.3	16.6	19.6	21.0	20.5	100

Table 6: % Children by class who CAN COMPREHEND ENGLISH All schools 2012

Std.	Of those who can read words, % who can tell meanings of the words	Of those who can read sentences, % who can tell meanings of the sentences
I	63.1	43.4
II	63.4	54.5
III	63.9	60.8
IV	65.0	64.5
V	62.6	66.8
VI	64.2	68.0
VII	64.0	69.9
VIII	65.0	72.0
Total	64.0	67.5

English Tool

Arithmetic

Table 7: % Children by class and ARITHMETIC level
All schools 2012

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	39.6	39.4	16.8	3.2	1.0	100
II	16.3	39.3	31.3	10.3	2.8	100
III	8.7	30.3	34.7	19.6	6.7	100
IV	4.9	20.8	32.0	27.1	15.1	100
V	3.2	14.7	28.6	28.7	24.8	100
VI	2.0	10.2	26.2	28.6	33.1	100
VII	1.3	6.6	22.7	27.8	41.5	100
VIII	1.3	5.1	20.0	25.7	48.1	100
Total	10.7	22.0	26.6	20.7	20.0	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 8.7% children cannot even recognize numbers 1-9, 30.3% can recognize numbers up to 9 but not more, 34.7% can recognize numbers to 99 but cannot do subtraction, 19.6% can do subtraction but not division, and 6.7% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

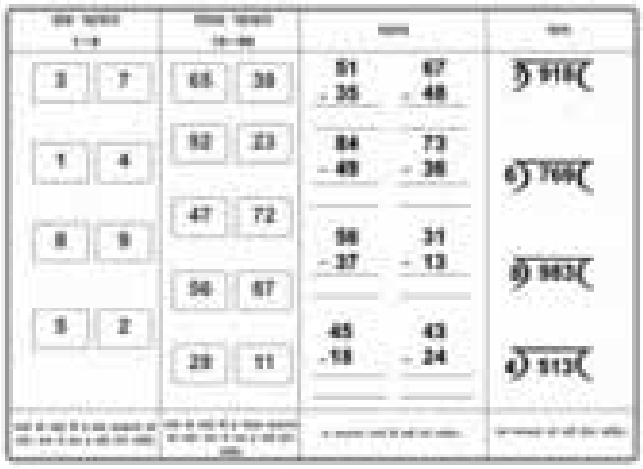


Chart 6: Trends over time
% Children in Std III who CAN DO SUBTRACTION or more
By school type 2009-2012

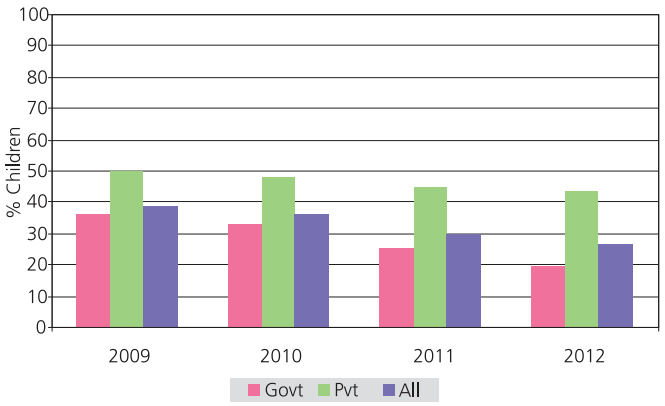
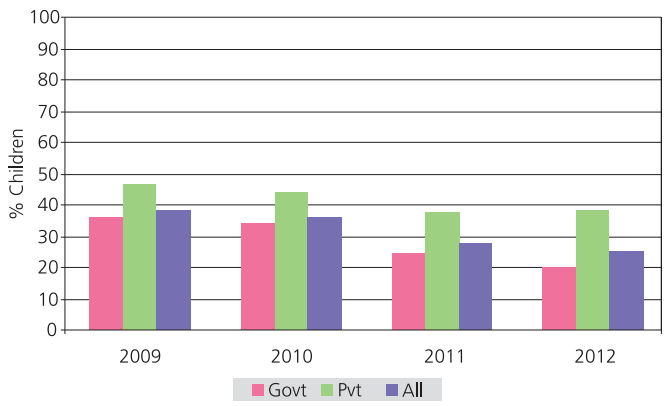


Chart 7: Trends over time
% Children in Std V who CAN DO DIVISION
By school type 2009-2012



Type of school and paid tuition classes

The ASER survey recorded information about tuition 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 children may have received.

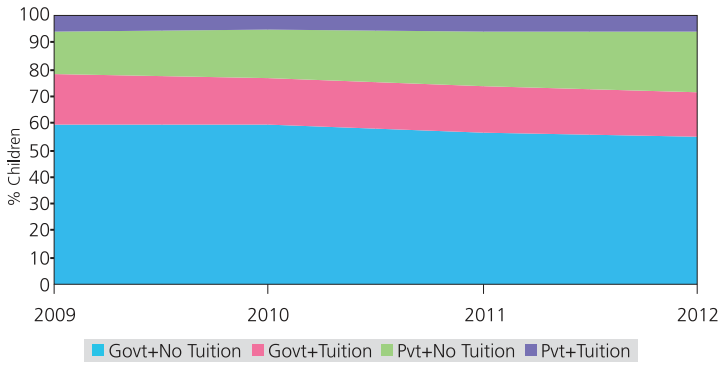
Table 8: Trends over time
% Children attending paid tuition classes
By school type 2009-2012

Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	23.9	22.5	23.2	23.3
Private schools: % Children attending paid tuition classes	26.9	22.5	21.8	22.2
All schools: % Children attending paid tuition classes	24.5	22.5	22.9	23.0

Table 9: Trends over time
% Children by school type and tuition 2009-2012

Year	Category		Std II	Std V	Std VIII	Std I-VIII
2009	Govt.	No tuition	62.5	59.6	50.4	59.5
		Tuition	15.9	20.2	22.3	18.7
	Pvt.	No tuition	15.9	14.5	19.8	16.0
		Tuition	5.7	5.7	7.5	5.9
	Total		100	100	100	100
2010	Govt.	No tuition	62.2	58.1	50.8	59.3
		Tuition	13.9	19.6	20.8	17.2
	Pvt.	No tuition	18.9	17.1	22.1	18.2
		Tuition	5.0	5.3	6.4	5.3
	Total		100	100	100	100
2011	Govt.	No tuition	57.8	56.4	51.6	56.6
		Tuition	14.0	19.2	20.4	17.1
	Pvt.	No tuition	22.2	18.8	21.8	20.5
		Tuition	5.9	5.6	6.3	5.7
	Total		100	100	100	100
2012	Govt.	No tuition	55.3	54.5	51.9	54.9
		Tuition	13.8	18.8	19.5	16.7
	Pvt.	No tuition	24.1	20.7	22.6	22.1
		Tuition	6.9	6.0	6.1	6.3
	Total		100	100	100	100

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Chart 9: Trends over time
% Children in Std III-V who CAN READ a Std I level text or more
By school type and tuition 2009-2012

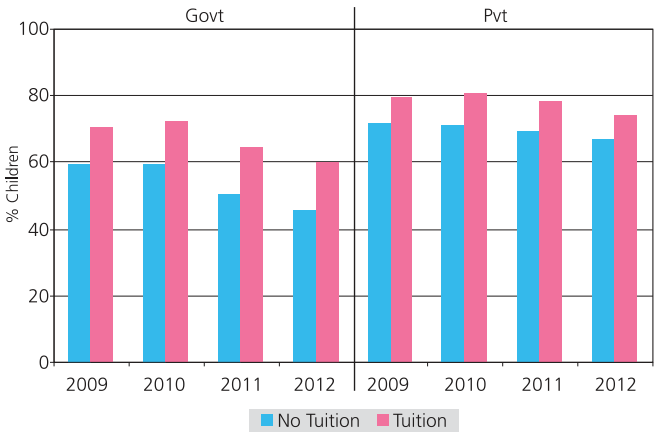
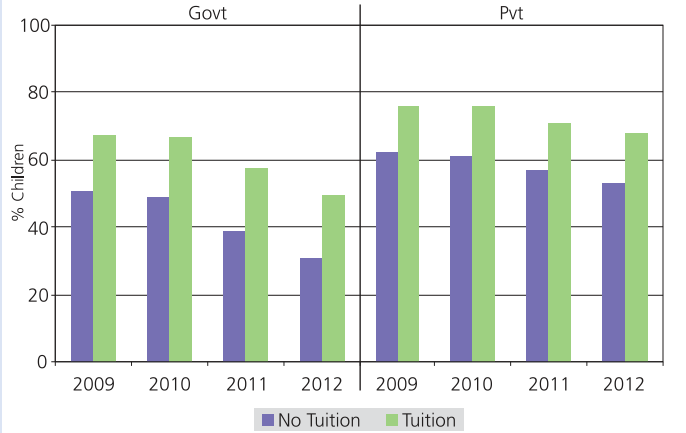


Chart 10: Trends over time
% Children in Std III-V who CAN DO SUBTRACTION or more
By school type and tuition 2009-2012



Performance of states

Table 10: School enrollment and learning levels 2012

State	Out of school	Private school	Tuition	Std I-II : Learning levels		Std III-V : Learning levels		Std VI-VIII : Learning levels	
	% Children (Age 6-14) out of school	% Children (Age 6-14) in private school	% Children (Age 6-14) who attend paid tuition classes	% Children (Std I-II) who CAN READ letters, words or more	% Children (Std I-II) who CAN RECOGNIZE numbers (1-9) or more	% 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 ENGLISH sentences	% Children (Std VI-VIII) who CAN DO DIVISION
Andhra Pradesh	2.6	36.5	15.0	83.9	88.9	66.1	66.8	67.9	58.7
Arunachal Pradesh	2.7	21.7	21.1	86.6	88.6	61.6	68.7	80.6	68.1
Assam	4.4	16.0	16.9	71.0	75.6	46.9	33.3	37.9	23.7
Bihar	3.7	6.4	50.2	55.9	61.7	47.8	43.4	35.8	56.0
Chhattisgarh	2.6	13.5	2.8	73.0	75.3	53.6	26.8	22.5	24.7
Dadra & Nagar Haveli	3.1	12.3	11.0	67.5	66.3	55.8	15.8	19.0	10.1
Daman & Diu	0.4	14.9	31.0	71.2	73.9	50.6	38.0	22.0	33.6
Goa	0.1	49.2	23.2	95.3	97.0	65.3	58.4	71.8	45.4
Gujarat	3.1	11.8	12.6	73.1	71.7	59.0	32.6	23.5	30.0
Haryana	1.5	49.2	13.4	79.6	84.8	67.0	58.8	58.2	56.9
Himachal Pradesh	1.0	28.9	7.6	89.6	94.0	79.0	64.8	72.0	64.5
Jammu & Kashmir	2.3	43.7	15.8	89.5	91.1	59.6	48.7	64.2	31.4
Jharkhand	4.4	15.5	31.5	66.1	68.3	44.8	36.2	36.6	46.8
Karnataka	1.9	21.9	11.6	82.8	81.9	59.3	48.6	40.9	39.9
Kerala	0.2	59.6	30.7	96.3	96.4	78.3	67.9	78.5	64.2
Madhya Pradesh	3.1	18.2	9.4	65.0	63.5	39.3	23.1	18.5	27.2
Maharashtra	1.5	35.4	10.5	77.4	79.8	71.1	38.6	40.2	37.3
Manipur	1.5	67.3	40.6	96.0	96.4	63.1	62.4	81.0	67.2
Meghalaya	5.3	47.9	14.3	92.4	91.0	67.3	45.0	78.7	41.3
Mizoram	1.7	24.8	5.5	96.2	96.8	70.9	76.4	76.5	72.3
Nagaland	1.7	38.5	21.4	97.0	96.9	67.7	67.9	84.0	66.9
Odisha	4.1	6.2	46.6	64.3	63.0	56.9	36.6	40.9	37.3
Puducherry	0.4	38.8	34.6	58.9	71.3	46.4	29.4	34.7	18.8
Punjab	1.3	45.1	19.7	86.3	88.7	73.4	63.1	66.3	61.2
Rajasthan	5.1	41.1	5.0	59.2	64.5	47.7	33.1	32.6	39.2
Sikkim	2.7	28.7	28.9	98.5	97.4	76.1	71.5	90.5	63.5
Tamil Nadu	0.6	29.0	19.1	58.6	68.0	48.9	38.6	39.5	29.4
Tripura	0.6	3.0	70.3	86.2	92.3	56.3	47.5	39.0	36.7
Uttar Pradesh	6.4	48.5	11.5	57.5	62.9	44.8	29.2	25.5	30.6
Uttarakhand	1.8	36.6	17.0	74.5	77.6	63.3	49.7	45.4	51.9
West Bengal	3.3	6.9	73.0	77.4	84.1	59.6	43.9	33.5	36.9
All India	**3.5**	**28.3**	**23.3**	**67.5**	**71.4**	**54.1**	**40.7**	**38.8**	**40.6**

School observations

In each year's ASER, from 2009 onwards, in each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

Table 11: Number of schools visited 2009-2012

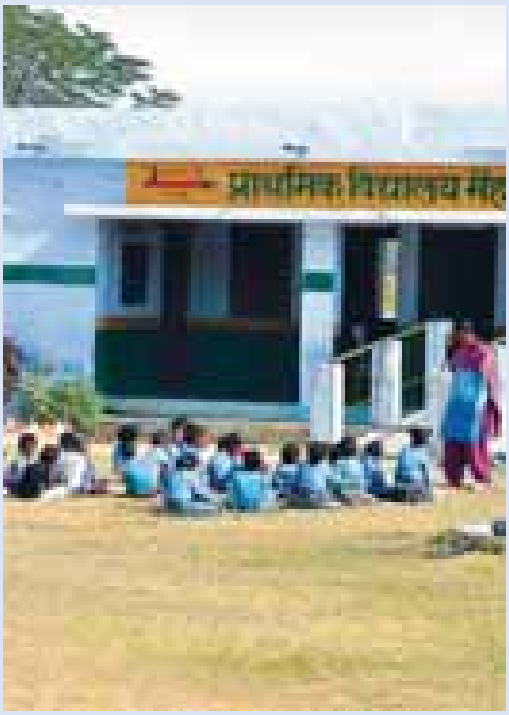
Type of school	2009	2010	2011	2012
Std I-IV/V: Primary	9389	8419	8516	8718
Std I-VII/VIII: Primary + Upper primary	5359	5821	5857	5873
Total schools visited	14748	14240	14373	14591

Table 12: Student and teacher attendance on the day of the visit 2009-2012

Type of school	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Enrolled children present (Average)	74.3	72.9	71.0	71.3	77.0	73.4	72.0	73.1
% Teachers present (Average)	89.1	87.1	87.2	85.2	88.6	86.4	86.7	85.4

Table 13: Small schools and multigrade classes 2009-2012

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	26.1	27.3	30.0	32.1	4.5	2.7	5.3	6.3
% Schools where Std II children observed sitting with one or more other classes	55.8	55.2	58.2	62.6	53.1	54.0	57.4	58.8
% Schools where Std IV children observed sitting with one or more other classes	51.0	49.0	53.0	56.6	43.9	41.6	45.4	46.1



RTE indicators

Table 14: Schools meeting selected RTE norms 2010-2012

% Schools meeting the following RTE norms:		2010	2011	2012
Pupil-teacher & classroom-teacher norms	Pupil-teacher ratio	38.9	40.8	42.8
	Classroom-teacher ratio	76.2	74.3	73.7
Building	Office/store/office cum store	74.1	74.1	73.5
	Playground	62.0	62.8	61.1
	Boundary wall/fencing	51.0	53.9	54.7
Drinking water	No facility for drinking water	17.0	16.7	16.6
	Facility but no drinking water available	10.3	9.9	10.4
	Drinking water available	72.7	73.5	73.0
Toilet	No toilet facility	11.0	12.2	8.4
	Facility but toilet not useable	41.8	38.9	35.1
	Toilet useable	47.2	49.0	56.5
Girls toilet	% Schools with no separate provisions for girls toilets	31.2	22.7	21.3
	Of schools with separate girls toilets, % schools with			
	Toilet locked	18.7	15.0	14.1
	Toilet not useable	17.2	18.7	16.4
	Toilet useable	32.9	43.7	48.2
Library	No library	37.4	28.7	23.9
	Library but no books being used by children on day of visit	24.7	29.1	32.2
	Library books being used by children on day of visit	37.9	42.2	43.9
Mid-day meal	Kitchen shed for cooking mid-day meal	82.1	83.7	84.4
	Mid-day meal served in school on day of visit	84.6	87.5	87.1

The Right of Children to Free and Compulsory Education Act, 2009 specifies a series of norms and standards for a school.

Norms for number of teachers vary according to the level of the school (primary or upper primary) and total student enrollment.

Norms for classrooms require the school to have at least one classroom for every teacher.

Norms for facilities require schools to provide each of the facilities mentioned in Table 14, among others.

RTE norms regulate provision of facilities but not their useability. ASER school observations also include whether facilities could be used. This information is included in Table 14.

School funds and activities (PAISA)

Table 15: % Schools that report receiving SSA grants - Full financial year

SSA school grants	April 2009 to March 2010				April 2010 to March 2011				April 2011 to March 2012			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	12277	84.9	5.3	9.9	13854	83.7	9.3	7.0	14235	86.5	7.3	6.2
Development grant	11763	80.5	8.7	10.8	13586	76.8	15.3	8.0	14100	79.1	13.9	7.1
TLM grant	11658	87.3	5.9	6.8	13737	85.2	9.6	5.2	14252	89.2	6.6	4.2

Table 16: % Schools that report receiving SSA grants - Half financial year

SSA school grants	April 2010 to date of survey (2010)				April 2011 to date of survey (2011)				April 2012 to date of survey (2012)			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	11563	59.3	26.5	14.2	13202	55.1	35.2	9.7	13742	56.1	35.9	8.1
Development grant	11082	57.3	28.2	14.5	12933	50.9	38.6	10.5	13598	51.3	40.0	8.7
TLM grant	10879	60.5	27.6	12.0	13042	53.2	38.3	8.5	13678	54.8	38.7	6.6

Table 17: % Schools carrying out different activities since April 2011

Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	23.2	73.5	3.3
Repairs	Repair of building (roof, floor, wall etc.)	49.3	47.6	3.1
	Repair of doors & windows	46.6	50.2	3.2
	Repair of boundary wall	22.0	74.8	3.2
	Repair of drinking water facility	43.7	53.2	3.2
	Repair of toilet	36.5	60.3	3.3
Painting & white-wash	White wash/plastering	66.7	30.6	2.6
	Painting blackboard/Display board/Painting on wall	70.5	27.0	2.5
	Painting of doors & walls	57.4	40.0	2.7
Purchase	Purchase of furniture (cupboard etc.)	45.6	50.7	3.7
	Purchase of electrical fittings	32.9	63.9	3.3
	Purchase of chalk, duster, register etc.	89.8	7.8	2.4
	Purchase of sitting mats/Tat patti	49.2	47.9	2.9
	Purchase of charts, globes & other teaching material	77.1	20.2	2.7
Other	Expenditure on school events	70.2	26.1	3.7
	Payment of bills (electricity, water, cleaning etc.)	39.4	56.2	4.4

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2012 report which will be released in March 2013.[1]

EVERY RURAL GOVERNMENT PRIMARY/UPPER PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc. The grant amount depends on number of classrooms (excluding Headmaster room and office room)
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

[1] For more information see www.accountabilityindia.in

Table 18: Performance of schools with respect to selected Right to Education indicators

State	Number of schools visited 2010	Number of schools visited 2011	Number of schools visited 2012	PTR & Classrooms						School Facilities																				
				% Schools complying with:						% Schools that have:																				
				Pupil teacher ratio			Teacher classroom ratio			Office/ Store/ Office cum store			Playground			Boundary wall			Drinking water provision & available			Toilet available and useable			Girls toilet available and useable			Kitchen shed for cooking midday meal		
				2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Andhra Pradesh	632	642	649	61.7	56.4	56.4	53.4	66.5	61.1	64.5	70.5	61.6	70.5	68.9	67.7	52.9	49.3	49.9	64.8	60.8	66.3	38.6	33.4	47.7	25.4	28.1	38.2	67.0	62.8	62.8
Arunachal Pradesh	259	250	139	78.0	70.2	77.1	79.8	73.3	74.6	77.7	72.9	80.0	58.9	66.4	58.5	24.5	34.9	40.4	53.2	58.1	46.0	25.3	27.2	40.3	12.2	19.2	26.9	64.0	63.1	53.7
Assam	519	510	492	33.6	29.0	35.2	67.7	64.9	64.4	57.5	54.2	49.3	61.5	56.6	59.3	19.1	23.3	27.8	60.9	64.6	65.4	33.1	37.8	52.8	13.7	27.4	40.4	80.2	81.7	84.1
Bihar	967	1022	1057	8.8	5.3	8.5	48.2	54.2	56.7	69.0	66.0	69.0	48.3	49.1	43.1	48.1	47.5	47.9	78.7	83.8	85.4	33.6	45.7	51.2	18.1	35.4	42.0	64.0	71.6	74.1
Chhattisgarh	425	392	430	39.6	51.3	48.3	64.2	59.6	70.2	79.0	76.0	80.9	45.0	46.3	49.2	48.8	48.7	50.5	77.6	73.3	79.2	29.6	26.8	51.4	20.0	20.7	41.6	86.1	86.8	89.0
Gujarat	623	650	692	62.7	62.0	55.3	84.2	87.6	74.7	80.2	82.8	79.0	75.5	83.4	79.7	84.4	91.0	87.4	79.4	83.9	82.3	64.8	69.5	70.0	49.9	67.7	65.8	88.3	92.2	88.7
Haryana	528	389	513	40.3	41.2	40.3	75.1	70.9	76.7	85.8	80.6	84.0	79.7	78.9	82.3	82.7	83.9	88.9	74.6	78.3	75.7	67.9	70.1	73.5	52.8	68.0	70.8	51.0	60.5	68.3
Himachal Pradesh	261	274	239	60.6	65.3	68.0	76.7	77.4	78.4	75.9	77.0	74.8	75.6	70.0	74.3	37.9	42.1	49.4	83.2	81.8	83.4	56.0	68.5	74.2	38.7	64.9	70.4	82.5	89.5	94.5
Jammu & Kashmir		357	387		87.5	84.2		49.8	50.0		81.8	79.5		52.5	48.2		28.8	26.7		46.6	50.5		36.3	49.0		22.4	30.6		70.6	73.8
Jharkhand	547	537	438	11.2	15.3	15.0	81.2	77.3	76.9	84.9	84.4	85.0	37.9	34.0	37.5	27.0	25.0	21.6	73.8	80.6	78.1	26.8	37.5	37.0	20.9	36.6	32.0	73.5	76.2	77.0
Karnataka	769	781	756	69.4	71.2	66.9	82.8	85.0	83.2	72.1	74.0	76.2	66.0	70.8	73.1	59.3	69.0	70.2	75.8	81.9	81.3	38.4	44.2	59.5	31.8	41.1	54.0	92.9	94.0	94.1
Kerala	275	328	347	89.2	94.1	92.0	80.3	77.6	89.5	88.4	90.2	91.3	76.3	79.1	66.5	81.8	86.1	72.9	85.7	93.8	85.1	58.2	71.6	75.7	43.9	68.6	73.5	98.1	97.8	95.6
Madhya Pradesh	1219	1195	1211	19.4	21.5	32.9	81.4	75.0	68.9	69.5	64.2	67.2	61.1	55.4	56.6	37.3	36.9	37.8	78.5	68.6	70.5	50.3	31.9	46.7	28.9	23.4	34.4	89.9	86.9	88.0
Maharashtra	902	829	823	58.9	62.9	63.2	87.6	81.9	83.4	34.3	33.3	27.0	84.7	82.9	84.0	57.5	58.1	52.8	69.0	73.1	69.6	53.0	44.9	57.3	43.2	42.6	53.1	78.2	74.8	70.8
Manipur	125	133	185	74.3	88.1	86.3	62.5	41.4	41.0	67.5	67.2	66.1	71.8	41.5	50.0	11.3	6.6	6.8	5.1	6.4	7.2	40.2	35.2	41.1	8.4	15.3	23.1	58.4	42.9	53.7
Meghalaya	110	85	129	54.3	51.4	65.4	84.2	62.9	72.7	34.6	42.1	41.6	45.8	40.0	37.1	14.2	14.1	12.7	23.9	9.9	13.6	24.5	24.4	30.9	14.8	18.6	19.3	60.6	70.5	68.2
Mizoram	174	148	192	89.1	75.2	86.6	57.6	94.8	75.0	78.5	92.1	77.5	39.0	70.7	45.3	37.7	47.8	45.3	48.5	71.0	64.4	55.6	52.1	44.2	30.8	33.1	29.9	96.2	98.6	94.8
Nagaland	223	217	272	91.9	85.5	93.0	78.6	61.1	63.3	83.8	92.3	86.9	64.2	65.6	41.6	42.8	34.5	52.9	37.0	23.4	22.2	53.9	60.0	52.5	30.6	49.7	32.7	81.7	91.8	85.3
Odisha	741	769	809	22.5	25.7	28.0	74.0	79.1	78.2	74.7	83.0	80.4	44.4	36.5	31.4	40.8	46.1	44.9	70.3	74.5	78.7	44.4	51.8	49.3	34.7	46.8	41.4	74.4	78.4	80.2
Punjab	449	489	525	34.9	30.4	34.6	76.9	82.2	80.3	78.5	79.3	80.0	69.3	71.2	71.0	82.8	83.9	83.0	83.1	82.9	82.8	61.2	58.7	70.5	49.4	56.2	65.6	94.7	93.9	97.7
Rajasthan	896	872	877	46.4	47.4	51.1	82.0	83.1	80.1	91.2	89.4	89.0	51.7	57.4	57.7	70.1	72.7	77.3	68.0	69.5	67.1	65.4	69.9	72.0	50.3	66.3	65.1	83.8	84.7	85.6
Tamil Nadu	662	683	630	47.0	52.3	49.3	75.2	75.0	81.7	54.8	49.3	50.1	68.7	67.7	69.7	60.7	58.9	66.1	80.5	77.6	80.8	44.6	48.4	68.9	35.1	42.7	62.2	96.7	96.7	98.5
Tripura	98	94	102	68.5	75.0	82.6	60.0	46.2	63.6	89.6	76.6	83.7	89.5	78.7	92.0	19.4	25.3	20.0	40.0	40.2	48.5	43.0	30.8	50.0	30.3	21.9	33.0	88.2	90.4	95.0
Uttar Pradesh	1896	1900	1888	16.1	16.5	15.6	81.6	80.3	78.3	88.6	88.1	88.4	60.8	71.1	66.9	44.4	57.9	58.5	82.2	84.4	81.3	47.4	53.9	52.5	33.9	47.4	43.7	89.3	94.7	94.2
Uttarakhand	337	297	287	13.7	16.3	23.2	87.4	84.7	89.1	87.7	83.0	84.9	67.0	67.5	65.0	66.8	61.1	56.9	68.3	68.2	71.0	53.4	59.7	64.4	24.0	53.3	52.9	96.3	94.1	94.1
West Bengal	408	401	408	26.2	34.4	33.2	64.8	64.5	67.4	79.0	80.9	78.3	42.1	50.5	54.3	34.5	42.2	44.0	67.2	63.4	71.9	52.1	49.5	58.8	23.7	41.2	44.0	86.3	86.8	90.2
All India	**14240**	**14373**	**14591**	**38.9**	**40.8**	**42.8**	**76.2**	**74.3**	**73.7**	**74.1**	**74.1**	**73.5**	**62.0**	**62.8**	**61.1**	**51.0**	**53.9**	**54.7**	**72.7**	**73.5**	**73.0**	**47.2**	**49.0**	**56.5**	**32.9**	**43.7**	**48.2**	**82.1**	**83.7**	**84.4**

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Table 19: Other selected indicators in schools

State	% Schools that have:																				
	Library books available			Library books being used by children on day of visit			Teaching-Learning Material observed in Std 2 on day of visit			Teaching-Learning Material observed in Std 4 on day of visit			Computers available			Computers available and children observed using them on day of visit			Schools Enrollment of 60 children or less		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Andhra Pradesh	14.4	20.8	20.3	77.6	73.9	74.4	90.5	88.2	89.4	87.7	87.1	89.2	3.0	2.7	4.3	6.2	4.2	6.0	25.6	29.3	27.2
Arunachal Pradesh	6.7	9.2	13.8	6.3	8.8	3.6	38.5	50.9	43.6	34.9	49.2	36.6	6.2	8.0	7.3	7.8	4.6	6.5	33.9	35.5	31.2
Assam	10.3	14.5	18.6	10.5	13.6	21.0	71.1	71.3	78.6	66.7	72.7	76.0	1.6	0.8	2.0	0.2	1.6	0.8	40.9	31.9	33.7
Bihar	24.7	29.3	29.3	28.2	31.8	45.3	71.0	72.1	69.4	64.2	66.3	67.0	2.9	4.2	4.8	4.0	1.2	1.4	0.2	0.3	0.4
Chhattisgarh	36.5	40.3	55.4	36.5	38.4	32.9	88.4	86.9	89.7	83.4	79.3	83.4	2.4	3.7	2.8	1.7	1.6	0.0	16.1	26.6	29.3
Gujarat	35.2	38.8	44.3	48.5	44.2	41.4	95.9	97.1	96.1	95.1	96.3	95.9	24.3	28.6	47.7	27.9	28.0	38.7	4.6	5.9	5.5
Haryana	33.0	35.5	45.8	31.6	42.6	38.7	72.0	73.8	71.6	67.5	67.3	67.9	10.4	14.3	14.2	6.9	3.2	5.9	6.5	6.5	9.2
Himachal Pradesh	39.0	46.1	53.4	41.3	42.4	43.2	91.4	89.7	89.9	87.3	88.9	88.6	3.5	1.9	2.1	3.1	2.3	3.4	48.6	59.0	68.5
Jammu & Kashmir		23.9	26.1		26.8	23.8		72.6	76.2		69.9	72.6		8.5	7.6		4.5	3.9		45.0	51.4
Jharkhand	33.2	35.4	33.9	28.4	38.2	45.1	83.1	78.7	76.2	76.5	74.2	73.5	2.9	4.6	3.5	4.1	0.8	0.9	7.7	10.4	12.6
Karnataka	27.6	34.8	38.9	64.8	57.8	55.3	97.2	95.8	96.4	92.6	90.3	89.7	16.0	19.5	22.8	13.4	13.8	13.6	17.8	17.6	21.4
Kerala	20.7	27.3	1.7	62.4	70.8	93.9	98.5	98.7	97.3	96.5	94.1	95.5	16.1	21.1	19.1	66.8	64.8	73.3	19.9	21.1	26.9
Madhya Pradesh	27.3	27.2	31.7	29.1	31.5	39.3	83.9	82.2	83.0	81.1	77.1	82.2	5.7	5.4	5.1	1.7	1.7	2.2	10.4	15.0	18.7
Maharashtra	19.6	29.5	33.2	66.5	54.3	53.1	97.1	96.4	95.9	94.8	95.9	95.5	13.5	19.2	26.3	19.7	19.9	16.9	16.7	21.0	20.9
Manipur	3.4	5.5	8.8	5.9	1.6	2.8	48.2	22.7	37.0	38.8	20.2	33.1	6.0	4.7	4.4	2.6	1.6	6.0	35.3	43.8	48.1
Meghalaya	6.4	5.0	9.6	15.6	31.3	15.2	39.2	51.9	47.2	26.6	47.1	41.5	1.9	1.3	0.0	0.9	3.8	2.4	71.0	66.3	65.1
Mizoram	4.7	15.0	10.5	1.7	12.1	10.5	39.7	53.3	59.1	36.9	51.0	50.0	1.8	3.6	4.8	5.9	3.6	3.2	39.8	56.1	53.1
Nagaland	4.1	5.7	8.2	9.2	3.3	4.1	48.5	52.0	51.8	43.6	49.1	50.2	10.9	8.9	9.3	3.5	8.9	5.6	45.8	41.2	45.4
Odisha	18.5	18.2	23.7	46.8	66.5	64.5	81.1	84.3	90.3	76.6	82.2	88.6	2.7	4.5	3.4	4.5	3.9	4.4	21.4	24.9	24.0
Punjab	30.0	24.0	44.7	66.0	70.4	46.0	91.9	94.9	92.1	89.3	90.6	92.4	5.5	6.0	8.5	5.3	3.3	2.5	17.2	19.6	17.4
Rajasthan	40.4	35.4	44.0	23.3	31.7	32.9	76.1	80.3	80.9	72.1	75.0	72.1	10.4	12.2	18.2	5.3	11.7	7.3	13.0	13.1	17.3
Tamil Nadu	21.3	21.6	18.3	57.8	55.2	65.1	95.4	92.9	92.5	93.3	92.5	90.5	17.6	18.7	17.7	29.5	30.0	39.8	24.4	31.5	32.2
Tripura	15.6	4.4	5.9	19.8	23.9	26.5	53.3	35.6	39.8	33.3	35.9	28.8	3.2	6.5	3.9	5.4	2.2	8.8	9.4	18.1	17.0
Uttar Pradesh	25.8	39.9	41.3	22.9	37.2	40.9	73.4	79.0	73.6	69.5	74.2	71.8	1.1	1.3	2.6	0.3	0.2	0.4	4.6	5.7	6.7
Uttarakhand	27.2	41.8	42.5	20.4	40.5	39.6	82.1	87.0	87.8	79.0	82.0	85.5	5.2	5.3	6.0	1.5	1.8	1.8	69.0	69.4	72.8
West Bengal	17.8	18.8	24.0	31.8	42.0	40.7	71.7	78.4	73.3	66.0	72.1	71.2	0.8	2.3	1.0	0.5	1.3	0.3	10.1	13.1	15.7
All India	24.7	29.1	32.2	37.9	42.2	43.9	80.7	82.1	81.4	76.5	78.2	78.8	7.2	8.7	10.7	8.6	8.6	9.4	17.3	19.9	21.7

Andhra Pradesh
Arunachal Pradesh
Assam
Bihar
Chhattisgarh
Gujarat

Andhra Pradesh RURAL

Annual Status of Education Report
असर ASER 2012 RURAL
Facilitated by PRATHAM

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

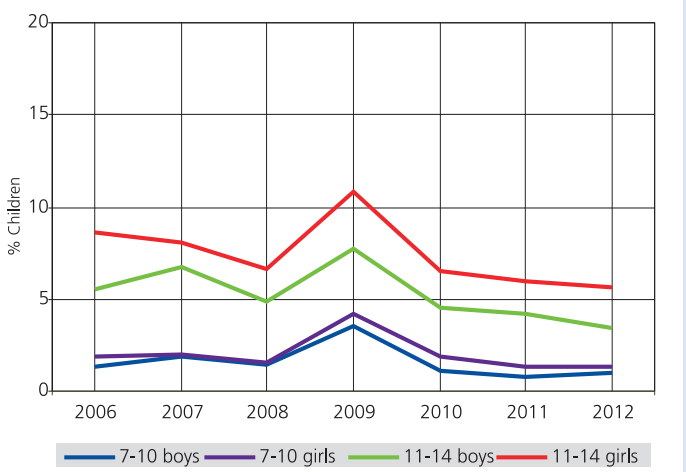
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	60.3	36.5	0.6	2.6	100
Age: 7-16 ALL	59.8	34.5	0.6	5.1	100
Age: 7-10 ALL	57.6	40.9	0.4	1.2	100
Age: 7-10 BOYS	52.8	45.8	0.4	1.0	100
Age: 7-10 GIRLS	62.3	36.1	0.4	1.3	100
Age: 11-14 ALL	65.3	29.3	0.8	4.5	100
Age: 11-14 BOYS	61.3	34.6	0.7	3.4	100
Age: 11-14 GIRLS	69.4	24.1	0.9	5.6	100
Age: 15-16 ALL	51.5	31.3	0.4	16.8	100
Age: 15-16 BOYS	49.8	33.6	0.4	16.2	100
Age: 15-16 GIRLS	53.4	28.7	0.5	17.4	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 2006-2012



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 has changed from 8.6% in 2006 to 8.1% in 2007 to 6.6% in 2008, 10.8% in 2009 and to 6.6% in 2010 to 5.6% in 2012.

Chart 2: Trends over time
% Children enrolled in private schools by class 2008-2012

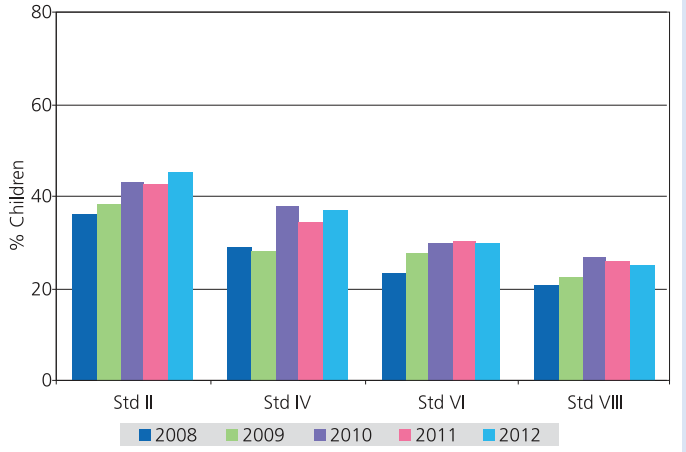


Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	21.2	48.5	20.4	7.1	2.7								100
II	1.6	10.2	49.7	25.0	9.7	3.8							100
III	1.7		14.1	51.0	22.6	7.7	3.0						100
IV	2.1			13.5	49.1	24.6	7.1	3.6					100
V	2.7				8.6	55.0	22.8	8.2	2.7				100
VI	1.8					9.4	47.9	31.4	7.7	1.8			100
VII	2.4						10.3	57.8	23.7	5.8			100
VIII	2.1							16.2	54.0	22.3	5.5		100

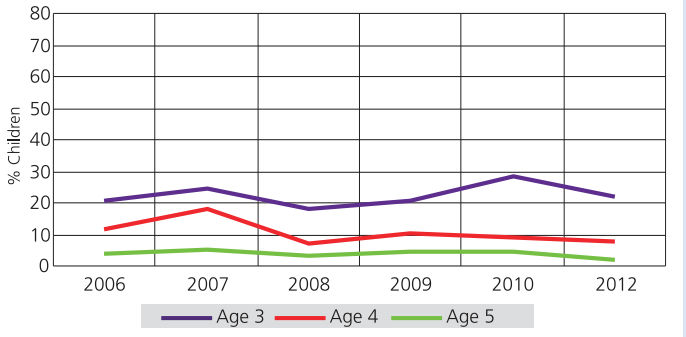
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 51.0% children are 8 years old but there also 14.1% who are 7, 22.6% who are 9 and 7.7% who are 10 years old and 3.0% 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 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	68.9	9.1				22.0	100
Age 4	56.6	35.8				7.5	100
Age 5	16.7	4.2	29.9	46.8	0.2	2.2	100
Age 6	2.2	1.9	47.3	46.7	0.3	1.6	100

Chart 3: Trends over time
% Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2012*



* Data for 2011 is not comparable and therefore excluded here.

Reading

Table 4: % Children by class and READING level All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	25.1	50.6	19.5	3.4	1.5	100
II	6.6	28.6	42.1	14.2	8.5	100
III	4.5	13.7	33.1	23.0	25.7	100
IV	2.4	8.2	22.4	25.3	41.8	100
V	1.3	4.5	12.6	22.2	59.4	100
VI	1.2	2.8	9.8	19.4	66.8	100
VII	0.8	2.0	5.6	12.4	79.2	100
VIII	0.3	0.9	3.3	8.5	87.0	100
Total	5.4	14.3	18.9	16.3	45.1	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 4.5% children cannot even read letters, 13.7% can read letters but not more, 33.1 % can read words but not Std I text or higher, 23% can read Std I text but not Std II level text, and 25.7% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

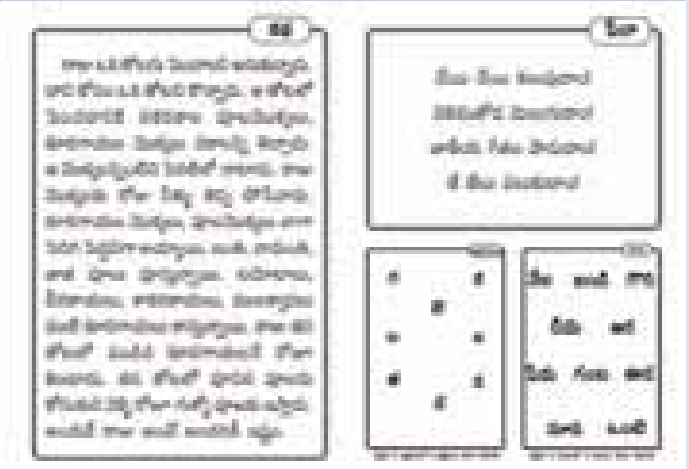


Chart 4: Trends over time
% Children in Std III who CAN READ Std I level text
By school type 2009-2012

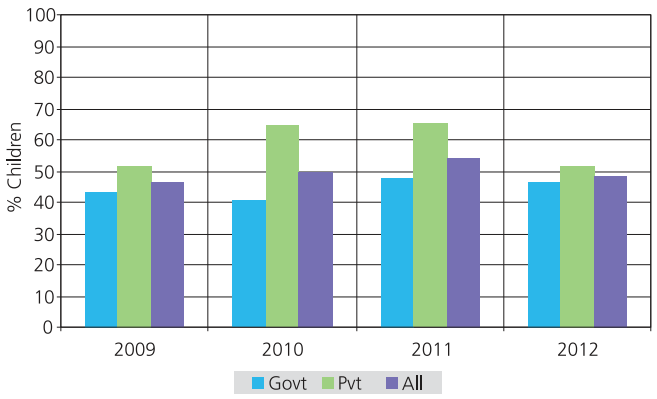
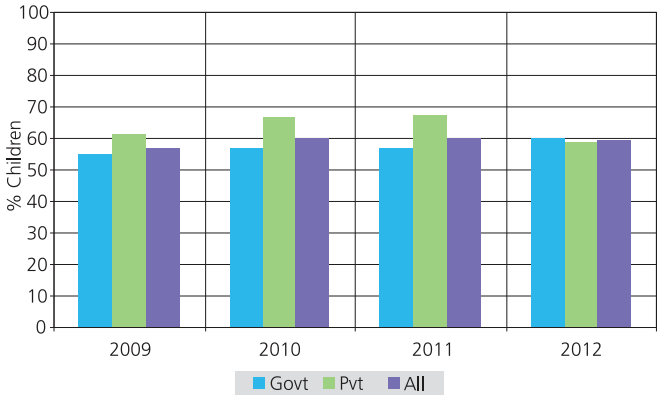


Chart 5: Trends over time
% Children in Std V who CAN READ Std II level text
By school type 2009-2012



Reading and comprehension in English

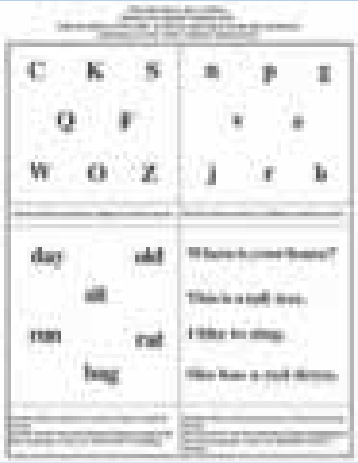
Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sen-tences	Total
I	28.4	26.7	18.1	18.3	8.5	100
II	7.6	19.7	26.9	28.0	17.9	100
III	6.2	12.2	20.3	34.2	27.2	100
IV	4.6	7.3	15.3	37.9	34.9	100
V	2.5	4.8	13.3	32.2	47.2	100
VI	0.9	2.5	7.8	29.9	59.0	100
VII	1.1	1.4	7.7	20.9	68.8	100
VIII	0.4	0.9	5.1	16.7	76.9	100
Total	6.7	9.7	14.5	27.6	41.5	100

Table 6: % Children by class who CAN COMPREHEND ENGLISH All schools 2012

Std.	Of those who can read words, % who can tell meanings of the words	Of those who can read sentences, % who can tell meanings of the sentences
I	55.2	
II	62.8	53.7
III	65.5	68.2
IV	65.9	67.5
V	63.0	74.5
VI	71.4	77.9
VII	72.1	79.5
VIII	75.9	81.5
Total	66.0	74.1

English Tool



Arithmetic

Table 7: % Children by class and ARITHMETIC level
All schools 2012

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	19.0	38.9	37.1	4.1	0.8	100
II	2.8	16.8	57.8	19.9	2.8	100
III	1.6	7.6	40.5	42.4	8.0	100
IV	0.9	3.8	27.7	43.9	23.8	100
V	0.6	1.7	16.4	40.3	41.1	100
VI	0.2	0.7	12.7	34.2	52.3	100
VII	0.2	0.9	11.5	28.6	58.8	100
VIII	0.1	0.1	9.0	25.0	65.9	100
Total	3.3	9.0	27.0	30.0	30.7	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 1.6% children cannot even recognize numbers 1-9, 7.6% can recognize numbers up to 9 but not more, 40.5% can recognize numbers to 99 but cannot do subtraction, 42.4% can do subtraction but not division, and 8.0% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

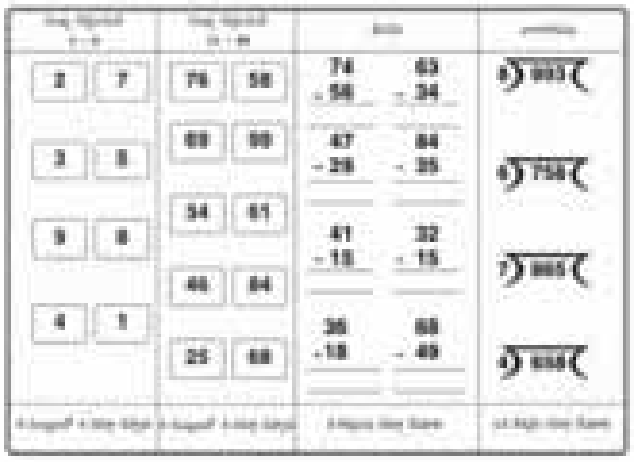


Chart 6: Trends over time
% Children in Std III who CAN DO SUBTRACTION or more
By school type 2009-2012

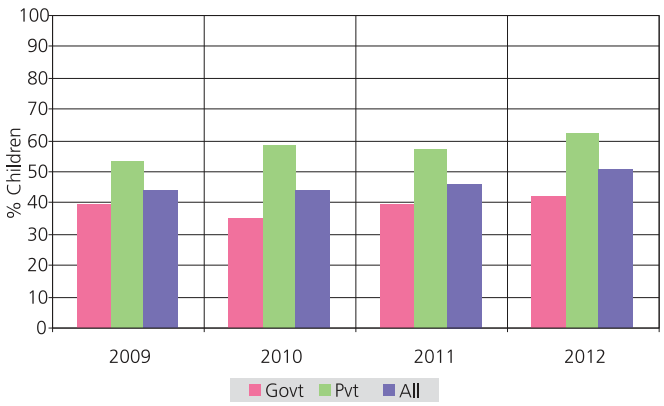
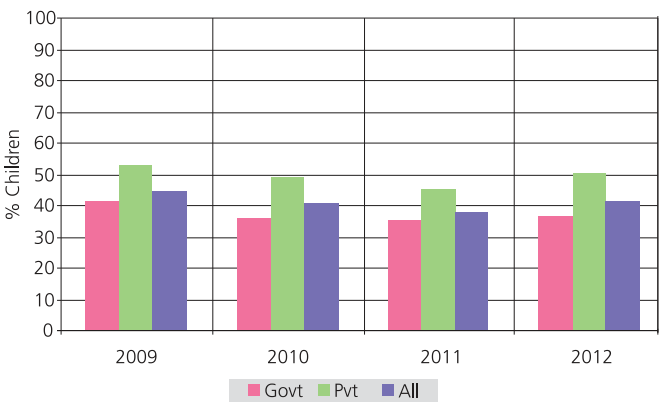


Chart 7: Trends over time
% Children in Std V who CAN DO DIVISION
By school type 2009-2012



Type of school and paid tuition classes

The ASER survey recorded information about tuition 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 children may have received.

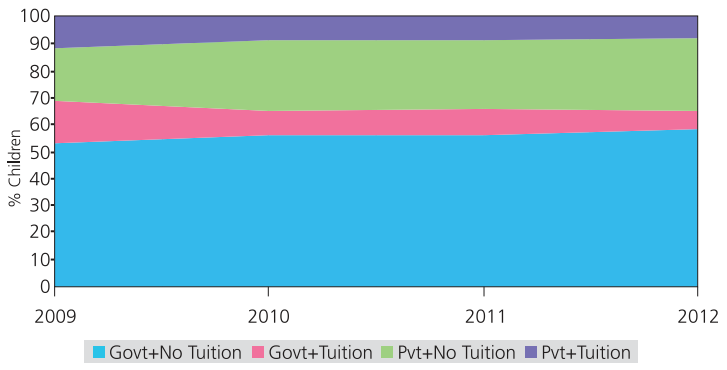
Table 8: Trends over time
% Children attending paid tuition classes
By school type 2009-2012

Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	22.9	13.9	14.5	10.5
Private schools: % Children attending paid tuition classes	36.7	26.3	26.8	23.1
All schools: % Children attending paid tuition classes	27.3	18.3	18.8	15.0

Table 9: Trends over time
% Children by school type and tuition 2009-2012

Year	Category		Std II	Std V	Std VIII	Std I-VIII
2009	Govt.	No tuition	47.3	56.3	62.1	52.7
		Tuition	14.0	18.4	15.3	15.7
	Pvt.	No tuition	23.0	15.9	13.7	20.0
		Tuition	15.7	9.4	8.9	11.6
	Total		100	100	100	100
2010	Govt.	No tuition	49.4	57.3	64.7	55.6
		Tuition	7.8	8.3	9.6	9.0
	Pvt.	No tuition	31.5	25.4	19.4	26.1
		Tuition	11.3	9.1	6.3	9.3
	Total		100	100	100	100
2011	Govt.	No tuition	48.4	56.7	67.1	56.0
		Tuition	8.4	12.8	7.3	9.5
	Pvt.	No tuition	32.4	20.9	18.1	25.2
		Tuition	10.8	9.6	7.6	9.2
	Total		100	100	100	100
2012	Govt.	No tuition	48.8	61.0	68.0	57.9
		Tuition	6.6	7.7	6.9	6.8
	Pvt.	No tuition	34.0	24.2	19.1	27.2
		Tuition	10.6	7.2	6.0	8.2
	Total		100	100	100	100

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Chart 9: Trends over time
% Children in Std III-V who CAN READ a Std I level text or more
By school type and tuition 2009-2012

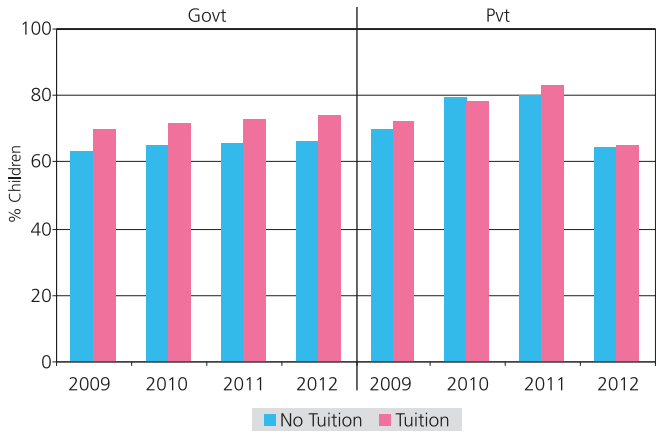
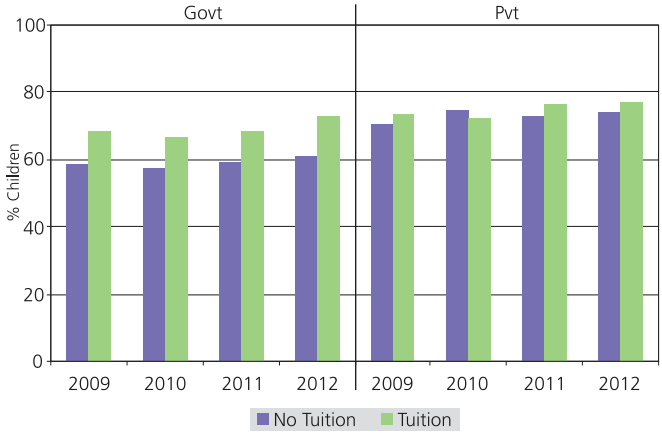


Chart 10: Trends over time
% Children in Std III-V who CAN DO SUBTRACTION or more
By school type and tuition 2009-2012



School observations

In each year's ASER, from 2009 onwards, in each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

Table 10: Number of schools visited 2009-2012

Type of school	2009	2010	2011	2012
Std I-IV/V: Primary	477	475	510	523
Std I-VII/VIII: Primary + Upper primary	156	157	132	126
Total schools visited	633	632	642	649

Table 11: Student and teacher attendance on the day of the visit 2009-2012

Type of school	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Enrolled children present (Average)	76.1	72.4	75.2	75.5	76.9	72.6	74.4	78.0
% Teachers present (Average)	80.1	83.0	85.5	84.8	81.2	82.7	77.0	79.6

Table 12: Small schools and multigrade classes 2009-2012

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	33.5	30.1	34.3	31.4	10.3	12.2	10.1	9.6
% Schools where Std II children observed sitting with one or more other classes	66.3	62.9	63.6	62.6	59.9	55.6	48.8	55.4
% Schools where Std IV children observed sitting with one or more other classes	58.6	53.9	58.7	57.2	52.5	48.7	44.1	43.6

RTE indicators

Table 13: Schools meeting selected RTE norms 2010-2012

% Schools meeting the following RTE norms:		2010	2011	2012
Pupil-teacher & classroom-teacher norms	Pupil-teacher ratio	61.7	56.4	56.4
	Classroom-teacher ratio	53.4	66.5	61.1
Building	Office/store/office cum store	64.5	70.5	61.6
	Playground	70.5	68.9	67.7
	Boundary wall/fencing	52.9	49.3	49.9
Drinking water	No facility for drinking water	22.8	23.1	18.7
	Facility but no drinking water available	12.4	16.2	15.0
	Drinking water available	64.8	60.8	66.3
Toilet	No toilet facility	23.4	24.6	15.6
	Facility but toilet not useable	38.1	42.0	36.8
	Toilet useable	38.6	33.4	47.7
Girls toilet	% Schools with no separate provisions for girls toilets	53.1	39.9	32.6
	Of schools with separate girls toilets, % schools with			
	Toilet locked	9.2	10.2	12.2
	Toilet not useable	12.3	21.8	17.0
	Toilet useable	25.4	28.1	38.2
Library	No library	8.0	5.4	5.3
	Library but no books being used by children on day of visit	14.4	20.8	20.3
	Library books being used by children on day of visit	77.6	73.9	74.4
Mid-day meal	Kitchen shed for cooking mid-day meal	67.0	62.8	62.8
	Mid-day meal served in school on day of visit	99.2	99.1	98.3

The Right of Children to Free and Compulsory Education Act, 2009 specifies a series of norms and standards for a school.

Norms for number of teachers vary according to the level of the school (primary or upper primary) and total student enrollment.

Norms for classrooms require the school to have at least one classroom for every teacher.

Norms for facilities require schools to provide each of the facilities mentioned in Table 13, among others.

RTE norms regulate provision of facilities but not their useability. ASER school observations also include whether facilities could be used. This information is included in Table 13.

School funds and activities (PAISA)

Table 14: % Schools that report receiving SSA grants - Full financial year

SSA school grants	April 2009 to March 2010				April 2010 to March 2011				April 2011 to March 2012			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	601	91.4	2.7	6.0	631	92.4	4.0	3.7	644	97.2	0.8	2.0
Development grant	589	87.8	5.6	6.6	623	88.4	7.5	4.0	637	92.0	5.7	2.4
TLM grant	595	92.1	3.7	4.2	623	91.0	5.8	3.2	641	91.6	5.9	2.5

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2012 report which will be released in March 2013.[1]

Table 15: % Schools that report receiving SSA grants - Half financial year

SSA school grants	April 2010 to date of survey (2010)				April 2011 to date of survey (2011)				April 2012 to date of survey (2012)			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	576	62.2	21.7	16.2	606	64.9	26.6	8.6	616	79.6	15.8	4.7
Development grant	552	58.2	26.3	15.6	598	62.7	28.3	9.0	607	77.8	17.5	4.8
TLM grant	545	54.3	31.0	14.7	600	58.3	33.0	8.7	604	41.9	53.2	5.0

Table 16: % Schools carrying out different activities since April 2011

Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	25.9	71.9	2.2
Repairs	Repair of building (roof, floor, wall etc.)	41.6	56.7	1.7
	Repair of doors & windows	47.7	50.4	1.9
	Repair of boundary wall	14.4	83.2	2.4
	Repair of drinking water facility	43.4	54.2	2.4
	Repair of toilet	43.2	54.9	1.9
Painting & white-wash	White wash/plastering	64.9	33.5	1.6
	Painting blackboard/Display board/Painting on wall	76.1	22.5	1.4
	Painting of doors & walls	43.4	55.3	1.3
Purchase	Purchase of furniture (cupboard etc.)	47.9	49.9	2.2
	Purchase of electrical fittings	66.1	32.0	1.9
	Purchase of chalk, duster, register etc.	96.8	2.1	1.1
	Purchase of sitting mats/Tat patti	37.3	60.5	2.3
	Purchase of charts, globes & other teaching material	91.9	6.9	1.3
Other	Expenditure on school events	79.3	17.7	3.1
	Payment of bills (electricity, water, cleaning etc.)	82.2	15.6	2.2

EVERY RURAL GOVERNMENT PRIMARY/UPPER PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc. The grant amount depends on number of classrooms (excluding Headmaster room and office room)
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

[1] For more information see www.accountabilityindia.in

Arunachal Pradesh RURAL

Annual Status of Education Report
असर ASER 2012 RURAL
Facilitated by PRATHAM

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 10 OUT OF 13 DISTRICTS
Data has not been presented where sample size was insufficient.

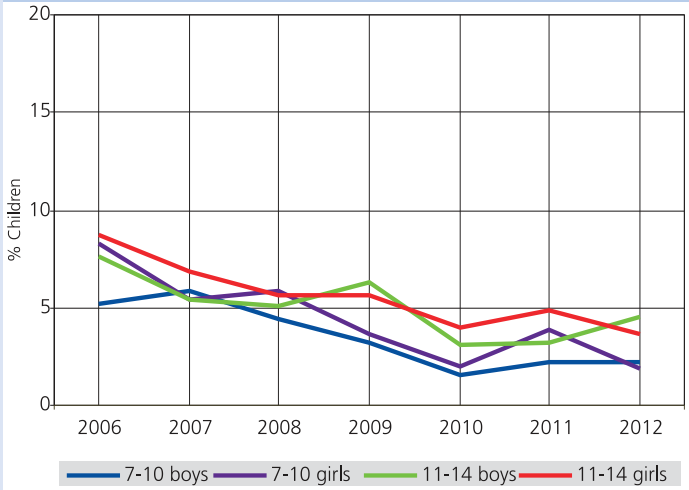
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	75.3	21.7	0.3	2.7	100
Age: 7-16 ALL	77.0	18.1	0.3	4.6	100
Age: 7-10 ALL	74.2	23.5	0.4	2.0	100
Age: 7-10 BOYS	75.3	22.2	0.3	2.2	100
Age: 7-10 GIRLS	72.3	25.2	0.5	1.9	100
Age: 11-14 ALL	79.2	16.5	0.1	4.2	100
Age: 11-14 BOYS	77.3	18.0	0.2	4.5	100
Age: 11-14 GIRLS	81.2	15.1	0.0	3.7	100
Age: 15-16 ALL	80.2	6.9	0.4	12.5	100
Age: 15-16 BOYS	78.3	7.5	0.0	14.2	100
Age: 15-16 GIRLS	81.9	6.7	1.0	10.4	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 2006-2012



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 has changed from 8.7% in 2006 to 6.9% in 2007 to 5.6% in 2008, 5.7% in 2009 and to 4.0% in 2010 to 3.7% in 2012.

Chart 2: Trends over time
% Children enrolled in private schools by class 2008-2012

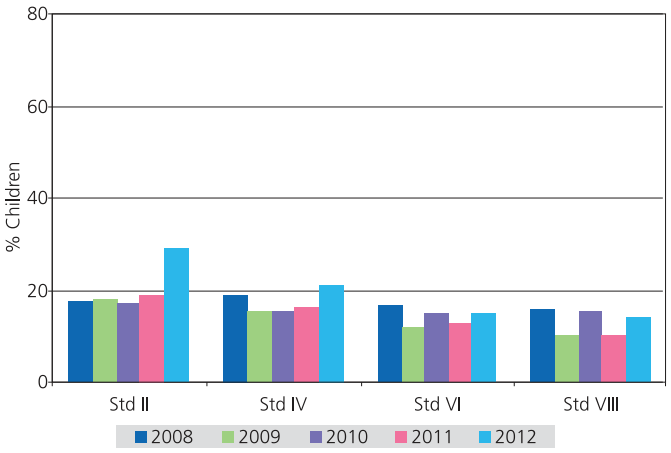


Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	39.1	34.8	11.1	6.7	8.4								100
II	10.6	28.6	26.4	17.6	7.9	5.4	3.6						100
III	6.1	10.3	17.3	35.9	11.9	10.3	8.2						100
IV	5.9		10.5	15.5	23.9	21.5	6.2	8.9	7.5				100
V	3.9			9.8	12.3	34.7	10.0	11.0	4.6	7.3	6.5		100
VI	6.6				5.8	14.1	20.6	23.3	13.3	10.0	6.3		100
VII	7.4						9.1	36.6	20.0	11.9	7.2	7.8	100
VIII	4.7							8.9	33.1	24.8	16.1	12.5	100

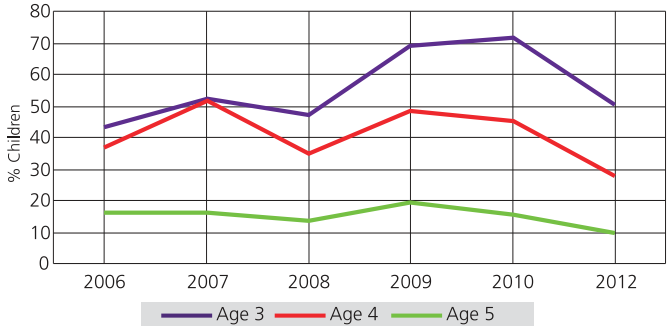
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 35.9% children are 8 years old but there are also 17.3% who are 7, 11.9% who are 9, 10.3% who are 10 years old and 8.2% 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 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	21.3	28.6				50.2	100
Age 4	19.3	52.8				27.8	100
Age 5	4.2	9.6	53.2	23.5	0.0	9.6	100
Age 6	2.2	7.2	58.8	26.3	0.4	5.2	100

Chart 3: Trends over time
% Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2012*



* Data for 2011 is not comparable and therefore excluded here.

Reading

Table 4: % Children by class and READING level All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	21.2	42.8	26.9	5.1	4.1	100
II	7.4	28.5	39.2	19.0	6.0	100
III	3.3	13.3	36.2	25.2	22.1	100
IV	2.5	9.8	24.6	24.4	38.7	100
V	2.2	4.8	16.0	25.2	51.8	100
VI	0.0	4.0	8.5	23.1	64.5	100
VII	0.7	0.9	5.4	14.9	78.1	100
VIII	0.0	0.7	3.9	8.0	87.4	100
Total	4.8	13.9	22.4	19.2	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, 3.3% children cannot even read letters, 13.3% can read letters but not more, 36.2% can read words but not Std I text or higher, 25.2% can read Std I text but not Std II level text, and 22.1% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

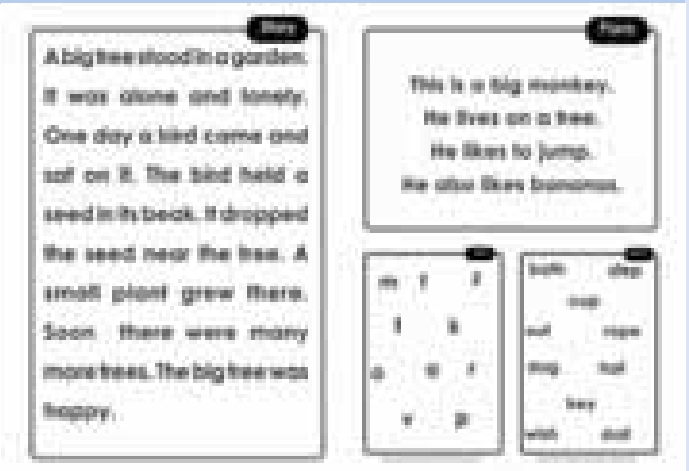


Chart 4: Trends over time
% Children in Std III who CAN READ Std I level text
By school type 2009-2012

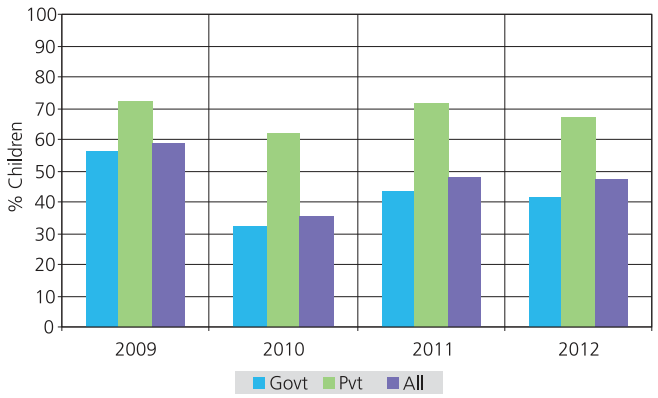
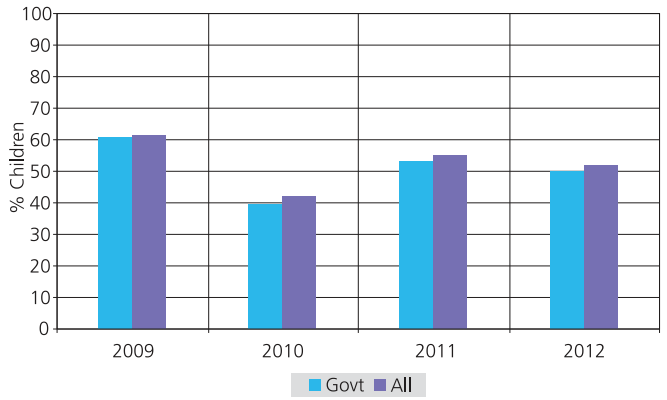


Chart 5: Trends over time
% Children in Std V who CAN READ Std II level text
By school type 2009-2012



Reading and comprehension in English

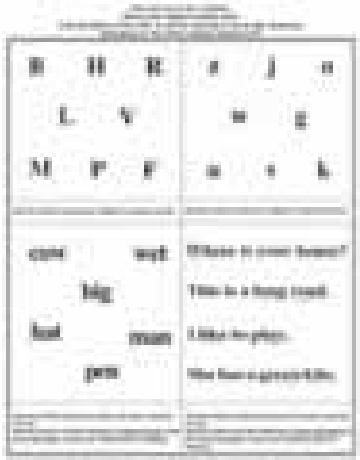
Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sen-tences	Total
I	19.4	28.5	31.1	15.8	5.3	100
II	7.0	16.8	30.9	35.0	10.4	100
III	3.4	7.0	22.2	40.2	27.3	100
IV	2.3	6.9	12.1	32.7	46.0	100
V	1.9	2.9	8.0	27.6	59.7	100
VI	0.1	1.2	1.5	25.1	72.1	100
VII	1.5	0.8	1.0	14.3	82.5	100
VIII	0.1	0.5	1.3	9.6	88.5	100
Total	4.5	8.4	15.0	27.1	44.9	100

Table 6: % Children by class who CAN COMPREHEND ENGLISH All schools 2012

Std.	Of those who can read words, % who can tell meanings of the words	Of those who can read sentences, % who can tell meanings of the sentences
I		
II	61.5	
III	55.5	72.7
IV	75.5	73.0
V	69.7	78.5
VI		87.0
VII		86.2
VIII		90.2
Total	67.3	81.6

English Tool



Arithmetic

Table 7: % Children by class and ARITHMETIC level
All schools 2012

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	17.6	29.7	42.2	6.1	4.5	100
II	6.6	14.0	52.3	21.9	5.2	100
III	3.3	7.2	37.6	36.7	15.3	100
IV	2.3	4.7	21.9	36.3	34.8	100
V	2.1	0.7	11.2	41.3	44.7	100
VI	0.8	1.0	5.6	37.6	55.0	100
VII	0.8	0.2	3.0	23.4	72.7	100
VIII	0.3	0.1	1.4	19.0	79.1	100
Total	4.3	7.5	24.5	29.1	34.7	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 3.3% children cannot even recognize numbers 1-9, 7.2% can recognize numbers up to 9 but not more, 37.6% can recognize numbers to 99 but cannot do subtraction, 36.7% can do subtraction but not division, and 15.3% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

Chart 6: Trends over time
% Children in Std III who CAN DO SUBTRACTION or more
By school type 2009-2012

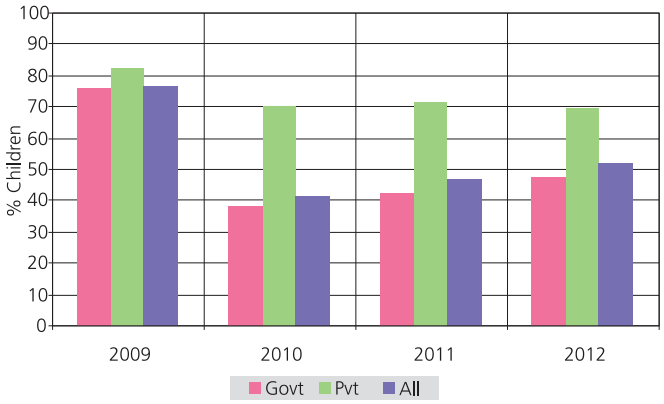
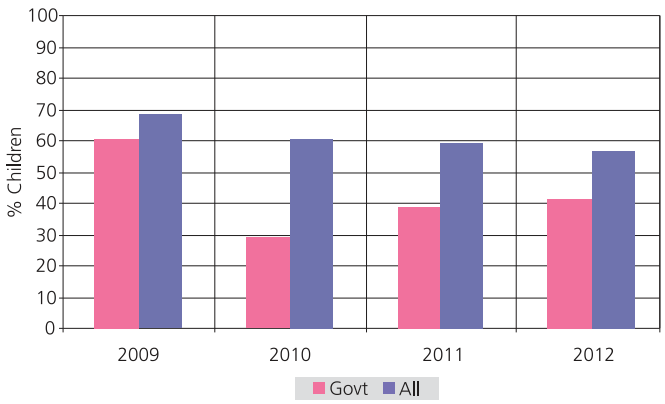


Chart 7: Trends over time
% Children in Std V who CAN DO DIVISION
By school type 2009-2012



Type of school and paid tuition classes

The ASER survey recorded information about tuition 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 children may have received.

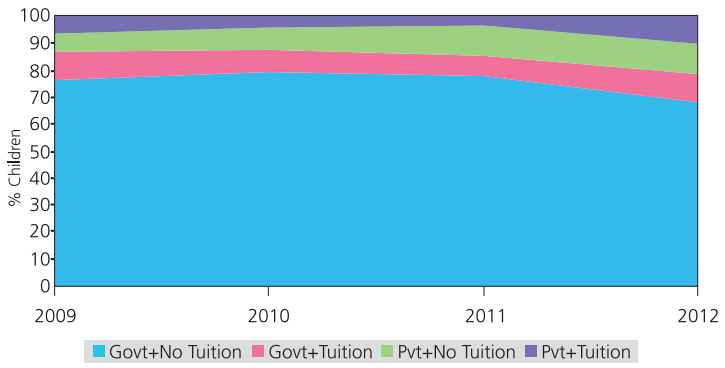
Table 8: Trends over time
% Children attending paid tuition classes
By school type 2009-2012

Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	11.9	9.3	8.5	13.6
Private schools: % Children attending paid tuition classes	48.3	35.0	26.5	47.8
All schools: % Children attending paid tuition classes	16.9	12.6	11.2	21.0

Table 9: Trends over time
% Children by school type and tuition 2009-2012

Year	Category		Std II	Std V	Std VIII	Std I-VIII
2009	Govt.	No tuition	74.6	77.6	76.1	76.0
		Tuition	7.9	9.5	15.0	10.3
	Pvt.	No tuition	9.0	7.0	5.1	7.1
		Tuition	8.5	5.8	3.9	6.6
	Total		100	100	100	100
2010	Govt.	No tuition	77.1	80.7	81.2	79.0
		Tuition	7.2	8.9	7.7	8.1
	Pvt.	No tuition	11.4	6.8	8.3	8.4
		Tuition	4.2	3.6	2.9	4.5
	Total		100	100	100	100
2011	Govt.	No tuition	76.2	81.3	80.2	77.9
		Tuition	6.2	7.5	10.3	7.3
	Pvt.	No tuition	13.2	8.2	7.1	10.9
		Tuition	4.4	3.0	2.5	3.9
	Total		100	100	100	100
2012	Govt.	No tuition	62.8	70.0	72.7	67.7
		Tuition	7.3	9.4	13.0	10.6
	Pvt.	No tuition	13.9	10.1	7.5	11.3
		Tuition	16.0	10.6	6.8	10.4
	Total		100	100	100	100

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Chart 9: Trends over time
% Children in Std III-V who CAN READ a Std I level text or more
By school type and tuition 2009-2012

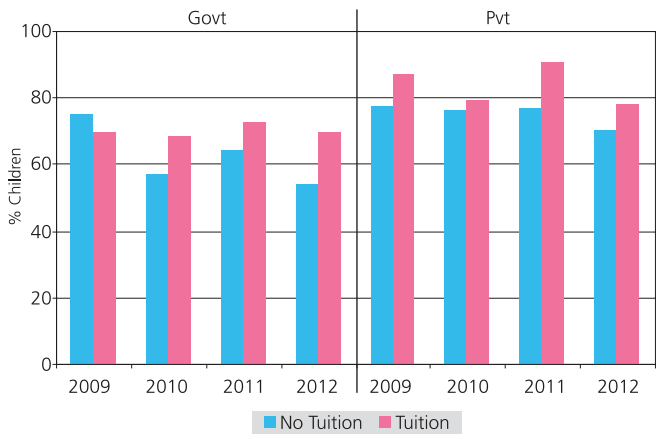
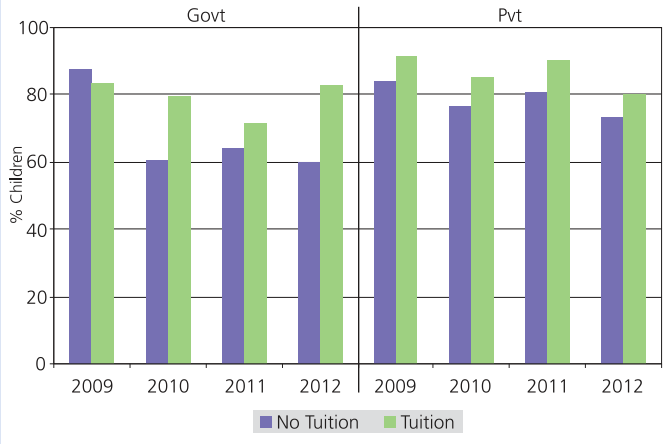


Chart 10: Trends over time
% Children in Std III-V who CAN DO SUBTRACTION or more
By school type and tuition 2009-2012



School observations

In each year's ASER, from 2009 onwards, in each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

Table 10: Number of schools visited 2009-2012

Type of school	2009	2010	2011	2012
Std I-IV/V: Primary	138	152	169	75
Std I-VII/VIII: Primary + Upper primary	138	107	81	64
Total schools visited	276	259	250	139

Table 11: Student and teacher attendance on the day of the visit 2009-2012

Type of school	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Enrolled children present (Average)	86.6	82.8	78.7	83.9	88.1	82.0	82.4	84.0
% Teachers present (Average)	82.7	86.1	76.9	82.0	80.9	84.2	79.6	87.4

Table 12: Small schools and multigrade classes 2009-2012

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	43.7	52.1	46.7	52.7	6.0	7.1	12.5	6.3
% Schools where Std II children observed sitting with one or more other classes	54.1	35.4	28.6	28.4	44.7	23.7	19.7	17.7
% Schools where Std IV children observed sitting with one or more other classes	46.1	28.6	23.1	27.9	38.5	23.9	21.4	12.1

RTE indicators

Table 13: Schools meeting selected RTE norms 2010-2012

% Schools meeting the following RTE norms:		2010	2011	2012
Pupil-teacher & classroom-teacher norms	Pupil-teacher ratio	78.0	70.2	77.1
	Classroom-teacher ratio	79.8	73.3	74.6
Building	Office/store/office cum store	77.7	72.9	80.0
	Playground	58.9	66.4	58.5
	Boundary wall/fencing	24.5	34.9	40.4
Drinking water	No facility for drinking water	36.9	33.6	47.5
	Facility but no drinking water available	9.9	8.3	6.5
	Drinking water available	53.2	58.1	46.0
Toilet	No toilet facility	20.8	31.1	16.3
	Facility but toilet not useable	53.9	41.7	43.4
	Toilet useable	25.3	27.2	40.3
Girls toilet	% Schools with no separate provisions for girls toilets	60.4	55.7	41.9
	Of schools with separate girls toilets, % schools with			
	Toilet locked	11.3	15.8	21.5
	Toilet not useable	16.2	9.4	9.7
	Toilet useable	12.2	19.2	26.9
Library	No library	87.0	82.1	82.6
	Library but no books being used by children on day of visit	6.7	9.2	13.8
	Library books being used by children on day of visit	6.3	8.8	3.6
Mid-day meal	Kitchen shed for cooking mid-day meal	64.0	63.1	53.7
	Mid-day meal served in school on day of visit	47.1	50.2	54.6

The Right of Children to Free and Compulsory Education Act, 2009 specifies a series of norms and standards for a school.

Norms for number of teachers vary according to the level of the school (primary or upper primary) and total student enrollment.

Norms for classrooms require the school to have at least one classroom for every teacher.

Norms for facilities require schools to provide each of the facilities mentioned in Table 13, among others.

RTE norms regulate provision of facilities but not their useability. ASER school observations also include whether facilities could be used. This information is included in Table 13.

School funds and activities (PAISA)

Table 14: % Schools that report receiving SSA grants - Full financial year

SSA school grants	April 2009 to March 2010				April 2010 to March 2011				April 2011 to March 2012			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	225	80.4	8.0	11.6	242	67.8	16.1	16.1	131	59.5	20.6	19.9
Development grant	215	67.0	12.6	20.5	237	63.7	18.6	17.7	128	52.3	27.3	20.3
TLM grant	223	82.5	11.2	6.3	237	70.0	16.0	13.9	130	60.8	22.3	16.9

Table 15: % Schools that report receiving SSA grants - Half financial year

SSA school grants	April 2010 to date of survey (2010)				April 2011 to date of survey (2011)				April 2012 to date of survey (2012)			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	185	30.8	49.7	19.5	230	39.6	40.0	20.4	121	27.3	51.2	21.5
Development grant	184	29.9	50.0	20.1	227	37.0	41.4	21.6	119	19.3	57.1	23.5
TLM grant	184	31.0	50.0	19.0	225	36.4	43.6	20.0	119	37.0	44.5	18.5

Table 16: % Schools carrying out different activities since April 2011

Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	37.3	53.2	9.5
Repairs	Repair of building (roof, floor, wall etc.)	37.6	53.6	8.8
	Repair of doors & windows	33.6	56.6	9.8
	Repair of boundary wall	25.2	67.0	7.8
	Repair of drinking water facility	31.3	59.8	8.9
	Repair of toilet	31.6	59.8	8.6
Painting & white-wash	White wash/plastering	31.5	58.9	9.7
	Painting blackboard/Display board/Painting on wall	36.3	55.7	8.1
	Painting of doors & walls	29.8	62.0	8.3
Purchase	Purchase of furniture (cupboard etc.)	41.4	48.4	10.2
	Purchase of electrical fittings	24.0	65.6	10.4
	Purchase of chalk, duster, register etc.	75.8	17.7	6.5
	Purchase of sitting mats/Tat patti	20.0	67.0	13.0
	Purchase of charts, globes & other teaching material	48.7	42.9	8.4
Other	Expenditure on school events	45.3	35.0	19.7
	Payment of bills (electricity, water, cleaning etc.)	28.5	57.8	13.8

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2012 report which will be released in March 2013.[1]

EVERY RURAL GOVERNMENT PRIMARY/UPPER PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc.
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	The grant amount depends on number of classrooms (excluding Headmaster room and office room)
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

[1] For more information see www.accountabilityindia.in

Assam RURAL

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 19 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 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	75.4	16.0	4.2	4.4	100
Age: 7-16 ALL	72.9	15.7	4.4	7.0	100
Age: 7-10 ALL	77.6	17.1	3.0	2.3	100
Age: 7-10 BOYS	76.1	18.5	3.3	2.1	100
Age: 7-10 GIRLS	79.3	15.6	2.7	2.5	100
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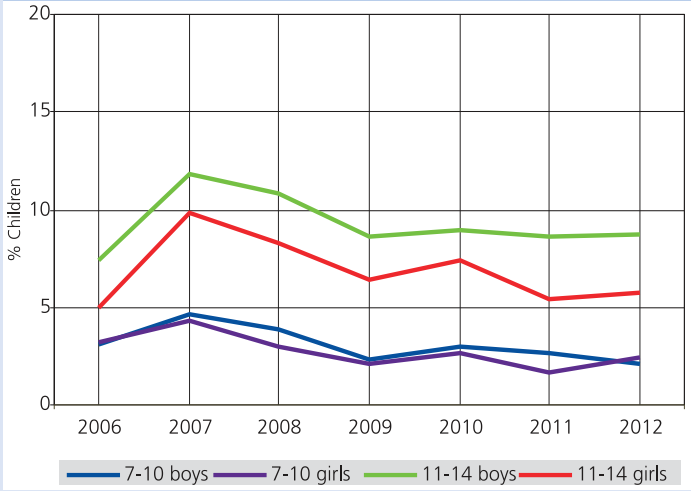
Note: 'Other' includes children going to madarsa and EGS.
'Not in school' = dropped out + never enrolled.

Chart 1: Trends over time
% Children out of school by age group and gender 2006-2012



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 has changed from 5.0% in 2006 to 9.9% in 2007 to 8.3% in 2008, 6.4% in 2009 and to 7.4% in 2010 to 5.8% in 2012.

Chart 2: Trends over time
% Children enrolled in private schools by class 2008-2012

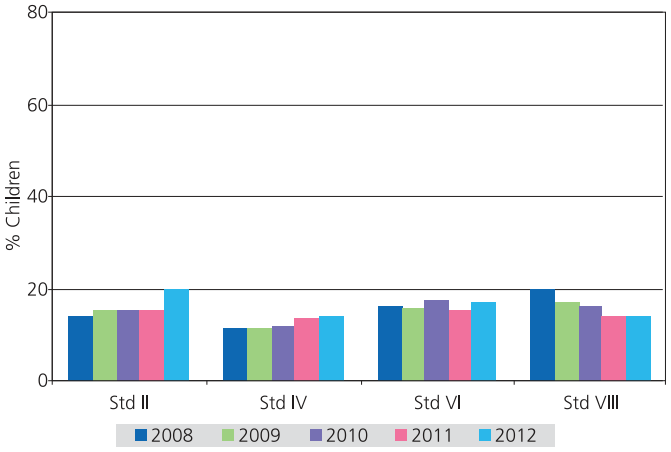


Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	25.8	41.5	22.3	6.9	3.5								100
II	3.5	13.1	38.6	30.6	8.2	6.0							100
III	2.4		13.5	38.8	26.7	12.8	5.8						100
IV	2.9			13.7	30.5	37.4	8.1	5.1	2.3				100
V	4.4				8.0	38.7	28.2	15.3	5.4				100
VI	3.7					12.4	26.9	41.9	9.0	6.1			100
VII	4.2						8.6	39.0	33.0	11.2	4.1		100
VIII	3.4							15.4	35.7	34.0	8.2	3.4	100

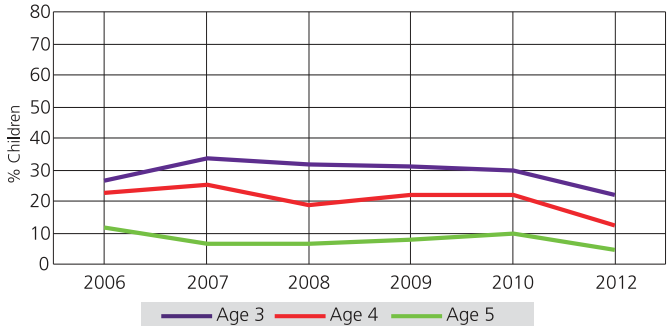
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 38.8% children are 8 years old but there also 13.5% who are 7, 26.7% who are 9, 12.8% who are 10 years old and 5.8% who 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 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	73.2	4.7				22.1	100
Age 4	77.4	10.6				12.1	100
Age 5	27.2	7.3	44.8	14.2	2.0	4.6	100
Age 6	6.3	3.1	69.3	15.9	2.7	2.7	100

Chart 3: Trends over time
% Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2012*



* Data for 2011 is not comparable and therefore excluded here.

Reading

Table 4: % Children by class and READING level
All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	37.5	43.9	13.0	3.5	2.2	100
II	18.8	38.8	26.1	9.5	6.9	100
III	13.6	26.6	27.7	17.7	14.3	100
IV	7.0	17.2	26.0	22.0	27.8	100
V	4.6	13.8	22.3	23.1	36.3	100
VI	3.5	7.2	18.3	24.2	46.7	100
VII	1.3	5.4	11.5	21.8	60.0	100
VIII	1.3	4.1	10.4	16.8	67.4	100
Total	12.9	22.0	19.7	16.3	29.0	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 13.6% children cannot even read letters, 26.6% can read letters but not more, 27.7% can read words but not Std I text or higher, 17.7% can read Std I text but not Std II level text, and 14.3% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

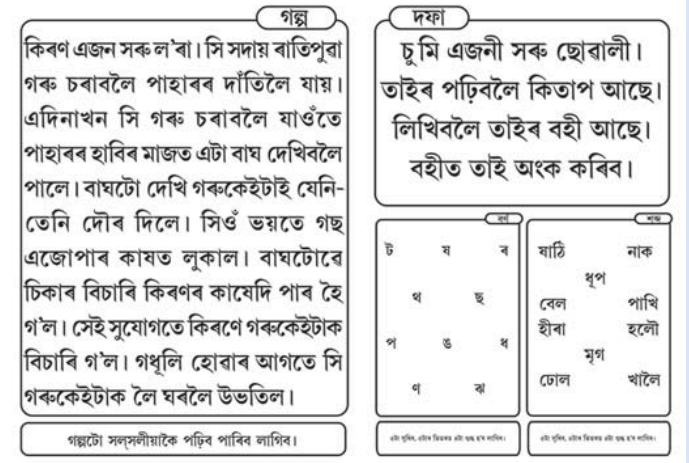


Chart 4: Trends over time
% Children in Std III who CAN READ Std I level text
By school type 2009-2012

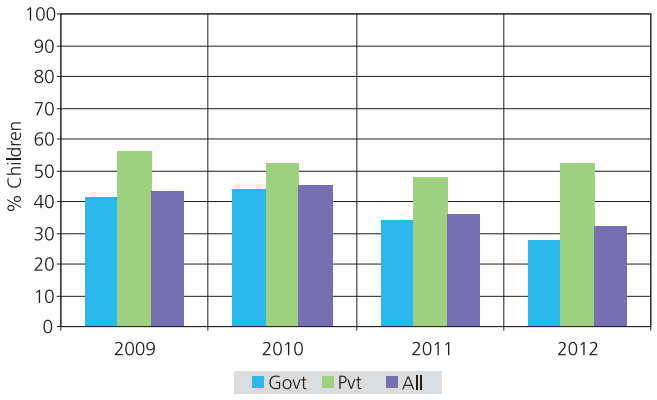
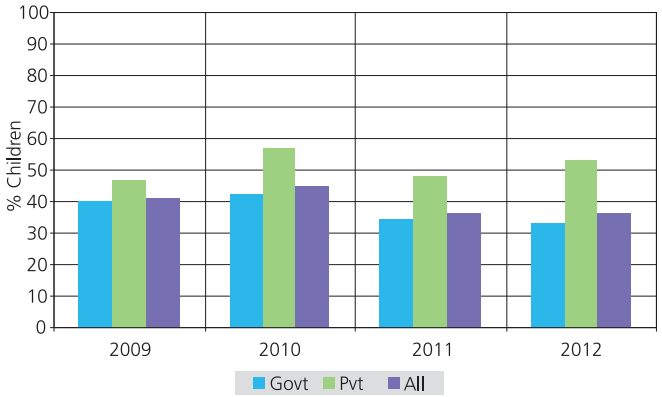


Chart 5: Trends over time
% Children in Std V who CAN READ Std II level text
By school type 2009-2012



Reading and comprehension in English

Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sen-tences	Total
I	61.3	22.5	9.3	5.4	1.5	100
II	39.7	27.7	17.2	11.7	3.8	100
III	27.6	27.7	19.3	19.3	6.1	100
IV	16.1	23.5	22.8	26.6	11.0	100
V	11.1	18.1	22.9	31.6	16.3	100
VI	6.8	14.5	16.4	35.5	26.9	100
VII	3.1	8.6	14.8	34.6	38.8	100
VIII	3.2	5.6	10.9	31.4	48.9	100
Total	24.4	19.5	16.6	22.8	16.7	100

Table 6: % Children by class who CAN COMPREHEND ENGLISH All schools 2012

Std.	Of those who can read words, % who can tell meanings of the words	Of those who can read sentences, % who can tell meanings of the sentences
I		
II	61.9	
III	59.6	
IV	57.8	54.0
V	60.5	58.8
VI	58.3	57.5
VII	59.7	59.6
VIII	61.9	61.4
Total	59.8	58.2

English Tool

Arithmetic

Table 7: % Children by class and ARITHMETIC level
All schools 2012

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	33.6	48.4	15.3	2.3	0.4	100
II	13.4	45.6	31.1	9.0	0.9	100
III	9.2	35.6	35.7	17.0	2.5	100
IV	5.5	22.1	35.2	29.9	7.3	100
V	3.7	18.2	34.6	32.1	11.4	100
VI	2.5	11.4	29.8	39.4	16.9	100
VII	1.1	7.3	27.2	40.7	23.8	100
VIII	1.6	5.5	22.4	39.5	31.1	100
Total	10.5	26.9	28.5	23.9	10.2	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 9.2% children cannot even recognize numbers 1-9, 35.6% can recognize numbers up to 9 but not more, 35.7% can recognize numbers to 99 but cannot do subtraction, 17% can do subtraction but not division, and 2.5% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

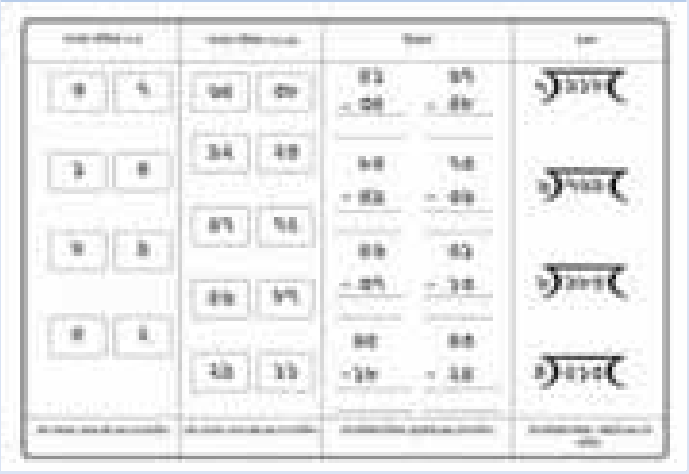


Chart 6: Trends over time
% Children in Std III who CAN DO SUBTRACTION or more
By school type 2009-2012

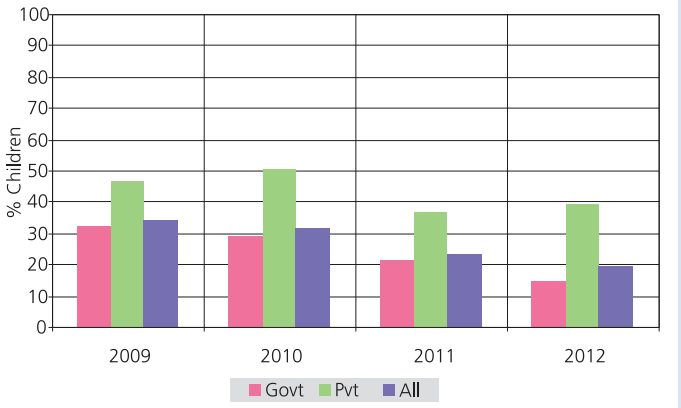
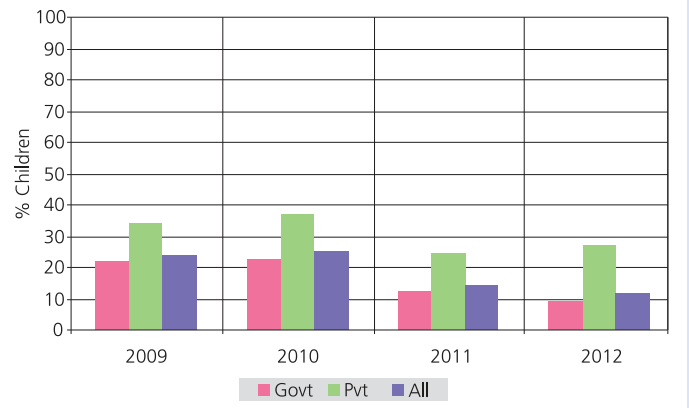


Chart 7: Trends over time
% Children in Std V who CAN DO DIVISION
By school type 2009-2012



Type of school and paid tuition classes

The ASER survey recorded information about tuition 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 children may have received.

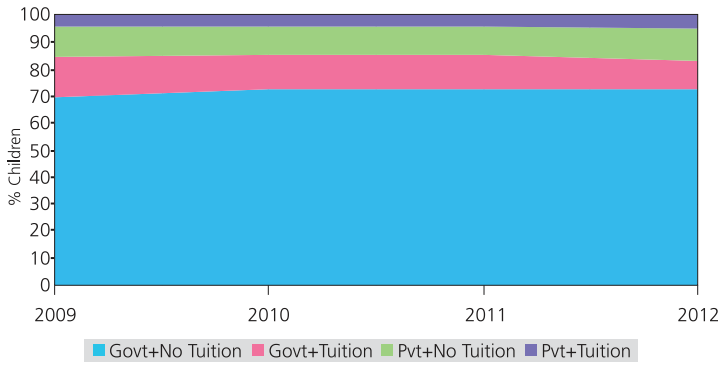
Table 8: Trends over time
% Children attending paid tuition classes
By school type 2009-2012

Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	18.0	15.2	15.0	13.1
Private schools: % Children attending paid tuition classes	29.6	28.2	30.6	32.8
All schools: % Children attending paid tuition classes	19.8	17.2	17.4	16.4

Table 9: Trends over time
% Children by school type and tuition 2009-2012

Year	Category		Std II	Std V	Std VIII	Std I-VIII
2009	Govt.	No tuition	73.6	65.6	58.3	69.2
		Tuition	10.9	17.1	24.3	15.2
	Pvt.	No tuition	11.0	12.0	12.6	11.0
		Tuition	4.5	5.3	4.9	4.6
	Total		100	100	100	100
2010	Govt.	No tuition	77.6	67.6	61.6	72.1
		Tuition	7.9	14.6	22.2	13.0
	Pvt.	No tuition	10.1	12.7	11.3	10.8
		Tuition	4.4	5.1	5.0	4.2
	Total		100	100	100	100
2011	Govt.	No tuition	74.3	73.4	65.2	72.2
		Tuition	10.6	12.7	21.0	12.8
	Pvt.	No tuition	10.7	9.1	8.7	10.4
		Tuition	4.5	4.8	5.1	4.6
	Total		100	100	100	100
2012	Govt.	No tuition	72.9	73.4	67.0	72.2
		Tuition	7.3	11.3	18.7	10.9
	Pvt.	No tuition	13.4	10.4	7.6	11.4
		Tuition	6.4	5.0	6.7	5.6
	Total		100	100	100	100

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Chart 9: Trends over time
% Children in Std III-V who CAN READ a Std I level text or more
By school type and tuition 2009-2012

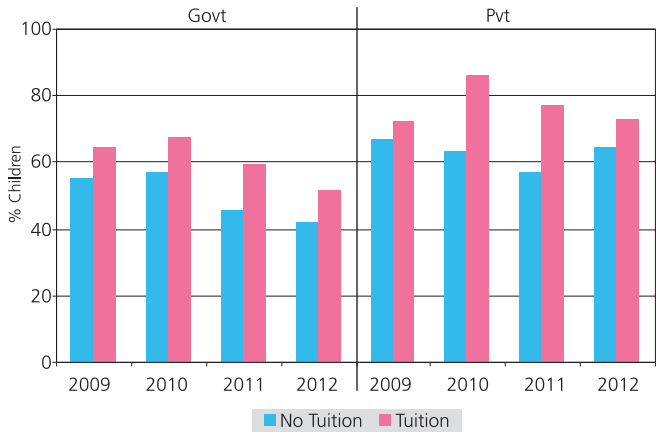
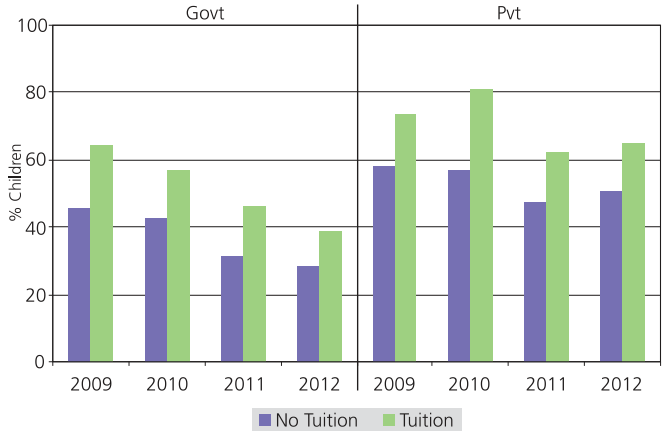


Chart 10: Trends over time
% Children in Std III-V who CAN DO SUBTRACTION or more
By school type and tuition 2009-2012



School observations

In each year's ASER, from 2009 onwards, in each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

Table 10: Number of schools visited 2009-2012

Type of school	2009	2010	2011	2012
Std I-IV/V: Primary	527	503	483	468
Std I-VII/VIII: Primary + Upper primary	26	16	27	24
Total schools visited	553	519	510	492

Table 11: Student and teacher attendance on the day of the visit 2009-2012

Type of school	Std I-IV/V			
	2009	2010	2011	2012
% Enrolled children present (Average)	70.8	69.0	71.1	71.0
% Teachers present (Average)	88.1	90.8	92.8	90.5

Table 12: Small schools and multigrade classes 2009-2012

School characteristics	Std I-IV/V			
	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	41.8	41.6	33.1	35.2
% Schools where Std II children observed sitting with one or more other classes	55.9	44.1	53.4	57.5
% Schools where Std IV children observed sitting with one or more other classes	49.0	41.5	50.6	56.4

RTE indicators

Table 13: Schools meeting selected RTE norms 2010-2012

% Schools meeting the following RTE norms:		2010	2011	2012
Pupil-teacher & classroom-teacher norms	Pupil-teacher ratio	33.6	29.0	35.2
	Classroom-teacher ratio	67.7	64.9	64.4
Building	Office/store/office cum store	57.5	54.2	49.3
	Playground	61.5	56.6	59.3
	Boundary wall/fencing	19.1	23.3	27.8
Drinking water	No facility for drinking water	23.2	23.8	23.5
	Facility but no drinking water available	16.0	11.7	11.0
	Drinking water available	60.9	64.6	65.4
Toilet	No toilet facility	19.1	13.1	8.6
	Facility but toilet not useable	47.8	49.2	38.6
	Toilet useable	33.1	37.8	52.8
Girls toilet	% Schools with no separate provisions for girls toilets	52.2	34.3	30.1
	Of schools with separate girls toilets, % schools with			
	Toilet locked	18.5	19.3	14.1
	Toilet not useable	15.6	19.0	15.3
	Toilet useable	13.7	27.4	40.4
Library	No library	79.2	71.9	60.4
	Library but no books being used by children on day of visit	10.3	14.5	18.6
	Library books being used by children on day of visit	10.5	13.6	21.0
Mid-day meal	Kitchen shed for cooking mid-day meal	80.2	81.7	84.1
	Mid-day meal served in school on day of visit	67.3	59.9	67.4

The Right of Children to Free and Compulsory Education Act, 2009 specifies a series of norms and standards for a school.

Norms for number of teachers vary according to the level of the school (primary or upper primary) and total student enrollment.

Norms for classrooms require the school to have at least one classroom for every teacher.

Norms for facilities require schools to provide each of the facilities mentioned in Table 13, among others.

RTE norms regulate provision of facilities but not their useability. ASER school observations also include whether facilities could be used. This information is included in Table 13.

School funds and activities (PAISA)

Table 14: % Schools that report receiving SSA grants - Full financial year

SSA school grants	April 2009 to March 2010				April 2010 to March 2011				April 2011 to March 2012			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	487	87.7	5.8	6.6	484	78.7	14.1	7.2	482	77.6	15.6	6.9
Development grant	442	81.9	10.6	7.5	474	70.9	21.3	7.8	475	63.4	28.4	8.2
TLM grant	466	90.3	4.5	5.2	484	87.0	8.5	4.6	482	85.9	9.8	4.4

Table 15: % Schools that report receiving SSA grants - Half financial year

SSA school grants	April 2010 to date of survey (2010)				April 2011 to date of survey (2011)				April 2012 to date of survey (2012)			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	413	46.0	40.0	14.0	452	42.0	46.5	11.5	456	41.7	50.2	8.1
Development grant	367	43.9	42.8	13.4	440	40.0	47.3	12.7	453	35.8	57.2	7.1
TLM grant	379	50.1	39.3	10.6	449	55.0	36.3	8.7	458	51.3	43.0	5.7

Table 16: % Schools carrying out different activities since April 2011

Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	22.2	75.1	2.7
Repairs	Repair of building (roof, floor, wall etc.)	32.4	64.5	3.2
	Repair of doors & windows	34.1	62.3	3.6
	Repair of boundary wall	14.1	82.1	3.8
	Repair of drinking water facility	25.0	71.9	3.2
	Repair of toilet	21.2	75.8	3.0
Painting & white-wash	White wash/plastering	32.8	63.6	3.6
	Painting blackboard/Display board/Painting on wall	37.5	59.3	3.2
	Painting of doors & walls	32.2	65.0	2.8
Purchase	Purchase of furniture (cupboard etc.)	38.8	57.4	3.8
	Purchase of electrical fittings	12.3	84.7	3.0
	Purchase of chalk, duster, register etc.	82.9	14.4	2.7
	Purchase of sitting mats/Tat patti	25.3	70.5	4.2
	Purchase of charts, globes & other teaching material	62.2	34.8	3.0
Other	Expenditure on school events	45.7	50.0	4.3
	Payment of bills (electricity, water, cleaning etc.)	10.0	85.6	4.4

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2012 report which will be released in March 2013.[1]

EVERY RURAL GOVERNMENT PRIMARY/UPPER PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc. The grant amount depends on number of classrooms (excluding Headmaster room and office room)
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

[1] For more information see www.accountabilityindia.in

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 37 OUT OF 38 DISTRICTS
Data has not been presented where sample size was insufficient.

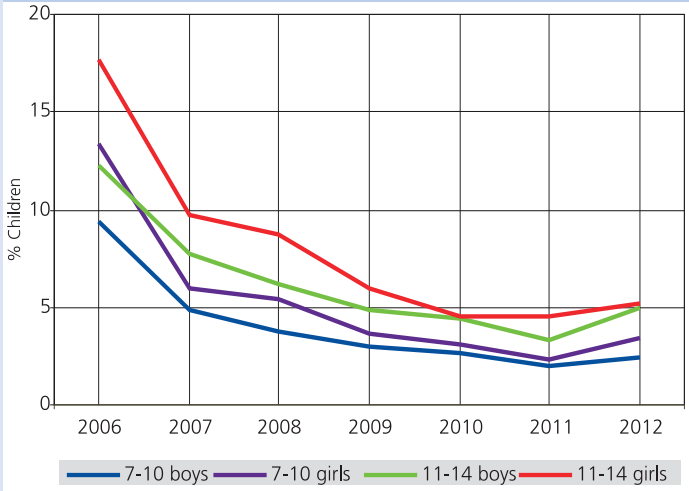
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	88.3	6.4	1.5	3.7	100
Age: 7-16 ALL	87.2	5.9	1.5	5.5	100
Age: 7-10 ALL	88.2	7.3	1.6	2.9	100
Age: 7-10 BOYS	87.2	8.9	1.5	2.5	100
Age: 7-10 GIRLS	89.2	5.5	1.9	3.4	100
Age: 11-14 ALL	88.9	4.8	1.2	5.1	100
Age: 11-14 BOYS	88.0	6.0	1.1	5.0	100
Age: 11-14 GIRLS	89.9	3.5	1.4	5.2	100
Age: 15-16 ALL	78.6	3.5	1.6	16.3	100
Age: 15-16 BOYS	77.4	3.8	1.1	17.7	100
Age: 15-16 GIRLS	80.3	3.0	2.1	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 2006-2012



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 has changed from 17.6% in 2006 to 9.7% in 2007 to 8.8% in 2008, 6.0% in 2009 and to 4.6% in 2010 to 5.2% in 2012.

Chart 2: Trends over time
% Children enrolled in private schools by class 2008-2012

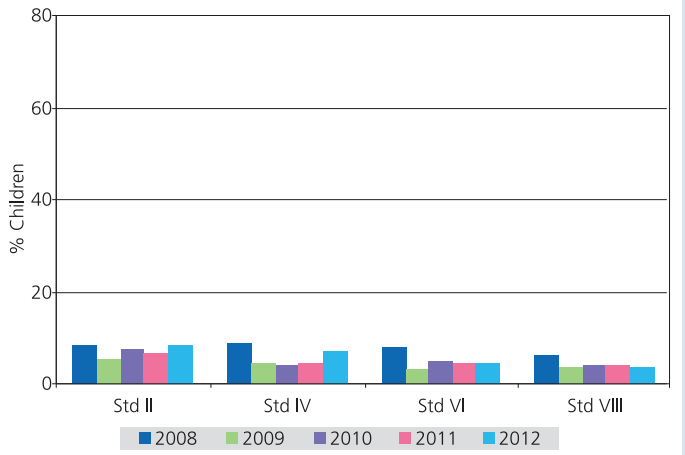


Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	24.4	38.3	20.2	10.4	6.8								100
II	5.1	15.6	27.7	30.2	7.1	9.5	4.8						100
III	1.3	5.0	12.8	31.9	19.7	18.6	3.7	5.0	2.0				100
IV	3.2		5.0	16.3	16.6	34.1	8.2	11.4	5.3				100
V	2.1			6.9	8.1	31.4	17.6	21.4	6.3	6.3			100
VI	6.5					18.7	17.2	34.7	10.5	7.6	4.9		100
VII	2.0					7.5	8.0	35.1	23.4	14.6	6.7	2.8	100
VIII	6.9							19.1	23.2	30.2	13.5	7.2	100

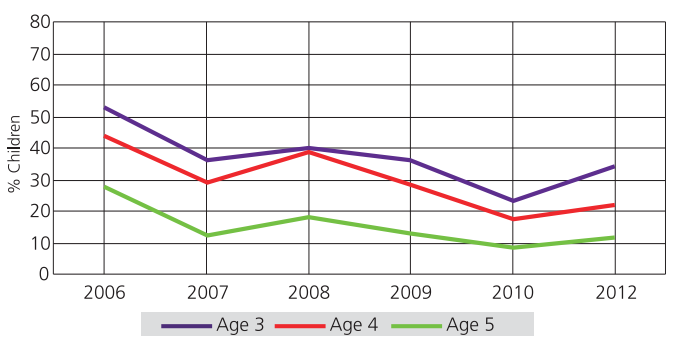
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 31.9% children are 8 years old but there are also 12.8% who are 7, 19.7% who are 9, 18.6% who are 10 years old, etc.

Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	64.6	1.2				34.2	100
Age 4	74.2	3.7				22.2	100
Age 5	33.0	2.7	45.1	5.6	2.1	11.5	100
Age 6	11.2	2.2	72.2	7.2	1.8	5.4	100

Chart 3: Trends over time
% Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2012*



* Data for 2011 is not comparable and therefore excluded here.

Reading

Table 4: % Children by class and READING level
All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	55.4	30.9	7.7	2.6	3.4	100
II	30.9	35.8	17.5	7.5	8.4	100
III	16.6	30.4	21.8	14.3	16.8	100
IV	9.7	20.9	21.6	19.9	28.0	100
V	5.9	13.5	15.4	20.8	44.4	100
VI	3.3	9.6	9.9	17.6	59.6	100
VII	2.1	5.5	7.2	13.3	72.0	100
VIII	2.4	3.5	4.2	9.2	80.8	100
Total	18.9	21.0	13.8	12.8	33.5	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 16.6% children cannot even read letters, 30.4% can read letters but not more, 21.8% can read words but not Std I text or higher, 14.3% can read Std I text but not Std II level text, and 16.8% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

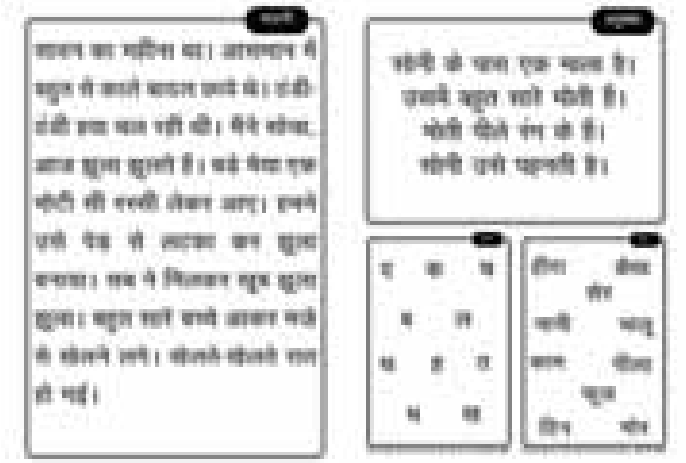


Chart 4: Trends over time
% Children in Std III who CAN READ Std I level text
By school type 2009-2012

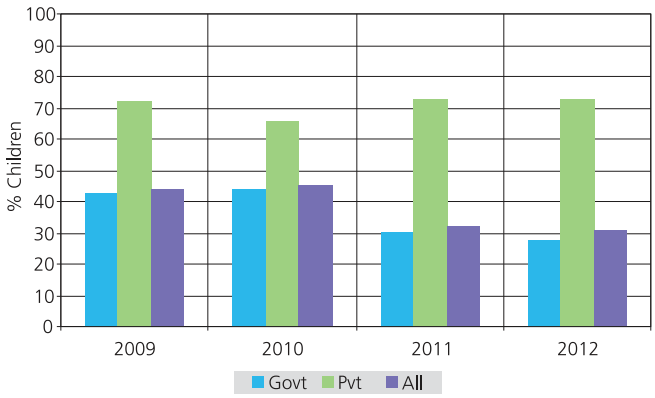
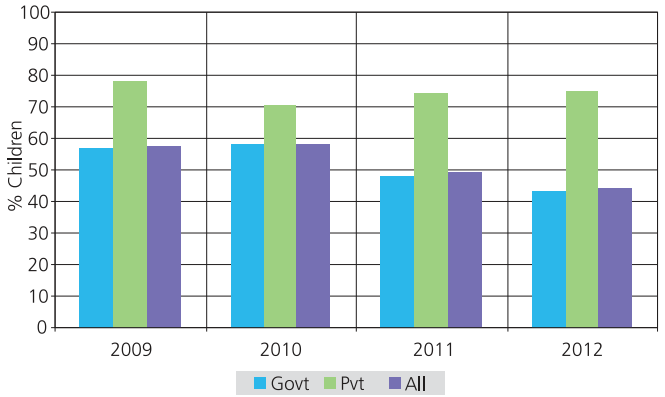


Chart 5: Trends over time
% Children in Std V who CAN READ Std II level text
By school type 2009-2012



Reading and comprehension in English

Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sen-tences	Total
I	71.2	16.0	7.1	3.8	1.9	100
II	53.3	21.6	13.3	8.2	3.6	100
III	34.8	24.2	19.6	15.2	6.2	100
IV	22.9	21.6	23.5	22.7	9.4	100
V	15.2	16.4	22.0	30.1	16.3	100
VI	9.0	12.6	17.8	35.3	25.3	100
VII	5.7	7.7	14.1	35.9	36.7	100
VIII	4.4	5.5	11.3	30.0	48.9	100
Total	31.3	16.7	16.0	20.6	15.3	100

Table 6: % Children by class who CAN COMPREHEND ENGLISH All schools 2012

Std.	Of those who can read words, % who can tell meanings of the words	Of those who can read sentences, % who can tell meanings of the sentences
I	63.0	
II	62.8	69.7
III	68.5	57.0
IV	67.5	72.7
V	65.6	70.5
VI	67.1	69.0
VII	66.7	70.2
VIII	71.6	71.3
Total	67.1	69.5

English Tool

Arithmetic

Table 7: % Children by class and ARITHMETIC level
All schools 2012

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	50.5	33.2	10.8	3.4	2.0	100
II	24.1	39.6	22.7	9.0	4.6	100
III	11.0	32.6	28.3	18.6	9.5	100
IV	6.7	21.7	28.6	24.9	18.1	100
V	4.0	13.9	22.4	28.3	31.4	100
VI	2.2	8.7	18.0	25.8	45.3	100
VII	1.3	4.8	12.9	22.2	58.9	100
VIII	2.0	3.2	8.3	19.5	67.0	100
Total	15.4	22.2	19.6	18.0	24.8	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 11% children cannot even recognize numbers 1-9, 32.6% can recognize numbers up to 9 but not more, 28.3% can recognize numbers to 99 but cannot do subtraction, 18.6% can do subtraction but not division, and 9.5% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

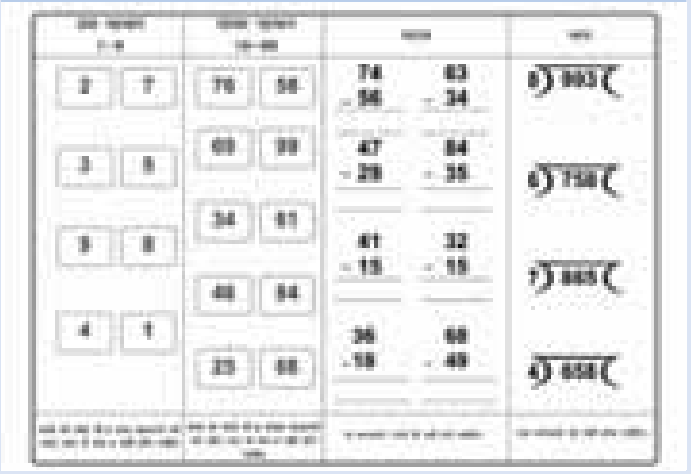


Chart 6: Trends over time
% Children in Std III who CAN DO SUBTRACTION or more
By school type 2009-2012

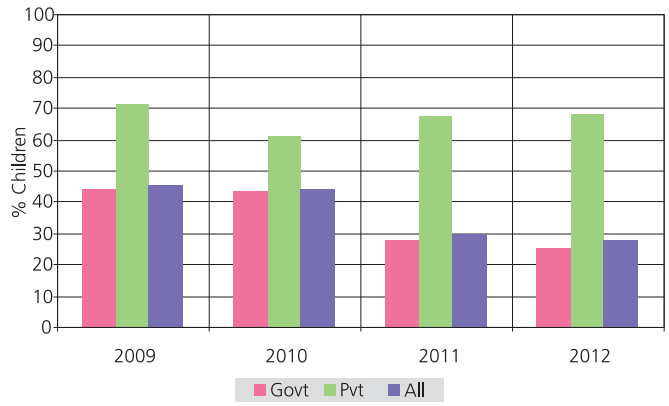
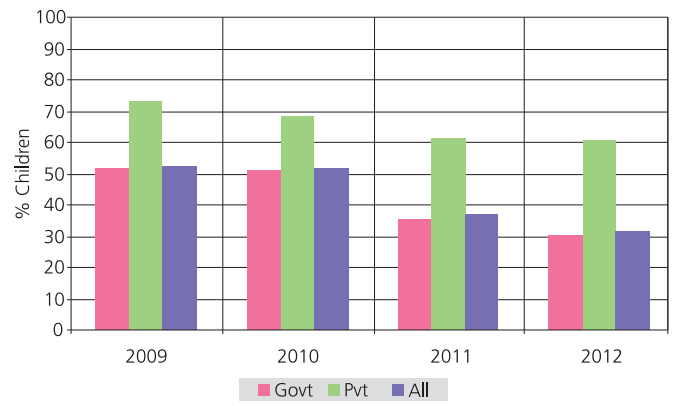


Chart 7: Trends over time
% Children in Std V who CAN DO DIVISION
By school type 2009-2012



Type of school and paid tuition classes

The ASER survey recorded information about tuition 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 children may have received.

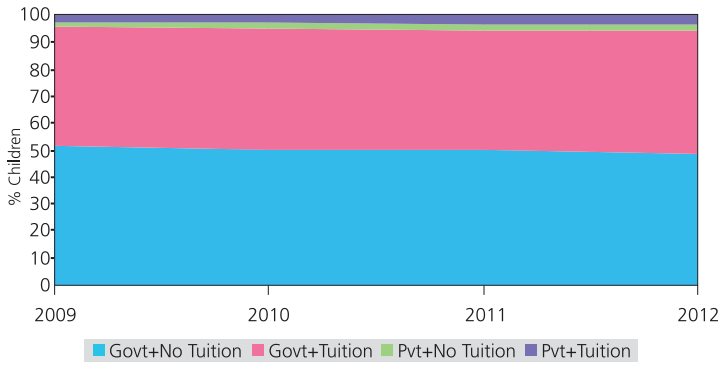
Table 8: Trends over time
% Children attending paid tuition classes
By school type 2009-2012

Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	46.1	47.7	46.7	48.6
Private schools: % Children attending paid tuition classes	64.0	54.8	60.8	63.8
All schools: % Children attending paid tuition classes	46.9	48.0	47.5	49.5

Table 9: Trends over time
% Children by school type and tuition 2009-2012

Year	Category		Std II	Std V	Std VIII	Std I-VIII
2009	Govt.	No tuition	58.3	46.9	37.7	51.4
		Tuition	36.5	49.2	58.9	43.9
	Pvt.	No tuition	1.9	1.2	1.2	1.7
		Tuition	3.3	2.7	2.3	3.0
	Total		100	100	100	100
2010	Govt.	No tuition	56.7	42.7	35.0	49.7
		Tuition	35.9	53.3	61.1	45.3
	Pvt.	No tuition	4.6	1.5	1.4	2.3
		Tuition	2.8	2.6	2.5	2.8
	Total		100	100	100	100
2011	Govt.	No tuition	57.5	46.7	35.5	50.3
		Tuition	35.7	48.4	60.4	44.1
	Pvt.	No tuition	2.7	1.7	1.5	2.2
		Tuition	4.2	3.3	2.6	3.4
	Total		100	100	100	100
2012	Govt.	No tuition	56.0	45.6	33.6	48.4
		Tuition	35.9	50.0	63.1	45.7
	Pvt.	No tuition	3.2	1.5	1.3	2.2
		Tuition	4.9	2.9	2.0	3.8
	Total		100	100	100	100

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Chart 9: Trends over time
% Children in Std III-V who CAN READ a Std I level text or more
By school type and tuition 2009-2012

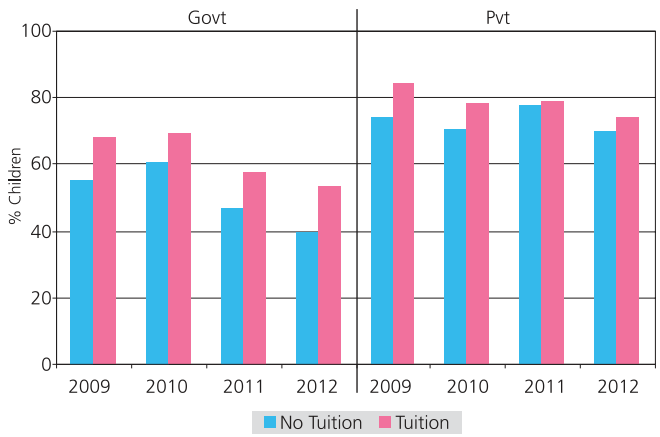
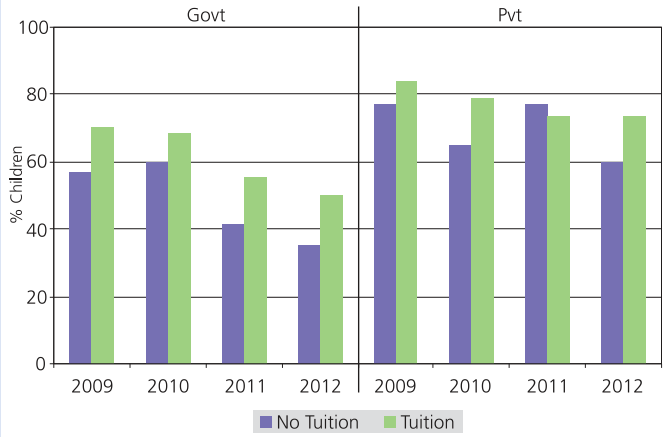


Chart 10: Trends over time
% Children in Std III-V who CAN DO SUBTRACTION or more
By school type and tuition 2009-2012



School observations

In each year's ASER, from 2009 onwards, in each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

Table 10: Number of schools visited 2009-2012

Type of school	2009	2010	2011	2012
Std I-IV/V: Primary	353	265	252	284
Std I-VII/VIII: Primary + Upper primary	607	702	770	773
Total schools visited	960	967	1022	1057

Table 11: Student and teacher attendance on the day of the visit 2009-2012

Type of school	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Enrolled children present (Average)	57.0	56.1	50.0	58.3	57.9	55.9	49.1	55.5
% Teachers present (Average)	81.7	84.6	85.1	78.1	82.8	80.6	85.2	82.4

Table 12: Small schools and multigrade classes 2009-2012

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	0.9	0.4	1.2	0.7	0.0	0.2	0.0	0.3
% Schools where Std II children observed sitting with one or more other classes	66.7	67.6	72.3	75.5	55.4	53.0	57.3	60.1
% Schools where Std IV children observed sitting with one or more other classes	67.0	63.7	67.3	72.5	51.7	43.4	50.5	52.0

RTE indicators

Table 13: Schools meeting selected RTE norms 2010-2012

% Schools meeting the following RTE norms:		2010	2011	2012
Pupil-teacher & classroom-teacher norms	Pupil-teacher ratio	8.8	5.3	8.5
	Classroom-teacher ratio	48.2	54.2	56.7
Building	Office/store/office cum store	69.0	66.0	69.0
	Playground	48.3	49.1	43.1
	Boundary wall/fencing	48.1	47.5	47.9
Drinking water	No facility for drinking water	9.6	6.8	7.5
	Facility but no drinking water available	11.7	9.4	7.1
	Drinking water available	78.7	83.8	85.4
Toilet	No toilet facility	19.3	19.0	12.6
	Facility but toilet not useable	47.2	35.3	36.2
	Toilet useable	33.6	45.7	51.2
Girls toilet	% Schools with no separate provisions for girls toilets	49.9	37.6	26.9
	Of schools with separate girls toilets, % schools with			
	Toilet locked	15.1	8.2	11.4
	Toilet not useable	16.9	18.9	19.7
	Toilet useable	18.1	35.4	42.0
Library	No library	47.1	38.9	25.4
	Library but no books being used by children on day of visit	24.7	29.3	29.3
	Library books being used by children on day of visit	28.2	31.8	45.3
Mid-day meal	Kitchen shed for cooking mid-day meal	64.0	71.6	74.1
	Mid-day meal served in school on day of visit	57.2	54.6	75.0

The Right of Children to Free and Compulsory Education Act, 2009 specifies a series of norms and standards for a school.

Norms for number of teachers vary according to the level of the school (primary or upper primary) and total student enrollment.

Norms for classrooms require the school to have at least one classroom for every teacher.

Norms for facilities require schools to provide each of the facilities mentioned in Table 13, among others.

RTE norms regulate provision of facilities but not their useability. ASER school observations also include whether facilities could be used. This information is included in Table 13.

School funds and activities (PAISA)

Table 14: % Schools that report receiving SSA grants - Full financial year

SSA school grants	April 2009 to March 2010				April 2010 to March 2011				April 2011 to March 2012			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	686	86.7	5.1	8.2	990	79.2	14.8	6.1	1018	78.7	14.8	6.5
Development grant	690	85.9	6.2	7.8	986	82.7	11.6	5.8	1014	83.3	10.9	5.8
TLM grant	698	88.7	5.6	5.7	988	85.2	10.8	4.0	1021	84.6	11.4	4.0

Table 15: % Schools that report receiving SSA grants - Half financial year

SSA school grants	April 2010 to date of survey (2010)				April 2011 to date of survey (2011)				April 2012 to date of survey (2012)			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	634	59.5	28.6	12.0	963	28.4	63.6	8.1	998	22.1	70.1	7.7
Development grant	631	59.6	29.6	10.8	966	29.3	62.7	8.0	992	23.4	69.0	7.7
TLM grant	638	61.0	29.2	9.9	966	32.4	61.2	6.4	993	25.5	68.7	5.8

Table 16: % Schools carrying out different activities since April 2011

Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	33.7	62.7	3.6
Repairs	Repair of building (roof, floor, wall etc.)	41.1	55.7	3.2
	Repair of doors & windows	41.6	55.4	3.1
	Repair of boundary wall	17.8	79.2	3.0
	Repair of drinking water facility	58.4	38.7	2.9
	Repair of toilet	33.9	63.0	3.1
Painting & white-wash	White wash/plastering	74.2	23.1	2.7
	Painting blackboard/Display board/Painting on wall	64.7	33.0	2.3
	Painting of doors & walls	58.3	38.8	2.9
Purchase	Purchase of furniture (cupboard etc.)	41.8	54.6	3.6
	Purchase of electrical fittings	5.3	91.7	3.1
	Purchase of chalk, duster, register etc.	86.8	10.9	2.4
	Purchase of sitting mats/Tat patti	32.9	64.5	2.7
	Purchase of charts, globes & other teaching material	73.6	23.6	2.9
Other	Expenditure on school events	77.1	19.7	3.2
	Payment of bills (electricity, water, cleaning etc.)	12.9	83.6	3.5

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2012 report which will be released in March 2013.[1]

EVERY RURAL GOVERNMENT PRIMARY/UPPER PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc. The grant amount depends on number of classrooms (excluding Headmaster room and office room)
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

[1] For more information see www.accountabilityindia.in

Chhattisgarh RURAL

Annual Status of Education Report
असर ASER 2012 RURAL
Facilitated by PRATHAM

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

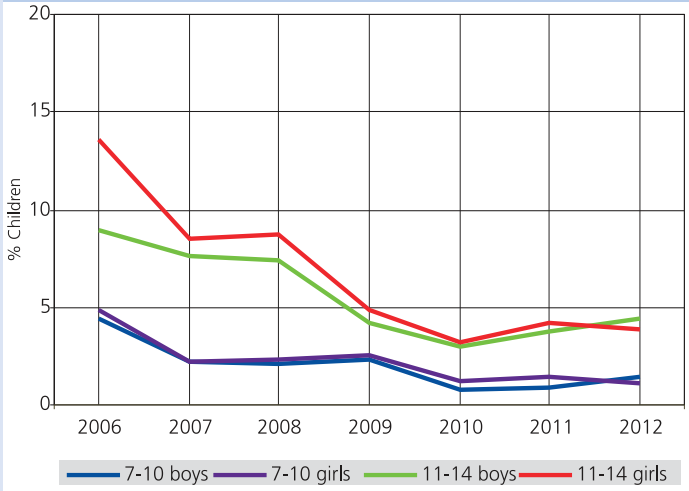
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	83.8	13.5	0.1	2.6	100
Age: 7-16 ALL	82.4	11.9	0.1	5.6	100
Age: 7-10 ALL	82.8	15.9	0.1	1.3	100
Age: 7-10 BOYS	80.4	18.1	0.0	1.5	100
Age: 7-10 GIRLS	85.2	13.6	0.1	1.2	100
Age: 11-14 ALL	86.0	9.9	0.1	4.1	100
Age: 11-14 BOYS	84.2	11.2	0.2	4.4	100
Age: 11-14 GIRLS	87.7	8.5	0.0	3.8	100
Age: 15-16 ALL	73.9	8.1	0.0	18.0	100
Age: 15-16 BOYS	73.0	9.1	0.1	17.8	100
Age: 15-16 GIRLS	74.7	7.3	0.0	18.1	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 2006-2012



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 has changed from 13.6% in 2006 to 8.5% in 2007 to 8.7% in 2008, 4.9% in 2009 and to 3.2% in 2010 to 3.8% in 2012.

Chart 2: Trends over time
% Children enrolled in private schools by class 2008-2012

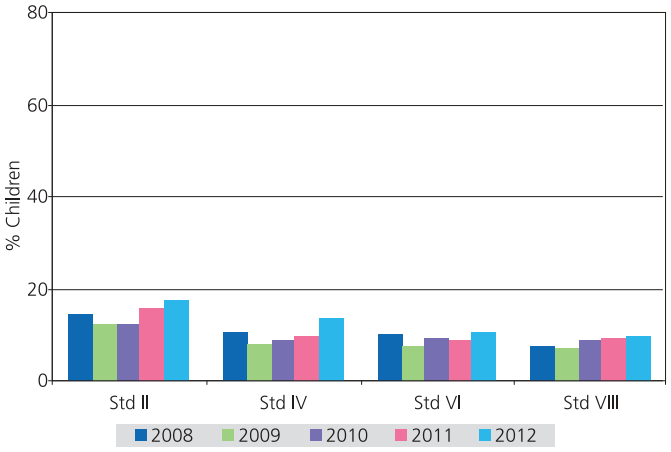


Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	16.5	58.1	19.5	5.9									100
II	1.5	7.0	49.9	35.8	5.9								100
III	1.2		9.7	44.3	35.5	7.3	2.0						100
IV	1.3			7.6	38.3	44.9	7.9						100
V	1.7				5.1	42.9	38.2	9.2	3.0				100
VI	1.4					6.8	33.2	47.8	7.4	3.4			100
VII	1.6						5.8	39.1	42.3	8.1	3.1		100
VIII	1.9							8.6	33.9	43.6	9.1	2.9	100

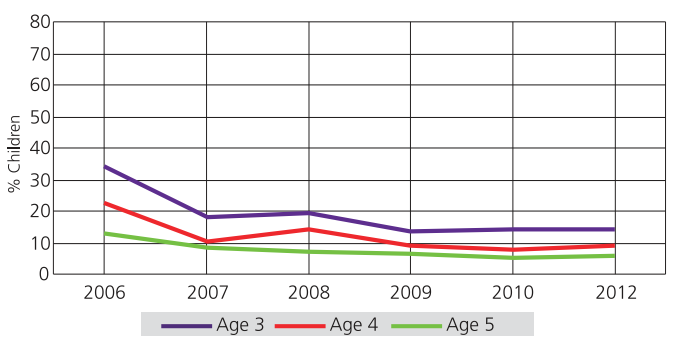
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 44.3% children are 8 years old but there also 9.7% who are 7, 35.5% who are 9, 7.3% who are 10 years old and 2.0% who 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 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	82.3	3.6				14.1	100
Age 4	79.8	10.9				9.3	100
Age 5	34.7	9.1	34.9	15.3	0.0	6.1	100
Age 6	5.4	2.7	69.4	18.9	0.0	3.6	100

Chart 3: Trends over time
% Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2012*



* Data for 2011 is not comparable and therefore excluded here.

Reading

Table 4: % Children by class and READING level
All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	39.6	45.8	8.0	3.3	3.3	100
II	14.5	52.7	17.0	7.4	8.3	100
III	6.9	33.9	21.7	17.7	19.9	100
IV	3.5	22.7	19.6	21.3	33.0	100
V	3.0	13.6	15.4	21.8	46.1	100
VI	1.1	10.0	10.8	18.1	60.0	100
VII	1.3	6.1	6.7	13.9	72.1	100
VIII	0.8	4.7	5.3	11.7	77.5	100
Total	8.8	23.7	13.2	14.5	39.9	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 6.9% children cannot even read letters, 33.9% can read letters but not more, 21.7% can read words but not Std I text or higher, 17.7% can read Std I text but not Std II level text, and 19.9% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

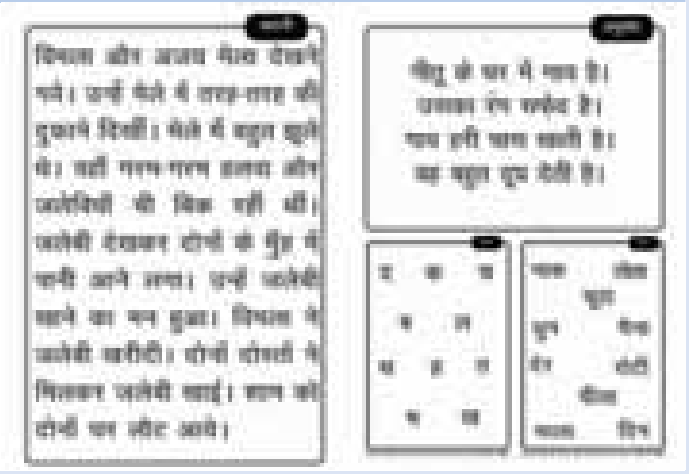


Chart 4: Trends over time
% Children in Std III who CAN READ Std I level text
By school type 2009-2012

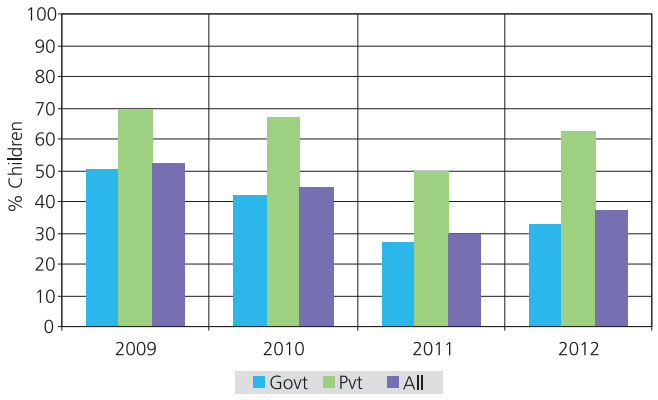
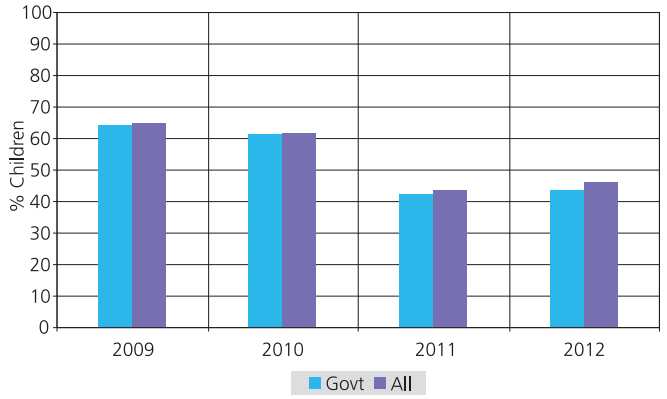


Chart 5: Trends over time
% Children in Std V who CAN READ Std II level text
By school type 2009-2012



Reading in English

Table 5: % Children by class and READING level in ENGLISH All schools 2012

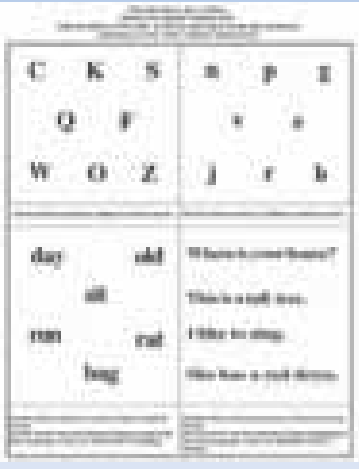
Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sen-tences	Total
I	59.1	23.4	12.6	3.1	1.9	100
II	39.7	33.7	20.0	4.4	2.3	100
III	25.2	34.2	30.5	8.0	2.1	100
IV	20.0	28.1	36.3	11.5	4.1	100
V	14.3	23.6	35.9	19.1	7.2	100
VI	8.9	17.7	34.3	24.7	14.4	100
VII	6.2	13.7	32.3	26.1	21.7	100
VIII	4.5	11.4	28.9	24.0	31.2	100
Total	22.2	23.3	28.9	15.1	10.5	100

Table 6: % Children by class who CAN COMPREHEND ENGLISH All schools 2012

Std.	Of those who can read words, % who can tell meanings of the words	Of those who can read sentences, % who can tell meanings of the sentences
I		
II		
III		
IV		
V		
VI		
VII		
VIII		
Total		

Data insufficient

English Tool



Arithmetic

Table 7: % Children by class and ARITHMETIC level
All schools 2012

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	38.2	48.7	10.3	2.4	0.5	100
II	11.5	59.3	24.7	3.8	0.7	100
III	4.4	44.7	36.3	12.0	2.6	100
IV	2.7	31.6	39.3	20.2	6.2	100
V	1.7	22.9	36.7	24.6	14.1	100
VI	0.4	14.9	36.6	28.3	19.9	100
VII	0.7	9.3	33.8	33.3	22.9	100
VIII	0.7	6.1	30.9	30.9	31.4	100
Total	7.5	29.8	31.2	19.4	12.2	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 4.4% children cannot even recognize numbers 1-9, 44.7% can recognize numbers up to 9 but not more, 36.3% can recognize numbers to 99 but cannot do subtraction, 12.0% can do subtraction but not division, and 2.6% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

Chart 6: Trends over time
% Children in Std III who CAN DO SUBTRACTION or more
By school type 2009-2012

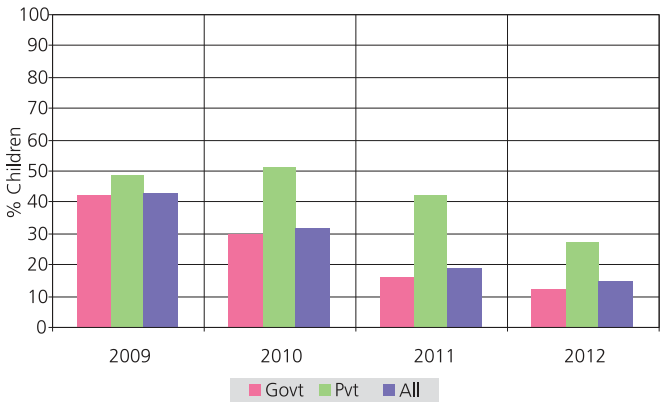
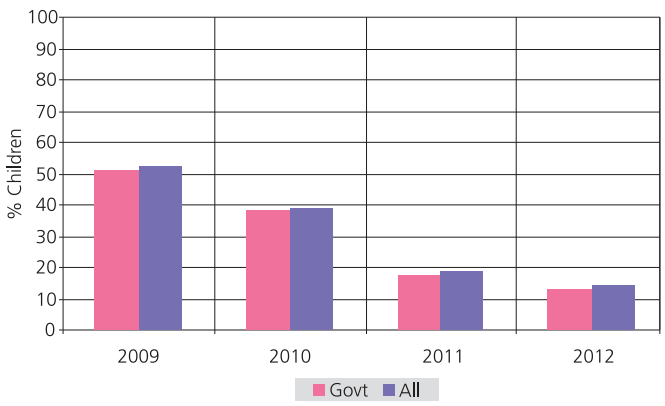


Chart 7: Trends over time
% Children in Std V who CAN DO DIVISION
By school type 2009-2012



Type of school and paid tuition classes

The ASER survey recorded information about tuition 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 children may have received.

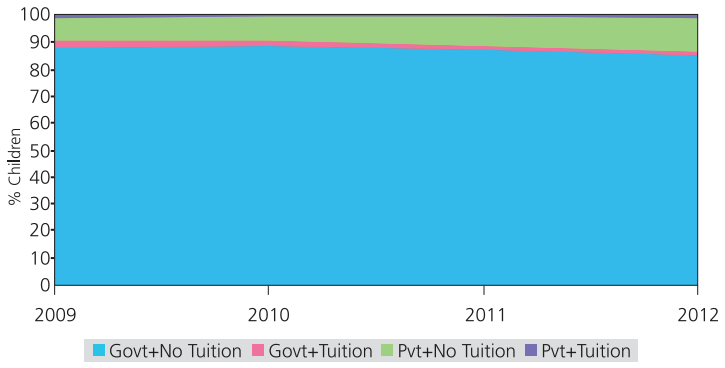
Table 8: Trends over time
% Children attending paid tuition classes
By school type 2009-2012

Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	3.1	1.7	1.2	1.5
Private schools: % Children attending paid tuition classes	12.8	9.9	8.5	10.6
All schools: % Children attending paid tuition classes	4.0	2.5	2.0	2.7

Table 9: Trends over time
% Children by school type and tuition 2009-2012

Year	Category		Std II	Std V	Std VIII	Std I-VIII
2009	Govt.	No tuition	85.2	89.4	89.7	87.7
		Tuition	2.8	2.8	3.0	2.8
	Pvt.	No tuition	11.0	6.7	5.9	8.3
		Tuition	1.1	1.2	1.4	1.2
	Total		100	100	100	100
2010	Govt.	No tuition	87.3	90.7	89.0	88.5
		Tuition	1.3	1.8	2.4	1.5
	Pvt.	No tuition	10.1	6.8	7.7	8.9
		Tuition	1.4	0.7	1.0	1.0
	Total		100	100	100	100
2011	Govt.	No tuition	82.4	89.4	89.0	87.0
		Tuition	0.4	1.8	1.4	1.0
	Pvt.	No tuition	15.9	7.4	8.6	10.9
		Tuition	1.4	1.4	1.0	1.0
	Total		100	100	100	100
2012	Govt.	No tuition	81.6	87.9	89.2	84.8
		Tuition	0.9	1.5	1.3	1.3
	Pvt.	No tuition	15.7	9.3	9.4	12.4
		Tuition	1.9	1.3	0.2	1.5
	Total		100	100	100	100

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Chart 9: Trends over time
% Children in Std III-V who CAN READ a Std I level text or more
By school type and tuition 2009-2012

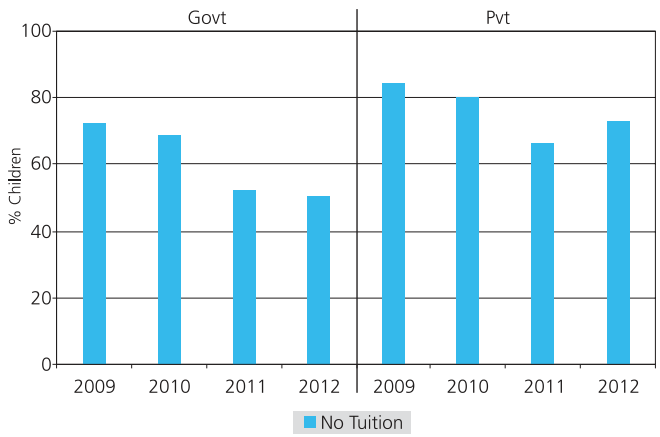
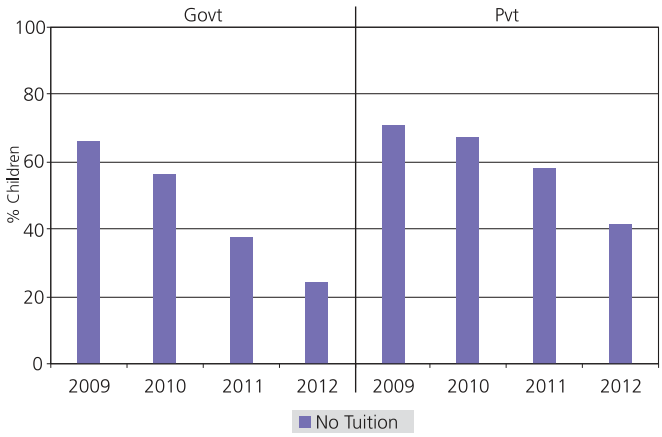


Chart 10: Trends over time
% Children in Std III-V who CAN DO SUBTRACTION or more
By school type and tuition 2009-2012



School observations

In each year's ASER, from 2009 onwards, in each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

Table 10: Number of schools visited 2009-2012

Type of school	2009	2010	2011	2012
Std I-IV/V: Primary	336	301	351	388
Std I-VII/VIII: Primary + Upper primary	25	124	41	42
Total schools visited	361	425	392	430

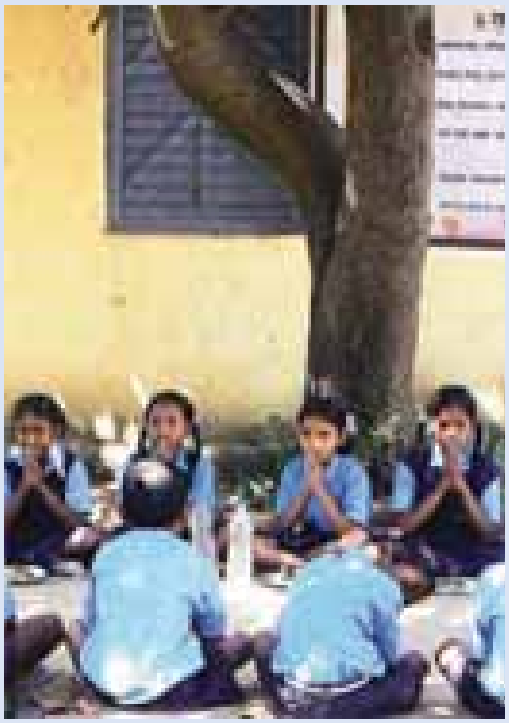
Table 11: Student and teacher attendance on the day of the visit 2009-2012

Type of school	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Enrolled children present (Average)	76.5	69.7	73.1	75.1	77.0	72.5	78.1	75.9
% Teachers present (Average)	82.4	86.6	84.5	84.0	70.5	86.5	82.9	89.1

Table 12: Small schools and multigrade classes 2009-2012

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	19.3	22.5	28.9	32.0	0.0	0.8	7.5	4.8
% Schools where Std II children observed sitting with one or more other classes	62.9	66.6	75.3	76.1	60.0	60.3	82.1	73.8
% Schools where Std IV children observed sitting with one or more other classes	48.6	56.1	62.9	55.2	52.4	38.9	65.8	45.2

Note: In Chhattisgarh, the official policy in govt. schools is to have mixed groups in std. I-II.



RTE indicators

Table 13: Schools meeting selected RTE norms 2010-2012

% Schools meeting the following RTE norms:		2010	2011	2012
Pupil-teacher & classroom-teacher norms	Pupil-teacher ratio	39.6	51.3	48.3
	Classroom-teacher ratio	64.2	59.6	70.2
Building	Office/store/office cum store	79.0	76.0	80.9
	Playground	45.0	46.3	49.2
	Boundary wall/fencing	48.8	48.7	50.5
Drinking water	No facility for drinking water	12.9	13.0	9.8
	Facility but no drinking water available	9.6	13.8	11.0
	Drinking water available	77.6	73.3	79.2
Toilet	No toilet facility	28.9	34.7	15.9
	Facility but toilet not useable	41.5	38.5	32.7
	Toilet useable	29.6	26.8	51.4
Girls toilet	% Schools with no separate provisions for girls toilets	46.2	51.8	34.7
	Of schools with separate girls toilets, % schools with			
	Toilet locked	16.3	11.5	8.4
	Toilet not useable	17.5	16.0	15.3
	Toilet useable	20.0	20.7	41.6
Library	No library	27.1	21.3	11.7
	Library but no books being used by children on day of visit	36.5	40.3	55.4
	Library books being used by children on day of visit	36.5	38.4	32.9
Mid-day meal	Kitchen shed for cooking mid-day meal	86.1	86.8	89.0
	Mid-day meal served in school on day of visit	94.6	93.9	91.8

The Right of Children to Free and Compulsory Education Act, 2009 specifies a series of norms and standards for a school.

Norms for number of teachers vary according to the level of the school (primary or upper primary) and total student enrollment.

Norms for classrooms require the school to have at least one classroom for every teacher.

Norms for facilities require schools to provide each of the facilities mentioned in Table 13, among others.

RTE norms regulate provision of facilities but not their useability. ASER school observations also include whether facilities could be used. This information is included in Table 13.

School funds and activities (PAISA)

Table 14: % Schools that report receiving SSA grants - Full financial year

SSA school grants	April 2009 to March 2010				April 2010 to March 2011				April 2011 to March 2012			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	373	85.5	6.7	7.8	379	85.5	7.1	7.4	426	93.2	3.5	3.3
Development grant	360	83.3	8.1	8.6	379	81.8	10.6	7.7	424	90.6	5.0	4.5
TLM grant	355	88.2	6.2	5.6	380	90.5	4.7	4.7	424	93.9	3.1	3.1

Table 15: % Schools that report receiving SSA grants - Half financial year

SSA school grants	April 2010 to date of survey (2010)				April 2011 to date of survey (2011)				April 2012 to date of survey (2012)			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	323	31.0	55.7	13.3	364	34.9	54.1	11.0	424	65.8	30.7	3.5
Development grant	313	29.4	57.2	13.4	364	40.4	47.8	11.8	423	63.1	32.6	4.3
TLM grant	311	32.8	55.6	11.6	364	39.0	51.7	9.3	423	64.5	32.4	3.1

Table 16: % Schools carrying out different activities since April 2011

Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	14.5	83.0	2.5
Repairs	Repair of building (roof, floor, wall etc.)	59.2	38.4	2.4
	Repair of doors & windows	49.8	48.1	2.1
	Repair of boundary wall	23.1	74.8	2.2
	Repair of drinking water facility	36.3	61.3	2.4
	Repair of toilet	23.9	73.9	2.2
Painting & white-wash	White wash/plastering	89.8	9.0	1.2
	Painting blackboard/Display board/Painting on wall	87.0	11.6	1.4
	Painting of doors & walls	80.7	18.2	1.2
Purchase	Purchase of furniture (cupboard etc.)	48.8	49.3	1.9
	Purchase of electrical fittings	43.0	54.4	2.6
	Purchase of chalk, duster, register etc.	94.6	4.0	1.4
	Purchase of sitting mats/Tat patti	65.2	33.6	1.2
	Purchase of charts, globes & other teaching material	86.8	12.0	1.2
Other	Expenditure on school events	82.3	16.5	1.2
	Payment of bills (electricity, water, cleaning etc.)	35.7	61.3	3.0

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2012 report which will be released in March 2013.[1]

EVERY RURAL GOVERNMENT PRIMARY/UPPER PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc. The grant amount depends on number of classrooms (excluding Headmaster room and office room)
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

[1] For more information see www.accountabilityindia.in

Gujarat RURAL

Annual Status of Education Report
असर ASER 2012 RURAL
Facilitated by PRATHAM

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

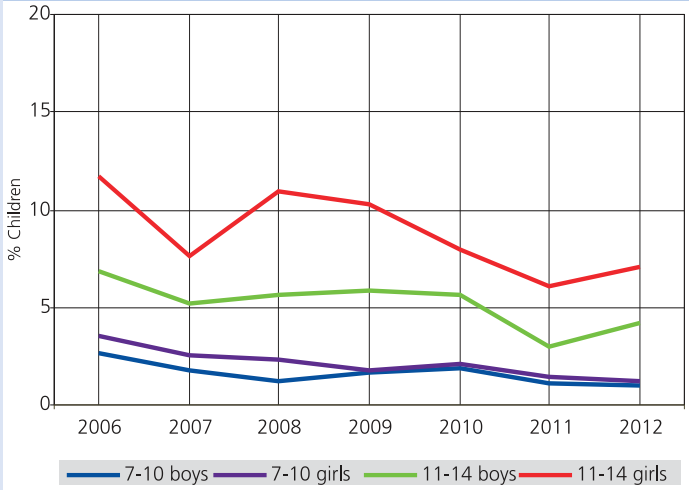
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	85.0	11.8	0.2	3.1	100
Age: 7-16 ALL	80.4	13.4	0.3	5.9	100
Age: 7-10 ALL	88.9	9.8	0.2	1.1	100
Age: 7-10 BOYS	88.0	10.9	0.2	0.9	100
Age: 7-10 GIRLS	89.9	8.6	0.3	1.2	100
Age: 11-14 ALL	80.6	13.7	0.2	5.5	100
Age: 11-14 BOYS	80.1	15.5	0.2	4.2	100
Age: 11-14 GIRLS	81.3	11.6	0.1	7.1	100
Age: 15-16 ALL	52.7	24.0	0.7	22.6	100
Age: 15-16 BOYS	56.0	26.7	1.0	16.4	100
Age: 15-16 GIRLS	48.8	20.7	0.4	30.1	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 2006-2012



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 has changed from 11.7% in 2006 to 7.6% in 2007 to 10.9% in 2008, 10.2% in 2009 and to 8.0% in 2010 to 7.1% in 2012.

Chart 2: Trends over time
% Children enrolled in private schools by class 2008-2012

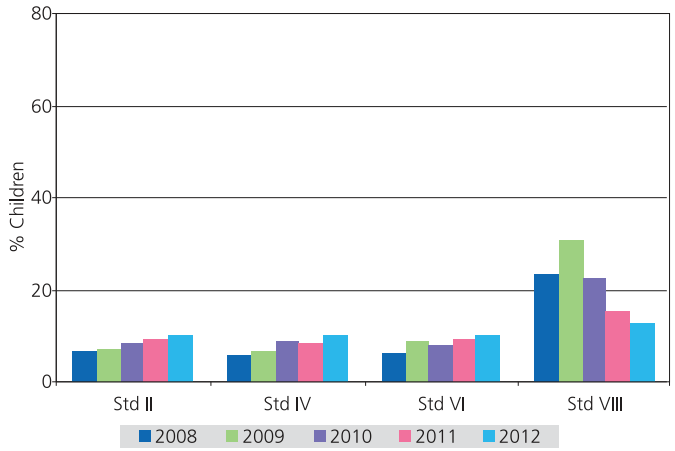


Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	27.5	62.1	8.0	2.5									100
II	1.9	10.5	71.0	10.8	5.8								100
III	2.6		11.0	72.4	11.0	3.1							100
IV	2.9			7.9	69.9	15.6	3.7						100
V	2.1				6.2	71.4	14.5	5.8					100
VI	2.1					6.0	67.9	18.5	5.4				100
VII	6.9							69.5	17.1	6.5			100
VIII	2.4							9.9	70.3	12.7	4.6		100

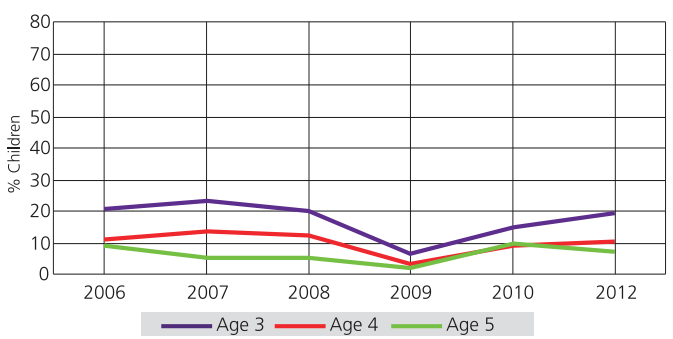
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 72.4% children are 8 years old but there also 11.0% who are 7, 11.0% who are 9 and 3.1% who are older.

Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	76.2	4.4				19.4	100
Age 4	77.0	12.5				10.5	100
Age 5	23.3	4.2	55.1	10.3	0.2	6.8	100
Age 6	1.5	1.0	84.4	11.1	0.3	1.7	100

Chart 3: Trends over time
% Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2012*



* Data for 2011 is not comparable and therefore excluded here.

Reading

Table 4: % Children by class and READING level
All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	40.7	43.4	11.9	2.3	1.9	100
II	15.2	39.5	26.9	10.8	7.6	100
III	7.7	21.7	30.8	18.9	20.9	100
IV	3.1	12.9	24.8	25.8	33.5	100
V	2.1	8.2	13.6	28.6	47.6	100
VI	1.2	4.4	11.1	26.1	57.3	100
VII	1.1	3.3	7.0	18.1	70.6	100
VIII	0.8	1.5	3.6	13.2	80.9	100
Total	8.1	16.0	16.2	18.5	41.2	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 7.7% children cannot even read letters, 21.7% can read letters but not more, 30.8% can read words but not Std I text or higher, 18.9% can read Std I text but not Std II level text, and 20.9% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

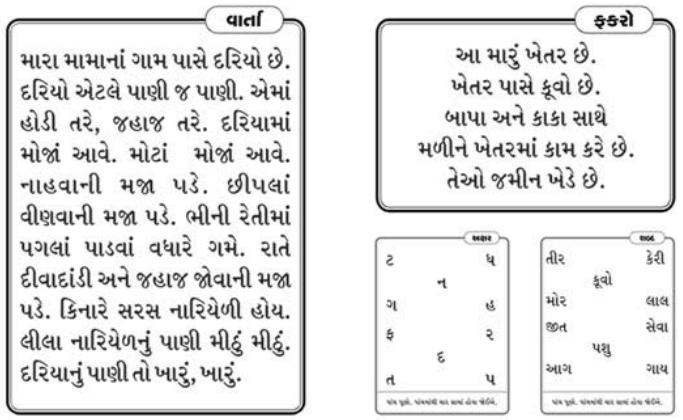


Chart 4: Trends over time
% Children in Std III who CAN READ Std I level text
By school type 2009-2012

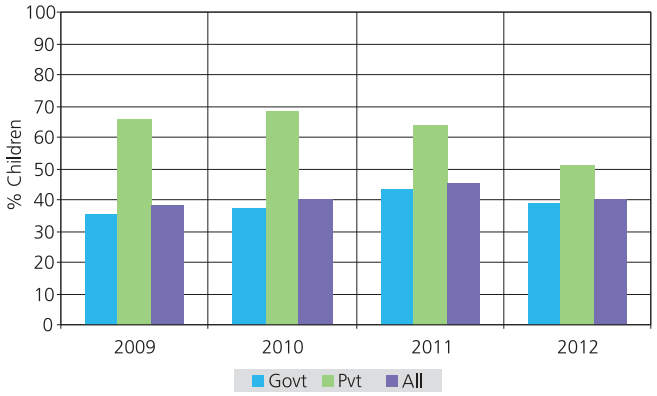
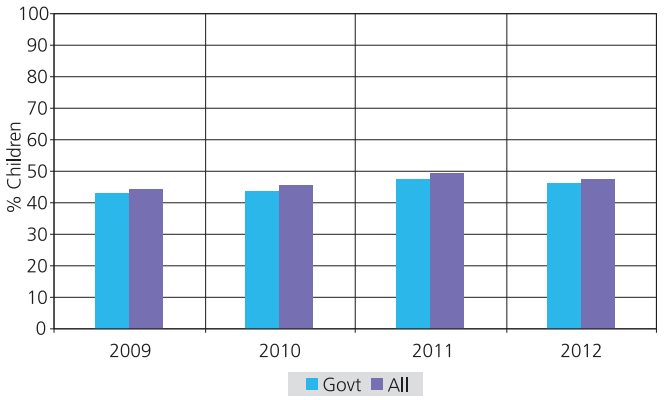


Chart 5: Trends over time
% Children in Std V who CAN READ Std II level text
By school type 2009-2012



Reading and comprehension in English

Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sen-tences	Total
I	55.8	22.0	14.7	6.3	1.2	100
II	38.8	28.4	16.3	12.0	4.5	100
III	28.2	27.9	21.6	20.8	1.6	100
IV	24.1	22.9	23.2	19.3	10.6	100
V	18.5	28.9	26.1	20.0	6.5	100
VI	11.1	24.2	28.2	23.6	13.0	100
VII	7.0	15.7	23.8	31.1	22.4	100
VIII	3.9	9.7	19.7	31.6	35.1	100
Total	12.6	20.3	24.0	25.4	17.7	100

Table 6: % Children by class who CAN COMPREHEND ENGLISH All schools 2012

Std.	Of those who can read words, % who can tell meanings of the words	Of those who can read sentences, % who can tell meanings of the sentences
I		
II		
III		
IV		
V	66.8	
VI	61.8	65.1
VII	64.9	64.2
VIII	67.9	69.1
Total	65.5	66.4

Note: In Gujarat govt. schools, English as a subject is introduced in std. V

English Tool

Arithmetic

Table 7: % Children by class and ARITHMETIC level
All schools 2012

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	41.6	48.8	8.2	1.3	0.2	100
II	17.0	50.7	27.3	4.3	0.7	100
III	9.1	35.3	41.6	12.0	2.0	100
IV	4.0	23.8	39.5	26.2	6.6	100
V	2.2	15.6	33.1	35.3	13.9	100
VI	1.7	10.9	33.8	35.0	18.5	100
VII	1.8	7.5	23.8	36.4	30.4	100
VIII	1.2	3.9	20.6	32.9	41.3	100
Total	8.9	23.7	29.0	23.7	14.7	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 9.1% children cannot even recognize numbers 1-9, 35.3% can recognize numbers up to 9 but not more, 41.6% can recognize numbers to 99 but cannot do subtraction, 12.0% can do subtraction but not division, and 2.0% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

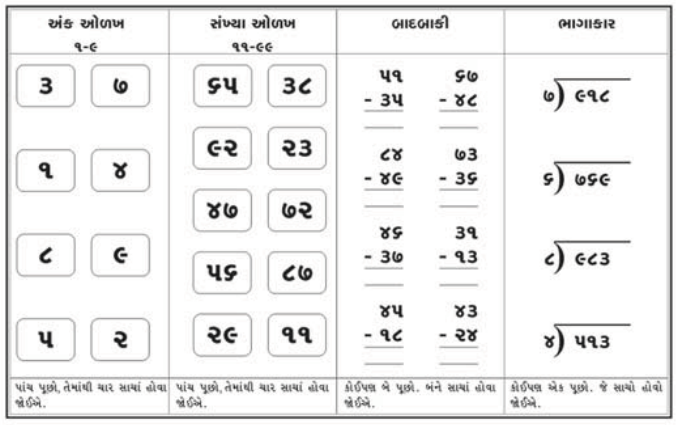


Chart 6: Trends over time
% Children in Std III who CAN DO SUBTRACTION or more
By school type 2009-2012

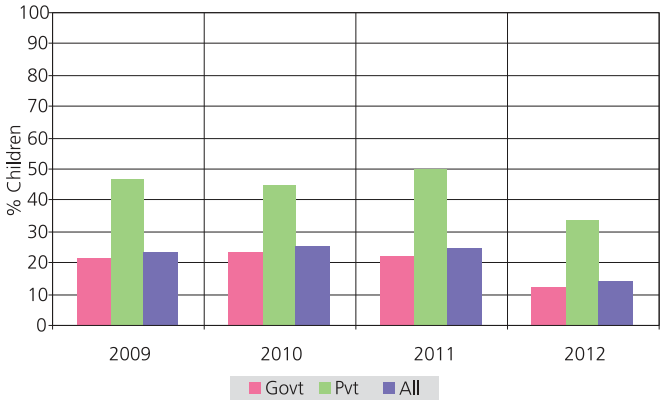
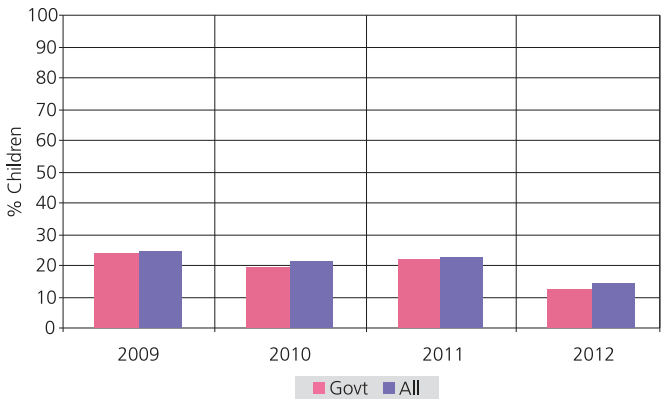


Chart 7: Trends over time
% Children in Std V who CAN DO DIVISION
By school type 2009-2012



Type of school and paid tuition classes

The ASER survey recorded information about tuition 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 children may have received.

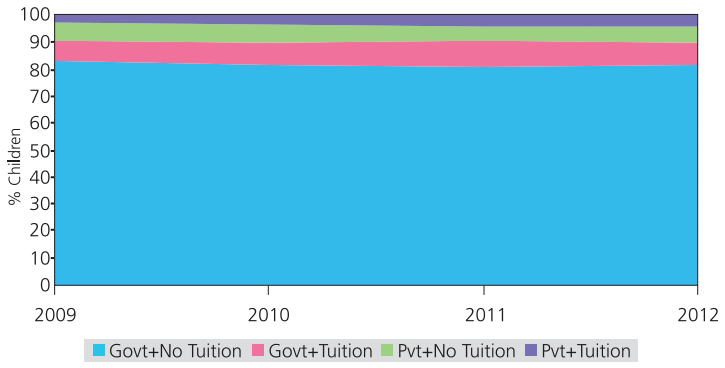
Table 8: Trends over time
% Children attending paid tuition classes
By school type 2009-2012

Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	8.3	9.3	10.5	9.0
Private schools: % Children attending paid tuition classes	33.2	35.3	47.8	42.0
All schools: % Children attending paid tuition classes	10.6	11.9	14.3	12.4

Table 9: Trends over time
% Children by school type and tuition 2009-2012

Year	Category		Std II	Std V	Std VIII	Std I-VIII
2009	Govt.	No tuition	86.5	83.8	60.4	83.0
		Tuition	6.7	8.5	8.2	7.5
	Pvt.	No tuition	4.6	4.3	24.0	6.3
		Tuition	2.3	3.4	7.5	3.2
	Total		100	100	100	100
2010	Govt.	No tuition	83.0	81.5	70.2	81.5
		Tuition	8.1	8.5	7.6	8.3
	Pvt.	No tuition	5.6	5.9	15.8	6.6
		Tuition	3.3	4.1	6.4	3.6
	Total		100	100	100	100
2011	Govt.	No tuition	81.8	81.3	72.9	80.5
		Tuition	8.6	9.5	12.1	9.5
	Pvt.	No tuition	4.6	4.2	8.9	5.3
		Tuition	5.0	5.0	6.1	4.8
	Total		100	100	100	100
2012	Govt.	No tuition	83.0	83.4	77.5	81.6
		Tuition	6.8	9.2	10.2	8.1
	Pvt.	No tuition	6.0	3.6	7.5	6.0
		Tuition	4.2	3.8	4.8	4.3
	Total		100	100	100	100

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Chart 9: Trends over time
% Children in Std III-V who CAN READ a Std I level text or more
By school type and tuition 2009-2012

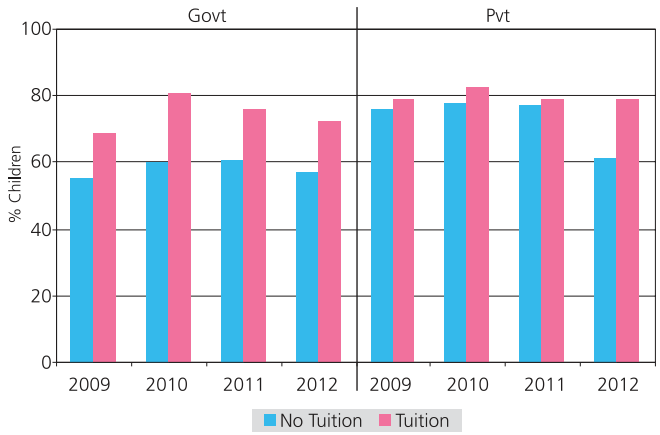
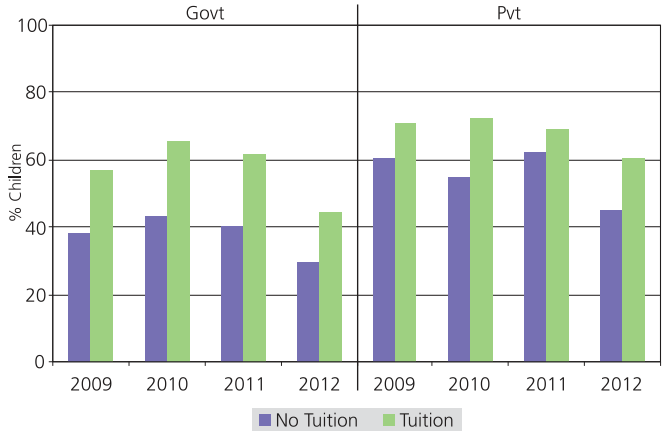


Chart 10: Trends over time
% Children in Std III-V who CAN DO SUBTRACTION or more
By school type and tuition 2009-2012



School observations

In each year's ASER, from 2009 onwards, in each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

Table 10: Number of schools visited 2009-2012

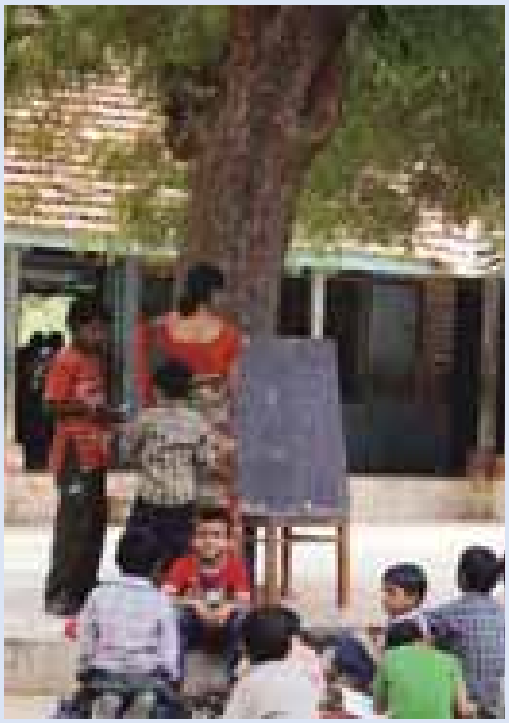
Type of school	2009	2010	2011	2012
Std I-IV/V: Primary	73	66	67	70
Std I-VII/VIII: Primary + Upper primary	591	557	583	622
Total schools visited	664	623	650	692

Table 11: Student and teacher attendance on the day of the visit 2009-2012

Type of school	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Enrolled children present (Average)	83.9	87.4	85.0	84.1	83.1	84.4	84.9	83.9
% Teachers present (Average)	95.4	94.7	95.6	90.9	94.8	95.9	94.4	91.1

Table 12: Small schools and multigrade classes 2009-2012

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	36.1	33.3	39.4	43.1	2.8	1.3	2.0	1.5
% Schools where Std II children observed sitting with one or more other classes	76.8	56.1	64.2	85.1	38.2	33.6	32.8	40.4
% Schools where Std IV children observed sitting with one or more other classes	69.0	51.7	62.7	78.8	36.6	30.7	28.6	36.0



RTE indicators

Table 13: Schools meeting selected RTE norms 2010-2012

% Schools meeting the following RTE norms:		2010	2011	2012
Pupil-teacher & classroom-teacher norms	Pupil-teacher ratio	62.7	62.0	55.3
	Classroom-teacher ratio*	84.2	87.6	
Building	Office/store/office cum store	80.2	82.8	79.0
	Playground	75.5	83.4	79.7
	Boundary wall/fencing	84.4	91.0	87.4
Drinking water	No facility for drinking water	14.2	10.3	11.1
	Facility but no drinking water available	6.5	5.9	6.6
	Drinking water available	79.4	83.9	82.3
Toilet	No toilet facility	2.6	2.1	1.3
	Facility but toilet not useable	32.6	28.4	28.6
	Toilet useable	64.8	69.5	70.0
Girls toilet	% Schools with no separate provisions for girls toilets	12.7	5.2	5.5
	Of schools with separate girls toilets, % schools with			
	Toilet locked	20.7	8.0	11.3
	Toilet not useable	16.7	19.1	17.4
	Toilet useable	49.9	67.7	65.8
Library	No library	16.2	17.0	14.4
	Library but no books being used by children on day of visit	35.2	38.8	44.3
	Library books being used by children on day of visit	48.5	44.2	41.4
Mid-day meal	Kitchen shed for cooking mid-day meal	88.3	92.2	88.7
	Mid-day meal served in school on day of visit	96.2	98.1	95.1

*Data for 2012 not available

The Right of Children to Free and Compulsory Education Act, 2009 specifies a series of norms and standards for a school.

Norms for number of teachers vary according to the level of the school (primary or upper primary) and total student enrollment.

Norms for classrooms require the school to have at least one classroom for every teacher.

Norms for facilities require schools to provide each of the facilities mentioned in Table 13, among others.

RTE norms regulate provision of facilities but not their useability. ASER school observations also include whether facilities could be used. This information is included in Table 13.

School funds and activities (PAISA)

Table 14: % Schools that report receiving SSA grants - Full financial year

SSA school grants	April 2009 to March 2010				April 2010 to March 2011				April 2011 to March 2012			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	440	87.5	5.7	6.8	609	79.3	17.1	3.6	662	85.8	10.9	3.3
Development grant	443	87.6	5.0	7.5	604	82.6	14.6	2.8	658	88.6	8.8	2.6
TLM grant	453	94.5	1.6	4.0	613	91.2	8.0	0.8	671	94.2	4.3	1.5

Table 15: % Schools that report receiving SSA grants - Half financial year

SSA school grants	April 2010 to date of survey (2010)				April 2011 to date of survey (2011)				April 2012 to date of survey (2012)			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	415	81.9	9.2	8.9	544	65.3	30.2	4.6	626	82.8	12.3	5.0
Development grant	421	85.5	7.4	7.1	540	67.0	29.1	3.9	627	84.4	10.9	4.8
TLM grant	423	89.1	5.0	5.9	542	70.1	26.8	3.1	633	90.5	6.5	3.0

Table 16: % Schools carrying out different activities since April 2011

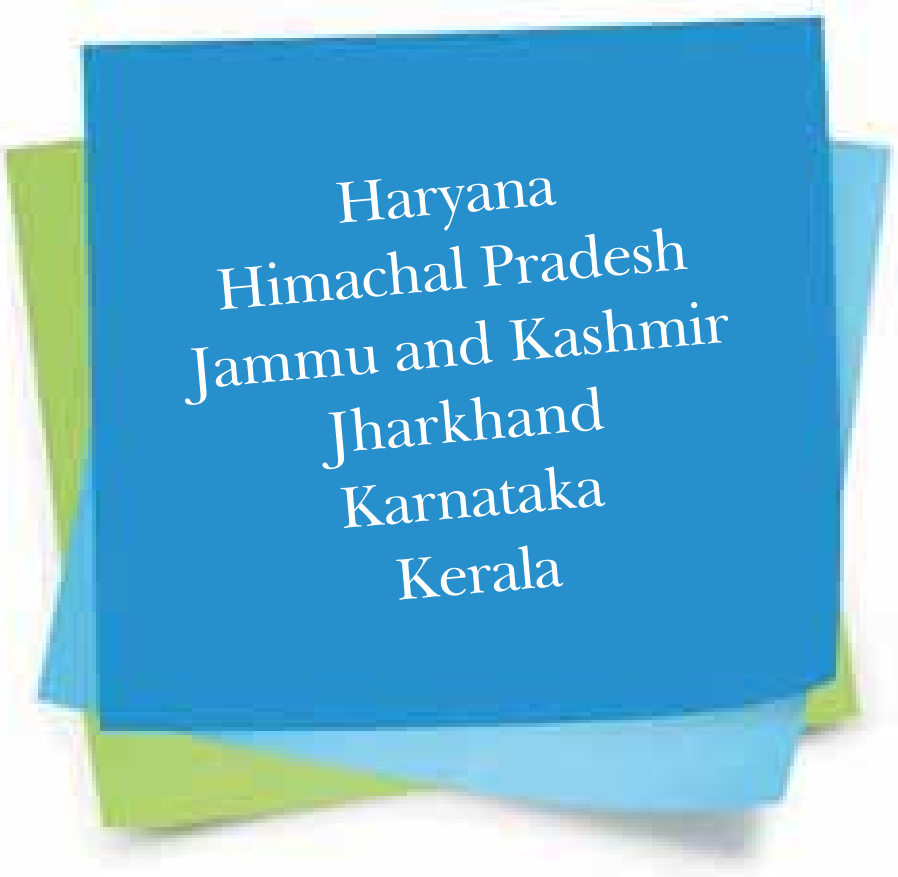
Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	52.2	45.4	2.3
Repairs	Repair of building (roof, floor, wall etc.)	62.3	35.7	2.0
	Repair of doors & windows	52.1	45.5	2.4
	Repair of boundary wall	31.5	65.9	2.6
	Repair of drinking water facility	58.0	39.9	2.1
	Repair of toilet	50.1	47.4	2.5
Painting & white-wash	White wash/plastering	61.3	36.5	2.2
	Painting blackboard/Display board/Painting on wall	67.9	30.2	1.9
	Painting of doors & walls	52.5	45.4	2.1
Purchase	Purchase of furniture (cupboard etc.)	44.4	52.7	3.0
	Purchase of electrical fittings	68.3	29.0	2.6
	Purchase of chalk, duster, register etc.	86.7	11.3	2.0
	Purchase of sitting mats/Tat patti	47.0	50.8	2.2
	Purchase of charts, globes & other teaching material	81.0	16.9	2.1
Other	Expenditure on school events	81.2	16.5	2.2
	Payment of bills (electricity, water, cleaning etc.)	61.9	34.9	3.2

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2012 report which will be released in March 2013.[1]

EVERY RURAL GOVERNMENT PRIMARY/UPPER PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc. The grant amount depends on number of classrooms (excluding Headmaster room and office room)
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

[1] For more information see www.accountabilityindia.in


Haryana
Himachal Pradesh
Jammu and Kashmir
Jharkhand
Karnataka
Kerala

Haryana RURAL

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

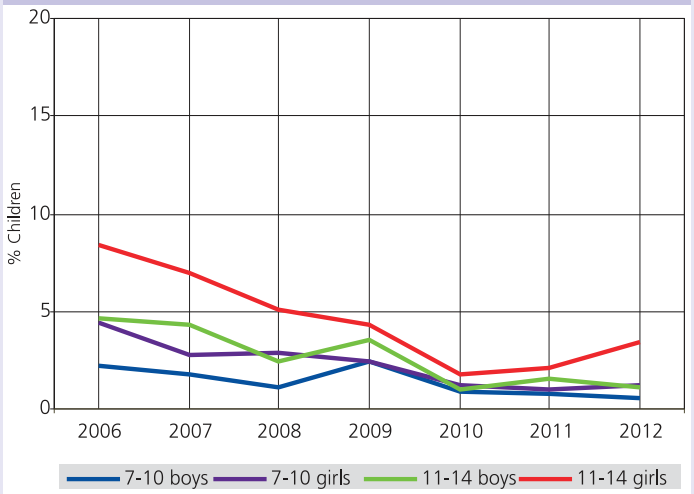
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	48.8	49.2	0.5	1.5	100
Age: 7-16 ALL	50.8	46.2	0.5	2.6	100
Age: 7-10 ALL	46.6	52.0	0.6	0.9	100
Age: 7-10 BOYS	40.7	58.3	0.4	0.6	100
Age: 7-10 GIRLS	54.0	44.0	0.8	1.2	100
Age: 11-14 ALL	53.8	43.6	0.4	2.1	100
Age: 11-14 BOYS	48.8	49.8	0.4	1.1	100
Age: 11-14 GIRLS	60.0	36.1	0.4	3.5	100
Age: 15-16 ALL	53.7	37.8	0.4	8.1	100
Age: 15-16 BOYS	48.5	44.0	0.5	7.0	100
Age: 15-16 GIRLS	59.5	30.9	0.4	9.3	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 2006-2012



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 has changed from 8.4% in 2006 to 7.0% in 2007 to 5.1% in 2008, 4.3% in 2009 and to 1.8% in 2010 to 3.5% in 2012.

Chart 2: Trends over time
% Children enrolled in private schools by class 2008-2012

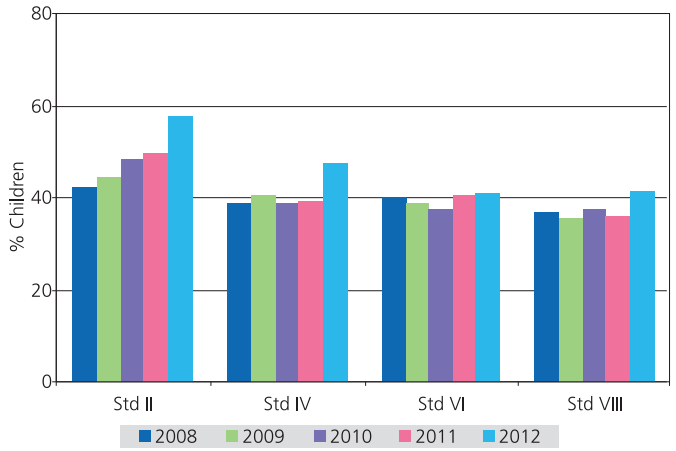


Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	29.1	38.3	22.3	7.0	3.3								100
II	5.5	20.1	37.1	25.7	6.9	4.8							100
III	4.5		17.7	39.9	21.4	11.2	5.3						100
IV	5.1			19.7	31.1	28.9	9.2	6.0					100
V	0.8			5.1	16.6	36.8	21.6	14.0	5.2				100
VI	5.1					19.0	30.7	30.4	10.0	4.9			100
VII	5.4						15.8	42.1	21.1	10.5	5.2		100
VIII	5.0							24.4	33.3	24.4	9.8	3.2	100

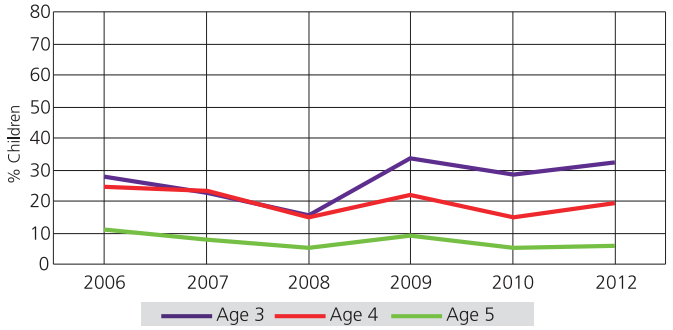
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 39.9% children are 8 years old but there are also 17.7% who are 7, 21.4% who are 9, 11.2% who are 10 years old and 5.3% 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 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	46.2	21.4				32.4	100
Age 4	25.1	55.9				19.1	100
Age 5	3.4	5.9	26.0	58.7	0.4	5.6	100
Age 6	1.0	2.9	33.8	59.3	0.5	2.5	100

Chart 3: Trends over time
% Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2012*



* Data for 2011 is not comparable and therefore excluded here.

Reading

Table 4: % Children by class and READING level
All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	27.7	35.4	20.5	9.5	6.9	100
II	13.0	26.4	23.6	17.1	19.9	100
III	8.0	20.0	17.4	20.5	34.1	100
IV	4.4	11.7	14.9	21.1	47.9	100
V	2.9	8.4	11.8	17.1	59.8	100
VI	2.0	5.9	7.3	15.5	69.3	100
VII	1.2	4.1	3.9	10.2	80.7	100
VIII	0.7	1.8	2.7	7.4	87.4	100
Total	7.6	14.4	12.9	14.9	50.3	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 8.0% children cannot even read letters, 20.0% can read letters but not more, 17.4% can read words but not Std I text or higher, 20.5% can read Std I text but not Std II level text, and 34.1% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

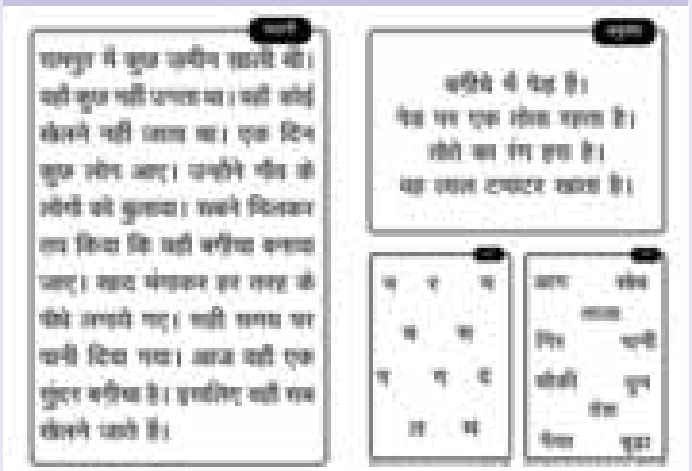


Chart 4: Trends over time
% Children in Std III who CAN READ Std I level text
By school type 2009-2012

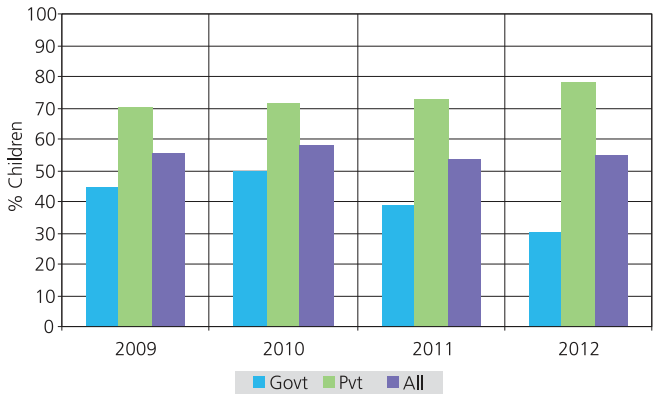
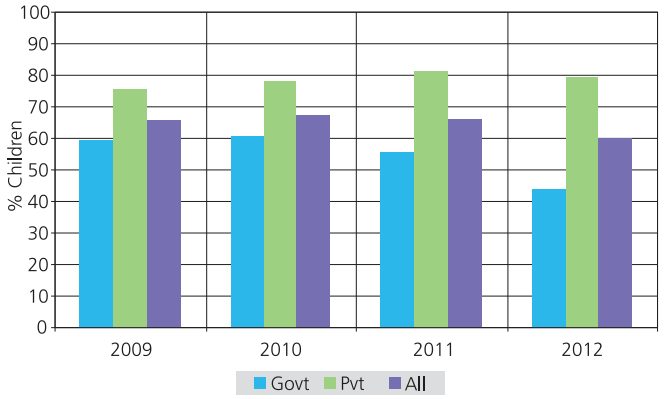


Chart 5: Trends over time
% Children in Std V who CAN READ Std II level text
By school type 2009-2012



Reading and comprehension in English

Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sen-tences	Total
I	31.4	19.2	21.9	21.2	6.2	100
II	17.4	15.7	26.1	24.9	15.9	100
III	12.8	14.3	23.3	24.4	25.3	100
IV	7.8	10.7	20.2	24.9	36.3	100
V	6.3	8.2	19.8	23.8	41.9	100
VI	3.8	6.6	17.1	24.1	48.4	100
VII	2.2	4.5	13.7	21.1	58.6	100
VIII	1.4	2.5	8.8	18.3	69.0	100
Total	10.5	10.3	19.0	22.9	37.3	100

Table 6: % Children by class who CAN COMPREHEND ENGLISH All schools 2012

Std.	Of those who can read words, % who can tell meanings of the words	Of those who can read sentences, % who can tell meanings of the sentences
I	56.9	
II	61.3	46.4
III	60.8	44.8
IV	57.2	55.0
V	57.1	63.9
VI	56.9	61.4
VII	58.9	62.5
VIII	57.4	65.1
Total	58.4	59.4

English Tool

Arithmetic

Table 7: % Children by class and ARITHMETIC level
All schools 2012

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	22.7	33.8	32.8	9.3	1.5	100
II	7.8	29.2	33.7	23.1	6.3	100
III	3.3	25.0	25.7	27.2	18.9	100
IV	2.6	15.0	21.5	28.4	32.5	100
V	1.5	11.0	18.4	26.1	42.9	100
VI	1.1	6.7	17.6	26.8	47.8	100
VII	0.9	3.6	14.5	24.0	57.1	100
VIII	0.4	1.7	13.5	17.3	67.2	100
Total	5.1	16.0	22.3	22.8	33.8	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 3.3% children cannot even recognize numbers 1-9, 25% can recognize numbers up to 9 but not more, 25.7% can recognize numbers to 99 but cannot do subtraction, 27.2% can do subtraction but not division, and 18.9% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

Chart 6: Trends over time
% Children in Std III who CAN DO SUBTRACTION or more
By school type 2009-2012

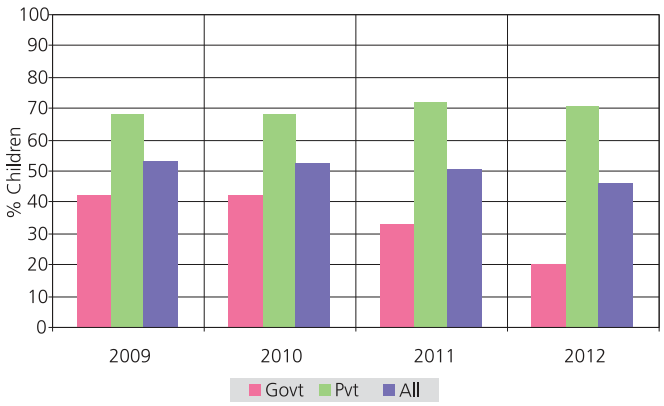
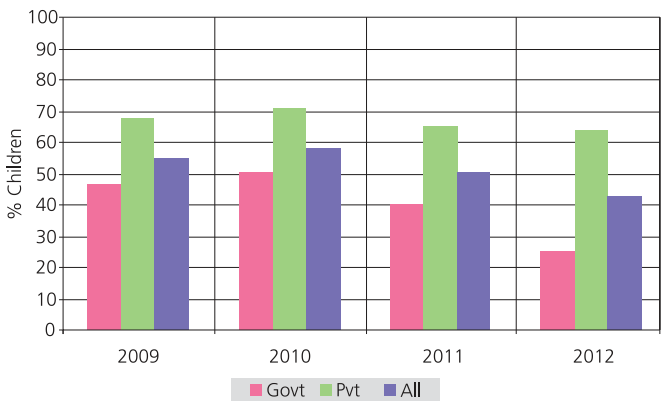


Chart 7: Trends over time
% Children in Std V who CAN DO DIVISION
By school type 2009-2012



Type of school and paid tuition classes

The ASER survey recorded information about tuition 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 children may have received.

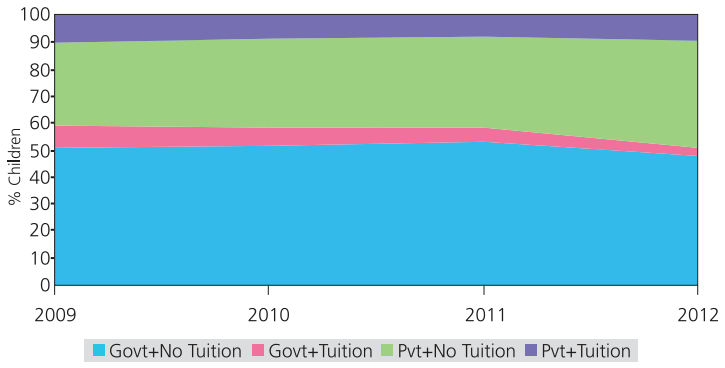
Table 8: Trends over time
% Children attending paid tuition classes
By school type 2009-2012

Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	13.6	11.0	8.0	6.6
Private schools: % Children attending paid tuition classes	25.3	21.6	20.1	19.7
All schools: % Children attending paid tuition classes	18.5	15.5	13.1	13.0

Table 9: Trends over time
% Children by school type and tuition 2009-2012

Year	Category		Std II	Std V	Std VIII	Std I-VIII
2009	Govt.	No tuition	49.4	50.9	51.7	50.7
		Tuition	6.1	9.1	12.2	8.0
	Pvt.	No tuition	35.4	27.9	24.4	30.8
		Tuition	9.2	12.1	11.7	10.5
	Total		100	100	100	100
2010	Govt.	No tuition	45.0	51.8	53.3	51.5
		Tuition	5.0	7.6	7.9	6.4
	Pvt.	No tuition	41.3	30.4	29.0	33.0
		Tuition	8.8	10.2	9.7	9.1
	Total		100	100	100	100
2011	Govt.	No tuition	46.4	54.1	59.5	53.3
		Tuition	3.9	5.8	5.1	4.6
	Pvt.	No tuition	40.7	31.5	28.7	33.6
		Tuition	9.0	8.6	6.7	8.5
	Total		100	100	100	100
2012	Govt.	No tuition	37.6	48.7	54.9	47.4
		Tuition	3.0	4.7	3.0	3.3
	Pvt.	No tuition	46.6	37.4	35.5	39.6
		Tuition	12.8	9.2	6.6	9.7
	Total		100	100	100	100

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Chart 9: Trends over time
% Children in Std III-V who CAN READ a Std I level text or more
By school type and tuition 2009-2012

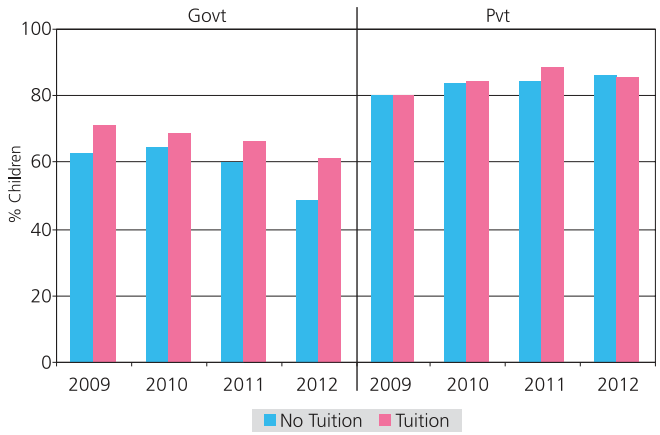
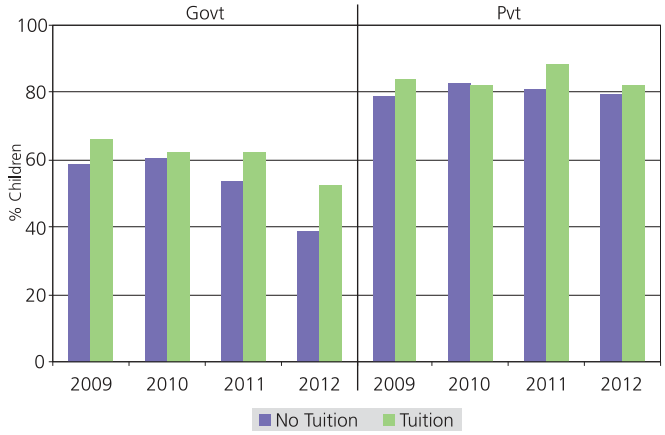


Chart 10: Trends over time
% Children in Std III-V who CAN DO SUBTRACTION or more
By school type and tuition 2009-2012



School observations

In each year's ASER, from 2009 onwards, in each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

Table 10: Number of schools visited 2009-2012

Type of school	2009	2010	2011	2012
Std I-IV/V: Primary	361	302	244	352
Std I-VII/VIII: Primary + Upper primary	167	226	145	161
Total schools visited	528	528	389	513

Table 11: Student and teacher attendance on the day of the visit 2009-2012

Type of school	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Enrolled children present (Average)	83.6	82.9	76.4	77.2	85.0	81.7	78.8	77.8
% Teachers present (Average)	86.4	89.8	84.9	85.5	84.7	87.8	85.9	83.4

Table 12: Small schools and multigrade classes 2009-2012

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	7.6	10.3	8.8	12.8	0.0	1.4	2.8	1.3
% Schools where Std II children observed sitting with one or more other classes	36.6	33.0	46.1	40.1	29.4	31.3	35.7	44.6
% Schools where Std IV children observed sitting with one or more other classes	25.7	30.1	35.7	32.5	25.2	28.9	26.9	36.7

RTE indicators

Table 13: Schools meeting selected RTE norms 2010-2012

% Schools meeting the following RTE norms:		2010	2011	2012
Pupil-teacher & classroom-teacher norms	Pupil-teacher ratio	40.3	41.2	40.3
	Classroom-teacher ratio	75.1	70.9	76.7
Building	Office/store/office cum store	85.8	80.6	84.0
	Playground	79.7	78.9	82.3
	Boundary wall/fencing	82.7	83.9	88.9
Drinking water	No facility for drinking water	17.7	14.6	13.9
	Facility but no drinking water available	7.7	7.1	10.4
	Drinking water available	74.6	78.3	75.7
Toilet	No toilet facility	2.0	3.2	3.0
	Facility but toilet not useable	30.1	26.8	23.6
	Toilet useable	67.9	70.1	73.5
Girls toilet	% Schools with no separate provisions for girls toilets	10.0	6.1	5.9
	Of schools with separate girls toilets, % schools with			
	Toilet locked	13.4	4.3	3.0
	Toilet not useable	23.9	21.6	20.3
	Toilet useable	52.8	68.0	70.8
Library	No library	35.4	21.8	15.5
	Library but no books being used by children on day of visit	33.0	35.5	45.8
	Library books being used by children on day of visit	31.6	42.6	38.7
Mid-day meal	Kitchen shed for cooking mid-day meal	51.0	60.5	68.3
	Mid-day meal served in school on day of visit	93.7	94.2	91.7

The Right of Children to Free and Compulsory Education Act, 2009 specifies a series of norms and standards for a school.

Norms for number of teachers vary according to the level of the school (primary or upper primary) and total student enrollment.

Norms for classrooms require the school to have at least one classroom for every teacher.

Norms for facilities require schools to provide each of the facilities mentioned in Table 13, among others.

RTE norms regulate provision of facilities but not their useability. ASER school observations also include whether facilities could be used. This information is included in Table 13.

School funds and activities (PAISA)

Table 14: % Schools that report receiving SSA grants - Full financial year

SSA school grants	April 2009 to March 2010				April 2010 to March 2011				April 2011 to March 2012			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	456	92.8	4.8	2.4	377	91.3	6.4	2.4	503	95.8	1.4	2.8
Development grant	415	87.0	8.9	4.1	365	83.6	12.6	3.8	494	84.0	12.2	3.9
TLM grant	409	92.7	5.4	2.0	375	92.0	6.7	1.3	504	93.1	5.0	2.0

Table 15: % Schools that report receiving SSA grants - Half financial year

SSA school grants	April 2010 to date of survey (2010)				April 2011 to date of survey (2011)				April 2012 to date of survey (2012)			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	418	65.6	29.4	5.0	347	62.8	32.3	4.9	485	84.5	12.6	2.9
Development grant	381	62.5	32.0	5.5	334	48.8	43.7	7.5	477	73.6	23.1	3.4
TLM grant	392	65.6	30.1	4.3	342	61.7	34.8	3.5	470	58.9	37.9	3.2

Table 16: % Schools carrying out different activities since April 2011

Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	31.2	66.7	2.2
Repairs	Repair of building (roof, floor, wall etc.)	59.5	38.7	1.9
	Repair of doors & windows	47.2	51.3	1.4
	Repair of boundary wall	30.0	68.3	1.7
	Repair of drinking water facility	52.4	46.2	1.5
	Repair of toilet	43.0	55.7	1.3
Painting & white-wash	White wash/plastering	60.2	38.1	1.7
	Painting blackboard/Display board/Painting on wall	62.1	36.2	1.7
	Painting of doors & walls	45.9	52.9	1.3
Purchase	Purchase of furniture (cupboard etc.)	39.1	59.1	1.9
	Purchase of electrical fittings	46.0	52.6	1.4
	Purchase of chalk, duster, register etc.	83.8	14.5	1.7
	Purchase of sitting mats/Tat patti	43.7	54.8	1.5
	Purchase of charts, globes & other teaching material	65.6	32.5	1.9
Other	Expenditure on school events	86.2	11.5	2.3
	Payment of bills (electricity, water, cleaning etc.)	82.0	15.2	2.8

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2012 report which will be released in March 2013.[1]

EVERY RURAL GOVERNMENT PRIMARY/UPPER PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc. The grant amount depends on number of classrooms (excluding Headmaster room and office room)
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

[1] For more information see www.accountabilityindia.in

Himachal Pradesh RURAL

Annual Status of Education Report
असर ASER 2012 RURAL
Facilitated by PRATHAM

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 10 OUT OF 12 DISTRICTS
Data has not been presented where sample size was insufficient.

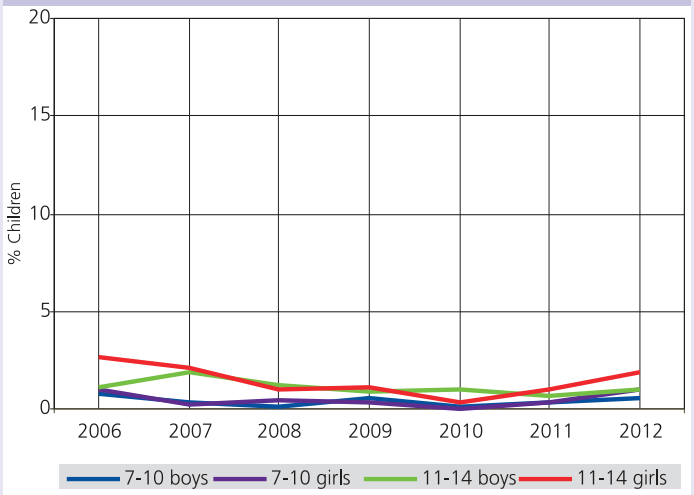
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	70.0	28.9	0.0	1.0	100
Age: 7-16 ALL	73.2	25.3	0.0	1.4	100
Age: 7-10 ALL	66.6	32.7	0.0	0.8	100
Age: 7-10 BOYS	63.4	36.0	0.0	0.6	100
Age: 7-10 GIRLS	69.9	29.1	0.0	1.0	100
Age: 11-14 ALL	76.3	22.2	0.1	1.4	100
Age: 11-14 BOYS	73.4	25.6	0.1	1.0	100
Age: 11-14 GIRLS	79.5	18.6	0.1	1.8	100
Age: 15-16 ALL	83.8	12.7	0.0	3.5	100
Age: 15-16 BOYS	82.6	14.2	0.0	3.3	100
Age: 15-16 GIRLS	84.8	11.4	0.0	3.8	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 2006-2012



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 has changed from 2.7% in 2006 to 2.2% in 2007 to 1.0% in 2008, 1.1% in 2009 and to 0.4% in 2010 to 1.8% in 2012.

Chart 2: Trends over time
% Children enrolled in private schools by class 2008-2012

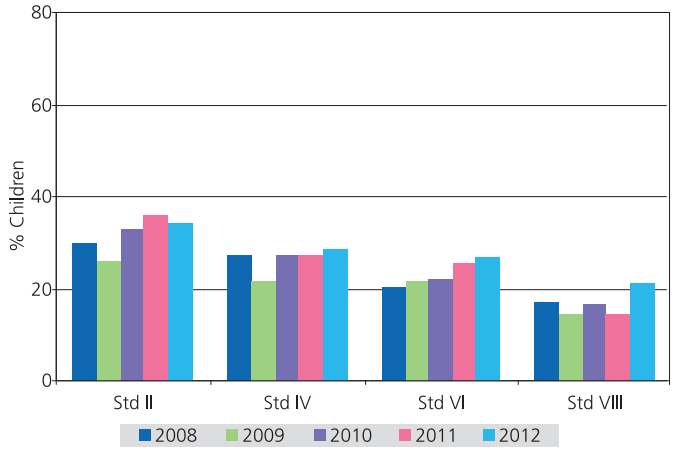


Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	30.8	54.8	11.9	2.6									100
II	1.9	23.2	57.3	15.0	2.7								100
III	2.3		22.3	56.7	15.7	3.0							100
IV	1.9			21.7	52.2	19.6	4.7						100
V	2.1				17.0	55.3	19.6	6.0					100
VI	2.3					20.1	49.3	23.9	4.4				100
VII	1.3						20.4	54.1	19.3	4.9			100
VIII	3.2							28.8	44.6	19.1	4.4		100

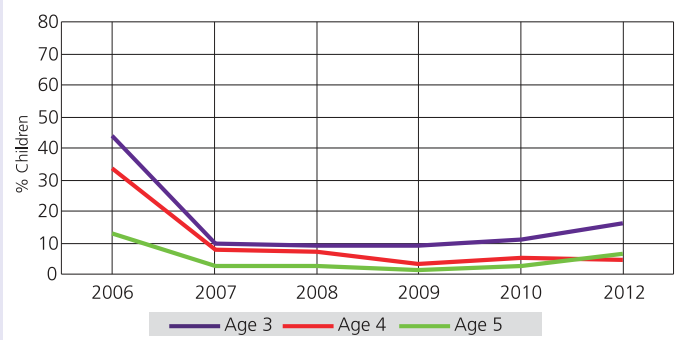
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 56.7% children are 8 years old but there are also 22.3% who are 7, 15.7% who are 9 years old and 3% who are older.

Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	68.5	15.3				16.2	100
Age 4	54.8	40.5				4.7	100
Age 5	7.6	3.5	30.0	52.7	0.0	6.2	100
Age 6	0.6	0.9	54.8	42.4	0.0	1.3	100

Chart 3: Trends over time
% Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2012*



* Data for 2011 is not comparable and therefore excluded here.

Reading

Table 4: % Children by class and READING level
All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	13.6	45.6	25.4	9.6	5.8	100
II	7.3	26.4	27.5	18.6	20.3	100
III	3.5	13.8	16.2	27.8	38.7	100
IV	2.6	6.6	9.8	26.1	54.8	100
V	0.8	3.8	6.0	16.6	72.8	100
VI	0.4	3.4	3.3	14.2	78.8	100
VII	0.4	2.3	1.8	6.7	88.9	100
VIII	0.2	2.2	0.8	6.8	90.1	100
Total	3.4	12.4	11.2	16.3	56.7	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 3.5% children cannot even read letters, 13.8% can read letters but not more, 16.2% can read words but not Std I text or higher, 27.8% can read Std I text but not Std II level text, and 38.7% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

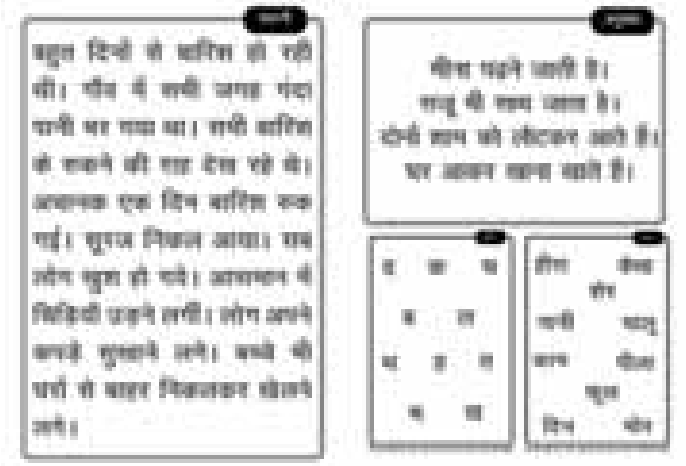


Chart 4: Trends over time
% Children in Std III who CAN READ Std I level text
By school type 2009-2012

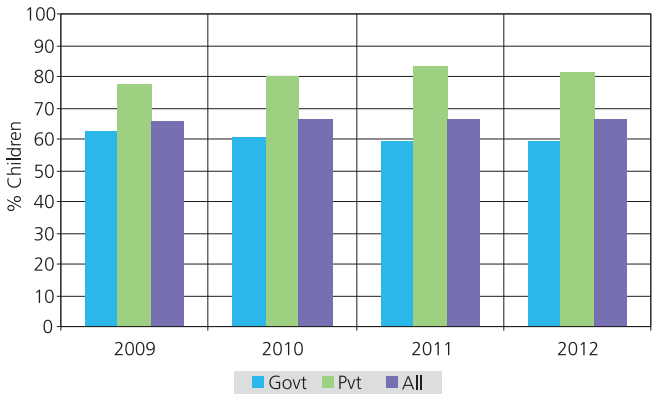
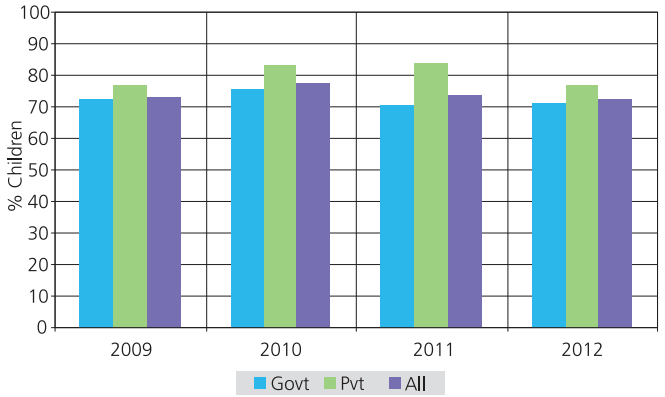


Chart 5: Trends over time
% Children in Std V who CAN READ Std II level text
By school type 2009-2012



Reading and comprehension in English

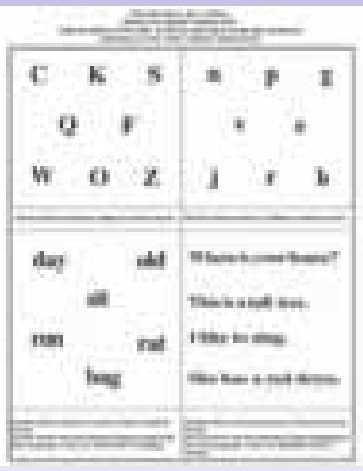
Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sen-tences	Total
I	16.3	26.8	27.1	22.4	7.4	100
II	9.4	20.5	29.5	24.6	16.0	100
III	4.1	10.4	25.5	36.8	23.1	100
IV	2.8	8.3	16.0	34.5	38.5	100
V	2.2	4.1	10.5	28.5	54.7	100
VI	1.8	3.5	8.7	23.5	62.6	100
VII	0.4	1.6	5.7	20.2	72.1	100
VIII	0.4	2.3	2.1	13.9	81.3	100
Total	4.5	9.4	15.6	26.1	44.5	100

Table 6: % Children by class who CAN COMPREHEND ENGLISH All schools 2012

Std.	Of those who can read words, % who can tell meanings of the words	Of those who can read sentences, % who can tell meanings of the sentences
I		
II	59.8	
III	65.6	54.4
IV	70.3	62.7
V	65.8	68.2
VI		73.4
VII		79.4
VIII		81.6
Total	67.1	71.6

English Tool



Arithmetic

Table 7: % Children by class and ARITHMETIC level
All schools 2012

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	9.2	36.9	43.4	7.8	2.8	100
II	3.1	23.8	44.7	23.8	4.7	100
III	1.6	14.0	34.2	33.4	16.9	100
IV	0.7	8.4	23.6	35.5	31.9	100
V	0.5	3.6	19.3	27.9	48.7	100
VI	0.0	3.0	14.6	25.5	57.0	100
VII	0.0	1.2	10.2	23.7	64.8	100
VIII	0.2	0.8	8.8	18.5	71.8	100
Total	1.8	11.0	24.7	25.1	37.4	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 1.6% children cannot even recognize numbers 1-9, 14.0% can recognize numbers up to 9 but not more, 34.2% can recognize numbers to 99 but cannot do subtraction, 33.4% can do subtraction but not division, and 16.9% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

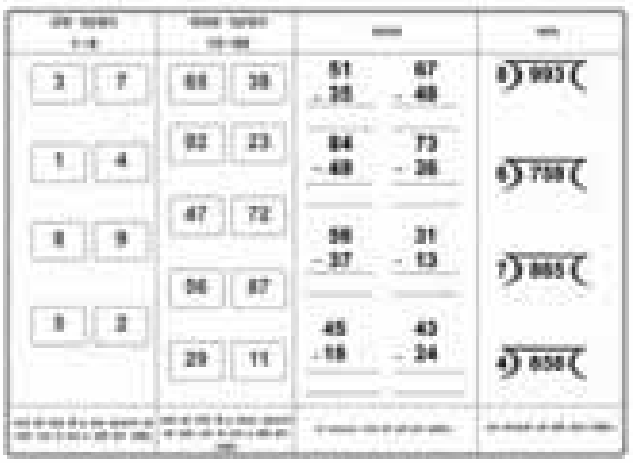


Chart 6: Trends over time
% Children in Std III who CAN DO SUBTRACTION or more
By school type 2009-2012

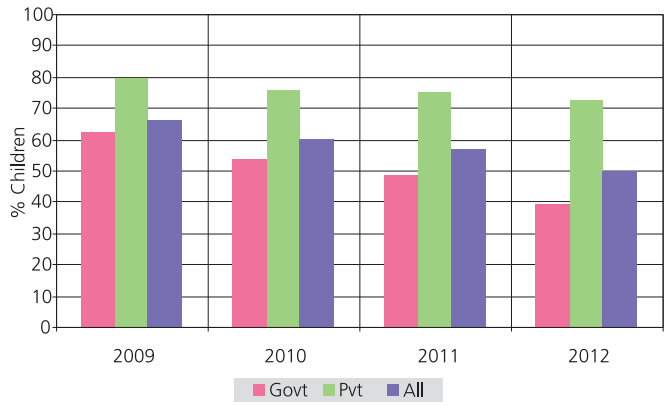
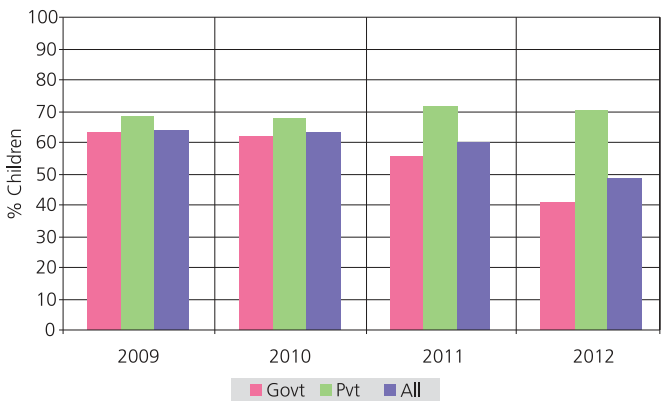
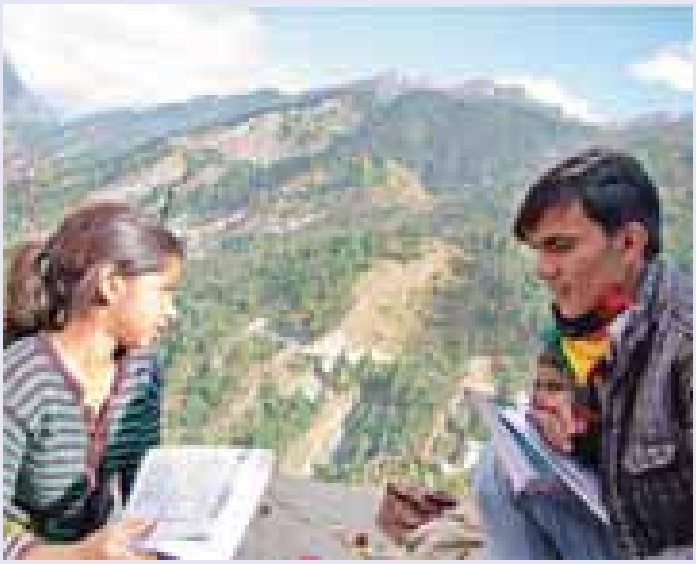


Chart 7: Trends over time
% Children in Std V who CAN DO DIVISION
By school type 2009-2012





Type of school and paid tuition classes

The ASER survey recorded information about tuition 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 children may have received.

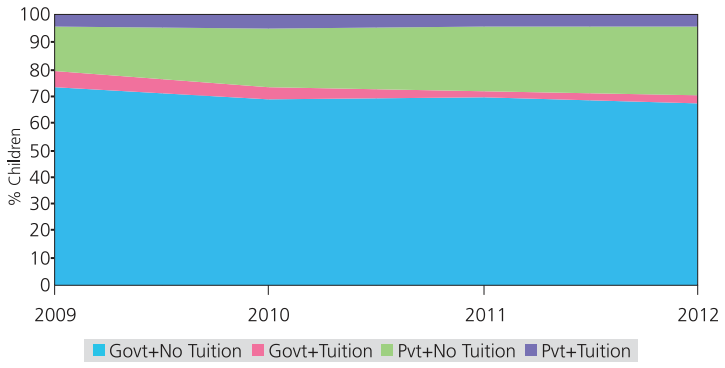
Table 8: Trends over time
% Children attending paid tuition classes
By school type 2009-2012

Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	7.6	5.6	3.5	3.8
Private schools: % Children attending paid tuition classes	21.6	20.1	15.3	15.8
All schools: % Children attending paid tuition classes	10.5	9.5	6.8	7.4

Table 9: Trends over time
% Children by school type and tuition 2009-2012

Year	Category		Std II	Std V	Std VIII	Std I-VIII
2009	Govt.	No tuition	71.9	74.5	78.0	73.2
		Tuition	3.7	6.9	8.6	6.0
	Pvt.	No tuition	19.6	14.5	10.4	16.3
		Tuition	4.8	4.1	3.1	4.5
	Total		100	100	100	100
2010	Govt.	No tuition	61.1	68.8	75.9	69.0
		Tuition	3.6	6.4	6.1	4.1
	Pvt.	No tuition	30.0	19.3	14.0	21.5
		Tuition	5.4	5.6	4.0	5.4
	Total		100	100	100	100
2011	Govt.	No tuition	60.9	70.6	79.7	69.4
		Tuition	1.5	2.1	5.1	2.5
	Pvt.	No tuition	33.0	21.8	12.2	23.8
		Tuition	4.6	5.6	3.1	4.3
	Total		100	100	100	100
2012	Govt.	No tuition	64.9	69.5	75.8	67.5
		Tuition	1.0	2.9	3.3	2.7
	Pvt.	No tuition	30.4	22.2	16.5	25.1
		Tuition	3.7	5.5	4.4	4.7
	Total		100	100	100	100

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Chart 9: Trends over time
% Children in Std III-V who CAN READ a Std I level text or more
By school type and tuition 2009-2012

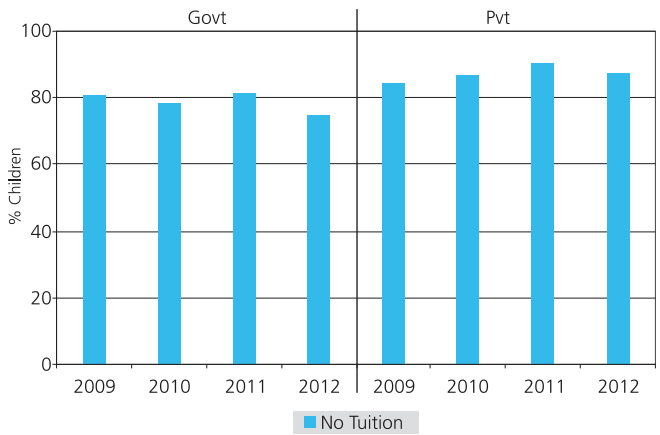
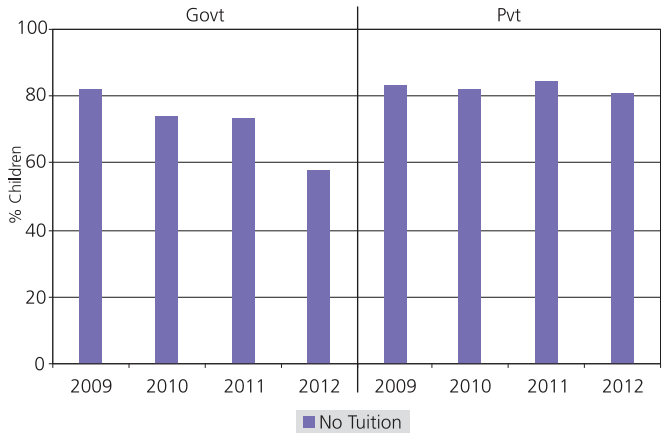


Chart 10: Trends over time
% Children in Std III-V who CAN DO SUBTRACTION or more
By school type and tuition 2009-2012



Annual Status of Education Report
असर ASER 2012 RURAL
Facilitated by PRATHAM

School observations

In each year's ASER, from 2009 onwards, in each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

Table 10: Number of schools visited 2009-2012

Type of school	2009	2010	2011	2012
Std I-IV/V: Primary	310	195	224	222
Std I-VII/VIII: Primary + Upper primary	22	66	50	17
Total schools visited	332	261	274	239

Table 11: Student and teacher attendance on the day of the visit 2009-2012

Type of school	Std I-IV/V			
	2009	2010	2011	2012
% Enrolled children present (Average)	90.4	90.1	90.7	89.9
% Teachers present (Average)	90.8	89.4	86.6	85.1

Table 12: Small schools and multigrade classes 2009-2012

School characteristics	Std I-IV/V			
	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	58.1	61.1	67.4	71.5
% Schools where Std II children observed sitting with one or more other classes	57.4	58.7	50.7	63.3
% Schools where Std IV children observed sitting with one or more other classes	53.7	54.0	44.8	55.6

RTE indicators

Table 13: Schools meeting selected RTE norms 2010-2012

% Schools meeting the following RTE norms:		2010	2011	2012
Pupil-teacher & classroom-teacher norms	Pupil-teacher ratio	60.6	65.3	68.0
	Classroom-teacher ratio	76.7	77.4	78.4
Building	Office/store/office cum store	75.9	77.0	74.8
	Playground	75.6	70.0	74.3
	Boundary wall/fencing	37.9	42.1	49.4
Drinking water	No facility for drinking water	12.5	11.5	10.6
	Facility but no drinking water available	4.3	6.7	6.0
	Drinking water available	83.2	81.8	83.4
Toilet	No toilet facility	10.8	7.9	5.1
	Facility but toilet not useable	33.2	23.6	20.8
	Toilet useable	56.0	68.5	74.2
Girls toilet	% Schools with no separate provisions for girls toilets	31.1	12.5	10.8
	Of schools with separate girls toilets, % schools with			
	Toilet locked	10.6	2.4	4.0
	Toilet not useable	19.6	20.2	14.8
	Toilet useable	38.7	64.9	70.4
Library	No library	19.7	11.4	3.4
	Library but no books being used by children on day of visit	39.0	46.1	53.4
	Library books being used by children on day of visit	41.3	42.4	43.2
Mid-day meal	Kitchen shed for cooking mid-day meal	82.5	89.5	94.5
	Mid-day meal served in school on day of visit	98.0	99.2	97.0

The Right of Children to Free and Compulsory Education Act, 2009 specifies a series of norms and standards for a school.

Norms for number of teachers vary according to the level of the school (primary or upper primary) and total student enrollment.

Norms for classrooms require the school to have at least one classroom for every teacher.

Norms for facilities require schools to provide each of the facilities mentioned in Table 13, among others.

RTE norms regulate provision of facilities but not their useability. ASER school observations also include whether facilities could be used. This information is included in Table 13.

School funds and activities (PAISA)

Table 14: % Schools that report receiving SSA grants - Full financial year

SSA school grants	April 2009 to March 2010				April 2010 to March 2011				April 2011 to March 2012			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	245	93.9	2.5	3.7	263	94.3	3.0	2.7	236	95.8	1.7	2.5
Development grant	235	93.6	3.4	3.0	259	92.3	3.9	3.9	235	86.8	8.5	4.7
TLM grant	231	97.4	0.9	1.7	263	98.9	0.0	1.1	239	97.1	1.7	1.3

Table 15: % Schools that report receiving SSA grants - Half financial year

SSA school grants	April 2010 to date of survey (2010)				April 2011 to date of survey (2011)				April 2012 to date of survey (2012)			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	236	84.3	10.6	5.1	252	84.5	11.9	3.6	230	60.0	35.7	4.4
Development grant	225	85.8	9.8	4.4	247	81.8	14.6	3.6	224	54.5	39.7	5.8
TLM grant	228	88.2	8.8	3.1	249	87.2	11.2	1.6	229	61.6	35.4	3.1

Table 16: % Schools carrying out different activities since April 2011

Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	13.9	84.3	1.9
Repairs	Repair of building (roof, floor, wall etc.)	51.5	47.2	1.3
	Repair of doors & windows	40.3	58.4	1.3
	Repair of boundary wall	22.2	76.0	1.8
	Repair of drinking water facility	32.8	65.1	2.2
	Repair of toilet	34.7	62.5	2.8
Painting & white-wash	White wash/plastering	63.4	36.6	0.0
	Painting blackboard/Display board/Painting on wall	56.8	42.7	0.4
	Painting of doors & walls	59.3	38.9	1.8
Purchase	Purchase of furniture (cupboard etc.)	45.3	52.1	2.6
	Purchase of electrical fittings	44.4	53.9	1.7
	Purchase of chalk, duster, register etc.	83.9	16.1	0.0
	Purchase of sitting mats/Tat patti	23.2	74.6	2.3
	Purchase of charts, globes & other teaching material	70.6	28.1	1.3
Other	Expenditure on school events	54.0	42.9	3.1
	Payment of bills (electricity, water, cleaning etc.)	66.8	31.4	1.8

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2012 report which will be released in March 2013.[1]

EVERY RURAL GOVERNMENT PRIMARY/UPPER PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc. The grant amount depends on number of classrooms (excluding Headmaster room and office room)
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

[1] For more information see www.accountabilityindia.in

Jammu and Kashmir RURAL

Annual Status of Education Report असर ASER 2012 RURAL Facilitated by PRATHAM

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 14 OUT OF 14 DISTRICTS
Data for 2010 is not available. Data has not been presented where sample size was insufficient.

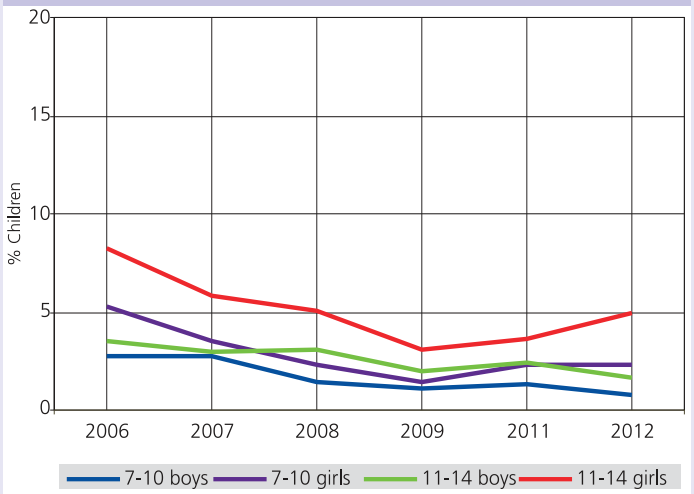
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	51.4	43.7	2.6	2.3	100
Age: 7-16 ALL	54.5	38.8	2.6	4.1	100
Age: 7-10 ALL	47.6	48.3	2.6	1.5	100
Age: 7-10 BOYS	44.1	52.2	3.0	0.7	100
Age: 7-10 GIRLS	51.4	44.2	2.1	2.3	100
Age: 11-14 ALL	56.8	37.3	2.6	3.3	100
Age: 11-14 BOYS	53.6	42.1	2.6	1.7	100
Age: 11-14 GIRLS	60.1	32.4	2.5	5.0	100
Age: 15-16 ALL	64.2	22.0	2.7	11.1	100
Age: 15-16 BOYS	63.8	25.6	2.4	8.2	100
Age: 15-16 GIRLS	64.6	18.5	2.9	13.9	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 2006-2012



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 has changed from 8.3% in 2006 to 5.8% in 2007 to 5.0% in 2008, 3.1% in 2009 and to 3.7% in 2011 to 5.0% in 2012.

Chart 2: Trends over time
% Children enrolled in private schools by class 2008-2012

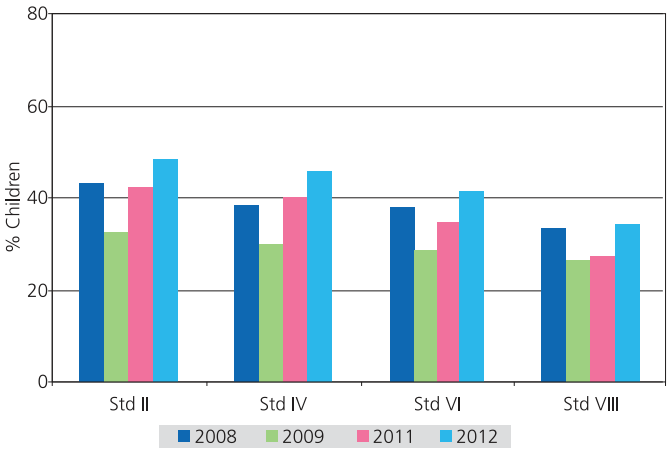


Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	15.9	30.6	32.0	14.2	7.2								100
II	2.2	10.4	28.5	40.3	10.9	7.7							100
III	2.4		8.5	28.0	37.2	16.4	7.5						100
IV	4.0			12.5	23.2	42.0	10.1	6.2	1.9				100
V	3.7				8.5	30.8	35.6	15.7	5.7				100
VI	3.5					12.7	23.0	44.0	10.8	5.9			100
VII	3.3						9.6	31.6	40.4	10.2	5.0		100
VIII	4.1							13.7	25.4	42.8	9.0	5.0	100

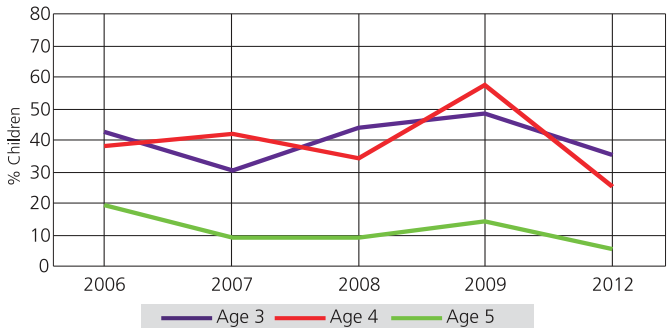
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 28% children are 8 years old but there are also 8.5% who are 7, 37.2% who are 9, 16.4% who are 10 years old and 7.5% who 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 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	45.8	18.5				35.8	100
Age 4	31.6	43.4				25.0	100
Age 5	6.6	5.1	31.8	48.1	1.7	6.8	100
Age 6	1.9	2.7	40.7	48.8	2.6	3.4	100

Chart 3: Trends over time
% Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2012*



* Data for 2011 is not comparable and therefore excluded here.

Reading

Table 4: % Children by class and READING level All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	15.4	41.1	22.1	14.7	6.7	100
II	4.6	31.0	27.8	21.7	14.8	100
III	2.7	23.3	24.6	23.1	26.3	100
IV	1.7	15.3	23.5	25.5	33.9	100
V	1.6	11.0	16.8	29.6	41.0	100
VI	1.0	6.5	13.6	29.1	49.8	100
VII	0.9	6.7	10.4	26.9	55.2	100
VIII	0.8	3.3	8.6	22.6	64.7	100
Total	3.9	17.9	18.5	23.8	35.9	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 2.7% children cannot even read letters, 23.3% can read letters but not more, 24.6% can read words but not Std I text or higher, 23.1% can read Std I 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%.

Reading Tool

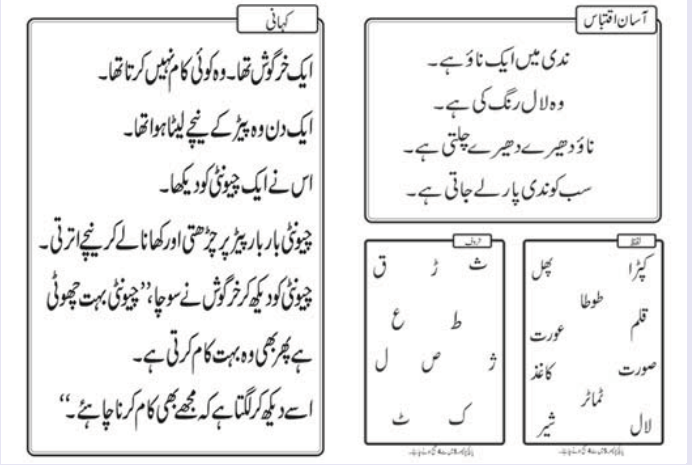


Chart 4: Trends over time
% Children in Std III who CAN READ Std I level text
By school type 2009-2012

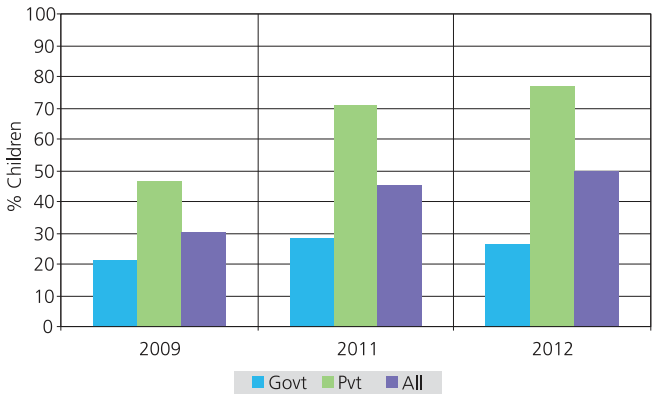
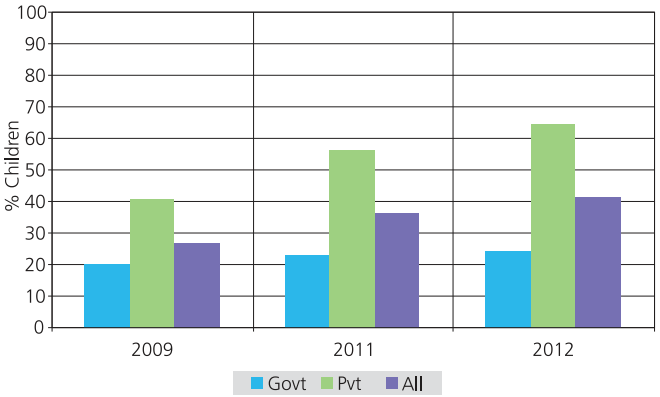


Chart 5: Trends over time
% Children in Std V who CAN READ Std II level text
By school type 2009-2012



Reading and comprehension in English

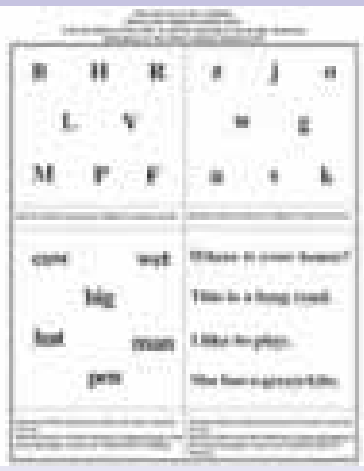
Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sen-tences	Total
I	14.3	26.5	19.7	26.6	12.9	100
II	5.2	15.0	21.5	33.9	24.4	100
III	2.8	11.2	16.7	34.0	35.2	100
IV	2.2	7.4	13.9	34.0	42.6	100
V	1.5	5.9	9.5	30.4	52.7	100
VI	1.0	3.0	7.6	31.0	57.4	100
VII	1.2	3.7	5.1	25.0	64.9	100
VIII	1.3	3.4	2.2	23.2	69.9	100
Total	4.0	10.0	12.2	29.6	44.2	100

Table 6: % Children by class who CAN COMPREHEND ENGLISH All schools 2012

Std.	Of those who can read words, % who can tell meanings of the words	Of those who can read sentences, % who can tell meanings of the sentences
I	52.9	
II	54.7	50.4
III	55.4	49.6
IV	53.4	53.8
V	64.0	60.8
VI	59.8	64.2
VII	62.6	65.8
VIII	61.2	71.1
Total	57.6	61.2

English Tool



Arithmetic

Table 7: % Children by class and ARITHMETIC level
All schools 2012

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	13.3	33.2	43.8	8.9	1.0	100
II	3.6	21.5	49.2	21.8	3.8	100
III	1.8	14.2	44.5	32.6	6.8	100
IV	1.6	9.7	38.2	35.6	15.0	100
V	1.5	7.0	34.8	35.8	20.9	100
VI	0.7	5.3	27.1	41.0	26.0	100
VII	1.1	3.3	27.7	37.1	30.8	100
VIII	1.1	2.8	26.4	33.0	36.8	100
Total	3.4	12.7	36.7	30.1	17.3	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 1.8% children cannot even recognize numbers 1-9, 14.2% can recognize numbers up to 9 but not more, 44.5% can recognize numbers to 99 but cannot do subtraction, 32.6% can do subtraction but not division, and 6.8% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

Chart 6: Trends over time
% Children in Std III who CAN DO SUBTRACTION or more
By school type 2009-2012

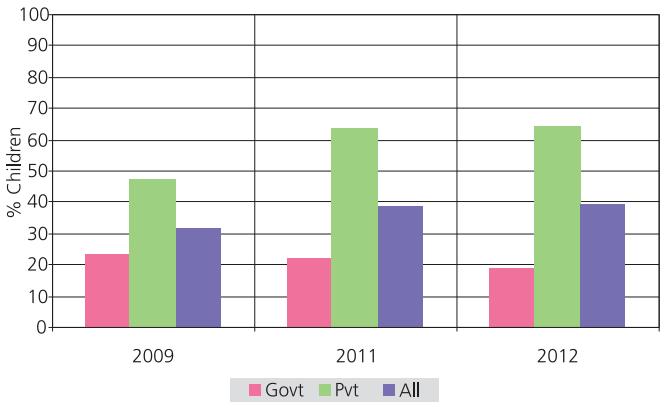
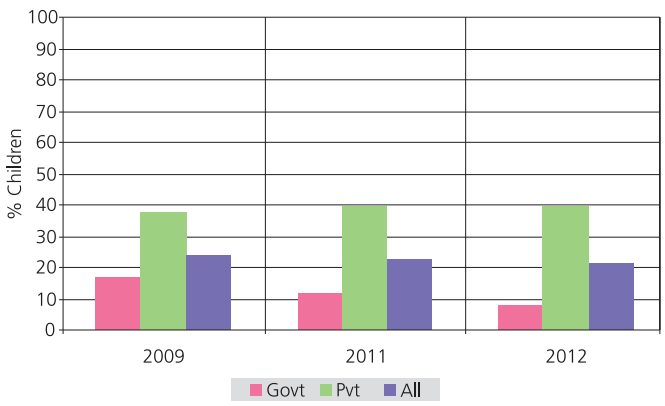
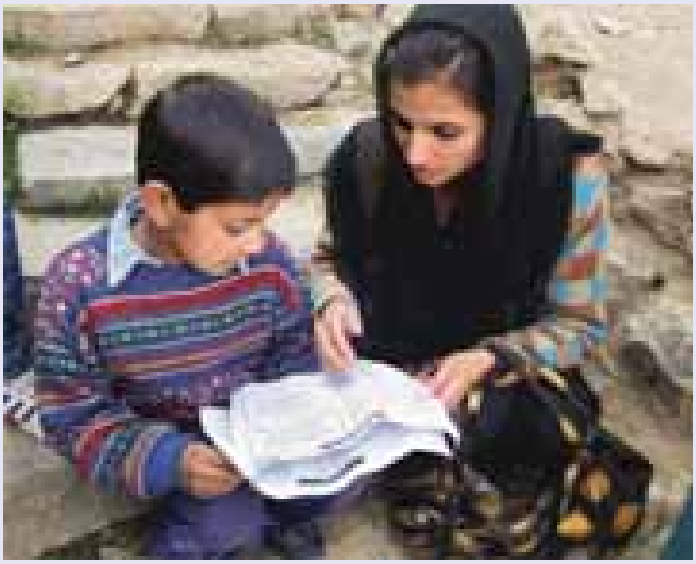


Chart 7: Trends over time
% Children in Std V who CAN DO DIVISION
By school type 2009-2012





Type of school and paid tuition classes

The ASER survey recorded information about tuition 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 children may have received.

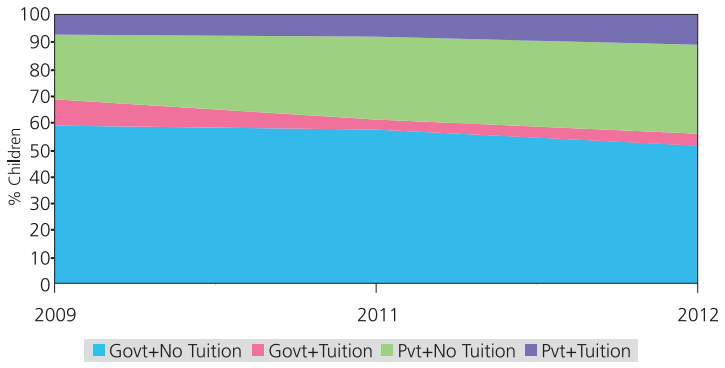
Table 8: Trends over time
% Children attending paid tuition classes
By school type 2009-2012

Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	14.5		6.7	8.1
Private schools: % Children attending paid tuition classes	23.1		21.4	25.4
All schools: % Children attending paid tuition classes	17.2		12.4	15.8

Table 9: Trends over time
% Children by school type and tuition 2009-2012

Year	Category		Std II	Std V	Std VIII	Std I-VIII
2009	Govt.	No tuition	61.2	55.6	58.5	58.6
		Tuition	5.7	13.3	16.5	10.0
	Pvt.	No tuition	28.6	20.6	18.0	24.2
		Tuition	4.5	10.5	7.0	7.2
	Total		100	100	100	100
2010	Govt.	No tuition				
		Tuition				
	Pvt.	No tuition				
		Tuition				
	Total					
2011	Govt.	No tuition	54.1	56.3	63.9	57.4
		Tuition	2.2	3.8	6.8	4.1
	Pvt.	No tuition	34.8	32.3	20.6	30.2
		Tuition	9.0	7.6	8.7	8.2
	Total		100	100	100	100
2012	Govt.	No tuition	47.7	52.7	56.6	51.2
		Tuition	3.1	3.2	8.8	4.5
	Pvt.	No tuition	37.5	33.7	22.7	33.0
		Tuition	11.7	10.3	11.9	11.3
	Total		100	100	100	100

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Chart 9: Trends over time
% Children in Std III-V who CAN READ a Std I level text or more
By school type and tuition 2009-2012

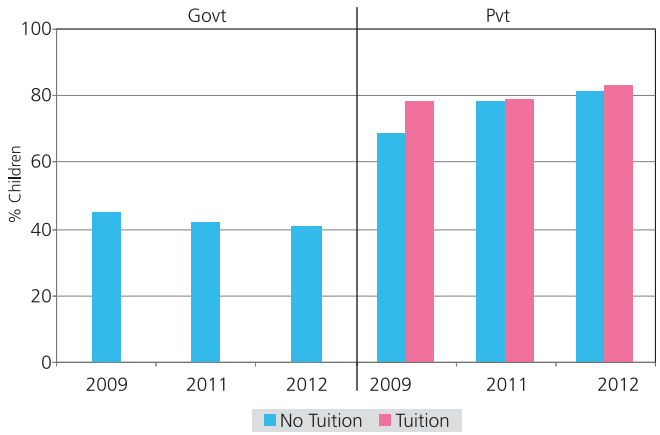
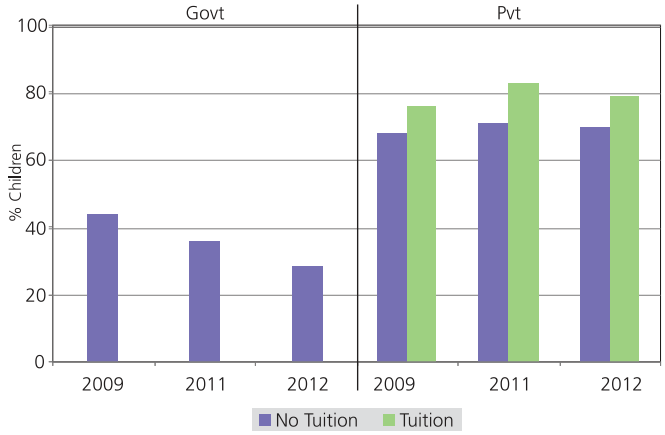


Chart 10: Trends over time
% Children in Std III-V who CAN DO SUBTRACTION or more
By school type and tuition 2009-2012



School observations

In each year's ASER, from 2009 onwards, in each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

Table 10: Number of schools visited 2009-2012

Type of school	2009	2010	2011	2012
Std I-IV/V: Primary	81		76	86
Std I-VII/VIII: Primary + Upper primary	276		281	301
Total schools visited	357		357	387

Table 11: Student and teacher attendance on the day of the visit 2009-2012

Type of school	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Enrolled children present (Average)	86.4		80.3	79.5	89.8		76.5	79.5
% Teachers present (Average)	92.1		90.1	85.2	91.2		83.4	81.9

Table 12: Small schools and multigrade classes 2009-2012

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	84.8		90.4	95.4	30.5		33.0	38.7
% Schools where Std II children observed sitting with one or more other classes	77.5		84.7	80.3	46.9		63.8	62.4
% Schools where Std IV children observed sitting with one or more other classes	72.2		79.7	78.9	42.2		55.6	58.1

RTE indicators

Table 13: Schools meeting selected RTE norms 2010-2012

% Schools meeting the following RTE norms:		2010	2011	2012
Pupil-teacher & classroom-teacher norms	Pupil-teacher ratio		87.5	84.2
	Classroom-teacher ratio		49.8	50.0
Building	Office/store/office cum store		81.8	79.5
	Playground		52.5	48.2
	Boundary wall/fencing		28.8	26.7
Drinking water	No facility for drinking water		47.2	38.7
	Facility but no drinking water available		6.2	10.7
	Drinking water available		46.6	50.5
Toilet	No toilet facility		33.4	26.0
	Facility but toilet not useable		30.3	25.0
	Toilet useable		36.3	49.0
Girls toilet	% Schools with no separate provisions for girls toilets		61.0	52.5
	Of schools with separate girls toilets, % schools with			
	Toilet locked		6.9	10.2
	Toilet not useable		9.8	6.8
	Toilet useable		22.4	30.6
Library	No library		49.3	50.1
	Library but no books being used by children on day of visit		23.9	26.1
	Library books being used by children on day of visit		26.8	23.8
Mid-day meal	Kitchen shed for cooking mid-day meal		70.6	73.8
	Mid-day meal served in school on day of visit		76.5	87.9

The Right of Children to Free and Compulsory Education Act, 2009 specifies a series of norms and standards for a school.

Norms for number of teachers vary according to the level of the school (primary or upper primary) and total student enrollment.

Norms for classrooms require the school to have at least one classroom for every teacher.

Norms for facilities require schools to provide each of the facilities mentioned in Table 13, among others.

RTE norms regulate provision of facilities but not their useability. ASER school observations also include whether facilities could be used. This information is included in Table 13.

School funds and activities (PAISA)

Table 14: % Schools that report receiving SSA grants - Full financial year

SSA school grants	April 2009 to March 2010				April 2010 to March 2011				April 2011 to March 2012			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant					351	86.0	12.3	1.7	381	87.4	10.0	2.6
Development grant					346	77.2	19.9	2.9	381	77.4	19.2	3.4
TLM grant					354	91.5	7.3	1.1	379	91.3	6.3	2.4

Table 15: % Schools that report receiving SSA grants - Half financial year

SSA school grants	April 2010 to date of survey (2010)				April 2011 to date of survey (2011)				April 2012 to date of survey (2012)			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant					334	61.1	35.0	3.9	369	61.8	34.4	3.8
Development grant					329	56.5	39.5	4.0	367	57.2	38.4	4.4
TLM grant					336	67.0	31.0	2.1	367	64.6	31.9	3.5

Table 16: % Schools carrying out different activities since April 2011

Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	15.7	83.3	1.1
Repairs	Repair of building (roof, floor, wall etc.)	48.7	50.3	1.1
	Repair of doors & windows	40.4	58.8	0.8
	Repair of boundary wall	14.7	83.7	1.6
	Repair of drinking water facility	34.0	65.0	1.1
	Repair of toilet	30.8	68.1	1.1
Painting & white-wash	White wash/plastering	57.4	41.5	1.0
	Painting blackboard/Display board/Painting on wall	59.4	39.6	1.1
	Painting of doors & walls	47.8	50.9	1.3
Purchase	Purchase of furniture (cupboard etc.)	67.9	31.3	0.8
	Purchase of electrical fittings	15.9	82.5	1.6
	Purchase of chalk, duster, register etc.	92.9	6.6	0.5
	Purchase of sitting mats/Tat patti	71.8	26.9	1.3
	Purchase of charts, globes & other teaching material	84.9	14.6	0.5
Other	Expenditure on school events	52.4	45.5	2.1
	Payment of bills (electricity, water, cleaning etc.)	13.1	83.5	3.5

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2012 report which will be released in March 2013.[1]

EVERY RURAL GOVERNMENT PRIMARY/UPPER PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc. The grant amount depends on number of classrooms (excluding Headmaster room and office room)
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

[1] For more information see www.accountabilityindia.in

Jharkhand RURAL

Annual Status of Education Report
असर ASER 2012 RURAL
Facilitated by PRATHAM

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 22 OUT OF 23 DISTRICTS
Data has not been presented where sample size was insufficient.

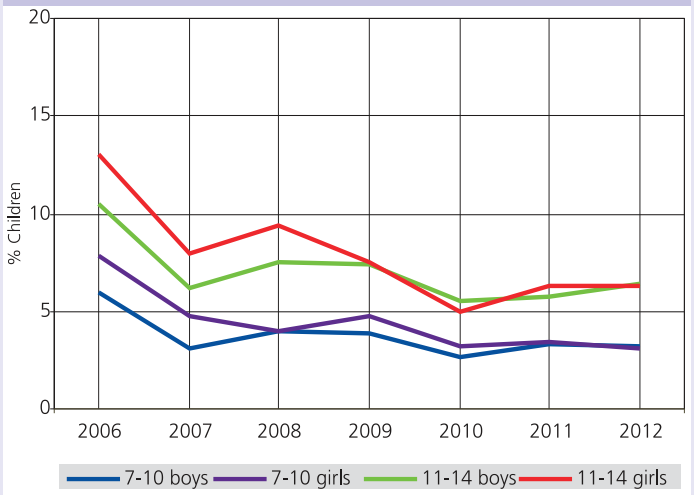
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	78.5	15.5	1.7	4.4	100
Age: 7-16 ALL	76.5	15.6	1.5	6.4	100
Age: 7-10 ALL	79.8	15.4	1.7	3.1	100
Age: 7-10 BOYS	77.7	17.5	1.7	3.2	100
Age: 7-10 GIRLS	82.0	13.1	1.8	3.1	100
Age: 11-14 ALL	76.8	15.4	1.4	6.4	100
Age: 11-14 BOYS	75.2	16.8	1.6	6.4	100
Age: 11-14 GIRLS	78.4	13.9	1.3	6.3	100
Age: 15-16 ALL	65.4	16.5	1.3	16.8	100
Age: 15-16 BOYS	65.5	14.7	1.1	18.7	100
Age: 15-16 GIRLS	65.0	18.2	1.4	15.5	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 2006-2012



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 has changed from 13.0% in 2006 to 8.0% in 2007 to 9.4% in 2008, 7.5% in 2009 and to 4.9% in 2010 to 6.3% in 2012.

Chart 2: Trends over time
% Children enrolled in private schools by class 2008-2012

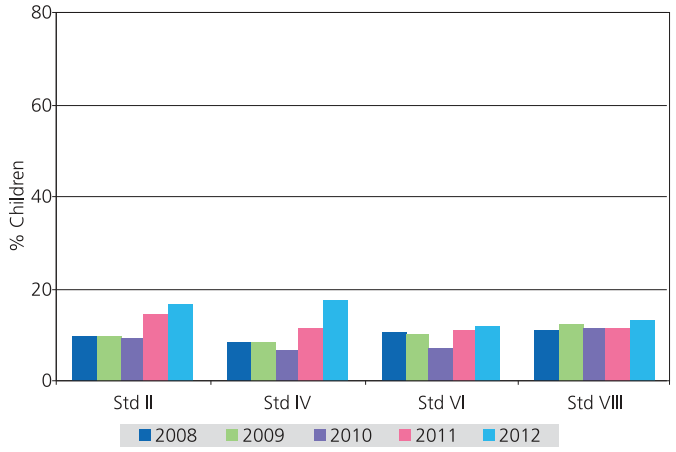


Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	28.6	36.0	18.5	10.5	6.4								100
II	5.8	16.1	30.5	27.7	7.2	8.5	4.3						100
III	6.1		13.6	36.8	16.9	15.3	3.4	5.9	2.1				100
IV	6.1	4.5	5.2	15.3	19.4	28.5	6.7	9.7	4.7				100
V	2.4			7.6	8.9	34.3	16.0	21.6	5.6	3.7			100
VI	6.6					17.7	22.7	33.2	12.2	5.0	2.6		100
VII	2.6					7.3	8.3	37.4	21.8	13.2	6.7	2.7	100
VIII	6.7							18.0	30.0	27.8	12.4	5.2	100

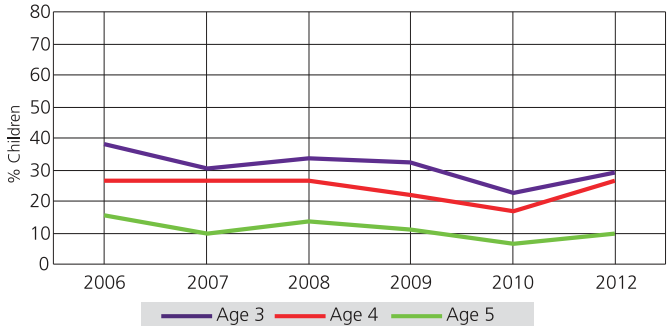
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 36.8% children are 8 years old but there also 13.6% who are 7, 16.9% who are 9, 15.3% who are 10 years old, etc.

Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	67.7	3.6				28.7	100
Age 4	64.8	8.8				26.4	100
Age 5	20.4	3.5	53.3	12.2	1.3	9.4	100
Age 6	5.9	2.6	68.2	13.8	2.0	7.5	100

Chart 3: Trends over time
% Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2012*



* Data for 2011 is not comparable and therefore excluded here.

Reading

Table 4: % Children by class and READING level
All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	46.8	37.8	8.9	3.2	3.3	100
II	19.1	44.1	20.8	8.0	8.1	100
III	11.9	30.9	26.6	16.4	14.3	100
IV	9.0	23.4	22.5	19.3	25.8	100
V	4.1	15.4	20.0	22.6	37.8	100
VI	2.8	11.1	12.4	21.6	52.2	100
VII	1.7	5.7	9.4	14.9	68.3	100
VIII	1.5	4.0	6.4	12.3	75.8	100
Total	14.5	23.9	16.3	14.1	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, 11.9% children cannot even read letters, 30.9% can read letters but not more, 26.6% can read words but not Std I text or higher, 16.4% can read Std I text but not Std II level text, and 14.3% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

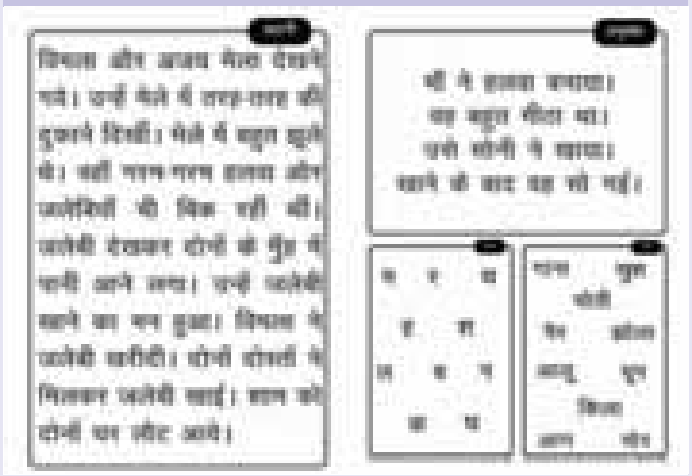


Chart 4: Trends over time
% Children in Std III who CAN READ Std I level text
By school type 2009-2012

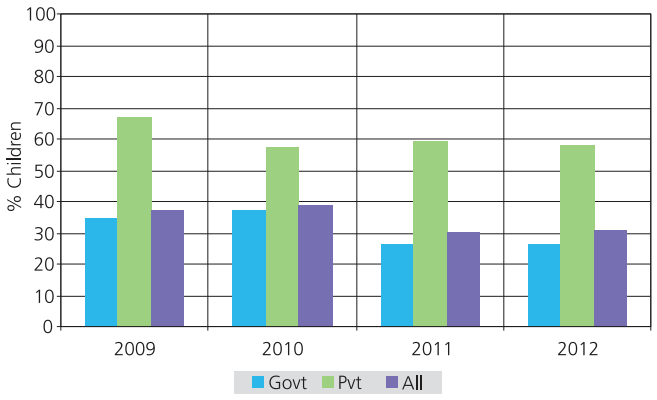
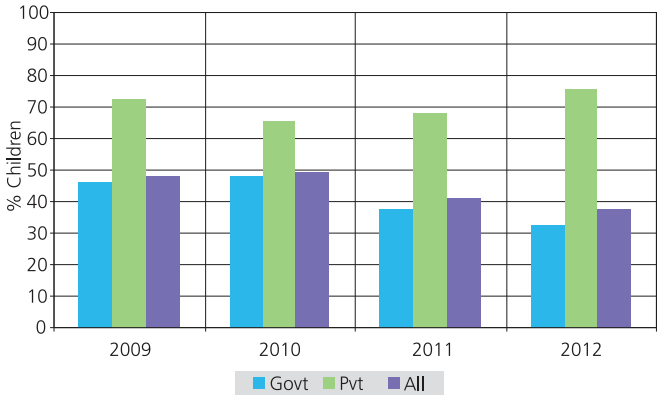


Chart 5: Trends over time
% Children in Std V who CAN READ Std II level text
By school type 2009-2012



Reading and comprehension in English

Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sen-tences	Total
I	60.8	21.9	10.6	4.7	2.0	100
II	35.1	32.4	18.2	10.3	4.0	100
III	21.4	29.5	25.7	15.2	8.2	100
IV	16.1	20.7	28.8	21.3	13.1	100
V	10.6	17.9	26.4	26.3	18.8	100
VI	6.1	12.7	22.3	31.7	27.2	100
VII	3.4	7.8	16.7	33.6	38.6	100
VIII	2.3	6.4	14.3	31.9	45.1	100
Total	22.7	19.9	20.2	20.1	17.1	100

Table 6: % Children by class who CAN COMPREHEND ENGLISH All schools 2012

Std.	Of those who can read words, % who can tell meanings of the words	Of those who can read sentences, % who can tell meanings of the sentences
I		
II	59.9	
III	59.5	
IV	56.0	59.5
V	57.8	60.9
VI	63.3	56.0
VII	62.5	65.4
VIII	62.3	65.5
Total	60.2	60.9

English Tool

Arithmetic

Table 7: % Children by class and ARITHMETIC level
All schools 2012

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	44.8	38.3	12.5	3.0	1.3	100
II	16.6	44.4	26.9	8.0	4.1	100
III	8.1	34.6	33.5	15.7	8.2	100
IV	7.2	25.2	30.9	20.3	16.5	100
V	2.8	17.3	30.4	25.4	24.2	100
VI	2.0	10.1	23.8	29.4	34.8	100
VII	1.2	5.0	19.1	25.0	49.7	100
VIII	0.9	3.8	15.8	22.2	57.4	100
Total	12.7	24.8	24.1	17.3	21.2	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 8.1% children cannot even recognize numbers 1-9, 34.6% can recognize numbers up to 9 but not more, 33.5% can recognize numbers to 99 but cannot do subtraction, 15.7% can do subtraction but not division, and 8.2% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

Chart 6: Trends over time
% Children in Std III who CAN DO SUBTRACTION or more
By school type 2009-2012

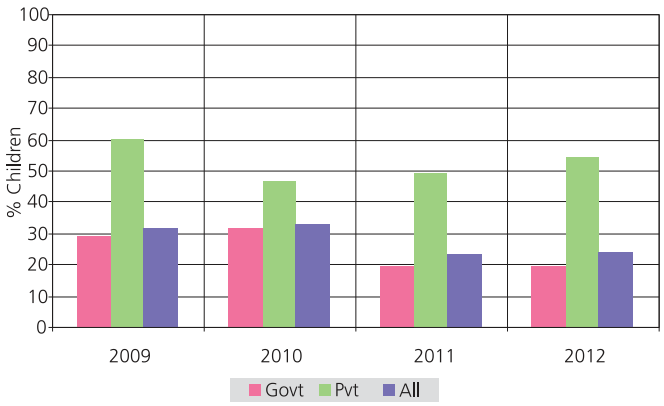
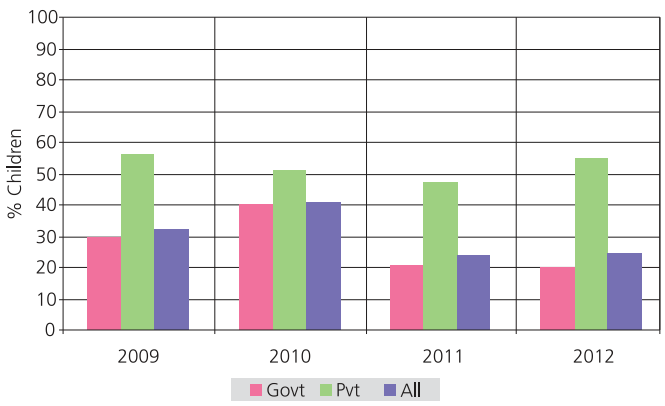


Chart 7: Trends over time
% Children in Std V who CAN DO DIVISION
By school type 2009-2012



Type of school and paid tuition classes

The ASER survey recorded information about tuition 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 children may have received.

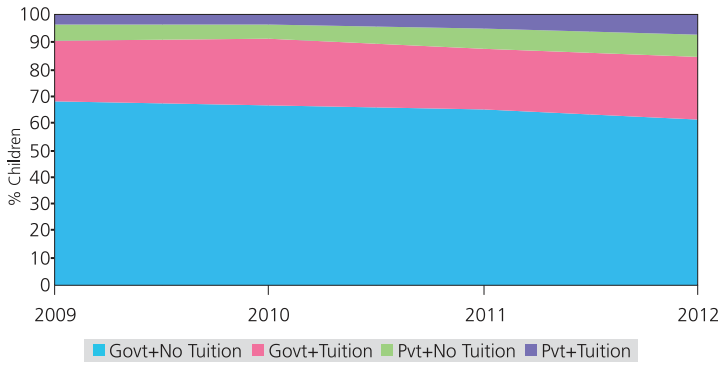
Table 8: Trends over time
% Children attending paid tuition classes
By school type 2009-2012

Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	25.1	27.5	25.1	27.8
Private schools: % Children attending paid tuition classes	37.7	40.1	38.6	45.8
All schools: % Children attending paid tuition classes	26.3	28.6	26.8	30.6

Table 9: Trends over time
% Children by school type and tuition 2009-2012

Year	Category		Std II	Std V	Std VIII	Std I-VIII
2009	Govt.	No tuition	72.0	67.6	54.2	67.8
		Tuition	18.5	24.7	34.1	22.8
	Pvt.	No tuition	5.7	4.8	6.8	5.9
		Tuition	3.8	3.0	4.9	3.5
	Total		100	100	100	100
2010	Govt.	No tuition	70.9	64.7	53.6	66.1
		Tuition	18.9	28.0	34.3	25.0
	Pvt.	No tuition	6.9	4.0	5.9	5.3
		Tuition	3.2	3.3	6.2	3.6
	Total		100	100	100	100
2011	Govt.	No tuition	68.6	63.7	54.8	65.3
		Tuition	16.2	24.0	33.4	21.8
	Pvt.	No tuition	9.0	7.8	7.2	7.9
		Tuition	6.2	4.5	4.6	5.0
	Total		100	100	100	100
2012	Govt.	No tuition	63.0	61.5	53.8	60.9
		Tuition	19.3	25.1	31.9	23.5
	Pvt.	No tuition	10.2	7.3	7.6	8.5
		Tuition	7.5	6.1	6.8	7.2
	Total		100	100	100	100

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Chart 9: Trends over time
% Children in Std III-V who CAN READ a Std I level text or more
By school type and tuition 2009-2012

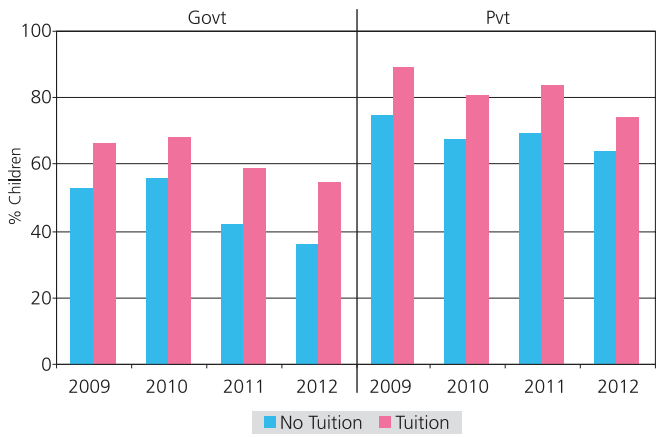
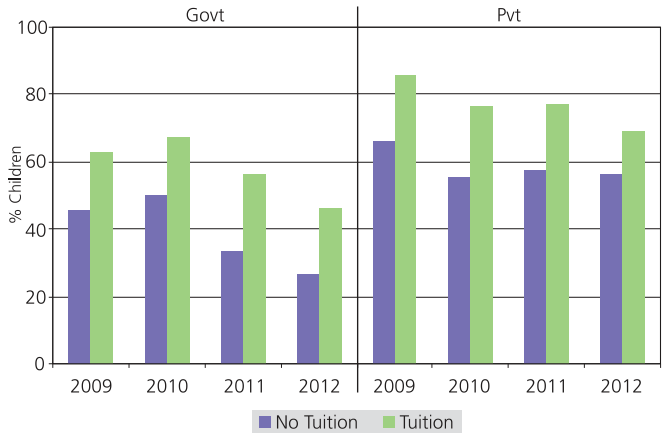


Chart 10: Trends over time
% Children in Std III-V who CAN DO SUBTRACTION or more
By school type and tuition 2009-2012



School observations

In each year's ASER, from 2009 onwards, in each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

Table 10: Number of schools visited 2009-2012

Type of school	2009	2010	2011	2012
Std I-IV/V: Primary	190	188	164	121
Std I-VII/VIII: Primary + Upper primary	336	359	373	317
Total schools visited	526	547	537	438

Table 11: Student and teacher attendance on the day of the visit 2009-2012

Type of school	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Enrolled children present (Average)	62.7	62.3	59.1	58.0	63.6	58.7	55.1	52.8
% Teachers present (Average)	90.8	89.4	91.1	78.3	86.3	81.8	85.1	62.1

Table 12: Small schools and multigrade classes 2009-2012

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	21.3	20.0	30.8	38.8	0.6	1.2	1.6	2.6
% Schools where Std II children observed sitting with one or more other classes	78.1	76.9	84.8	87.4	65.3	59.7	65.0	69.5
% Schools where Std IV children observed sitting with one or more other classes	76.3	75.3	82.5	86.7	58.3	52.4	61.8	64.8

RTE indicators

Table 13: Schools meeting selected RTE norms 2010-2012

% Schools meeting the following RTE norms:		2010	2011	2012
Pupil-teacher & classroom-teacher norms	Pupil-teacher ratio	11.2	15.3	15.0
	Classroom-teacher ratio	81.2	77.3	76.9
Building	Office/store/office cum store	84.9	84.4	85.0
	Playground	37.9	34.0	37.5
	Boundary wall/fencing	27.0	25.0	21.6
Drinking water	No facility for drinking water	15.8	11.1	9.5
	Facility but no drinking water available	10.4	8.3	12.5
	Drinking water available	73.8	80.6	78.1
Toilet	No toilet facility	18.0	19.1	16.4
	Facility but toilet not useable	55.2	43.5	46.6
	Toilet useable	26.8	37.5	37.0
Girls toilet	% Schools with no separate provisions for girls toilets	29.7	23.4	25.3
	Of schools with separate girls toilets, % schools with			
	Toilet locked	24.6	18.3	19.3
	Toilet not useable	24.8	21.8	23.4
	Toilet useable	20.9	36.6	32.0
Library	No library	38.4	26.5	21.0
	Library but no books being used by children on day of visit	33.2	35.4	33.9
	Library books being used by children on day of visit	28.4	38.2	45.1
Mid-day meal	Kitchen shed for cooking mid-day meal	73.5	76.2	77.0
	Mid-day meal served in school on day of visit	92.6	88.8	84.2

The Right of Children to Free and Compulsory Education Act, 2009 specifies a series of norms and standards for a school.

Norms for number of teachers vary according to the level of the school (primary or upper primary) and total student enrollment.

Norms for classrooms require the school to have at least one classroom for every teacher.

Norms for facilities require schools to provide each of the facilities mentioned in Table 13, among others.

RTE norms regulate provision of facilities but not their useability. ASER school observations also include whether facilities could be used. This information is included in Table 13.

School funds and activities (PAISA)

Table 14: % Schools that report receiving SSA grants - Full financial year

SSA school grants	April 2009 to March 2010				April 2010 to March 2011				April 2011 to March 2012			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	400	90.5	3.0	6.5	512	83.8	10.2	6.1	413	88.4	7.0	4.6
Development grant	393	89.8	3.6	6.6	504	84.5	10.1	5.4	414	89.1	5.6	5.3
TLM grant	401	93.3	3.2	3.5	503	86.5	9.5	4.0	416	91.8	5.8	2.4

Table 15: % Schools that report receiving SSA grants - Half financial year

SSA school grants	April 2010 to date of survey (2010)				April 2011 to date of survey (2011)				April 2012 to date of survey (2012)			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	369	72.6	17.6	9.8	501	28.1	62.9	9.0	398	43.7	48.0	8.3
Development grant	354	70.9	20.3	8.8	495	29.9	60.6	9.5	392	43.9	48.2	7.9
TLM grant	355	74.7	19.4	5.9	497	32.4	59.6	8.1	392	44.6	48.2	7.1

Table 16: % Schools carrying out different activities since April 2011

Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	24.4	72.2	3.3
Repairs	Repair of building (roof, floor, wall etc.)	51.3	45.2	3.4
	Repair of doors & windows	47.5	49.3	3.3
	Repair of boundary wall	12.5	84.3	3.1
	Repair of drinking water facility	47.4	49.6	3.0
	Repair of toilet	28.2	68.8	3.0
Painting & white-wash	White wash/plastering	77.8	19.5	2.7
	Painting blackboard/Display board/Painting on wall	64.1	33.9	2.0
	Painting of doors & walls	70.2	27.6	2.2
Purchase	Purchase of furniture (cupboard etc.)	41.9	55.3	2.7
	Purchase of electrical fittings	9.7	87.6	2.7
	Purchase of chalk, duster, register etc.	91.4	7.1	1.5
	Purchase of sitting mats/Tat patti	50.9	47.0	2.1
	Purchase of charts, globes & other teaching material	79.0	18.8	2.2
Other	Expenditure on school events	78.7	18.1	3.3
	Payment of bills (electricity, water, cleaning etc.)	24.3	70.9	4.8

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2012 report which will be released in March 2013.[1]

EVERY RURAL GOVERNMENT PRIMARY/UPPER PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc. The grant amount depends on number of classrooms (excluding Headmaster room and office room)
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

[1] For more information see www.accountabilityindia.in

Karnataka RURAL

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 27 OUT OF 27 DISTRICTS
Data has not been presented where sample size was insufficient.

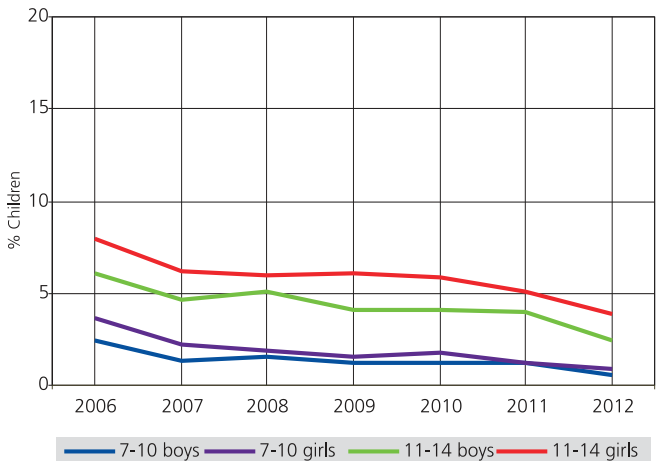
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	75.9	21.9	0.3	1.9	100
Age: 7-16 ALL	73.6	22.7	0.3	3.5	100
Age: 7-10 ALL	76.4	22.5	0.3	0.7	100
Age: 7-10 BOYS	74.2	24.8	0.4	0.5	100
Age: 7-10 GIRLS	78.8	20.1	0.2	0.9	100
Age: 11-14 ALL	75.3	21.3	0.2	3.1	100
Age: 11-14 BOYS	74.0	23.4	0.2	2.4	100
Age: 11-14 GIRLS	76.7	19.3	0.2	3.8	100
Age: 15-16 ALL	60.9	27.1	0.1	11.9	100
Age: 15-16 BOYS	59.2	28.2	0.1	12.5	100
Age: 15-16 GIRLS	62.7	26.0	0.1	11.2	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 2006-2012



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 has changed from 8.0% in 2006 to 6.2% in 2007 to 5.9% in 2008, 6.1% in 2009 and to 5.9% in 2010 to 3.8% in 2012.

Chart 2: Trends over time
% Children enrolled in private schools by class 2008-2012

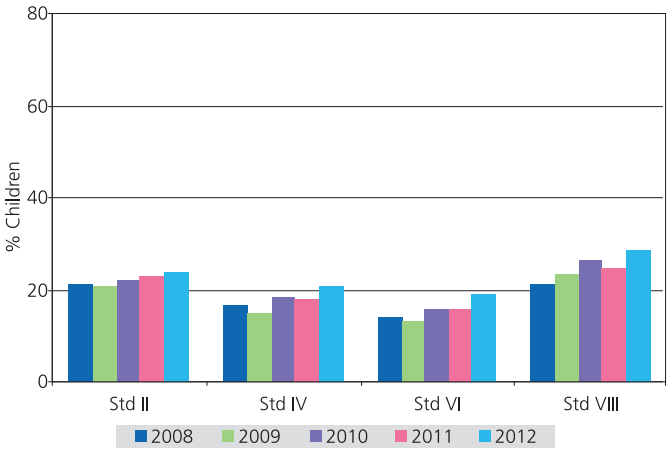


Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	4.6	59.4	30.7	5.4									100
II	3.7		38.1	52.0	6.2								100
III	4.6			34.1	52.8	7.0	1.5						100
IV	0.4			6.0	31.8	54.7	5.2	1.9					100
V	5.1					34.6	52.6	6.8	0.9				100
VI	6.4						25.3	61.4	5.9	1.1			100
VII	5.6							36.4	48.7	8.5	0.9		100
VIII	1.5							8.9	32.8	52.3	4.5		100

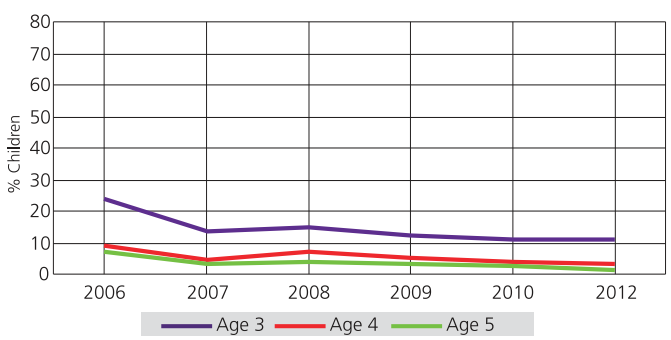
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 34.1% children are 8 years old but there also 4.6% who are younger, 52.8% who are 9 and 7.0% who are 10 years old and 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 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	83.0	6.0				11.0	100
Age 4	77.7	19.0				3.3	100
Age 5	60.7	29.9	5.6	2.1	0.1	1.6	100
Age 6	12.7	12.9	56.2	16.1	0.7	1.3	100

Chart 3: Trends over time
% Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2012*



* Data for 2011 is not comparable and therefore excluded here.

Reading

Table 4: % Children by class and READING level
All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	24.3	51.7	18.1	3.8	2.1	100
II	10.1	33.4	34.4	12.4	9.8	100
III	5.3	21.2	31.3	19.6	22.6	100
IV	3.6	10.9	23.3	26.8	35.3	100
V	3.0	8.6	16.4	23.6	48.5	100
VI	2.6	5.5	11.0	21.0	59.9	100
VII	1.8	4.0	7.5	15.3	71.5	100
VIII	2.2	2.8	6.5	13.9	74.6	100
Total	6.6	17.2	18.6	17.2	40.3	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 5.3% children cannot even read letters, 21.2% can read letters but not more, 31.3% can read words but not Std I text or higher, 19.6% can read Std I text but not Std II level text, and 22.6% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

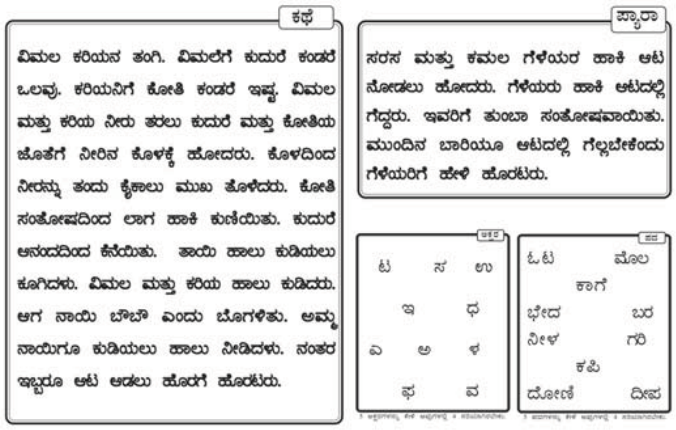


Chart 4: Trends over time
% Children in Std III who CAN READ Std I level text
By school type 2009-2012

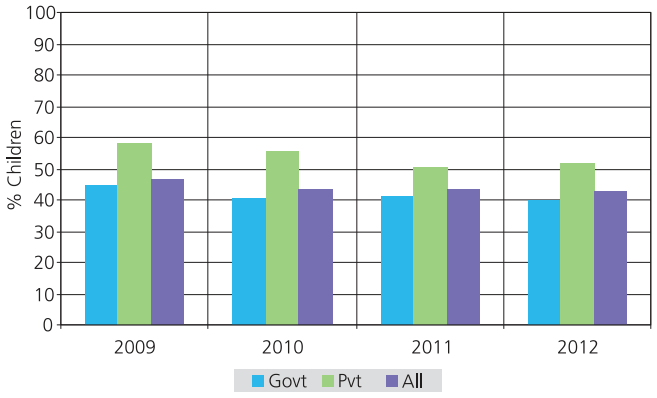
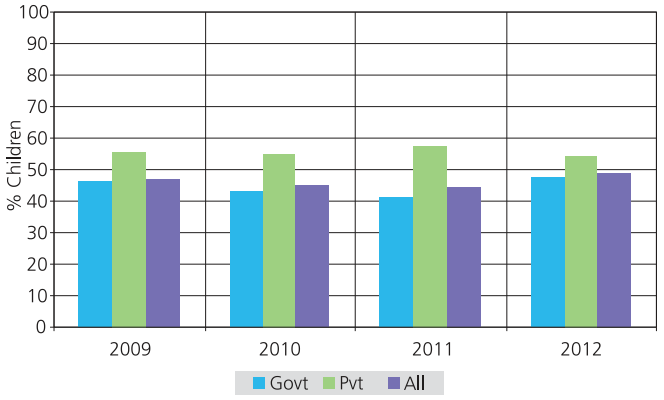


Chart 5: Trends over time
% Children in Std V who CAN READ Std II level text
By school type 2009-2012



Reading and comprehension in English

Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sen-tences	Total
I	57.2	22.0	13.3	6.6	1.0	100
II	37.1	27.8	20.6	10.0	4.4	100
III	25.7	30.5	25.2	11.8	6.9	100
IV	15.2	21.9	31.5	20.0	11.4	100
V	10.0	21.0	24.9	26.8	17.4	100
VI	5.9	13.6	19.9	29.3	31.3	100
VII	5.9	8.9	14.0	27.4	43.8	100
VIII	4.0	7.8	14.5	24.8	48.9	100
Total	20.0	19.3	20.7	19.7	20.3	100

Table 6: % Children by class who CAN COMPREHEND ENGLISH All schools 2012

Std.	Of those who can read words, % who can tell meanings of the words	Of those who can read sentences, % who can tell meanings of the sentences
I		
II	64.5	
III	64.1	
IV	68.5	77.3
V	66.4	74.1
VI	72.6	74.6
VII	70.2	77.4
VIII	68.0	79.6
Total	68.4	76.3

Note: In Karnataka govt. schools, English as a subject is introduced in std. V

English Tool

Arithmetic

Table 7: % Children by class and ARITHMETIC level
All schools 2012

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	25.8	46.0	24.4	3.2	0.6	100
II	10.4	26.6	49.4	12.1	1.5	100
III	5.4	16.1	47.8	27.7	3.0	100
IV	2.3	9.7	35.7	41.1	11.3	100
V	2.8	5.7	30.3	41.5	19.9	100
VI	1.8	3.8	23.0	39.3	32.1	100
VII	1.8	2.7	18.2	34.7	42.5	100
VIII	2.0	1.5	21.4	29.1	46.1	100
Total	6.5	14.0	31.3	28.9	19.4	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 5.4% children cannot even recognize numbers 1-9, 16.1% can recognize numbers up to 9 but not more, 47.8% can recognize numbers to 99 but cannot do subtraction, 27.7% can do subtraction but not division, and 3.0% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

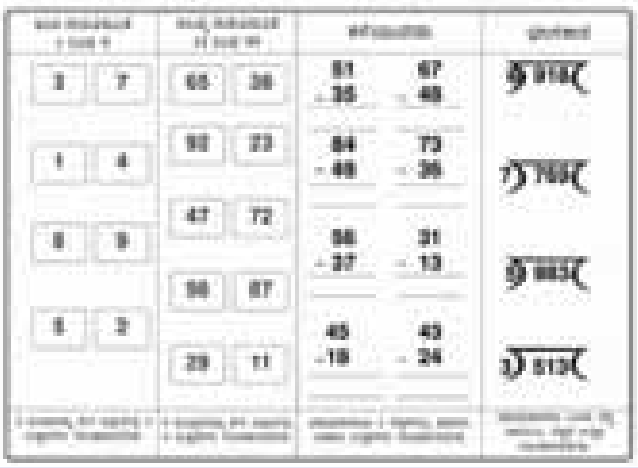


Chart 6: Trends over time
% Children in Std III who CAN DO SUBTRACTION or more
By school type 2009-2012

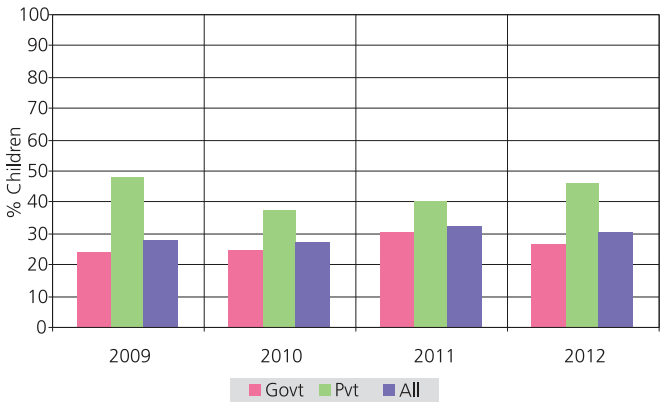
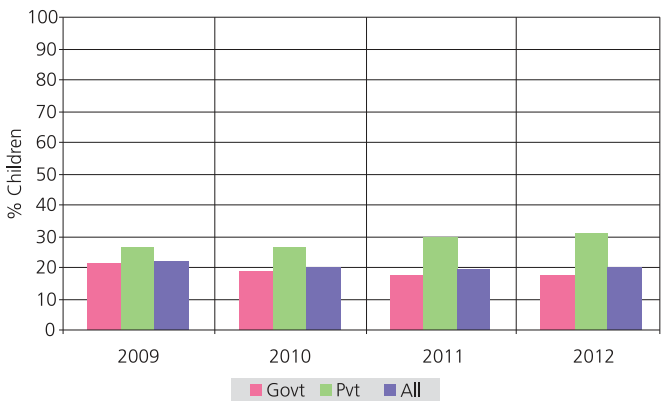


Chart 7: Trends over time
% Children in Std V who CAN DO DIVISION
By school type 2009-2012



Type of school and paid tuition classes

The ASER survey recorded information about tuition 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 children may have received.

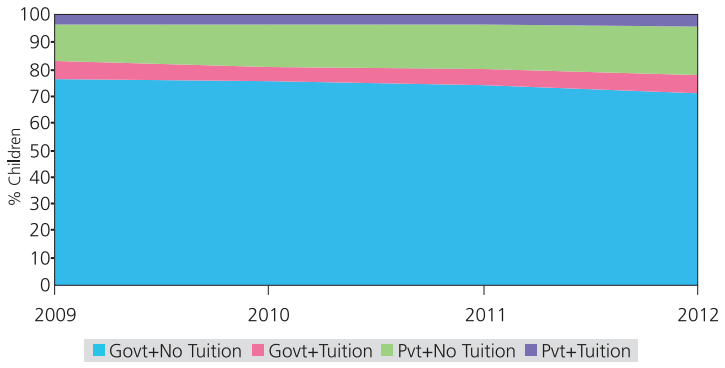
Table 8: Trends over time
% Children attending paid tuition classes
By school type 2009-2012

Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	7.7	6.7	7.7	8.9
Private schools: % Children attending paid tuition classes	21.1	17.7	18.9	21.0
All schools: % Children attending paid tuition classes	10.0	8.8	10.0	11.6

Table 9: Trends over time
% Children by school type and tuition 2009-2012

Year	Category		Std II	Std V	Std VIII	Std I-VIII
2009	Govt.	No tuition	72.9	79.7	72.2	76.3
		Tuition	5.9	8.0	4.8	6.4
	Pvt.	No tuition	16.6	9.8	19.8	13.7
		Tuition	4.6	2.6	3.3	3.7
	Total		100	100	100	100
2010	Govt.	No tuition	72.4	75.8	69.1	75.1
		Tuition	5.5	5.6	4.2	5.4
	Pvt.	No tuition	18.3	14.4	23.4	16.1
		Tuition	3.9	4.2	3.3	3.5
	Total		100	100	100	100
2011	Govt.	No tuition	72.3	74.3	69.7	73.6
		Tuition	4.5	7.9	4.9	6.2
	Pvt.	No tuition	19.1	14.1	21.7	16.4
		Tuition	4.1	3.8	3.7	3.8
	Total		100	100	100	100
2012	Govt.	No tuition	68.7	73.0	65.6	71.0
		Tuition	6.7	7.3	6.0	6.9
	Pvt.	No tuition	19.2	15.1	25.0	17.5
		Tuition	5.4	4.6	3.4	4.6
	Total		100	100	100	100

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Chart 9: Trends over time
% Children in Std III-V who CAN READ a Std I level text or more
By school type and tuition 2009-2012

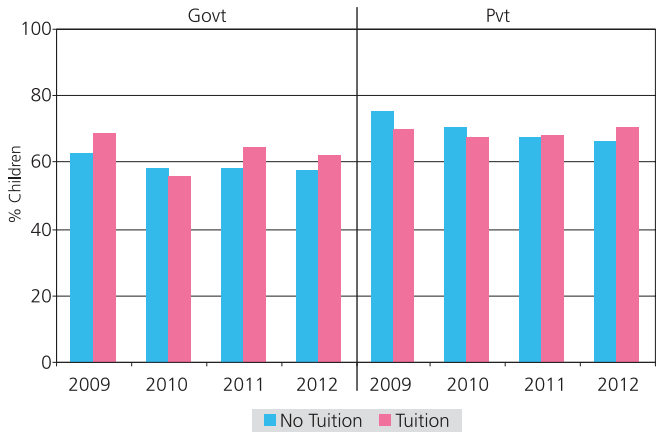
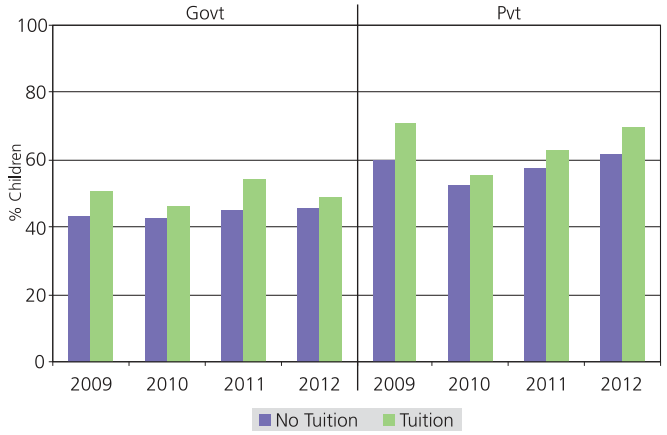


Chart 10: Trends over time
% Children in Std III-V who CAN DO SUBTRACTION or more
By school type and tuition 2009-2012



School observations

In each year's ASER, from 2009 onwards, in each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

Table 10: Number of schools visited 2009-2012

Type of school	2009	2010	2011	2012
Std I-IV/V: Primary	133	113	106	117
Std I-VII/VIII: Primary + Upper primary	625	656	675	639
Total schools visited	758	769	781	756

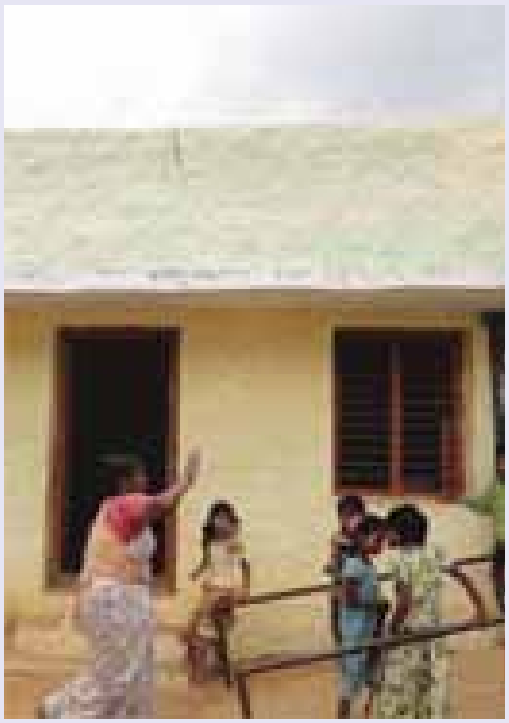
Table 11: Student and teacher attendance on the day of the visit 2009-2012

Type of school	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Enrolled children present (Average)	88.0	81.7	90.4	89.1	79.6	70.9	85.2	83.1
% Teachers present (Average)	94.5	92.9	92.6	93.7	91.7	88.9	88.6	87.9

Table 12: Small schools and multigrade classes 2009-2012

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	75.0	84.6	84.8	84.5	5.3	6.3	7.0	9.9
% Schools where Std II children observed sitting with one or more other classes	87.6	85.9	89.4	93.0	69.1	73.5	81.4	82.9
% Schools where Std IV children observed sitting with one or more other classes	82.5	71.7	66.3	69.4	42.4	31.2	29.9	35.2

Note: In Karnataka, the official policy in govt. schools is to have mixed groups in std. I-III.



RTE indicators

Table 13: Schools meeting selected RTE norms 2010-2012

% Schools meeting the following RTE norms:		2010	2011	2012
Pupil-teacher & classroom-teacher norms	Pupil-teacher ratio	69.4	71.2	66.9
	Classroom-teacher ratio	82.8	85.0	83.2
Building	Office/store/office cum store	72.1	74.0	76.2
	Playground	66.0	70.8	73.1
	Boundary wall/fencing	59.3	69.0	70.2
Drinking water	No facility for drinking water	17.3	11.7	12.8
	Facility but no drinking water available	7.0	6.5	6.0
	Drinking water available	75.8	81.9	81.3
Toilet	No toilet facility	5.6	6.0	2.3
	Facility but toilet not useable	56.0	49.9	38.3
	Toilet useable	38.4	44.2	59.5
Girls toilet	% Schools with no separate provisions for girls toilets	18.2	10.9	8.2
	Of schools with separate girls toilets, % schools with			
	Toilet locked	31.1	32.8	28.3
	Toilet not useable	18.9	15.2	9.5
	Toilet useable	31.8	41.1	54.0
Library	No library	7.6	7.4	5.8
	Library but no books being used by children on day of visit	27.6	34.8	38.9
	Library books being used by children on day of visit	64.8	57.8	55.3
Mid-day meal	Kitchen shed for cooking mid-day meal	92.9	94.0	94.1
	Mid-day meal served in school on day of visit	96.0	97.9	98.5

The Right of Children to Free and Compulsory Education Act, 2009 specifies a series of norms and standards for a school.

Norms for number of teachers vary according to the level of the school (primary or upper primary) and total student enrollment.

Norms for classrooms require the school to have at least one classroom for every teacher.

Norms for facilities require schools to provide each of the facilities mentioned in Table 13, among others.

RTE norms regulate provision of facilities but not their useability. ASER school observations also include whether facilities could be used. This information is included in Table 13.

School funds and activities (PAISA)

Table 14: % Schools that report receiving SSA grants - Full financial year

SSA school grants	April 2009 to March 2010				April 2010 to March 2011				April 2011 to March 2012			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	669	91.2	1.1	7.8	771	95.1	2.2	2.7	745	93.4	4.0	2.6
Development grant	654	89.9	2.5	7.7	764	89.9	7.1	3.0	745	87.4	10.2	2.4
TLM grant	664	94.3	1.4	4.4	765	95.0	3.0	2.0	746	95.2	3.5	1.3

Table 15: % Schools that report receiving SSA grants - Half financial year

SSA school grants	April 2010 to date of survey (2010)				April 2011 to date of survey (2011)				April 2012 to date of survey (2012)			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	654	84.4	6.6	9.0	761	75.6	21.0	3.4	734	85.0	12.1	2.9
Development grant	637	83.7	6.3	10.1	752	70.0	26.2	3.9	733	80.4	16.8	2.9
TLM grant	648	87.4	5.1	7.6	753	74.2	22.6	3.2	737	89.0	8.8	2.2

Table 16: % Schools carrying out different activities since April 2011

Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	26.9	71.5	1.6
Repairs	Repair of building (roof, floor, wall etc.)	53.4	44.7	1.9
	Repair of doors & windows	53.0	45.1	1.9
	Repair of boundary wall	23.6	74.7	1.8
	Repair of drinking water facility	54.7	43.6	1.8
	Repair of toilet	57.1	41.0	1.9
Painting & white-wash	White wash/plastering	73.1	25.8	1.1
	Painting blackboard/Display board/Painting on wall	81.9	16.8	1.3
	Painting of doors & walls	64.6	33.9	1.5
Purchase	Purchase of furniture (cupboard etc.)	43.1	55.3	1.6
	Purchase of electrical fittings	40.0	57.9	2.2
	Purchase of chalk, duster, register etc.	94.1	5.0	0.9
	Purchase of sitting mats/Tat patti	32.8	65.9	1.2
	Purchase of charts, globes & other teaching material	78.4	20.5	1.1
Other	Expenditure on school events	84.0	14.6	1.4
	Payment of bills (electricity, water, cleaning etc.)	77.5	20.5	2.0

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2012 report which will be released in March 2013.[1]

EVERY RURAL GOVERNMENT PRIMARY/UPPER PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc.
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	The grant amount depends on number of classrooms (excluding Headmaster room and office room)
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

[1] For more information see www.accountabilityindia.in

Kerala RURAL

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 14 OUT OF 14 DISTRICTS
Data has not been presented where sample size was insufficient.

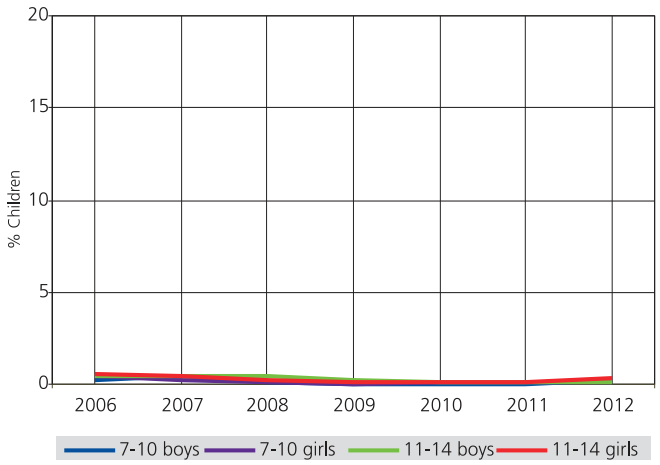
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	40.0	59.6	0.2	0.2	100
Age: 7-16 ALL	41.8	57.6	0.2	0.3	100
Age: 7-10 ALL	38.3	61.3	0.3	0.2	100
Age: 7-10 BOYS	39.0	60.6	0.2	0.2	100
Age: 7-10 GIRLS	37.6	61.9	0.3	0.2	100
Age: 11-14 ALL	42.5	57.1	0.2	0.2	100
Age: 11-14 BOYS	42.3	57.4	0.2	0.1	100
Age: 11-14 GIRLS	42.8	56.9	0.1	0.3	100
Age: 15-16 ALL	48.1	50.6	0.3	1.0	100
Age: 15-16 BOYS	44.6	54.1	0.1	1.3	100
Age: 15-16 GIRLS	51.7	47.1	0.5	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 2006-2012



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 has changed from 0.6% in 2006 to 0.4% in 2007 to 0.2% in 2008, 0.2% in 2009 and to 0.1% in 2010 to 0.3% in 2012.

Chart 2: Trends over time
% Children enrolled in private schools by class 2008-2012

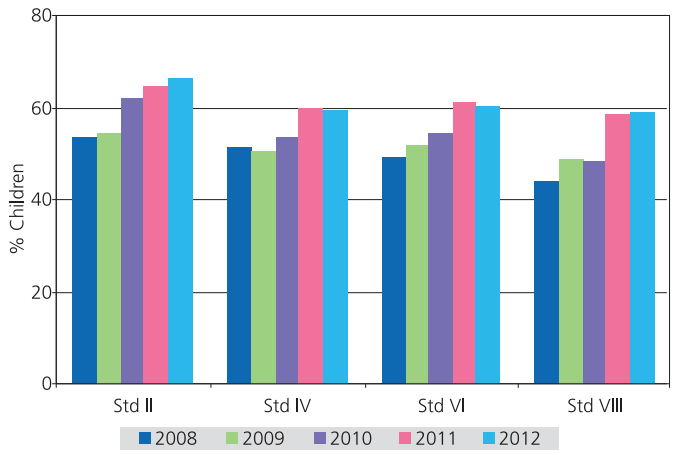


Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	12.2	68.0	17.5	2.3									100
II	1.1	13.9	61.6	19.3	4.1								100
III	0.5		11.2	66.4	18.7	3.2							100
IV	1.3			12.9	62.5	20.1	3.2						100
V	1.9				9.7	65.3	19.9	3.3					100
VI	1.0					12.3	57.0	26.4	3.3				100
VII	1.8						10.6	67.1	17.7	2.8			100
VIII	1.7							16.1	67.8	12.7	1.8		100

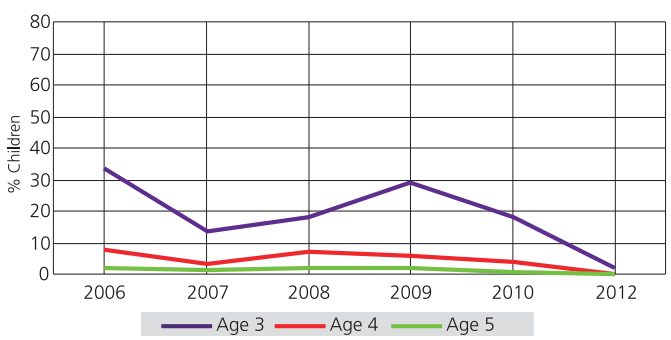
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 66.4% children are 8 years old but there also 11.2% who are 7, 18.7% who are 9 and 3.2% who are older.

Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	85.7	12.0				2.2	100
Age 4	41.1	58.6				0.3	100
Age 5	6.3	25.3	18.3	49.6	0.4	0.1	100
Age 6	0.4	6.6	32.2	60.3	0.3	0.3	100

Chart 3: Trends over time
% Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2012*



* Data for 2011 is not comparable and therefore excluded here.

Reading

Table 4: % Children by class and READING level
All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	5.1	35.7	43.4	9.4	6.4	100
II	2.5	15.0	40.9	22.0	19.7	100
III	1.3	7.9	23.7	25.9	41.2	100
IV	1.4	4.8	14.1	22.0	57.7	100
V	0.6	2.9	9.8	21.4	65.2	100
VI	0.6	1.2	6.7	14.8	76.7	100
VII	1.0	2.5	5.5	15.8	75.2	100
VIII	0.6	1.0	2.0	12.1	84.3	100
Total	1.5	7.9	16.8	18.0	55.8	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 1.3% children cannot even read letters, 7.9% can read letters but not more, 23.7% can read words but not Std I text or higher, 25.9% can read Std I text but not Std II level text, and 41.2% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

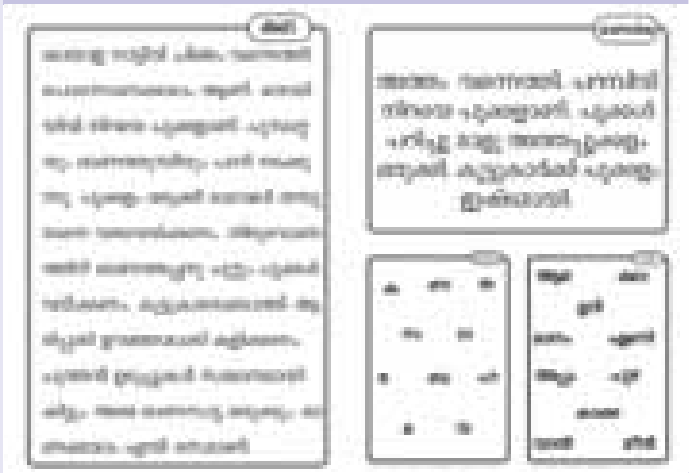


Chart 4: Trends over time
% Children in Std III who CAN READ Std I level text
By school type 2009-2012

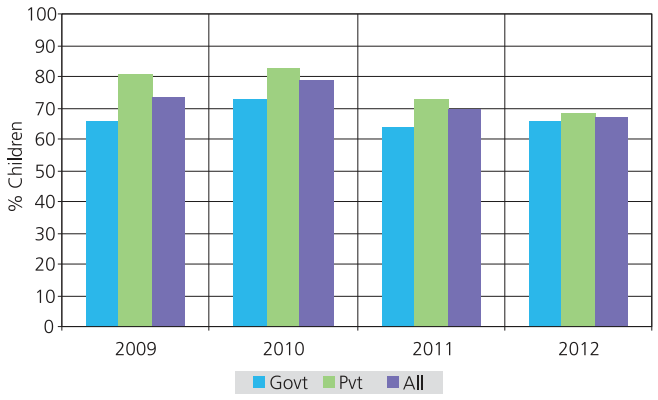
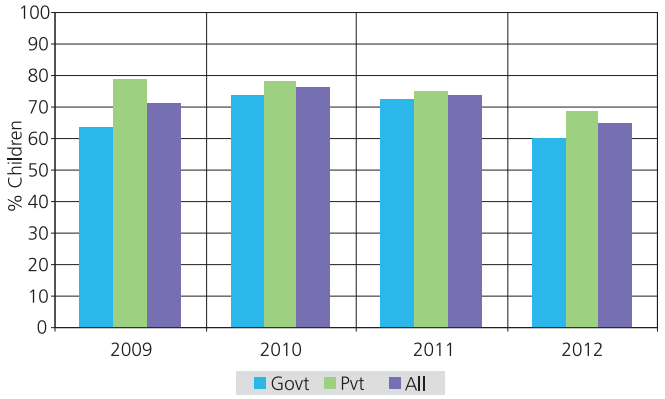


Chart 5: Trends over time
% Children in Std V who CAN READ Std II level text
By school type 2009-2012



Reading and comprehension in English

Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sen-tences	Total
I	10.9	26.9	25.2	29.3	7.8	100
II	4.7	16.9	23.7	30.2	24.6	100
III	2.8	10.5	17.1	31.1	38.4	100
IV	2.4	6.6	11.8	28.1	51.1	100
V	1.6	4.9	8.3	22.6	62.7	100
VI	1.1	2.9	5.1	18.1	72.8	100
VII	1.5	2.7	4.8	14.2	76.7	100
VIII	0.8	0.9	1.3	11.0	86.0	100
Total	2.9	8.2	11.4	22.5	55.0	100

Table 6: % Children by class who CAN COMPREHEND ENGLISH All schools 2012

Std.	Of those who can read words, % who can tell meanings of the words	Of those who can read sentences, % who can tell meanings of the sentences
I	79.6	
II	70.9	
III	80.8	72.4
IV	81.9	79.0
V	78.9	82.6
VI	80.2	83.4
VII	71.8	86.1
VIII	75.7	88.4
Total	77.8	82.3

English Tool

Arithmetic

**Table 7: % Children by class and ARITHMETIC level
All schools 2012**

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	5.4	33.2	52.4	6.8	2.2	100
II	2.1	14.5	52.1	23.7	7.7	100
III	1.2	7.2	38.9	35.6	17.1	100
IV	1.2	3.9	24.4	40.5	30.0	100
V	0.7	3.4	17.5	32.5	45.9	100
VI	0.7	1.0	13.9	29.4	55.0	100
VII	1.1	1.4	11.2	23.9	62.5	100
VIII	0.4	0.7	6.4	17.6	75.0	100
Total	1.5	7.2	25.5	26.8	39.1	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 1.2% children cannot even recognize numbers 1-9, 7.2% can recognize numbers up to 9 but not more, 38.9% can recognize numbers to 99 but cannot do subtraction, 35.6% can do subtraction but not division, and 17.1% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

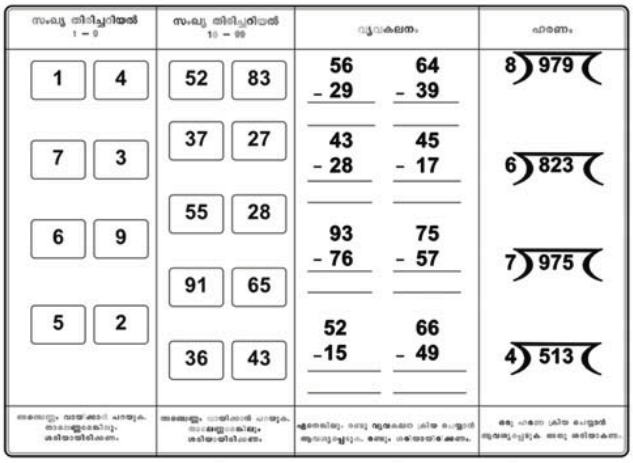


**Chart 6: Trends over time
% Children in Std III who CAN DO SUBTRACTION or more
By school type 2009-2012**

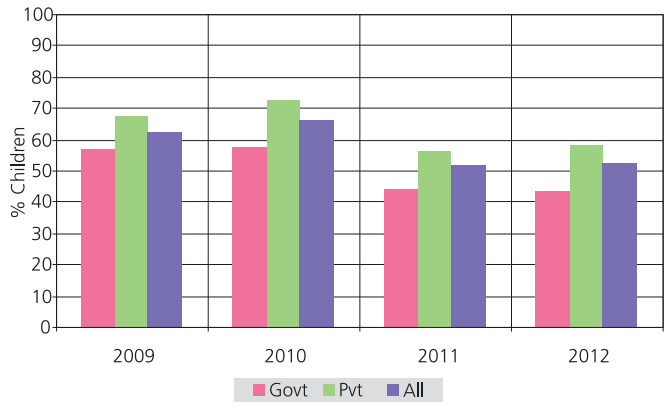
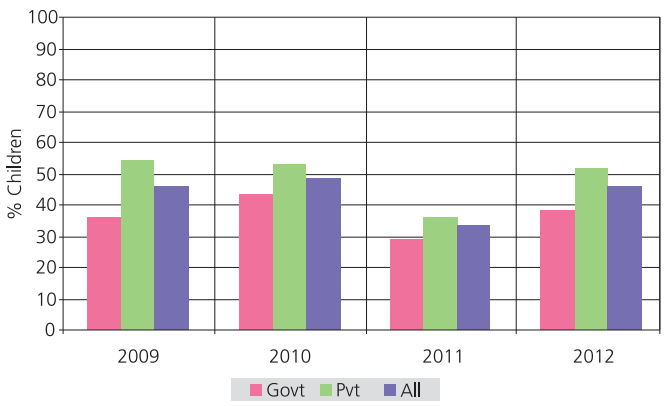


**Chart 7: Trends over time
% Children in Std V who CAN DO DIVISION
By school type 2009-2012**



Type of school and paid tuition classes

The ASER survey recorded information about tuition 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 children may have received.

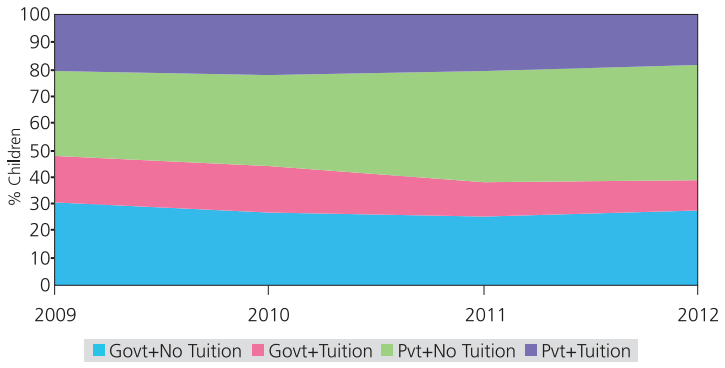
Table 8: Trends over time
% Children attending paid tuition classes
By school type 2009-2012

Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	35.0	39.0	33.6	29.8
Private schools: % Children attending paid tuition classes	39.9	39.5	33.1	30.8
All schools: % Children attending paid tuition classes	37.6	39.3	33.3	30.4

Table 9: Trends over time
% Children by school type and tuition 2009-2012

Year	Category		Std II	Std V	Std VIII	Std I-VIII
2009	Govt.	No tuition	30.7	28.3	30.0	30.8
		Tuition	15.2	20.3	21.3	16.6
	Pvt.	No tuition	36.6	29.3	25.4	31.6
		Tuition	17.6	22.1	23.3	21.0
	Total		100	100	100	100
2010	Govt.	No tuition	27.4	25.2	27.1	26.7
		Tuition	8.5	20.0	23.2	17.1
	Pvt.	No tuition	43.5	30.7	29.9	33.9
		Tuition	20.6	24.2	19.8	22.2
	Total		100	100	100	100
2011	Govt.	No tuition	27.0	23.8	25.6	25.1
		Tuition	8.4	16.4	14.9	12.7
	Pvt.	No tuition	47.3	38.1	34.9	41.6
		Tuition	17.3	21.8	24.6	20.6
	Total		100	100	100	100
2012	Govt.	No tuition	23.2	28.9	25.5	27.3
		Tuition	9.3	12.0	15.3	11.6
	Pvt.	No tuition	50.9	41.2	35.9	42.4
		Tuition	16.6	18.0	23.4	18.8
	Total		100	100	100	100

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Chart 9: Trends over time
% Children in Std III-V who CAN READ a Std I level text or more
By school type and tuition 2009-2012

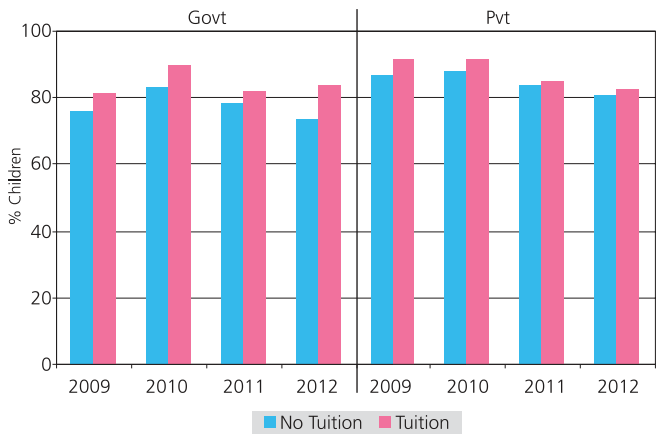
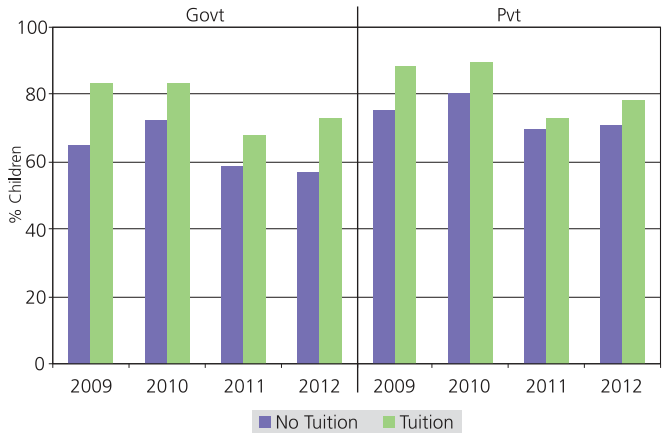


Chart 10: Trends over time
% Children in Std III-V who CAN DO SUBTRACTION or more
By school type and tuition 2009-2012



School observations

In each year's ASER, from 2009 onwards, in each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

Table 10: Number of schools visited 2009-2012

Type of school	2009	2010	2011	2012
Std I-IV/V: Primary	178	176	177	167
Std I-VII/VIII: Primary + Upper primary	78	99	151	180
Total schools visited	256	275	328	347

Table 11: Student and teacher attendance on the day of the visit 2009-2012

Type of school	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Enrolled children present (Average)	91.9	93.1	91.9	94.4	91.8	91.2	90.8	93.3
% Teachers present (Average)	87.1	94.0	92.8	90.8	92.6	90.2	92.7	91.2

Table 12: Small schools and multigrade classes 2009-2012

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	21.8	29.0	33.7	48.8	6.5	4.1	6.7	6.3
% Schools where Std II children observed sitting with one or more other classes	4.6	7.9	6.7	6.8	3.9	6.3	9.4	7.3
% Schools where Std IV children observed sitting with one or more other classes	3.6	7.1	6.3	8.9	1.3	2.2	8.7	7.5

RTE indicators

Table 13: Schools meeting selected RTE norms 2010-2012

% Schools meeting the following RTE norms:		2010	2011	2012
Pupil-teacher & classroom-teacher norms	Pupil-teacher ratio	89.2	94.1	92.0
	Classroom-teacher ratio	80.3	77.6	89.5
Building	Office/store/office cum store	88.4	90.2	91.3
	Playground	76.3	79.1	66.5
	Boundary wall/fencing	81.8	86.1	72.9
Drinking water	No facility for drinking water	2.6	1.9	6.4
	Facility but no drinking water available	11.7	4.4	8.5
	Drinking water available	85.7	93.8	85.1
Toilet	No toilet facility	0.4	0.3	0.3
	Facility but toilet not useable	41.4	28.1	24.0
	Toilet useable	58.2	71.6	75.7
Girls toilet	% Schools with no separate provisions for girls toilets	5.1	0.9	1.5
	Of schools with separate girls toilets, % schools with			
	Toilet locked	8.7	15.4	3.0
	Toilet not useable	42.3	15.1	22.1
	Toilet useable	43.9	68.6	73.5
Library	No library	16.9	1.9	4.3
	Library but no books being used by children on day of visit	20.7	27.3	1.7
	Library books being used by children on day of visit	62.4	70.8	93.9
Mid-day meal	Kitchen shed for cooking mid-day meal	98.1	97.8	95.6
	Mid-day meal served in school on day of visit	100	100	98.2

The Right of Children to Free and Compulsory Education Act, 2009 specifies a series of norms and standards for a school.

Norms for number of teachers vary according to the level of the school (primary or upper primary) and total student enrollment.

Norms for classrooms require the school to have at least one classroom for every teacher.

Norms for facilities require schools to provide each of the facilities mentioned in Table 13, among others.

RTE norms regulate provision of facilities but not their useability. ASER school observations also include whether facilities could be used. This information is included in Table 13.

School funds and activities (PAISA)

Table 14: % Schools that report receiving SSA grants - Full financial year

SSA school grants	April 2009 to March 2010				April 2010 to March 2011				April 2011 to March 2012			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	218	94.5	4.1	1.4	323	95.1	4.3	0.6	335	93.1	6.0	0.9
Development grant	195	91.8	6.7	1.5	301	82.4	15.3	2.3	319	77.7	19.4	2.8
TLM grant	222	99.1	0.5	0.5	323	96.6	2.8	0.6	337	98.2	0.9	0.9

Table 15: % Schools that report receiving SSA grants - Half financial year

SSA school grants	April 2010 to date of survey (2010)				April 2011 to date of survey (2011)				April 2012 to date of survey (2012)			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	202	89.1	8.9	2.0	303	79.5	16.2	4.3	306	87.3	11.4	1.3
Development grant	188	86.2	11.7	2.1	275	72.0	22.9	5.1	283	76.0	21.6	2.5
TLM grant	204	96.6	2.9	0.5	299	89.6	6.7	3.7	299	95.3	3.7	1.0

Table 16: % Schools carrying out different activities since April 2011

Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	14.9	84.5	0.6
Repairs	Repair of building (roof, floor, wall etc.)	81.1	18.6	0.3
	Repair of doors & windows	66.3	33.3	0.3
	Repair of boundary wall	25.6	74.1	0.3
	Repair of drinking water facility	65.1	34.2	0.7
	Repair of toilet	65.6	33.8	0.7
Painting & white-wash	White wash/plastering	77.5	22.2	0.3
	Painting blackboard/Display board/Painting on wall	82.6	17.1	0.3
	Painting of doors & walls	68.8	30.9	0.3
Purchase	Purchase of furniture (cupboard etc.)	44.1	55.6	0.3
	Purchase of electrical fittings	64.4	35.3	0.3
	Purchase of chalk, duster, register etc.	93.7	6.0	0.3
	Purchase of sitting mats/Tat patti	30.7	68.9	0.4
	Purchase of charts, globes & other teaching material	89.5	10.2	0.3
Other	Expenditure on school events	77.9	21.7	0.4
	Payment of bills (electricity, water, cleaning etc.)	92.0	7.7	0.3

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2012 report which will be released in March 2013.[1]

EVERY RURAL GOVERNMENT PRIMARY/UPPER PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc. The grant amount depends on number of classrooms (excluding Headmaster room and office room)
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

[1] For more information see www.accountabilityindia.in

Madhya Pradesh
Maharashtra
Manipur
Meghalaya
Mizoram
Nagaland

Madhya Pradesh RURAL

Annual Status of Education Report
असर ASER 2012 RURAL
Facilitated by PRATHAM

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 43 OUT OF 45 DISTRICTS
Data has not been presented where sample size was insufficient.

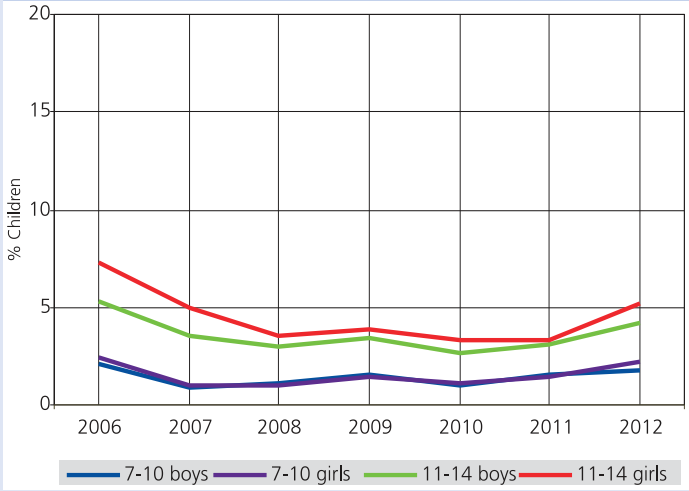
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	77.8	18.2	1.0	3.1	100
Age: 7-16 ALL	76.2	17.3	0.9	5.6	100
Age: 7-10 ALL	77.2	19.6	1.3	2.0	100
Age: 7-10 BOYS	74.2	22.7	1.4	1.8	100
Age: 7-10 GIRLS	80.6	16.1	1.1	2.2	100
Age: 11-14 ALL	78.5	16.2	0.7	4.6	100
Age: 11-14 BOYS	74.7	20.1	1.0	4.2	100
Age: 11-14 GIRLS	82.5	11.9	0.4	5.2	100
Age: 15-16 ALL	67.6	14.4	0.5	17.5	100
Age: 15-16 BOYS	64.7	18.1	0.7	16.5	100
Age: 15-16 GIRLS	70.9	10.2	0.3	18.6	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 2006-2012



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 has changed from 7.3% in 2006 to 5.0% in 2007 to 3.5% in 2008, 3.9% in 2009 and to 3.3% in 2010 to 5.2% in 2012.

Chart 2: Trends over time
% Children enrolled in private schools by class 2008-2012

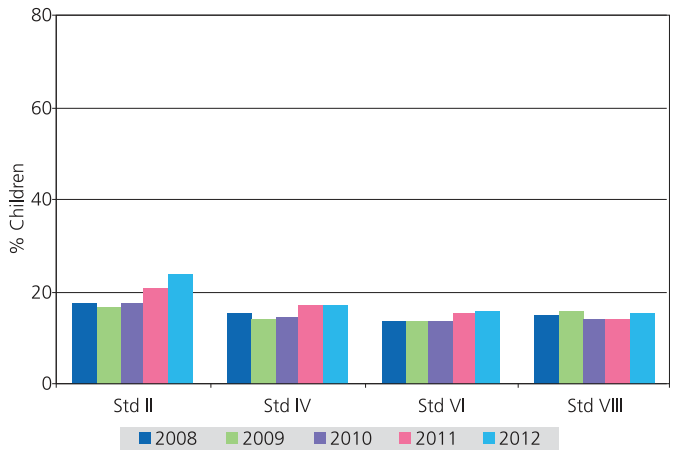


Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	33.0	44.5	14.5	5.0	3.0								100
II	5.1	19.4	42.1	25.1	8.3								100
III	5.9		16.0	45.3	19.5	8.5	4.7						100
IV	1.1		5.0	19.4	32.6	30.6	11.4						100
V	2.1			6.6	10.1	43.4	20.9	11.7	5.2				100
VI	5.7					15.9	31.6	33.1	8.5	5.3			100
VII	1.6					5.3	9.1	43.2	26.8	9.5	4.5		100
VIII	5.0							18.2	34.2	28.0	9.9	4.7	100

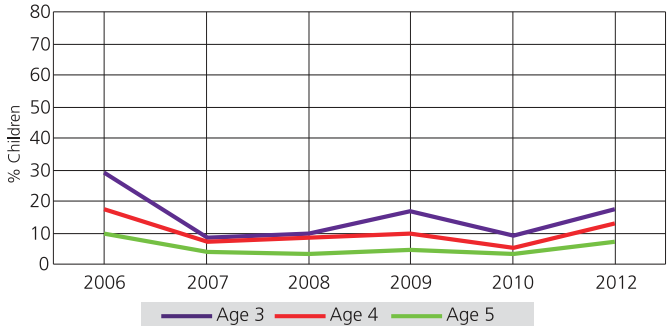
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 45.3% children are 8 years old but there also 16.0% who are 7, 19.5% who are 9, 8.5% who are 10 years old and 4.7% who 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 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	76.9	6.0				17.1	100
Age 4	70.5	16.3				13.2	100
Age 5	22.3	6.7	43.5	19.4	0.8	7.3	100
Age 6	5.2	2.9	68.8	18.7	1.1	3.2	100

Chart 3: Trends over time
% Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2012*



* Data for 2011 is not comparable and therefore excluded here.

Reading

Table 4: % Children by class and READING level
All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	47.1	41.1	7.4	2.2	2.2	100
II	21.7	47.6	16.9	7.3	6.6	100
III	14.7	38.6	23.3	11.5	12.0	100
IV	8.0	28.4	23.7	17.1	22.8	100
V	5.1	20.3	21.6	19.9	33.1	100
VI	3.0	13.5	15.5	20.2	47.9	100
VII	2.3	9.6	11.4	18.3	58.5	100
VIII	1.6	7.7	7.7	15.2	67.8	100
Total	13.0	25.8	16.0	14.0	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, 14.7% children cannot even read letters, 38.6% can read letters but not more, 23.3% can read words but not Std I text or higher, 11.5% can read Std I text but not Std II level text, and 12% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

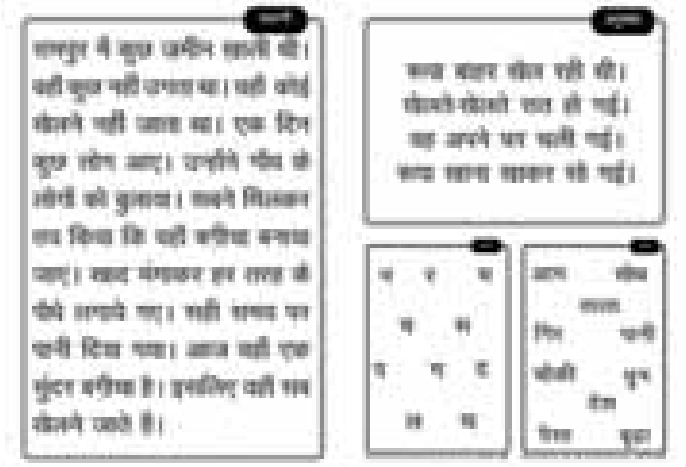


Chart 4: Trends over time
% Children in Std III who CAN READ Std I level text
By school type 2009-2012

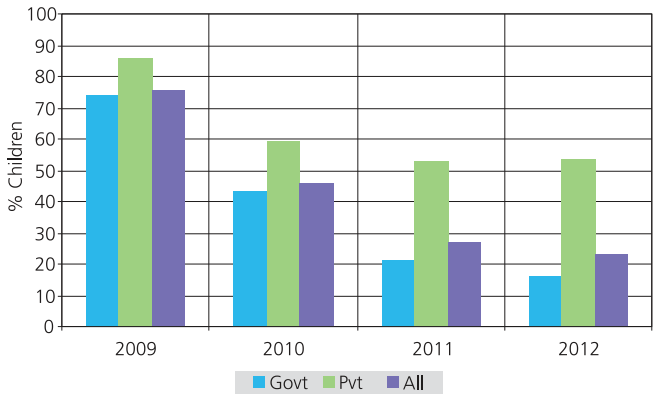
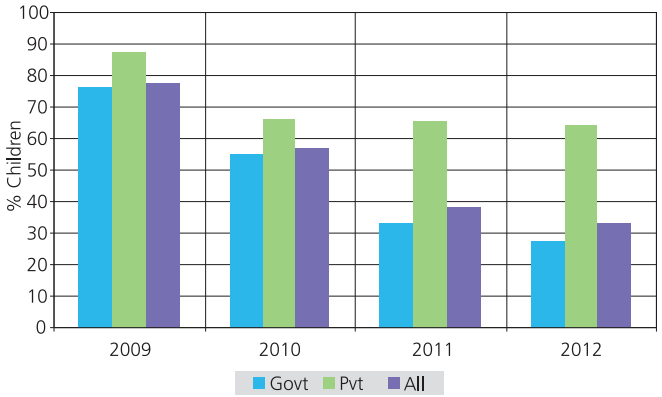


Chart 5: Trends over time
% Children in Std V who CAN READ Std II level text
By school type 2009-2012



Reading and comprehension in English

Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sen-tences	Total
I	65.4	21.4	8.9	3.4	1.0	100
II	44.0	30.2	17.7	6.1	2.0	100
III	35.7	31.7	21.3	8.5	2.8	100
IV	24.8	30.6	26.1	13.7	4.8	100
V	18.9	29.7	25.8	17.4	8.3	100
VI	11.9	22.7	28.0	23.5	14.0	100
VII	9.1	17.2	27.0	29.0	17.8	100
VIII	7.6	14.5	24.9	29.0	24.1	100
Total	27.2	24.9	22.5	16.3	9.3	100

Table 6: % Children by class who CAN COMPREHEND ENGLISH All schools 2012

Std.	Of those who can read words, % who can tell meanings of the words	Of those who can read sentences, % who can tell meanings of the sentences
I		
II	58.5	
III	51.9	
IV	55.9	54.0
V	52.6	55.4
VI	51.0	56.0
VII	52.6	57.8
VIII	57.7	59.3
Total	54.1	56.4

English Tool

Arithmetic

Table 7: % Children by class and ARITHMETIC level
All schools 2012

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	49.5	39.0	9.1	1.5	1.0	100
II	22.2	49.7	22.2	4.7	1.3	100
III	14.6	42.7	30.9	9.2	2.5	100
IV	7.8	32.5	37.3	15.6	6.8	100
V	4.9	25.1	35.8	21.9	12.3	100
VI	3.0	17.3	33.6	26.1	20.0	100
VII	2.1	11.8	29.8	29.4	27.0	100
VIII	1.8	10.0	25.4	27.9	34.9	100
Total	13.3	28.5	28.2	17.0	13.1	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 14.6% children cannot even recognize numbers 1-9, 42.7% can recognize numbers up to 9 but not more, 30.9% can recognize numbers to 99 but cannot do subtraction, 9.2% can do subtraction but not division, and 2.5% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

Chart 6: Trends over time
% Children in Std III who CAN DO SUBTRACTION or more
By school type 2009-2012

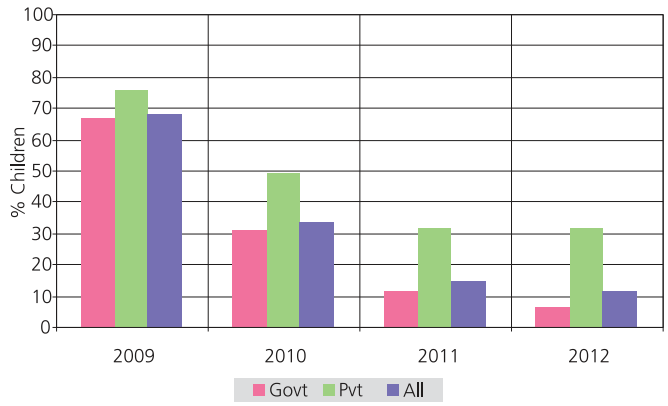
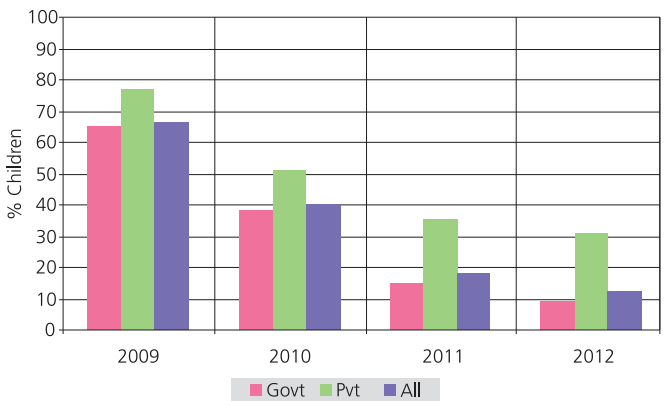


Chart 7: Trends over time
% Children in Std V who CAN DO DIVISION
By school type 2009-2012



Type of school and paid tuition classes

The ASER survey recorded information about tuition 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 children may have received.

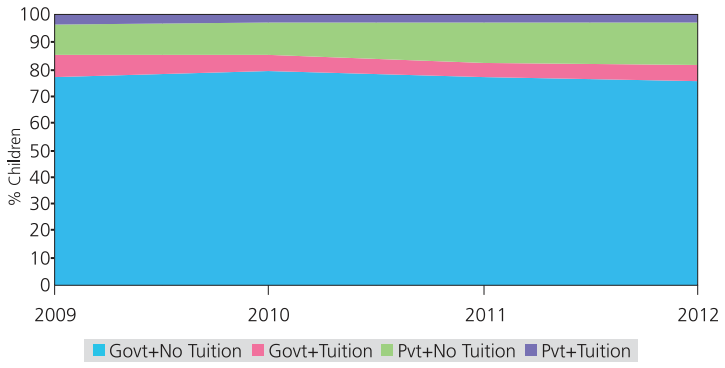
Table 8: Trends over time
% Children attending paid tuition classes
By school type 2009-2012

Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	10.0	6.9	6.5	7.7
Private schools: % Children attending paid tuition classes	26.1	19.0	15.4	16.1
All schools: % Children attending paid tuition classes	12.3	8.8	8.1	9.2

Table 9: Trends over time
% Children by school type and tuition 2009-2012

Year	Category		Std II	Std V	Std VIII	Std I-VIII
2009	Govt.	No tuition	78.1	77.9	70.3	76.8
		Tuition	5.3	9.4	13.9	8.5
	Pvt.	No tuition	13.1	9.3	10.2	10.9
		Tuition	3.5	3.4	5.6	3.8
	Total		100	100	100	100
2010	Govt.	No tuition	80.0	80.0	73.2	78.9
		Tuition	2.8	5.8	12.7	5.9
	Pvt.	No tuition	15.1	11.3	9.4	12.3
		Tuition	2.0	2.9	4.8	2.9
	Total		100	100	100	100
2011	Govt.	No tuition	74.9	78.5	78.1	76.9
		Tuition	3.8	6.1	7.4	5.3
	Pvt.	No tuition	18.7	12.7	12.0	15.0
		Tuition	2.6	2.7	2.6	2.7
	Total		100	100	100	100
2012	Govt.	No tuition	71.0	77.7	76.7	75.1
		Tuition	5.0	6.8	7.8	6.2
	Pvt.	No tuition	20.4	12.4	12.3	15.6
		Tuition	3.6	3.1	3.1	3.0
	Total		100	100	100	100

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Chart 9: Trends over time
% Children in Std III-V who CAN READ a Std I level text or more
By school type and tuition 2009-2012

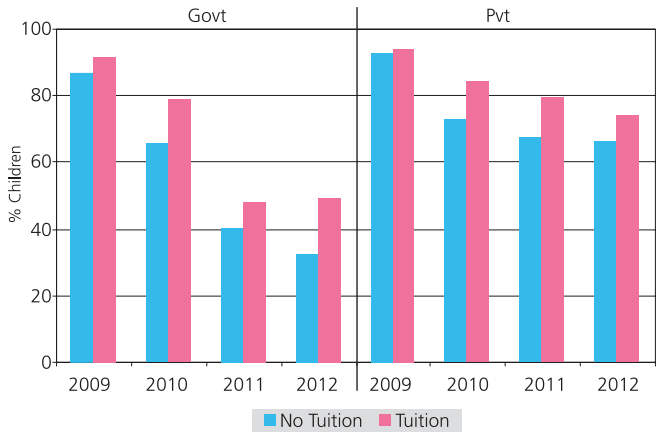
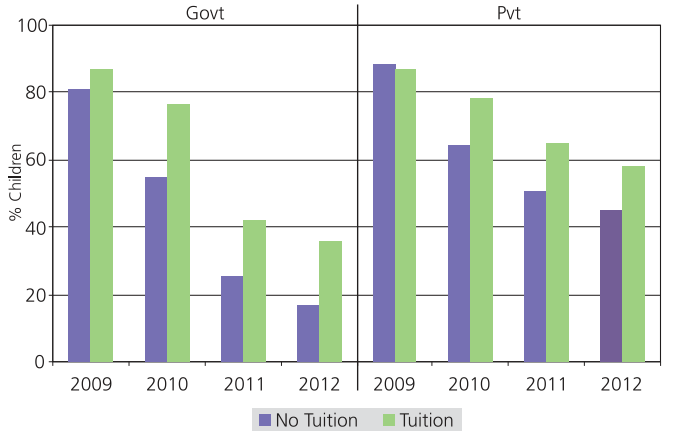


Chart 10: Trends over time
% Children in Std III-V who CAN DO SUBTRACTION or more
By school type and tuition 2009-2012



School observations

In each year's ASER, from 2009 onwards, in each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

Table 10: Number of schools visited 2009-2012

Type of school	2009	2010	2011	2012
Std I-IV/V: Primary	936	709	843	843
Std I-VII/VIII: Primary + Upper primary	293	510	352	368
Total schools visited	1229	1219	1195	1211

Table 11: Student and teacher attendance on the day of the visit 2009-2012

Type of school	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Enrolled children present (Average)	68.0	65.9	54.5	60.1	66.4	67.6	50.9	59.3
% Teachers present (Average)	92.7	88.5	87.5	84.9	89.5	87.1	82.7	87.2

Table 12: Small schools and multigrade classes 2009-2012

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	18.1	17.8	20.9	26.1	0.3	0.2	1.2	1.6
% Schools where Std II children observed sitting with one or more other classes	72.5	68.9	76.3	76.1	63.4	63.8	71.8	66.9
% Schools where Std IV children observed sitting with one or more other classes	62.2	59.9	71.0	67.0	52.6	53.9	66.4	59.3

RTE indicators

Table 13: Schools meeting selected RTE norms 2010-2012

% Schools meeting the following RTE norms:		2010	2011	2012
Pupil-teacher & classroom-teacher norms	Pupil-teacher ratio	19.4	21.5	32.9
	Classroom-teacher ratio	81.4	75.0	68.9
Building	Office/store/office cum store	69.5	64.2	67.2
	Playground	61.1	55.4	56.6
	Boundary wall/fencing	37.3	36.9	37.8
Drinking water	No facility for drinking water	13.4	19.3	17.3
	Facility but no drinking water available	8.1	12.1	12.2
	Drinking water available	78.5	68.6	70.5
Toilet	No toilet facility	20.0	24.3	11.3
	Facility but toilet not useable	29.8	43.9	42.1
	Toilet useable	50.3	31.9	46.7
Girls toilet	% Schools with no separate provisions for girls toilets	50.8	43.8	35.0
	Of schools with separate girls toilets, % schools with			
	Toilet locked	8.5	6.2	10.9
	Toilet not useable	11.8	26.6	19.7
	Toilet useable	28.9	23.4	34.4
Library	No library	43.7	41.3	29.1
	Library but no books being used by children on day of visit	27.3	27.2	31.7
	Library books being used by children on day of visit	29.1	31.5	39.3
Mid-day meal	Kitchen shed for cooking mid-day meal	89.9	86.9	88.0
	Mid-day meal served in school on day of visit	94.7	92.5	90.2

The Right of Children to Free and Compulsory Education Act, 2009 specifies a series of norms and standards for a school.

Norms for number of teachers vary according to the level of the school (primary or upper primary) and total student enrollment.

Norms for classrooms require the school to have at least one classroom for every teacher.

Norms for facilities require schools to provide each of the facilities mentioned in Table 13, among others.

RTE norms regulate provision of facilities but not their useability. ASER school observations also include whether facilities could be used. This information is included in Table 13.

School funds and activities (PAISA)

Table 14: % Schools that report receiving SSA grants - Full financial year

SSA school grants	April 2009 to March 2010				April 2010 to March 2011				April 2011 to March 2012			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	1101	84.7	5.7	9.6	1118	77.7	14.0	8.2	1197	85.4	5.6	9.0
Development grant	1049	77.5	12.5	10.0	1077	65.3	24.2	10.5	1184	68.1	21.0	10.9
TLM grant	1071	87.9	5.5	6.6	1104	77.1	16.3	6.6	1193	86.4	6.2	7.4

Table 15: % Schools that report receiving SSA grants - Half financial year

SSA school grants	April 2010 to date of survey (2010)				April 2011 to date of survey (2011)				April 2012 to date of survey (2012)			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	1040	56.1	26.5	17.4	1044	46.7	41.7	11.6	1175	71.4	14.1	14.5
Development grant	998	51.9	29.2	18.9	1001	41.1	46.5	12.5	1156	59.2	24.5	16.4
TLM grant	1012	60.9	24.0	15.1	1016	38.6	50.7	10.7	1172	74.7	13.9	11.4

Table 16: % Schools carrying out different activities since April 2011

Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	12.3	81.5	6.2
Repairs	Repair of building (roof, floor, wall etc.)	60.1	35.3	4.6
	Repair of doors & windows	53.7	41.7	4.6
	Repair of boundary wall	29.5	66.0	4.5
	Repair of drinking water facility	32.7	62.5	4.8
	Repair of toilet	33.5	61.1	5.4
Painting & white-wash	White wash/plastering	83.7	12.7	3.6
	Painting blackboard/Display board/Painting on wall	80.7	15.7	3.6
	Painting of doors & walls	74.2	22.1	3.7
Purchase	Purchase of furniture (cupboard etc.)	46.4	48.8	4.8
	Purchase of electrical fittings	12.6	82.5	4.9
	Purchase of chalk, duster, register etc.	92.4	3.9	3.7
	Purchase of sitting mats/Tat patti	87.5	8.6	3.9
	Purchase of charts, globes & other teaching material	81.8	14.1	4.1
Other	Expenditure on school events	77.8	17.5	4.7
	Payment of bills (electricity, water, cleaning etc.)	27.1	67.2	5.7

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2012 report which will be released in March 2013.[1]

EVERY RURAL GOVERNMENT PRIMARY/UPPER PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc. The grant amount depends on number of classrooms (excluding Headmaster room and office room)
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

[1] For more information see www.accountabilityindia.in

Maharashtra RURAL

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 33 OUT OF 33 DISTRICTS
Data has not been presented where sample size was insufficient.

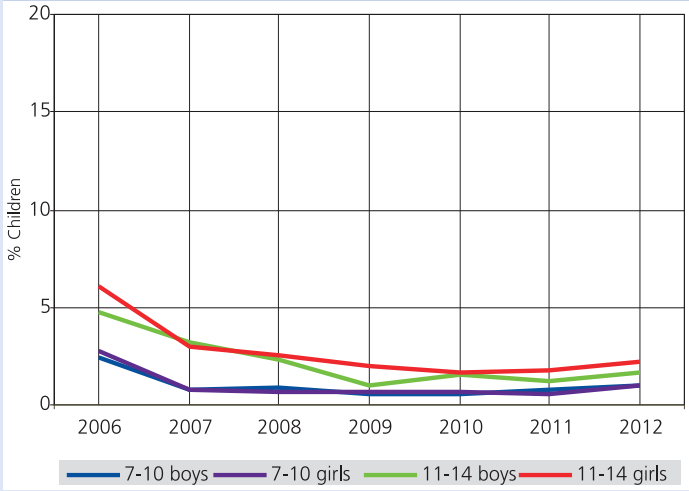
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	62.9	35.4	0.3	1.5	100
Age: 7-16 ALL	54.1	43.1	0.2	2.6	100
Age: 7-10 ALL	81.8	16.9	0.3	1.0	100
Age: 7-10 BOYS	79.9	18.7	0.3	1.0	100
Age: 7-10 GIRLS	83.9	14.9	0.3	1.0	100
Age: 11-14 ALL	42.1	55.8	0.2	1.9	100
Age: 11-14 BOYS	41.1	57.0	0.2	1.7	100
Age: 11-14 GIRLS	43.5	54.1	0.2	2.2	100
Age: 15-16 ALL	19.0	72.6	0.2	8.2	100
Age: 15-16 BOYS	19.8	72.0	0.4	7.8	100
Age: 15-16 GIRLS	18.9	72.6	0.1	8.5	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 2006-2012



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 has changed from 6.1% in 2006 to 3.0% in 2007 to 2.6% in 2008, 2.0% in 2009 and to 1.7% in 2010 to 2.2% in 2012.

Chart 2: Trends over time
% Children enrolled in private schools by class 2008-2012

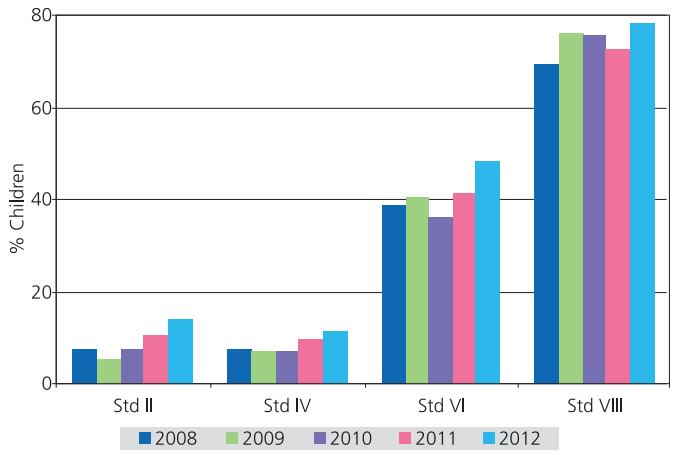


Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	12.8	55.5	29.1	2.7									100
II	4.9		38.9	50.7	5.5								100
III	5.2			32.4	56.4	6.1							100
IV	4.1				30.1	59.4	6.5						100
V	3.1					30.6	55.9	8.3	2.1				100
VI	3.8						23.8	64.0	6.7	1.7			100
VII	4.6							32.1	52.5	9.0	1.8		100
VIII	1.8							8.1	34.3	48.7	5.5	1.5	100

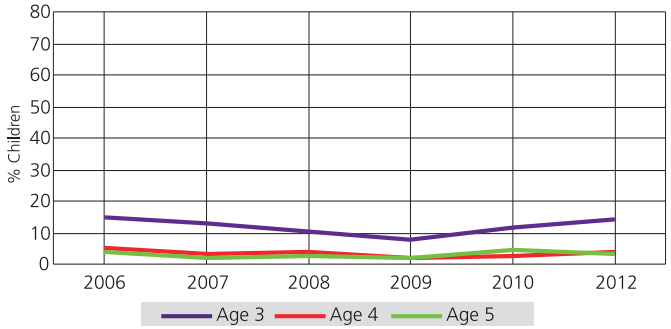
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 32.4% children are 8 years old but there are also 5.2% who are younger, 56.4% who are 9 and 6.1% who are older.

Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	78.6	7.3				14.1	100
Age 4	84.8	11.4				3.8	100
Age 5	36.8	8.5	34.5	16.6	0.1	3.5	100
Age 6	10.0	3.0	70.3	14.4	0.4	1.9	100

Chart 3: Trends over time
% Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2012*



* Data for 2011 is not comparable and therefore excluded here.

Reading

Table 4: % Children by class and READING level All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	33.7	40.2	18.6	4.3	3.2	100
II	9.5	25.7	29.9	19.4	15.5	100
III	6.6	13.2	21.0	23.9	35.3	100
IV	4.2	8.1	14.9	22.0	50.9	100
V	2.8	5.5	11.1	22.2	58.3	100
VI	1.2	4.4	7.0	15.4	72.0	100
VII	0.8	2.4	4.9	13.3	78.7	100
VIII	0.9	1.6	3.7	10.7	83.2	100
Total	7.9	13.0	14.0	16.4	48.7	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 6.6% children cannot even read letters, 13.2% can read letters but not more, 21% can read words but not Std I text or higher, 23.9% can read Std I text but not Std II level text, and 35.3% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

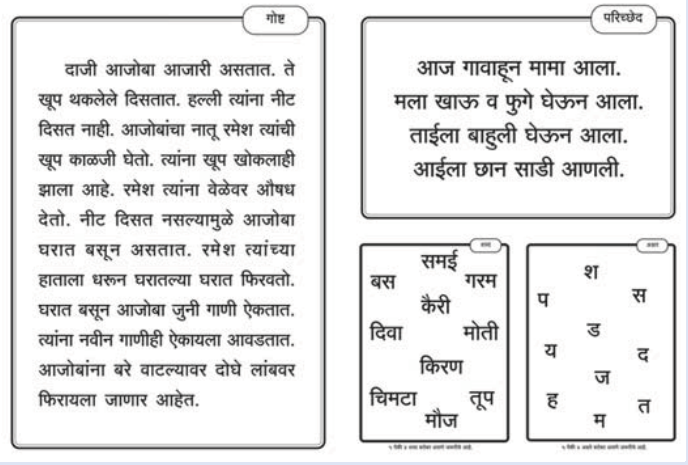


Chart 4: Trends over time
% Children in Std III who CAN READ Std I level text
By school type 2009-2012

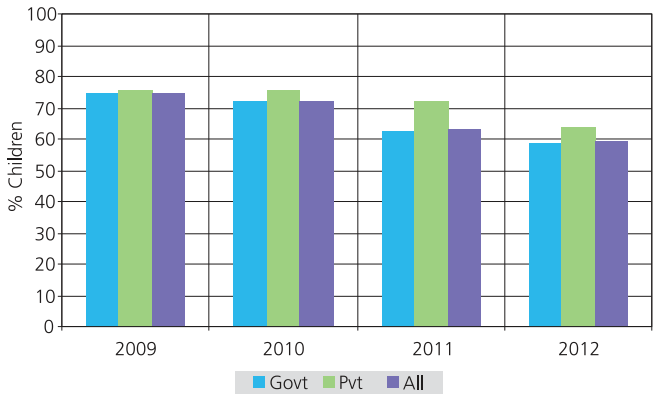
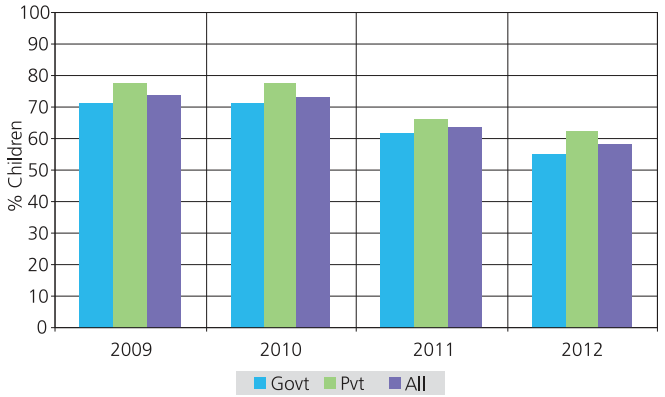


Chart 5: Trends over time
% Children in Std V who CAN READ Std II level text
By school type 2009-2012



Reading and comprehension in English

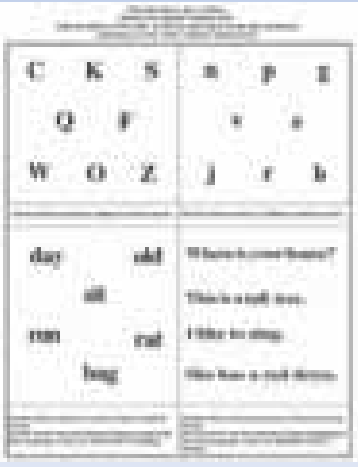
Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	61.7	21.7	9.9	5.4	1.3	100
II	38.0	29.8	20.8	8.7	2.7	100
III	21.8	26.1	28.0	18.2	5.9	100
IV	16.0	19.2	27.9	29.3	7.6	100
V	11.0	12.7	23.7	31.5	21.2	100
VI	6.1	10.7	19.3	31.9	32.0	100
VII	4.0	8.0	16.9	30.5	40.6	100
VIII	3.6	5.2	15.2	26.1	50.0	100
Total	20.9	16.9	20.3	22.6	19.3	100

Table 6: % Children by class who CAN COMPREHEND ENGLISH All schools 2012

Std.	Of those who can read words, % who can tell meanings of the words	Of those who can read sentences, % who can tell meanings of the sentences
I		
II	66.8	
III	62.2	
IV	67.4	
V	64.4	59.4
VI	62.2	62.0
VII	67.2	63.6
VIII	69.1	64.7
Total	65.4	62.4

English Tool



Arithmetic

Table 7: % Children by class and ARITHMETIC level
All schools 2012

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	30.2	54.9	12.9	1.7	0.3	100
II	8.7	41.3	42.4	6.3	1.3	100
III	5.6	25.6	44.8	21.8	2.2	100
IV	3.5	19.0	36.8	28.7	12.1	100
V	2.7	12.8	34.0	28.0	22.6	100
VI	1.2	9.3	33.1	25.4	31.0	100
VII	0.9	5.8	29.8	25.6	37.9	100
VIII	0.9	4.6	24.9	25.3	44.4	100
Total	7.1	22.2	32.2	20.2	18.3	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 5.6% children cannot even recognize numbers 1-9, 25.6% can recognize numbers up to 9 but not more, 44.8% can recognize numbers to 99 but cannot do subtraction, 21.8% can do subtraction but not division, and 2.2% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

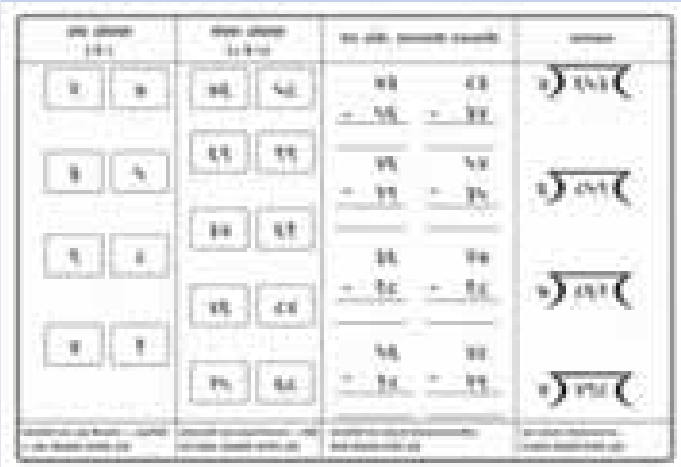


Chart 6: Trends over time
% Children in Std III who CAN DO SUBTRACTION or more
By school type 2009-2012

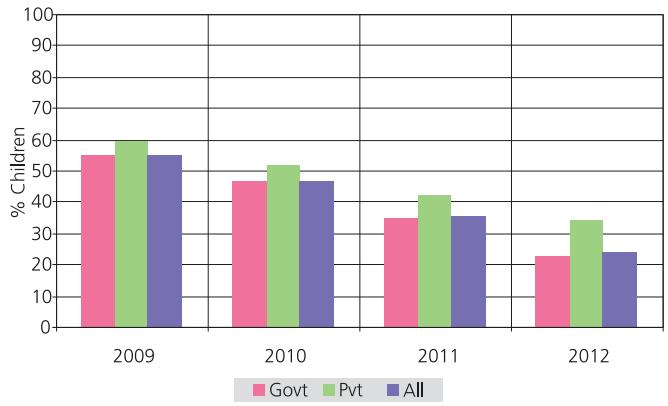
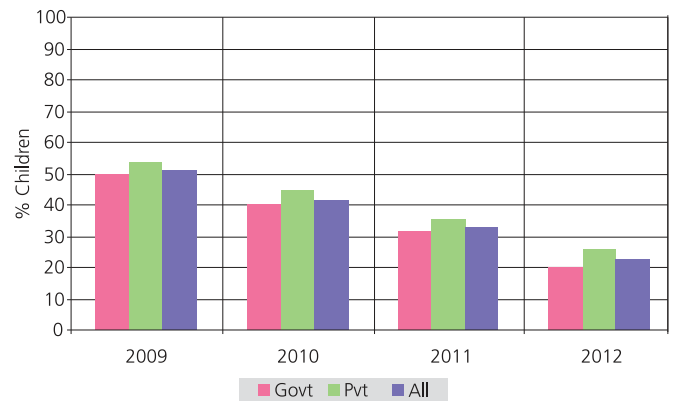


Chart 7: Trends over time
% Children in Std V who CAN DO DIVISION
By school type 2009-2012



Type of school and paid tuition classes

The ASER survey recorded information about tuition 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 children may have received.

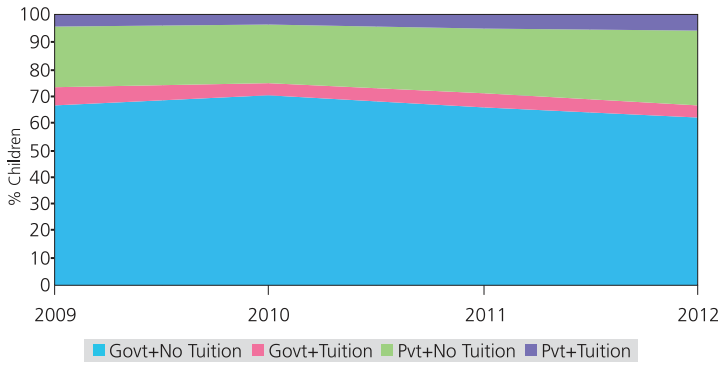
Table 8: Trends over time
% Children attending paid tuition classes
By school type 2009-2012

Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	9.6	6.0	6.7	6.8
Private schools: % Children attending paid tuition classes	16.2	15.3	16.8	17.3
All schools: % Children attending paid tuition classes	11.4	8.4	9.6	10.4

Table 9: Trends over time
% Children by school type and tuition 2009-2012

Year	Category		Std II	Std V	Std VIII	Std I-VIII
2009	Govt.	No tuition	87.8	55.9	20.1	66.1
		Tuition	6.7	6.8	3.6	7.0
	Pvt.	No tuition	3.8	30.9	66.0	22.5
		Tuition	1.7	6.4	10.3	4.4
	Total		100	100	100	100
2010	Govt.	No tuition	87.8	61.4	20.6	70.2
		Tuition	4.3	5.4	2.6	4.5
	Pvt.	No tuition	6.0	29.0	66.9	21.4
		Tuition	1.9	4.3	9.9	3.9
	Total		100	100	100	100
2011	Govt.	No tuition	84.4	59.2	23.3	65.9
		Tuition	4.8	4.7	3.9	4.7
	Pvt.	No tuition	8.4	29.9	63.0	24.5
		Tuition	2.5	6.2	9.9	4.9
	Total		100	100	100	100
2012	Govt.	No tuition	80.0	52.5	19.2	61.6
		Tuition	5.1	4.5	2.1	4.5
	Pvt.	No tuition	10.2	37.4	69.4	28.0
		Tuition	4.7	5.6	9.3	5.8
	Total		100	100	100	100

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Chart 9: Trends over time
% Children in Std III-V who CAN READ a Std I level text or more
By school type and tuition 2009-2012

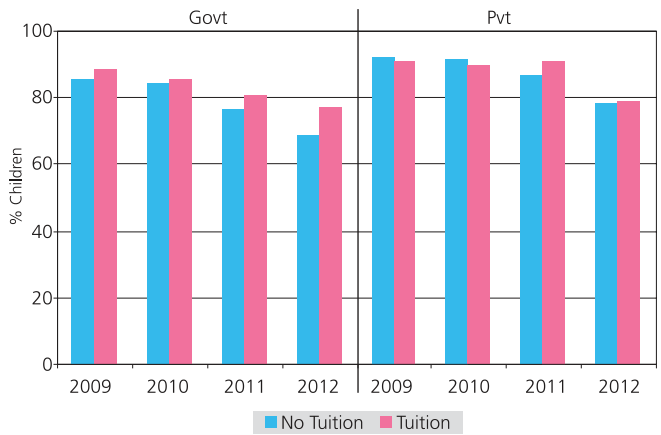
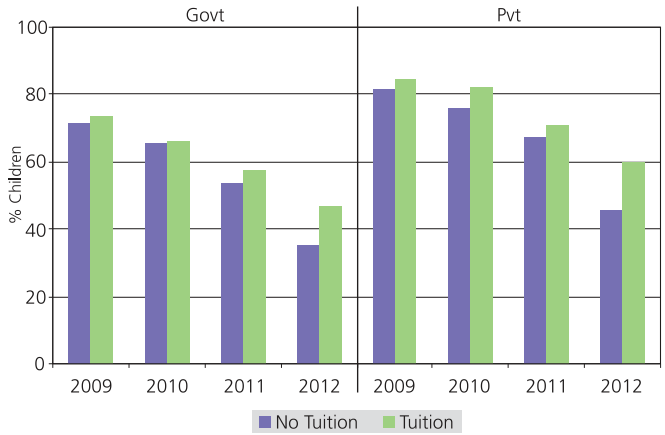


Chart 10: Trends over time
% Children in Std III-V who CAN DO SUBTRACTION or more
By school type and tuition 2009-2012



School observations

In each year's ASER, from 2009 onwards, in each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

Table 10: Number of schools visited 2009-2012

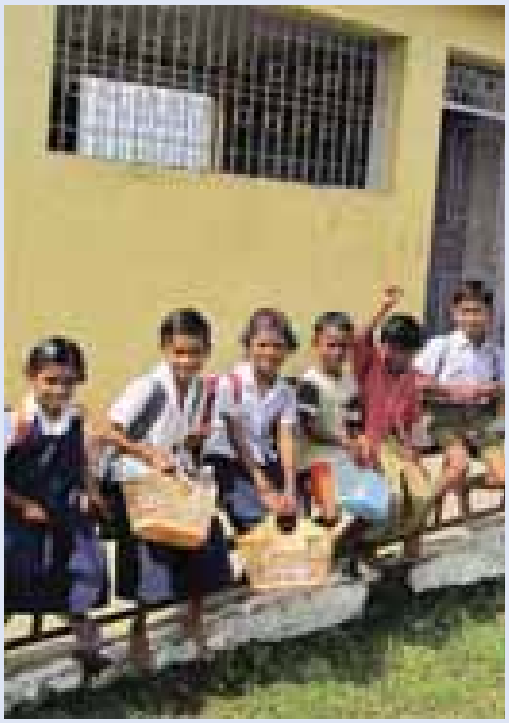
Type of school	2009	2010	2011	2012
Std I-IV/V: Primary	485	435	408	400
Std I-VII/VIII: Primary + Upper primary	450	467	421	423
Total schools visited	935	902	829	823

Table 11: Student and teacher attendance on the day of the visit 2009-2012

Type of school	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Enrolled children present (Average)	90.7	91.5	89.6	90.5	90.6	92.4	90.0	90.7
% Teachers present (Average)	94.9	93.8	89.8	92.3	92.8	91.7	89.0	91.9

Table 12: Small schools and multigrade classes 2009-2012

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	29.7	33.0	38.7	37.7	1.8	1.3	3.7	5.3
% Schools where Std II children observed sitting with one or more other classes	46.7	47.5	47.6	52.0	26.7	34.3	41.3	35.6
% Schools where Std IV children observed sitting with one or more other classes	42.9	46.8	45.6	46.5	22.7	26.9	36.0	30.6



RTE indicators

Table 13: Schools meeting selected RTE norms 2010-2012

% Schools meeting the following RTE norms:		2010	2011	2012
Pupil-teacher & classroom-teacher norms	Pupil-teacher ratio	58.9	62.9	63.2
	Classroom-teacher ratio	87.6	81.9	83.4
Building	Office/store/office cum store	34.3	33.3	27.0
	Playground	84.7	82.9	84.0
	Boundary wall/fencing	57.5	58.1	52.8
Drinking water	No facility for drinking water	18.7	16.7	17.2
	Facility but no drinking water available	12.3	10.2	13.3
	Drinking water available	69.0	73.1	69.6
Toilet	No toilet facility	2.9	3.1	1.9
	Facility but toilet not useable	44.1	52.1	40.8
	Toilet useable	53.0	44.9	57.3
Girls toilet	% Schools with no separate provisions for girls toilets	13.7	9.0	7.2
	Of schools with separate girls toilets, % schools with			
	Toilet locked	32.3	34.4	26.2
	Toilet not useable	10.8	14.1	13.6
	Toilet useable	43.2	42.6	53.1
Library	No library	14.0	16.2	13.7
	Library but no books being used by children on day of visit	19.6	29.5	33.2
	Library books being used by children on day of visit	66.5	54.3	53.1
Mid-day meal	Kitchen shed for cooking mid-day meal	78.2	74.8	70.8
	Mid-day meal served in school on day of visit	90.7	95.8	93.2

The Right of Children to Free and Compulsory Education Act, 2009 specifies a series of norms and standards for a school.

Norms for number of teachers vary according to the level of the school (primary or upper primary) and total student enrollment.

Norms for classrooms require the school to have at least one classroom for every teacher.

Norms for facilities require schools to provide each of the facilities mentioned in Table 13, among others.

RTE norms regulate provision of facilities but not their useability. ASER school observations also include whether facilities could be used. This information is included in Table 13.

School funds and activities (PAISA)

Table 14: % Schools that report receiving SSA grants - Full financial year

SSA school grants	April 2009 to March 2010				April 2010 to March 2011				April 2011 to March 2012			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	772	92.1	2.5	5.4	777	92.4	3.2	4.4	809	94.4	2.5	3.1
Development grant	747	89.6	4.3	6.2	753	76.1	17.7	6.2	787	82.2	13.7	4.1
TLM grant	770	95.2	1.2	3.6	765	93.5	2.9	3.7	806	96.5	1.2	2.2

Table 15: % Schools that report receiving SSA grants - Half financial year

SSA school grants	April 2010 to date of survey (2010)				April 2011 to date of survey (2011)				April 2012 to date of survey (2012)			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	733	65.4	27.2	7.5	734	65.7	29.3	5	782	60.2	35.3	4.5
Development grant	715	64.1	28.5	7.4	707	57.6	37.1	5.4	762	60.6	34.7	4.7
TLM grant	735	69.4	24.8	5.9	719	66.3	29.4	4.3	780	68.3	28.1	3.6

Table 16: % Schools carrying out different activities since April 2011

Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	21.8	76.5	1.7
Repairs	Repair of building (roof, floor, wall etc.)	48.1	49.7	2.2
	Repair of doors & windows	52.9	45.1	2.0
	Repair of boundary wall	21.7	76.4	1.9
	Repair of drinking water facility	47.6	50.4	2.0
	Repair of toilet	46.3	52.0	1.8
Painting & white-wash	White wash/plastering	66.0	32.1	1.9
	Painting blackboard/Display board/Painting on wall	75.9	22.2	1.9
	Painting of doors & walls	51.8	46.3	1.9
Purchase	Purchase of furniture (cupboard etc.)	29.9	68.1	2.0
	Purchase of electrical fittings	38.1	59.6	2.3
	Purchase of chalk, duster, register etc.	94.3	4.0	1.7
	Purchase of sitting mats/Tat patti	33.8	64.0	2.2
	Purchase of charts, globes & other teaching material	83.9	14.0	2.1
Other	Expenditure on school events	76.3	20.9	2.8
	Payment of bills (electricity, water, cleaning etc.)	38.0	59.0	3.0

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2012 report which will be released in March 2013.[1]

EVERY RURAL GOVERNMENT PRIMARY/UPPER PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc. The grant amount depends on number of classrooms (excluding Headmaster room and office room)
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

[1] For more information see www.accountabilityindia.in

Manipur RURAL

Annual Status of Education Report
ASER 2012 RURAL
Facilitated by PRATHAM

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 9 OUT OF 9 DISTRICTS
Data has not been presented where sample size was insufficient.

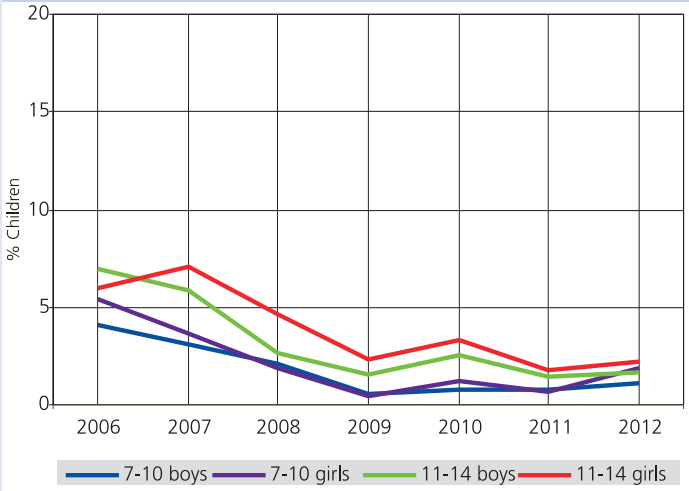
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	30.8	67.3	0.4	1.5	100
Age: 7-16 ALL	30.3	66.7	0.4	2.5	100
Age: 7-10 ALL	30.9	67.2	0.5	1.4	100
Age: 7-10 BOYS	30.4	68.0	0.5	1.1	100
Age: 7-10 GIRLS	31.3	66.4	0.5	1.8	100
Age: 11-14 ALL	30.4	67.3	0.4	1.9	100
Age: 11-14 BOYS	28.5	69.2	0.5	1.7	100
Age: 11-14 GIRLS	32.5	65.1	0.2	2.3	100
Age: 15-16 ALL	28.0	63.5	0.5	8.1	100
Age: 15-16 BOYS	25.3	66.8	0.9	7.1	100
Age: 15-16 GIRLS	31.0	59.3	0.0	9.8	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 2006-2012



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 has changed from 5.9% in 2006 to 7.1% in 2007 to 4.6% in 2008, 2.3% in 2009 and to 3.3% in 2010 to 2.3% in 2012.

Chart 2: Trends over time
% Children enrolled in private schools by class 2008-2012

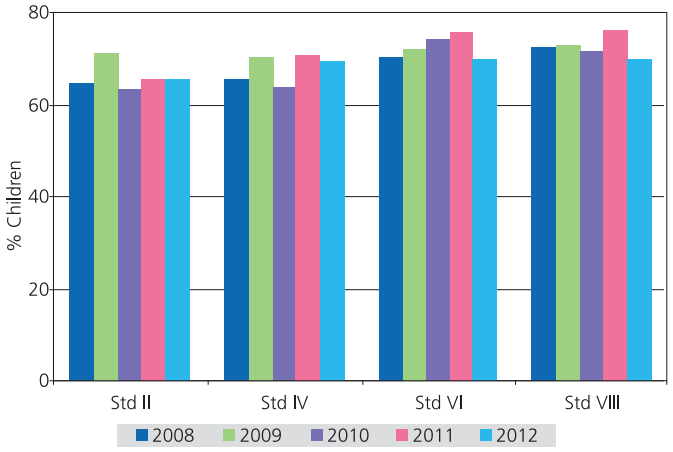


Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	11.4	24.0	30.0	19.8	6.2	6.2	2.4						100
II	1.9	8.6	23.6	27.8	15.2	13.6	9.3						100
III	1.6		6.7	20.1	26.4	24.7	10.7	6.7	3.2				100
IV	10.5	7.6	4.5	7.3	13.6	19.5	15.3	12.6	5.0	4.1			100
V	5.9					22.2	19.6	31.8	13.9	6.8			100
VI	2.3					8.9	15.9	32.2	19.1	13.3	5.9	2.4	100
VII	4.7						6.8	24.9	26.0	22.7	9.9	5.0	100
VIII	2.0							7.7	22.5	36.9	19.2	11.8	100

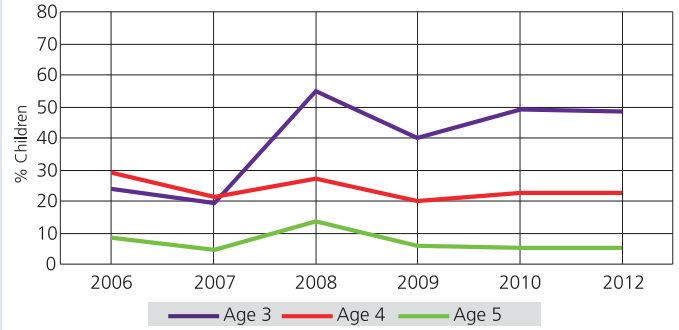
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 20.1% children are 8 years old but there are also 6.7% who are 7, 26.4% who are 9, 24.7% who are 10 years old, etc.

Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	19.7	31.8				48.5	100
Age 4	13.4	64.1				22.5	100
Age 5	2.0	42.7	14.3	35.2	0.5	5.3	100
Age 6	0.7	34.4	19.6	42.2	0.1	2.9	100

Chart 3: Trends over time
% Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2012*



* Data for 2011 is not comparable and therefore excluded here.

Reading

Table 4: % Children by class and READING level
All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	6.2	49.0	31.2	10.5	3.2	100
II	1.6	24.5	36.2	22.9	14.8	100
III	0.9	13.5	29.8	24.7	31.1	100
IV	5.4	22.1	17.1	22.1	33.3	100
V	0.4	5.7	11.6	18.7	63.6	100
VI	0.1	2.3	9.1	11.8	76.7	100
VII	0.2	3.7	4.5	9.6	82.1	100
VIII	0.3	1.6	6.7	6.2	85.3	100
Total	2.3	17.8	20.3	16.8	42.8	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 0.9% children cannot even read letters, 13.5% can read letters but not more, 29.8% can read words but not Std I text or higher, 24.7% can read Std I text but not Std II level text, and 31.1% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

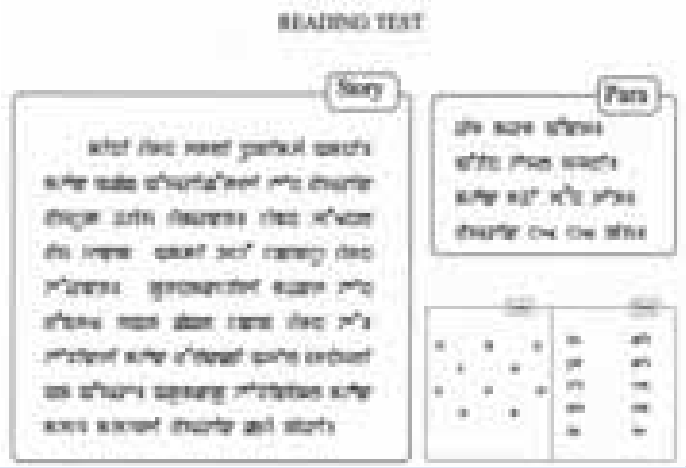


Chart 4: Trends over time
% Children in Std III who CAN READ Std I level text
By school type 2009-2012

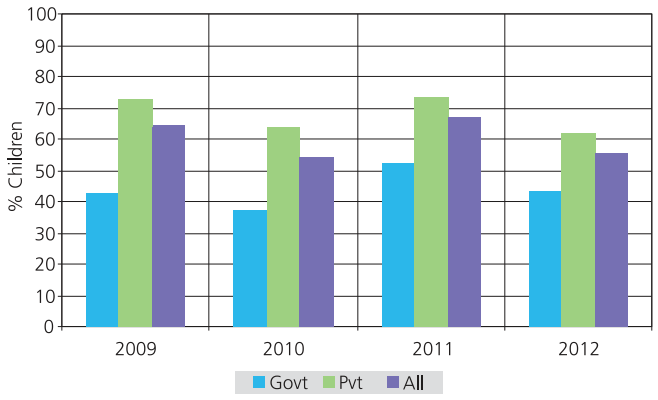
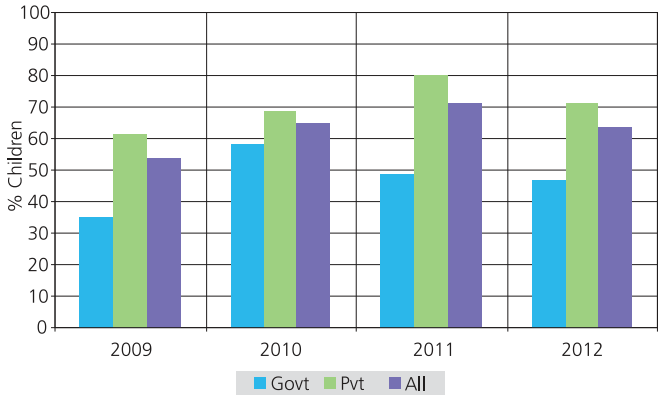


Chart 5: Trends over time
% Children in Std V who CAN READ Std II level text
By school type 2009-2012



Reading and comprehension in English

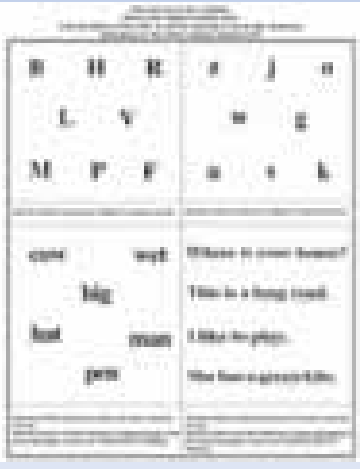
Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sen-tences	Total
I	6.2	19.0	37.3	31.6	5.9	100
II	2.2	7.7	25.2	44.8	20.1	100
III	1.0	5.5	13.5	47.7	32.2	100
IV	4.7	10.2	13.7	34.1	37.4	100
V	0.9	2.7	5.4	25.9	65.1	100
VI	0.3	1.9	2.4	18.7	76.8	100
VII	0.9	1.6	3.3	13.2	81.0	100
VIII	0.4	1.3	1.2	11.7	85.4	100
Total	2.4	7.2	14.7	30.8	44.9	100

Table 6: % Children by class who CAN COMPREHEND ENGLISH All schools 2012

Std.	Of those who can read words, % who can tell meanings of the words	Of those who can read sentences, % who can tell meanings of the sentences
I	57.5	
II	58.9	
III	70.1	63.9
IV	71.8	70.3
V	78.9	78.5
VI		88.2
VII		88.5
VIII		90.4
Total	67.3	79.0

English Tool



Arithmetic

Table 7: % Children by class and ARITHMETIC level
All schools 2012

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	5.6	25.0	60.6	7.4	1.4	100
II	1.5	8.8	58.4	27.1	4.2	100
III	0.1	4.5	42.1	40.1	13.3	100
IV	4.3	12.8	26.9	35.2	20.8	100
V	0.4	1.0	16.5	37.3	44.7	100
VI	0.0	0.2	11.5	27.0	61.2	100
VII	0.2	0.2	11.6	21.2	66.7	100
VIII	0.3	0.6	7.7	17.6	73.9	100
Total	1.8	8.0	32.9	27.1	30.2	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 0.1% children cannot even recognize numbers 1-9, 4.5% can recognize numbers up to 9 but not more, 42.1% can recognize numbers to 99 but cannot do subtraction, 40.1% can do subtraction but not division, and 13.3% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

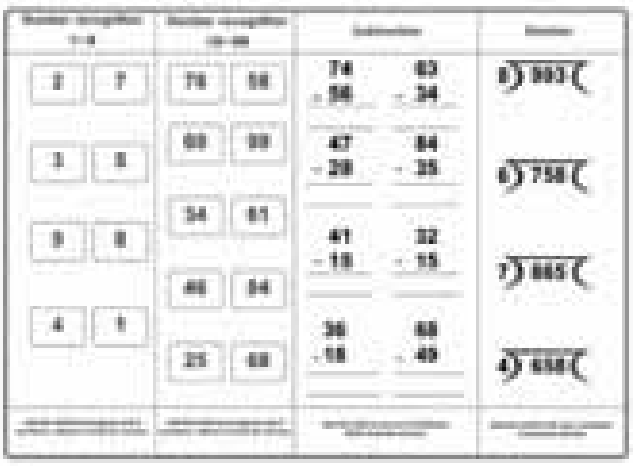


Chart 6: Trends over time
% Children in Std III who CAN DO SUBTRACTION or more
By school type 2009-2012

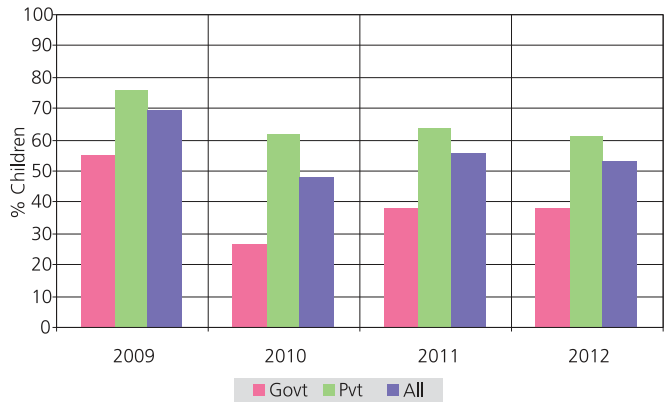
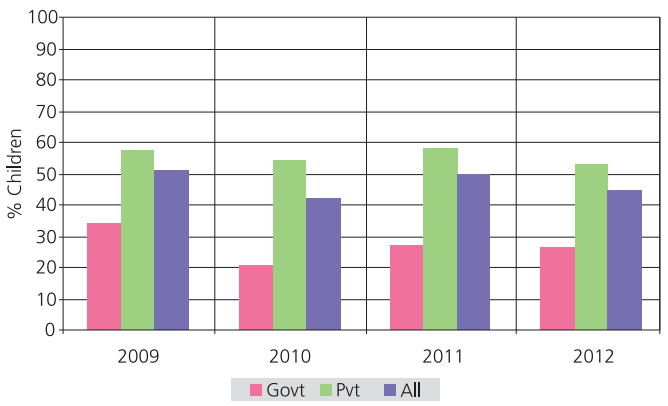


Chart 7: Trends over time
% Children in Std V who CAN DO DIVISION
By school type 2009-2012



Type of school and paid tuition classes

The ASER survey recorded information about tuition 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 children may have received.

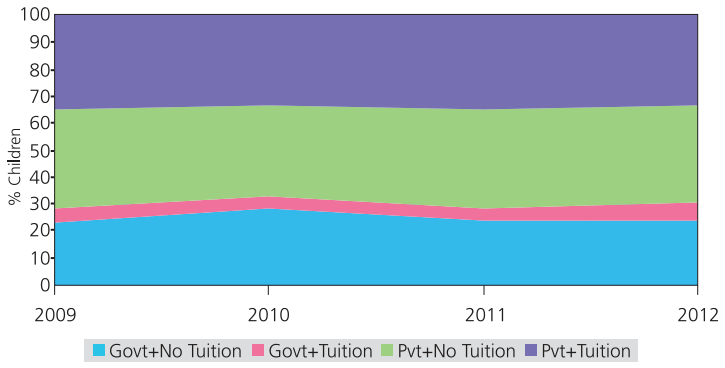
Table 8: Trends over time
% Children attending paid tuition classes
By school type 2009-2012

Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	18.2	15.0	15.1	22.1
Private schools: % Children attending paid tuition classes	48.5	49.9	48.8	47.8
All schools: % Children attending paid tuition classes	39.9	38.4	39.3	40.0

Table 9: Trends over time
% Children by school type and tuition 2009-2012

Year	Category		Std II	Std V	Std VIII	Std I-VIII
2009	Govt.	No tuition	22.8	23.0	19.5	23.2
		Tuition	5.3	4.9	8.2	5.2
	Pvt.	No tuition	38.9	39.2	32.4	36.9
		Tuition	33.1	33.0	39.9	34.8
	Total		100	100	100	100
2010	Govt.	No tuition	31.2	28.0	21.5	28.0
		Tuition	4.7	5.7	8.2	4.9
	Pvt.	No tuition	37.6	34.1	27.0	33.6
		Tuition	26.5	32.2	43.4	33.5
	Total		100	100	100	100
2011	Govt.	No tuition	29.8	23.0	18.9	23.9
		Tuition	5.4	3.6	4.7	4.2
	Pvt.	No tuition	36.8	34.9	32.7	36.8
		Tuition	28.0	38.4	43.7	35.1
	Total		100	100	100	100
2012	Govt.	No tuition	24.7	22.6	20.8	23.8
		Tuition	8.0	6.1	9.2	6.7
	Pvt.	No tuition	36.2	36.2	35.8	36.2
		Tuition	31.1	35.1	34.3	33.2
	Total		100	100	100	100

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Chart 9: Trends over time
% Children in Std III-V who CAN READ a Std I level text or more
By school type and tuition 2009-2012

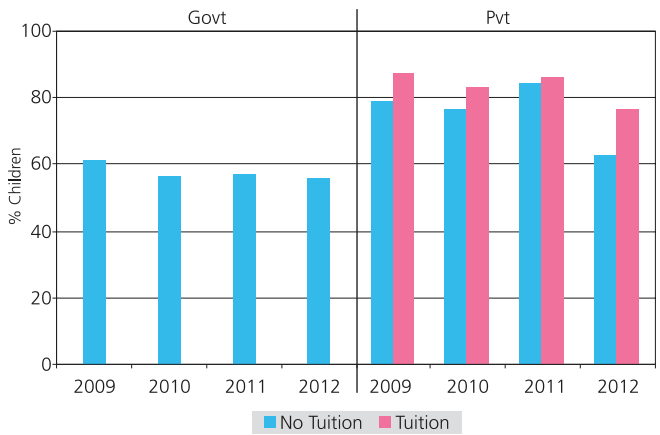
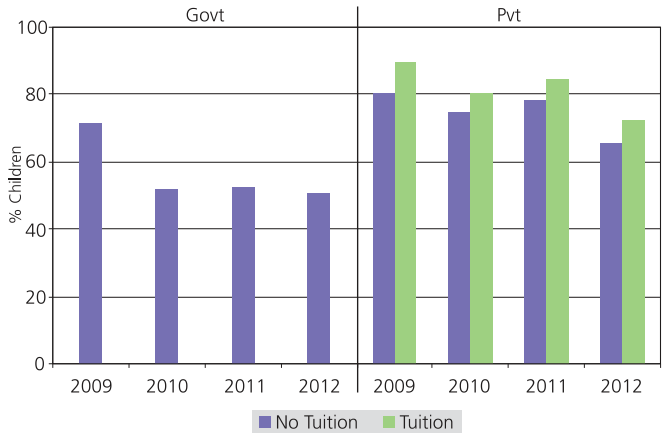


Chart 10: Trends over time
% Children in Std III-V who CAN DO SUBTRACTION or more
By school type and tuition 2009-2012



School observations

In each year's ASER, from 2009 onwards, in each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

Table 10: Number of schools visited 2009-2012

Type of school	2009	2010	2011	2012
Std I-IV/V: Primary	107	97	99	128
Std I-VII/VIII: Primary + Upper primary	35	28	34	57
Total schools visited	142	125	133	185

Table 11: Student and teacher attendance on the day of the visit 2009-2012

Type of school	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Enrolled children present (Average)	74.0	66.1	52.3	52.5	79.7	71.3	56.8	59.5
% Teachers present (Average)	82.9	70.8	78.5	72.9	71.8	75.1	72.0	79.6

Table 12: Small schools and multigrade classes 2009-2012

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	48.8	40.4	51.6	59.7	3.6	17.9	21.2	22.8
% Schools where Std II children observed sitting with one or more other classes	28.2	40.7	47.6	54.6	22.6	28.0	36.7	42.9
% Schools where Std IV children observed sitting with one or more other classes	26.5	35.2	37.0	40.0	21.9	20.0	26.7	33.9

RTE indicators

Table 13: Schools meeting selected RTE norms 2010-2012

% Schools meeting the following RTE norms:		2010	2011	2012
Pupil-teacher & classroom-teacher norms	Pupil-teacher ratio	74.3	88.1	86.3
	Classroom-teacher ratio	62.5	41.4	41.0
Building	Office/store/office cum store	67.5	67.2	66.1
	Playground	71.8	41.5	50.0
	Boundary wall/fencing	11.3	6.6	6.8
Drinking water	No facility for drinking water	84.6	87.3	90.1
	Facility but no drinking water available	10.3	6.4	2.8
	Drinking water available	5.1	6.4	7.2
Toilet	No toilet facility	21.4	31.3	28.0
	Facility but toilet not useable	38.5	33.6	30.9
	Toilet useable	40.2	35.2	41.1
Girls toilet	% Schools with no separate provisions for girls toilets	78.5	64.7	55.8
	Of schools with separate girls toilets, % schools with			
	Toilet locked	4.7	5.9	12.2
	Toilet not useable	8.4	14.1	8.8
	Toilet useable	8.4	15.3	23.1
Library	No library	90.8	92.9	88.5
	Library but no books being used by children on day of visit	3.4	5.5	8.8
	Library books being used by children on day of visit	5.9	1.6	2.8
Mid-day meal	Kitchen shed for cooking mid-day meal	58.4	42.9	53.7
	Mid-day meal served in school on day of visit	47.8	29.7	40.8

The Right of Children to Free and Compulsory Education Act, 2009 specifies a series of norms and standards for a school.

Norms for number of teachers vary according to the level of the school (primary or upper primary) and total student enrollment.

Norms for classrooms require the school to have at least one classroom for every teacher.

Norms for facilities require schools to provide each of the facilities mentioned in Table 13, among others.

RTE norms regulate provision of facilities but not their useability. ASER school observations also include whether facilities could be used. This information is included in Table 13.

School funds and activities (PAISA)

Table 14: % Schools that report receiving SSA grants - Full financial year

SSA school grants	April 2009 to March 2010				April 2010 to March 2011				April 2011 to March 2012			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	107	66.4	10.3	23.4	120	66.7	10.8	22.5	172	80.2	7.0	12.8
Development grant	107	56.1	15.9	28.0	117	55.6	19.7	24.8	170	64.7	18.8	16.5
TLM grant	106	73.6	7.6	18.9	123	68.3	9.8	22.0	174	83.9	8.1	8.1

Table 15: % Schools that report receiving SSA grants - Half financial year

SSA school grants	April 2010 to date of survey (2010)				April 2011 to date of survey (2011)				April 2012 to date of survey (2012)			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	98	24.5	50.0	25.5	97	11.3	54.6	34.0	163	35.6	49.7	14.7
Development grant	97	21.7	51.6	26.8	94	9.6	55.3	35.1	161	27.3	55.3	17.4
TLM grant	95	24.2	53.7	22.1	96	9.4	57.3	33.3	162	37.7	50.0	12.4

Table 16: % Schools carrying out different activities since April 2011

Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	26.4	65.9	7.8
Repairs	Repair of building (roof, floor, wall etc.)	37.4	55.6	7.0
	Repair of doors & windows	43.9	48.5	7.6
	Repair of boundary wall	6.5	87.1	6.5
	Repair of drinking water facility	19.1	73.2	7.7
	Repair of toilet	29.8	63.2	7.0
Painting & white-wash	White wash/plastering	28.4	63.9	7.7
	Painting blackboard/Display board/Painting on wall	39.3	54.3	6.4
	Painting of doors & walls	26.5	66.5	7.1
Purchase	Purchase of furniture (cupboard etc.)	52.3	40.8	6.9
	Purchase of electrical fittings	10.7	82.7	6.6
	Purchase of chalk, duster, register etc.	80.8	12.8	6.4
	Purchase of sitting mats/Tat patti	8.8	82.5	8.8
	Purchase of charts, globes & other teaching material	63.3	30.2	6.5
Other	Expenditure on school events	41.1	50.3	8.6
	Payment of bills (electricity, water, cleaning etc.)	7.9	82.4	9.7

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2012 report which will be released in March 2013.[1]

EVERY RURAL GOVERNMENT PRIMARY/UPPER PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc. The grant amount depends on number of classrooms (excluding Headmaster room and office room)
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

[1] For more information see www.accountabilityindia.in

Meghalaya RURAL

Annual Status of Education Report
असर ASER 2012 RURAL
Facilitated by PRATHAM

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 7 OUT OF 7 DISTRICTS
Data has not been presented where sample size was insufficient.

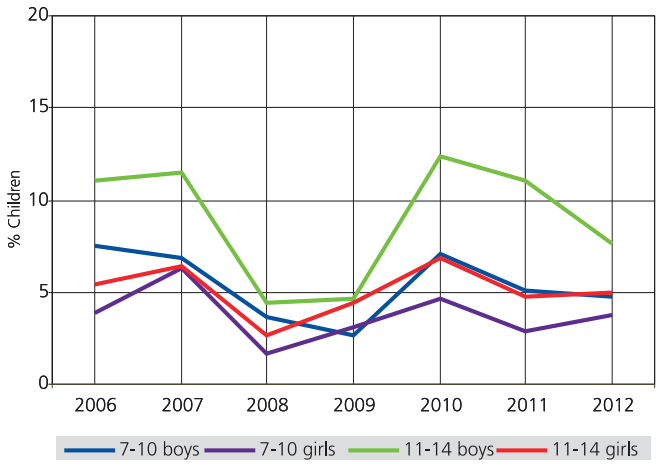
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	45.1	47.9	1.8	5.3	100
Age: 7-16 ALL	44.1	46.5	1.8	7.5	100
Age: 7-10 ALL	45.4	48.7	1.6	4.4	100
Age: 7-10 BOYS	45.1	48.3	1.9	4.7	100
Age: 7-10 GIRLS	45.3	49.7	1.2	3.7	100
Age: 11-14 ALL	44.7	47.0	2.0	6.3	100
Age: 11-14 BOYS	47.0	43.4	2.0	7.6	100
Age: 11-14 GIRLS	42.3	50.6	2.1	5.0	100
Age: 15-16 ALL	39.4	39.7	2.1	18.8	100
Age: 15-16 BOYS	40.3	35.6	1.3	22.9	100
Age: 15-16 GIRLS	37.9	45.0	3.0	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 2006-2012



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 has changed from 5.4% in 2006 to 6.4% in 2007 to 2.7% in 2008, 4.4% in 2009 and to 6.8% in 2010 to 5.0% in 2012.

Chart 2: Trends over time
% Children enrolled in private schools by class 2008-2012

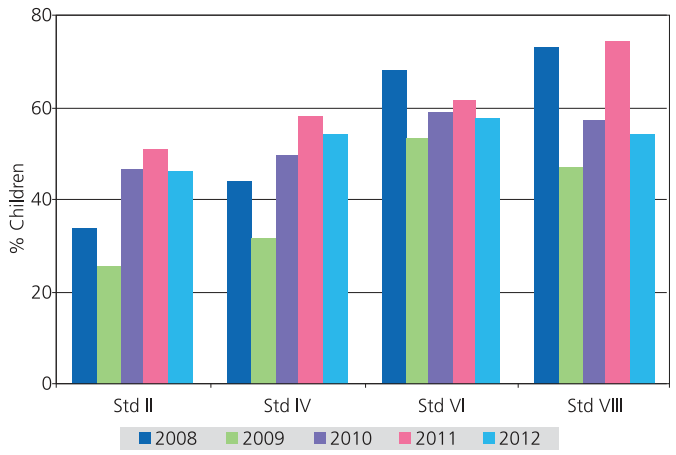


Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	6.0	16.1	25.7	23.3	10.7	9.3	8.9						100
II	7.3		12.7	21.2	16.8	14.6	8.3	9.4	9.6				100
III	5.3			12.0	20.7	21.1	12.7	15.1	5.8	5.6	1.6		100
IV	11.1			5.3	9.7	17.6	14.3	20.0	9.3	7.4	5.3		100
V	5.4					16.0	15.6	23.5	15.5	11.1	7.7	5.4	100
VI	4.6						9.5	22.6	16.5	20.7	13.9	12.1	100
VII	8.1							14.9	19.7	24.0	18.5	14.8	100
VIII	2.9							6.5	16.1	29.8	20.6	24.1	100

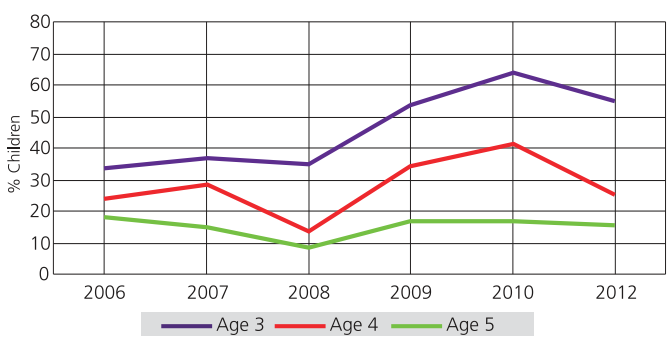
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 12% children are 8 years old but there also 5.3% who are younger, 20.7% who are 9, 21.1% who are 10 years old, etc.

Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	22.2	23.1				54.8	100
Age 4	23.1	51.9				25.1	100
Age 5	6.5	38.8	18.7	20.2	0.6	15.2	100
Age 6	5.4	34.9	24.8	25.8	0.7	8.5	100

Chart 3: Trends over time
% Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2012*



* Data for 2011 is not comparable and therefore excluded here.

Reading

Table 4: % Children by class and READING level All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	11.2	37.6	33.8	12.8	4.7	100
II	3.6	18.0	38.0	23.8	16.6	100
III	4.3	12.9	30.8	22.4	29.5	100
IV	4.1	12.4	15.6	29.3	38.6	100
V	0.1	2.6	11.5	21.1	64.6	100
VI	3.4	2.5	4.5	14.9	74.7	100
VII	0.0	1.4	3.6	7.7	87.4	100
VIII	2.2	2.6	5.9	11.1	78.3	100
Total	4.3	14.3	21.6	19.2	40.6	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 4.3% children cannot even read letters, 12.9% can read letters but not more, 30.8% can read words but not Std I text or higher, 22.4% can read Std I text but not Std II level text, and 29.5% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

Chart 4: Trends over time
% Children in Std III who CAN READ Std I level text
By school type 2009-2012

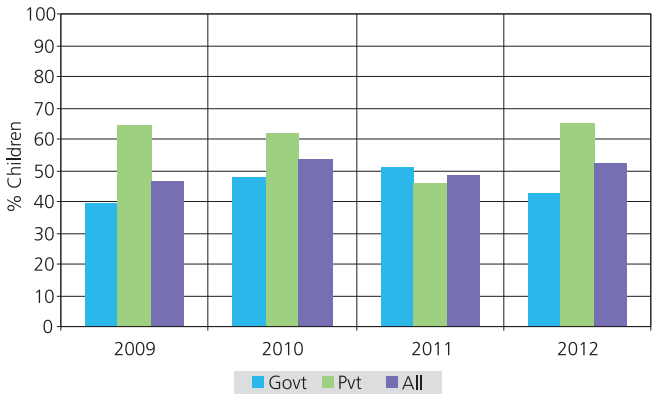
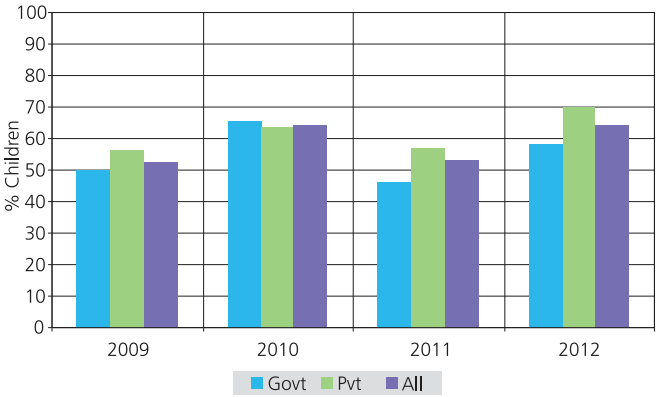


Chart 5: Trends over time
% Children in Std V who CAN READ Std II level text
By school type 2009-2012



Reading and comprehension in English

Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	18.8	18.3	24.0	34.2	4.8	100
II	7.6	13.9	15.8	46.0	16.8	100
III	7.1	10.6	11.8	42.6	28.0	100
IV	5.3	8.0	9.5	34.7	42.5	100
V	0.6	4.1	3.3	26.0	66.0	100
VI	1.8	3.9	1.6	19.5	73.1	100
VII	0.0	0.6	1.6	14.2	83.6	100
VIII	1.3	0.8	1.5	14.8	81.7	100
Total	6.7	9.2	10.8	32.1	41.1	100

Table 6: % Children by class who CAN COMPREHEND ENGLISH All schools 2012

Std.	Of those who can read words, % who can tell meanings of the words	Of those who can read sentences, % who can tell meanings of the sentences
I	54.9	
II	51.3	
III	57.9	
IV	65.1	64.2
V		73.0
VI		79.0
VII		85.3
VIII		
Total	60.0	70.9

English Tool

Arithmetic

Table 7: % Children by class and ARITHMETIC level
All schools 2012

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	13.4	30.1	51.6	4.3	0.6	100
II	4.1	20.0	59.9	15.6	0.3	100
III	4.4	15.8	49.9	25.4	4.5	100
IV	4.5	12.8	38.6	35.6	8.5	100
V	0.8	4.6	29.8	46.3	18.5	100
VI	2.1	2.7	15.6	49.3	30.4	100
VII	0.0	1.8	11.6	38.3	48.4	100
VIII	0.9	3.9	15.8	29.7	49.8	100
Total	4.8	14.1	39.1	27.8	14.3	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 4.4% children cannot even recognize numbers 1-9, 15.8% can recognize numbers up to 9 but not more, 49.9% can recognize numbers to 99 but cannot do subtraction, 25.4% can do subtraction but not division, and 4.5% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

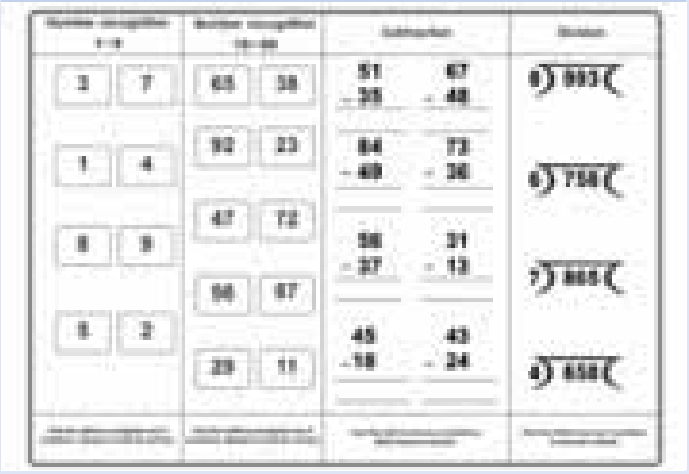


Chart 6: Trends over time
% Children in Std III who CAN DO SUBTRACTION or more
By school type 2009-2012

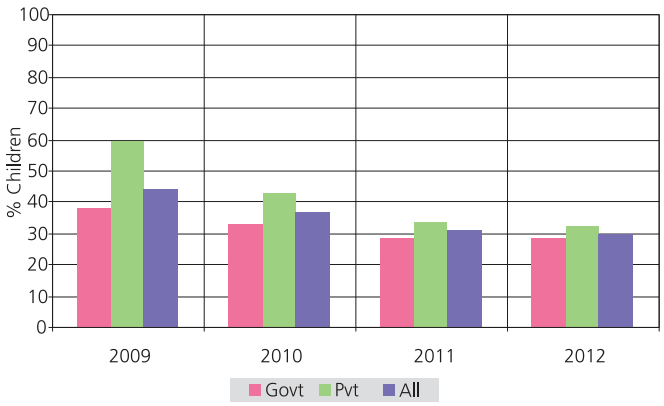
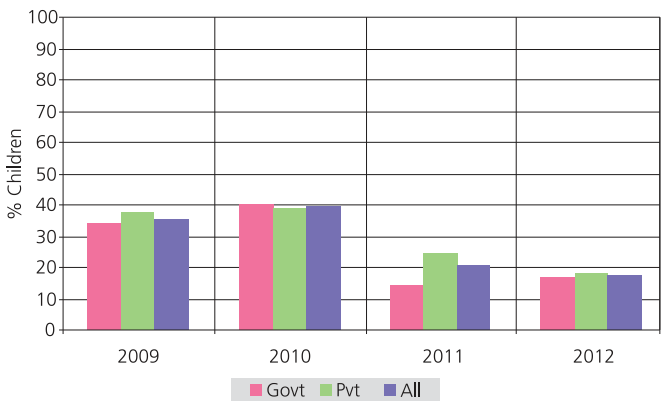


Chart 7: Trends over time
% Children in Std V who CAN DO DIVISION
By school type 2009-2012



Type of school and paid tuition classes

The ASER survey recorded information about tuition 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 children may have received.

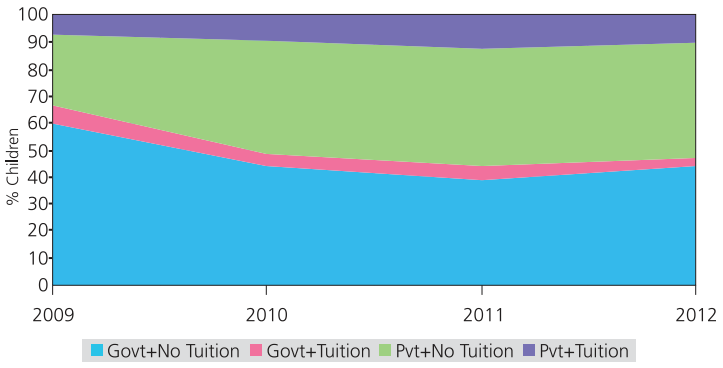
Table 8: Trends over time
% Children attending paid tuition classes
By school type 2009-2012

Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	9.8	9.8	11.8	6.9
Private schools: % Children attending paid tuition classes	21.2	18.9	22.3	20.0
All schools: % Children attending paid tuition classes	13.6	14.5	17.7	13.8

Table 9: Trends over time
% Children by school type and tuition 2009-2012

Year	Category		Std II	Std V	Std VIII	Std I-VIII
2009	Govt.	No tuition	68.7	52.6	39.2	60.0
		Tuition	5.6	5.3	14.8	6.5
	Pvt.	No tuition	21.4	33.6	29.7	26.4
		Tuition	4.4	8.6	16.4	7.1
	Total		100	100	100	100
2010	Govt.	No tuition	50.9	38.6	36.0	44.0
		Tuition	3.1	6.2	6.2	4.8
	Pvt.	No tuition	36.5	47.0	44.9	41.5
		Tuition	9.5	8.1	12.9	9.7
	Total		100	100	100	100
2011	Govt.	No tuition	47.1	30.9	18.7	38.7
		Tuition	3.7	3.8	6.8	5.2
	Pvt.	No tuition	38.9	52.1	54.7	43.6
		Tuition	10.3	13.2	19.8	12.5
	Total		100	100	100	100
2012	Govt.	No tuition	50.5	39.7	43.0	43.9
		Tuition	3.4	3.8	2.0	3.3
	Pvt.	No tuition	36.9	43.9	45.4	42.3
		Tuition	9.2	12.6	9.7	10.6
	Total		100	100	100	100

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Chart 9: Trends over time
% Children in Std III-V who CAN READ a Std I level text or more
By school type and tuition 2009-2012

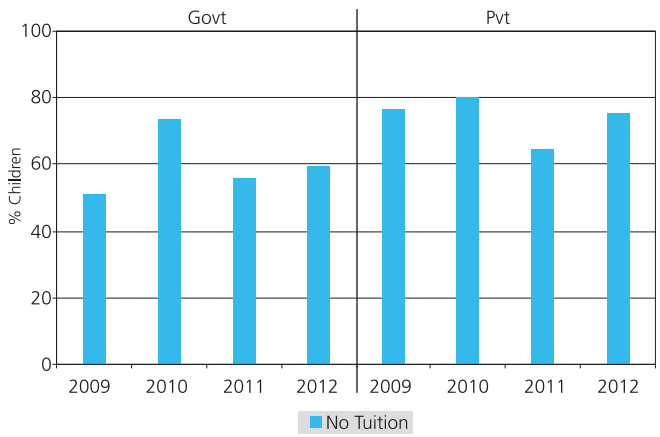
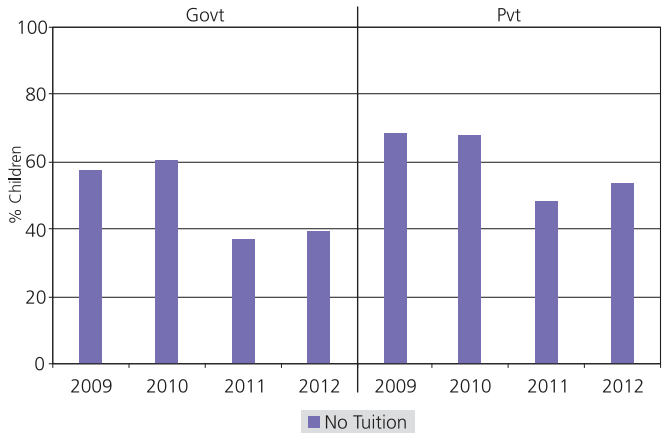


Chart 10: Trends over time
% Children in Std III-V who CAN DO SUBTRACTION or more
By school type and tuition 2009-2012



School observations

In each year's ASER, from 2009 onwards, in each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

Table 10: Number of schools visited 2009-2012

Type of school	2009	2010	2011	2012
Std I-IV/V: Primary	135	101	76	109
Std I-VII/VIII: Primary + Upper primary	9	9	9	20
Total schools visited	144	110	85	129

Table 11: Student and teacher attendance on the day of the visit 2009-2012

Type of school	Std I-IV/V			
	2009	2010	2011	2012
% Enrolled children present (Average)	76.9	74.7	75.5	73.1
% Teachers present (Average)	88.9	94.4	94.7	86.8

Table 12: Small schools and multigrade classes 2009-2012

School characteristics	Std I-IV/V			
	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	56.4	77.6	71.6	74.3
% Schools where Std II children observed sitting with one or more other classes	67.4	68.8	82.9	73.8
% Schools where Std IV children observed sitting with one or more other classes	63.4	66.7	81.2	73.2

RTE indicators

Table 13: Schools meeting selected RTE norms 2010-2012

% Schools meeting the following RTE norms:		2010	2011	2012
Pupil-teacher & classroom-teacher norms	Pupil-teacher ratio	54.3	51.4	65.4
	Classroom-teacher ratio	84.2	62.9	72.7
Building	Office/store/office cum store	34.6	42.1	41.6
	Playground	45.8	40.0	37.1
	Boundary wall/fencing	14.2	14.1	12.7
Drinking water	No facility for drinking water	70.6	77.8	81.6
	Facility but no drinking water available	5.5	12.4	4.8
	Drinking water available	23.9	9.9	13.6
Toilet	No toilet facility	34.9	23.1	24.4
	Facility but toilet not useable	40.6	52.6	44.7
	Toilet useable	24.5	24.4	30.9
Girls toilet	% Schools with no separate provisions for girls toilets	64.8	44.1	47.7
	Of schools with separate girls toilets, % schools with			
	Toilet locked	9.1	33.9	26.1
	Toilet not useable	11.4	3.4	6.8
	Toilet useable	14.8	18.6	19.3
Library	No library	78.0	63.8	75.2
	Library but no books being used by children on day of visit	6.4	5.0	9.6
	Library books being used by children on day of visit	15.6	31.3	15.2
Mid-day meal	Kitchen shed for cooking mid-day meal	60.6	70.5	68.2
	Mid-day meal served in school on day of visit	51.9	35.0	29.7

The Right of Children to Free and Compulsory Education Act, 2009 specifies a series of norms and standards for a school.

Norms for number of teachers vary according to the level of the school (primary or upper primary) and total student enrollment.

Norms for classrooms require the school to have at least one classroom for every teacher.

Norms for facilities require schools to provide each of the facilities mentioned in Table 13, among others.

RTE norms regulate provision of facilities but not their useability. ASER school observations also include whether facilities could be used. This information is included in Table 13.

School funds and activities (PAISA)

Table 14: % Schools that report receiving SSA grants - Full financial year

SSA school grants	April 2009 to March 2010				April 2010 to March 2011				April 2011 to March 2012			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	95	69.5	21.1	9.5	77	62.3	32.5	5.2	125	57.6	32.0	10.4
Development grant	92	37.0	47.8	15.2	76	46.1	46.1	7.9	121	33.1	52.1	14.9
TLM grant	96	78.1	17.7	4.2	78	83.3	10.3	6.4	125	72.0	22.4	5.6

Table 15: % Schools that report receiving SSA grants - Half financial year

SSA school grants	April 2010 to date of survey (2010)				April 2011 to date of survey (2011)				April 2012 to date of survey (2012)			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	94	37.2	53.2	9.6	73	38.4	50.7	11.0	112	35.7	51.8	12.5
Development grant	87	21.8	69.0	9.2	69	24.6	62.3	13.0	108	19.4	66.7	13.9
TLM grant	93	37.6	58.1	4.3	72	47.2	43.1	9.7	111	48.7	39.6	11.7

Table 16: % Schools carrying out different activities since April 2011

Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	12.3	83.6	4.1
Repairs	Repair of building (roof, floor, wall etc.)	20.3	74.0	5.7
	Repair of doors & windows	28.2	67.7	4.0
	Repair of boundary wall	2.4	93.5	4.1
	Repair of drinking water facility	8.3	87.6	4.1
	Repair of toilet	15.1	79.8	5.0
Painting & white-wash	White wash/plastering	35.3	58.0	6.7
	Painting blackboard/Display board/Painting on wall	41.2	53.8	5.0
	Painting of doors & walls	30.8	64.1	5.1
Purchase	Purchase of furniture (cupboard etc.)	42.9	52.9	4.2
	Purchase of electrical fittings	5.9	89.9	4.2
	Purchase of chalk, duster, register etc.	74.6	21.2	4.2
	Purchase of sitting mats/Tat patti	21.5	74.8	3.7
	Purchase of charts, globes & other teaching material	49.6	46.2	4.2
Other	Expenditure on school events	26.4	66.4	7.3
	Payment of bills (electricity, water, cleaning etc.)	9.4	86.3	4.3

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EVERY RURAL GOVERNMENT PRIMARY/UPPER PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc. The grant amount depends on number of classrooms (excluding Headmaster room and office room)
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

[1] For more information see www.accountabilityindia.in

Mizoram RURAL

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 8 OUT OF 8 DISTRICTS
Data has not been presented where sample size was insufficient.

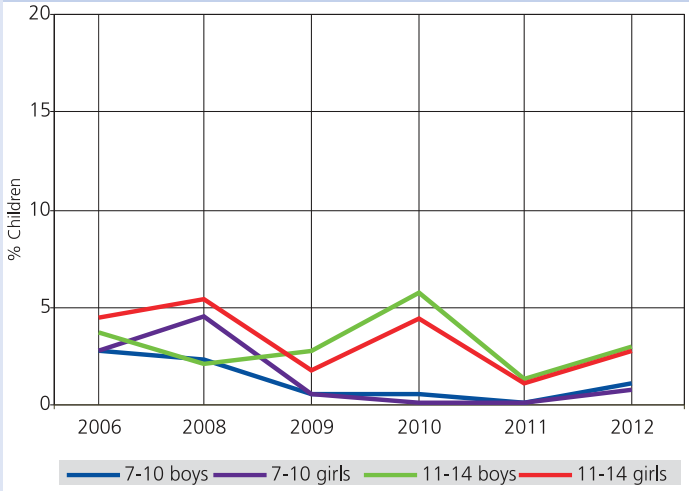
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	72.4	24.8	1.2	1.7	100
Age: 7-16 ALL	71.6	23.8	1.2	3.4	100
Age: 7-10 ALL	71.2	26.9	1.0	0.9	100
Age: 7-10 BOYS	71.7	26.3	0.9	1.1	100
Age: 7-10 GIRLS	70.8	27.3	1.1	0.8	100
Age: 11-14 ALL	73.7	22.0	1.5	2.7	100
Age: 11-14 BOYS	73.1	22.6	1.4	2.9	100
Age: 11-14 GIRLS	74.2	21.7	1.4	2.8	100
Age: 15-16 ALL	67.6	19.1	0.9	12.5	100
Age: 15-16 BOYS	66.7	20.1	0.0	13.2	100
Age: 15-16 GIRLS	66.8	18.7	1.7	12.9	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 2006-2012



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 has changed from 4.4% in 2006 to 5.4% in 2008 to 1.8% in 2009, 4.4% in 2010 and to 1.1% in 2011 to 2.8% in 2012.

Chart 2: Trends over time
% Children enrolled in private schools by class 2008-2012

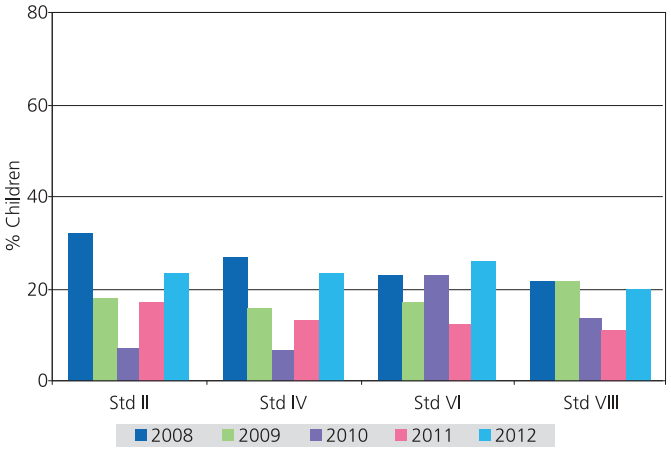


Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	18.4	37.3	24.5	11.1	8.7								100
II	2.2	8.6	27.6	27.2	14.6	9.6	10.1						100
III	2.3		7.6	22.6	28.2	18.9	7.0	7.0	6.5				100
IV	2.4			11.0	19.0	28.8	12.6	12.8	7.5	6.1			100
V	2.7				9.1	25.9	24.6	19.8	8.8	5.7	3.4		100
VI	3.1					10.5	19.0	30.4	19.9	11.7	5.4		100
VII	3.6						6.0	24.9	28.3	22.7	10.6	4.0	100
VIII	1.6							9.7	28.2	32.2	17.0	11.4	100

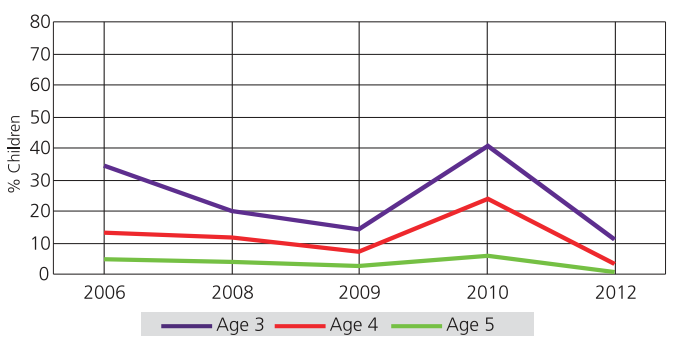
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 22.6% children are 8 years old but there are also 7.6% who are 7, 28.2% who are 9, 18.9% who are 10 years old, etc.

Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	84.9	4.2				10.9	100
Age 4	75.9	21.1				3.0	100
Age 5	14.3	12.8	49.5	22.2	0.2	0.9	100
Age 6	4.5	6.3	64.6	23.3	0.6	0.6	100

Chart 3: Trends over time
% Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2012*



* Data for 2011 is not comparable and therefore excluded here.

Reading

Table 4: % Children by class and READING level
All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	5.3	53.9	33.2	5.3	2.3	100
II	2.2	20.8	52.3	18.3	6.4	100
III	0.1	9.5	35.6	32.7	22.1	100
IV	0.3	3.6	20.5	34.1	41.5	100
V	0.2	1.2	11.7	27.8	59.2	100
VI	0.0	1.6	4.3	21.8	72.3	100
VII	0.3	1.1	2.7	15.4	80.7	100
VIII	0.0	1.1	0.3	4.4	94.2	100
Total	1.4	15.0	24.3	20.3	39.0	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 0.1% children cannot even read letters, 9.5% can read letters but not more, 35.6% can read words but not Std I text or higher, 32.7% can read Std I text but not Std II level text, and 22.1% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

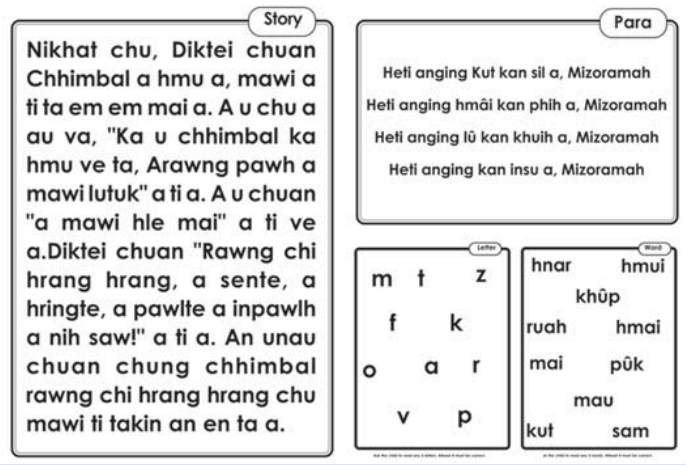


Chart 4: Trends over time
% Children in Std III who CAN READ Std I level text
By school type 2009-2012

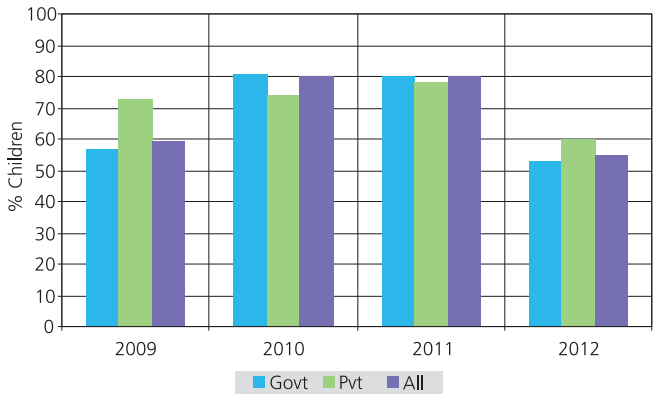
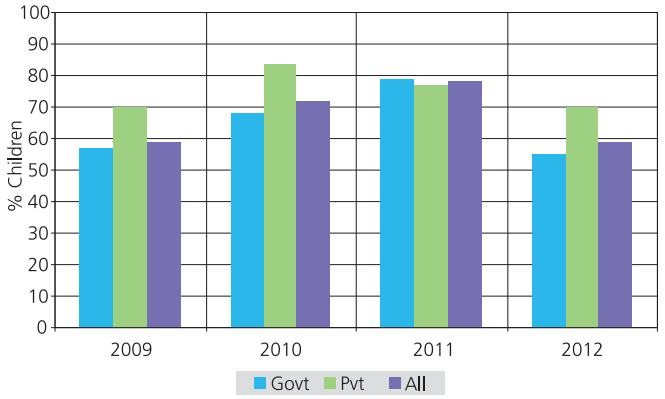


Chart 5: Trends over time
% Children in Std V who CAN READ Std II level text
By school type 2009-2012



Reading and comprehension in English

Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sen-tences	Total
I	23.6	33.2	26.9	13.6	2.8	100
II	9.9	27.4	27.7	27.0	8.0	100
III	2.3	18.4	19.5	42.7	17.1	100
IV	1.4	8.8	9.0	45.5	35.3	100
V	1.0	3.0	3.6	38.3	54.1	100
VI	0.4	0.9	1.9	31.2	65.7	100
VII	0.3	1.3	0.7	22.1	75.6	100
VIII	0.0	0.8	0.7	7.6	90.9	100
Total	6.4	14.8	14.1	29.2	35.5	100

Table 6: % Children by class who CAN COMPREHEND ENGLISH All schools 2012

Std.	Of those who can read words, % who can tell meanings of the words	Of those who can read sentences, % who can tell meanings of the sentences
I		
II	49.8	
III	60.8	
IV	61.1	61.0
V	61.9	71.7
VI		78.0
VII		80.0
VIII		85.3
Total	63.1	74.3

English Tool

Arithmetic

Table 7: % Children by class and ARITHMETIC level
All schools 2012

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	5.0	53.4	35.8	4.6	1.2	100
II	1.4	12.0	65.9	18.4	2.4	100
III	0.5	2.9	36.3	48.8	11.5	100
IV	0.5	1.3	15.7	54.7	27.8	100
V	0.7	0.7	7.7	47.1	43.8	100
VI	0.1	0.3	3.4	36.8	59.4	100
VII	0.3	1.3	2.2	22.2	74.0	100
VIII	0.0	0.6	0.9	12.3	86.3	100
Total	1.3	12.0	26.0	30.1	30.6	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 0.5% children cannot even recognize numbers 1-9, 2.9% can recognize numbers up to 9 but not more, 36.3% can recognize numbers to 99 but cannot do subtraction, 48.8% can do subtraction but not division, and 11.5% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

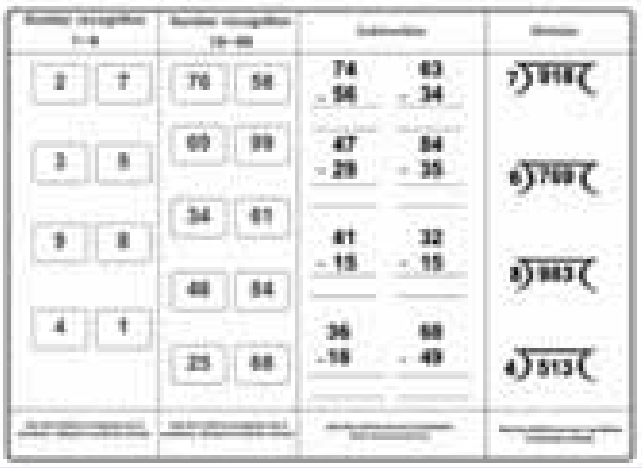


Chart 6: Trends over time
% Children in Std III who CAN DO SUBTRACTION or more
By school type 2009-2012

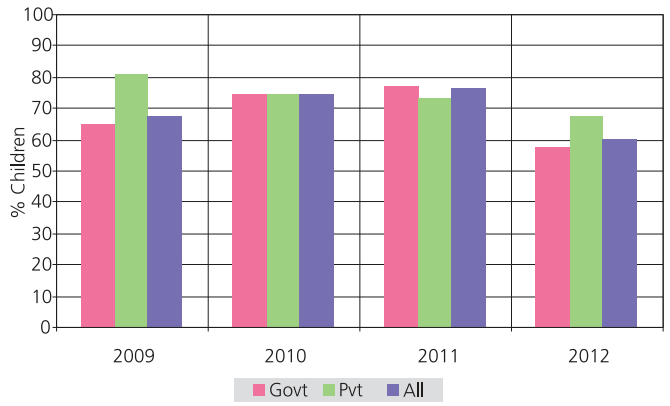
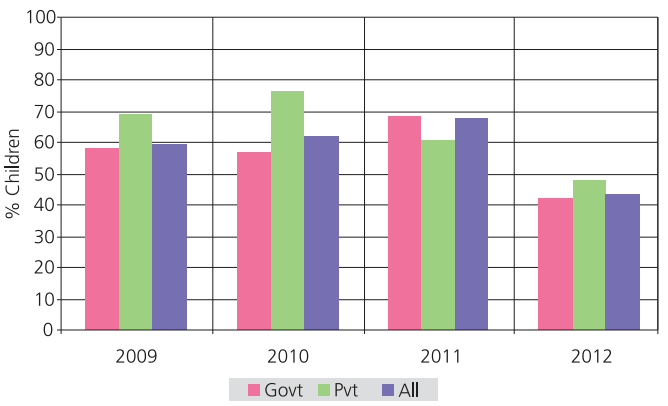


Chart 7: Trends over time
% Children in Std V who CAN DO DIVISION
By school type 2009-2012



Type of school and paid tuition classes

The ASER survey recorded information about tuition 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 children may have received.

Table 8: Trends over time
% Children attending paid tuition classes
By school type 2009-2012

Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	6.8	3.3	0.9	3.5
Private schools: % Children attending paid tuition classes	28.5	11.5	12.7	12.8
All schools: % Children attending paid tuition classes	10.5	4.4	2.4	5.8

Table 9: Trends over time
% Children by school type and tuition 2009-2012

Year	Category		Std II	Std V	Std VIII	Std I-VIII
2009	Govt.	No tuition	77.6	80.7	73.3	77.1
		Tuition	4.3	5.5	4.9	5.6
	Pvt.	No tuition	13.8	9.2	16.5	12.4
		Tuition	4.3	4.7	5.3	4.9
	Total		100	100	100	100
2010	Govt.	No tuition	90.4	68.6	79.6	83.5
		Tuition	1.9	3.1	6.3	2.8
	Pvt.	No tuition	6.3	25.6	13.7	12.1
		Tuition	1.4	2.7	0.5	1.6
	Total		100	100	100	100
2011	Govt.	No tuition	84.4	89.2	87.6	86.9
		Tuition	0.3	0.9	2.1	0.8
	Pvt.	No tuition	14.3	8.3	9.3	10.7
		Tuition	1.0	1.7	1.1	1.6
	Total		100	100	100	100
2012	Govt.	No tuition	75.4	70.2	74.8	73.0
		Tuition	1.1	2.7	4.8	2.7
	Pvt.	No tuition	21.1	23.5	17.4	21.2
		Tuition	2.4	3.5	2.9	3.1
	Total		100	100	100	100

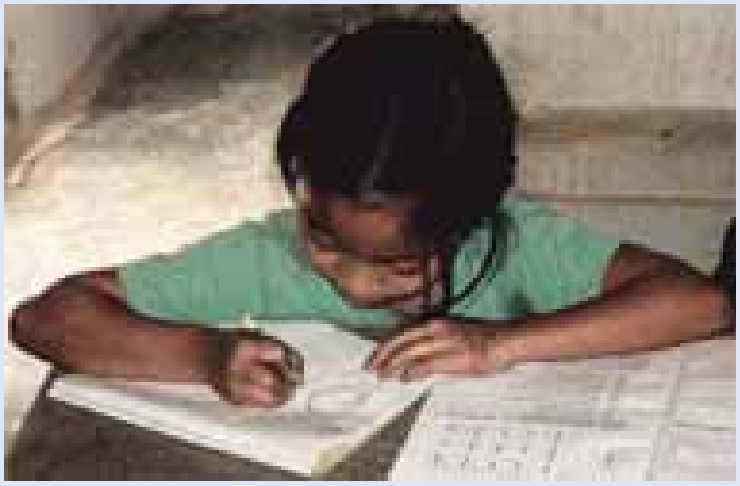
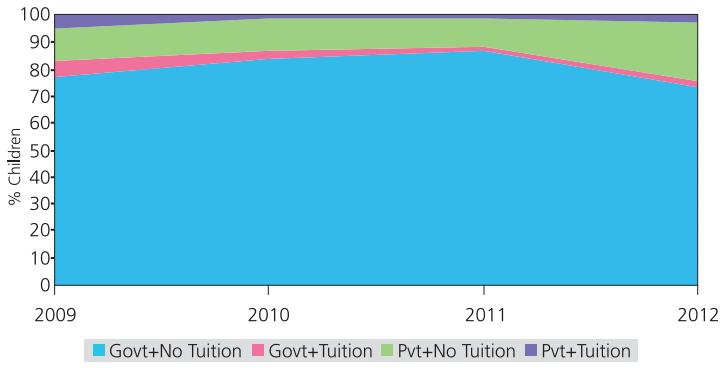


Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Chart 9: Trends over time
% Children in Std III-V who CAN READ a Std I level text or more
By school type and tuition 2009-2012

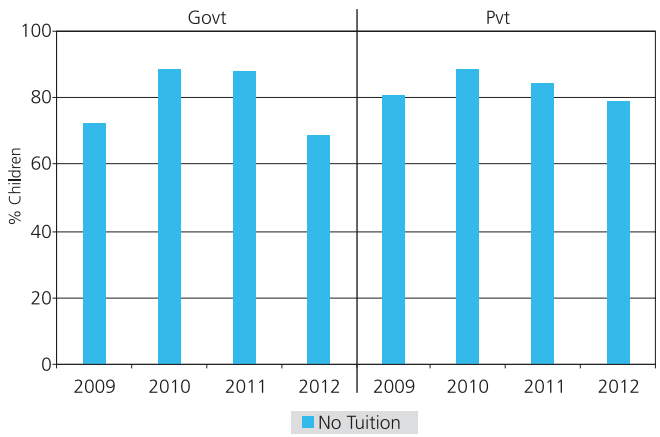
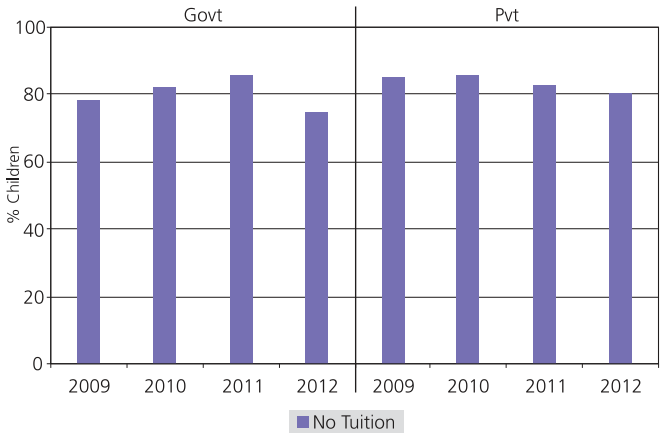


Chart 10: Trends over time
% Children in Std III-V who CAN DO SUBTRACTION or more
By school type and tuition 2009-2012



School observations

In each year's ASER, from 2009 onwards, in each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

Table 10: Number of schools visited 2009-2012

Type of school	2009	2010	2011	2012
Std I-IV/V: Primary	135	166	135	183
Std I-VII/VIII: Primary + Upper primary	17	8	13	9
Total schools visited	152	174	148	192

Table 11: Student and teacher attendance on the day of the visit 2009-2012

Type of school	Std I-IV/V			
	2009	2010	2011	2012
% Enrolled children present (Average)	86.0	86.5	85.6	85.9
% Teachers present (Average)	93.8	94.5	91.0	87.9

Table 12: Small schools and multigrade classes 2009-2012

School characteristics	Std I-IV/V			
	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	53.9	41.2	60.0	54.6
% Schools where Std II children observed sitting with one or more other classes	20.9	32.1	15.2	46.5
% Schools where Std IV children observed sitting with one or more other classes	19.1	30.1	14.3	34.6

RTE indicators

Table 13: Schools meeting selected RTE norms 2010-2012

% Schools meeting the following RTE norms:		2010	2011	2012
Pupil-teacher & classroom-teacher norms	Pupil-teacher ratio	89.1	75.2	86.6
	Classroom-teacher ratio	57.6	94.8	75.0
Building	Office/store/office cum store	78.5	92.1	77.5
	Playground	39.0	70.7	45.3
	Boundary wall/fencing	37.7	47.8	45.3
Drinking water	No facility for drinking water	47.3	25.4	33.0
	Facility but no drinking water available	4.1	3.6	2.6
	Drinking water available	48.5	71.0	64.4
Toilet	No toilet facility	7.1	2.1	7.9
	Facility but toilet not useable	37.3	45.8	47.9
	Toilet useable	55.6	52.1	44.2
Girls toilet	% Schools with no separate provisions for girls toilets	43.4	12.4	25.9
	Of schools with separate girls toilets, % schools with			
	Toilet locked	14.5	44.6	39.1
	Toilet not useable	11.3	9.9	5.2
	Toilet useable	30.8	33.1	29.9
Library	No library	93.6	72.9	79.1
	Library but no books being used by children on day of visit	4.7	15.0	10.5
	Library books being used by children on day of visit	1.7	12.1	10.5
Mid-day meal	Kitchen shed for cooking mid-day meal	96.2	98.6	94.8
	Mid-day meal served in school on day of visit	94.0	99.3	91.1

The Right of Children to Free and Compulsory Education Act, 2009 specifies a series of norms and standards for a school.

Norms for number of teachers vary according to the level of the school (primary or upper primary) and total student enrollment.

Norms for classrooms require the school to have at least one classroom for every teacher.

Norms for facilities require schools to provide each of the facilities mentioned in Table 13, among others.

RTE norms regulate provision of facilities but not their useability. ASER school observations also include whether facilities could be used. This information is included in Table 13.

School funds and activities (PAISA)

Table 14: % Schools that report receiving SSA grants - Full financial year

SSA school grants	April 2009 to March 2010				April 2010 to March 2011				April 2011 to March 2012			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	159	93.1	4.4	2.5	142	95.1	4.2	0.7	192	94.3	2.1	3.7
Development grant	145	79.3	17.9	2.8	133	78.2	18.8	3.0	190	74.2	19.0	6.8
TLM grant	158	93.0	5.1	1.9	141	96.5	2.8	0.7	192	94.3	3.1	2.6

Table 15: % Schools that report receiving SSA grants - Half financial year

SSA school grants	April 2010 to date of survey (2010)				April 2011 to date of survey (2011)				April 2012 to date of survey (2012)			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	156	79.5	18.0	2.6	126	78.6	19.1	2.4	164	79.9	15.9	4.3
Development grant	152	62.5	34.9	2.6	117	63.3	32.5	4.3	162	62.4	29.6	8.0
TLM grant	156	79.5	18.0	2.6	125	76.8	20.8	2.4	163	76.7	19.0	4.3

Table 16: % Schools carrying out different activities since April 2011

Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	13.2	84.7	2.1
Repairs	Repair of building (roof, floor, wall etc.)	51.1	47.9	1.1
	Repair of doors & windows	56.2	42.8	1.1
	Repair of boundary wall	18.6	80.3	1.1
	Repair of drinking water facility	34.6	64.4	1.1
	Repair of toilet	33.2	65.2	1.6
Painting & white-wash	White wash/plastering	36.5	63.0	0.5
	Painting blackboard/Display board/Painting on wall	40.6	58.8	0.5
	Painting of doors & walls	34.6	64.9	0.5
Purchase	Purchase of furniture (cupboard etc.)	42.3	55.1	2.7
	Purchase of electrical fittings	42.6	55.3	2.1
	Purchase of chalk, duster, register etc.	84.5	13.4	2.1
	Purchase of sitting mats/Tat patti	9.4	89.5	1.1
	Purchase of charts, globes & other teaching material	66.1	32.8	1.1
Other	Expenditure on school events	58.9	33.3	7.8
	Payment of bills (electricity, water, cleaning etc.)	65.1	31.7	3.2

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2012 report which will be released in March 2013.[1]

EVERY RURAL GOVERNMENT PRIMARY/UPPER PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc. The grant amount depends on number of classrooms (excluding Headmaster room and office room)
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

[1] For more information see www.accountabilityindia.in

Nagaland RURAL

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 11 OUT OF 11 DISTRICTS
Data has not been presented where sample size was insufficient.

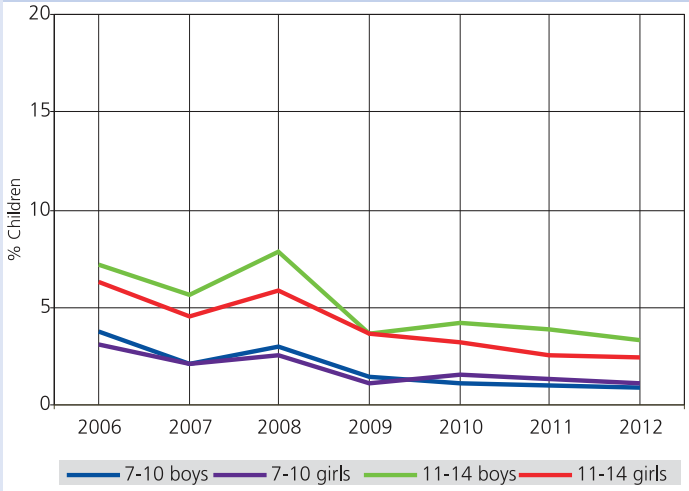
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	59.8	38.5	0.1	1.7	100
Age: 7-16 ALL	58.5	37.8	0.1	3.7	100
Age: 7-10 ALL	60.2	38.8	0.1	1.0	100
Age: 7-10 BOYS	59.9	39.2	0.0	0.9	100
Age: 7-10 GIRLS	59.7	39.1	0.1	1.1	100
Age: 11-14 ALL	59.2	37.8	0.1	2.9	100
Age: 11-14 BOYS	57.8	38.9	0.0	3.4	100
Age: 11-14 GIRLS	60.4	37.0	0.1	2.4	100
Age: 15-16 ALL	49.9	34.2	0.2	15.7	100
Age: 15-16 BOYS	46.2	35.7	0.2	18.0	100
Age: 15-16 GIRLS	53.7	32.7	0.3	13.3	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 2006-2012



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 has changed from 6.4% in 2006 to 4.5% in 2007 to 5.8% in 2008, 3.7% in 2009 and to 3.2% in 2010 to 2.4% in 2012.

Chart 2: Trends over time
% Children enrolled in private schools by class 2008-2012

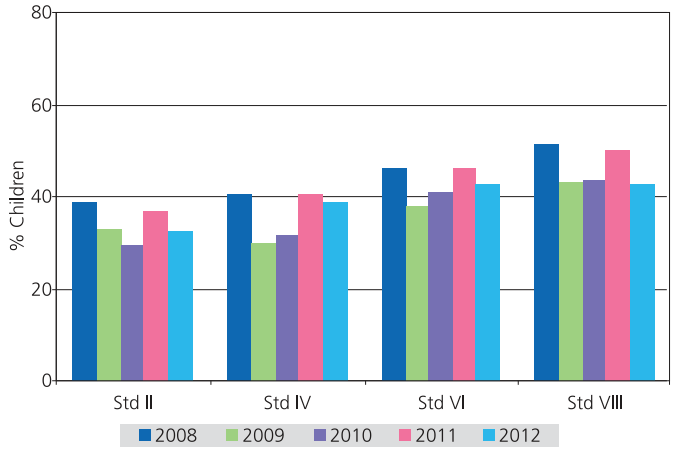


Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	10.0	34.7	34.9	11.9	8.5								100
II	1.3	9.5	25.5	36.4	13.1	7.7	6.5						100
III	3.7		9.5	25.7	29.9	15.6	7.6	8.0					100
IV	5.2	5.0		9.8	18.6	29.5	14.7	8.9	8.3				100
V	3.1				5.8	24.4	25.2	20.2	10.8	7.3	3.3		100
VI	2.3					10.6	15.7	33.7	16.0	13.7	5.0	3.0	100
VII	7.8							21.9	32.9	22.4	7.0	8.0	100
VIII	2.0							5.5	20.9	33.0	19.8	18.9	100

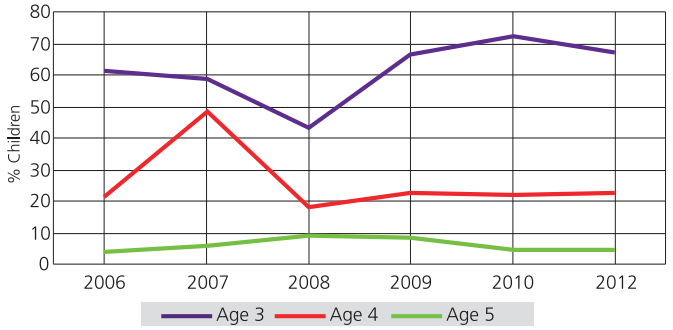
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 25.7% children are 8 years old but there are also 9.5% who are 7, 29.9% who are 9, 15.6% who are 10 years old, etc.

Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	14.9	17.7				67.4	100
Age 4	8.6	69.1				22.4	100
Age 5	1.5	36.4	35.7	21.8	0.0	4.5	100
Age 6	0.1	17.0	48.6	32.0	0.0	2.2	100

Chart 3: Trends over time
% Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2012*



* Data for 2011 is not comparable and therefore excluded here.

Reading

Table 4: % Children by class and READING level
All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	3.9	43.7	40.6	9.8	2.0	100
II	2.3	20.4	44.3	24.2	8.8	100
III	1.2	8.8	37.0	32.4	20.5	100
IV	1.2	9.8	18.2	32.5	38.4	100
V	0.4	2.8	12.4	31.8	52.6	100
VI	0.9	1.3	5.2	20.0	72.7	100
VII	0.2	1.0	2.7	13.6	82.6	100
VIII	0.0	0.2	2.3	8.9	88.6	100
Total	1.5	13.2	24.1	22.9	38.3	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 1.2% children cannot even read letters, 8.8% can read letters but not more, 37.0% can read words but not Std I text or higher, 32.4% can read Std I text but not Std II level text, and 20.5% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

Chart 4: Trends over time
% Children in Std III who CAN READ Std I level text
By school type 2009-2012

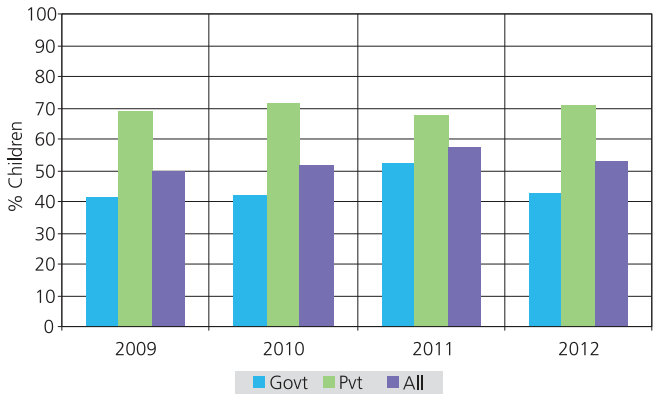
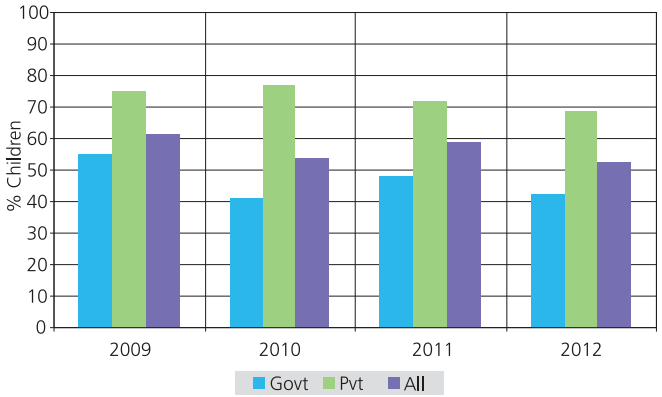


Chart 5: Trends over time
% Children in Std V who CAN READ Std II level text
By school type 2009-2012



Reading and comprehension in English

Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sen-tences	Total
I	9.8	23.5	30.5	32.0	4.2	100
II	4.6	12.9	21.0	47.2	14.3	100
III	2.1	5.2	13.3	48.6	30.8	100
IV	1.5	5.5	9.4	34.9	48.8	100
V	0.6	2.2	3.9	28.5	64.7	100
VI	0.9	0.6	2.1	19.7	76.7	100
VII	0.0	0.7	0.8	11.8	86.7	100
VIII	0.5	0.4	1.0	7.9	90.3	100
Total	3.0	7.6	12.2	32.2	45.1	100

Table 6: % Children by class who CAN COMPREHEND ENGLISH All schools 2012

Std.	Of those who can read words, % who can tell meanings of the words	Of those who can read sentences, % who can tell meanings of the sentences
I	49.7	
II	51.1	70.4
III	57.3	64.4
IV	65.1	67.8
V	61.9	75.9
VI		85.5
VII		90.7
VIII		93.3
Total	57.9	79.9

English Tool

Arithmetic

Table 7: % Children by class and ARITHMETIC level
All schools 2012

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	4.2	27.0	59.6	9.0	0.2	100
II	2.0	9.8	60.7	25.1	2.3	100
III	1.5	6.0	38.9	46.1	7.5	100
IV	1.0	5.7	23.2	50.4	19.7	100
V	0.5	1.7	13.1	50.0	34.6	100
VI	0.7	1.0	7.9	37.3	53.2	100
VII	0.2	0.7	5.6	24.3	69.4	100
VIII	0.0	0.2	2.5	15.6	81.7	100
Total	1.5	7.8	31.2	33.2	26.3	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 1.5% children cannot even recognize numbers 1-9, 6% can recognize numbers up to 9 but not more, 38.9% can recognize numbers to 99 but cannot do subtraction, 46.1% can do subtraction but not division, and 7.5% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

Chart 6: Trends over time
% Children in Std III who CAN DO SUBTRACTION or more
By school type 2009-2012

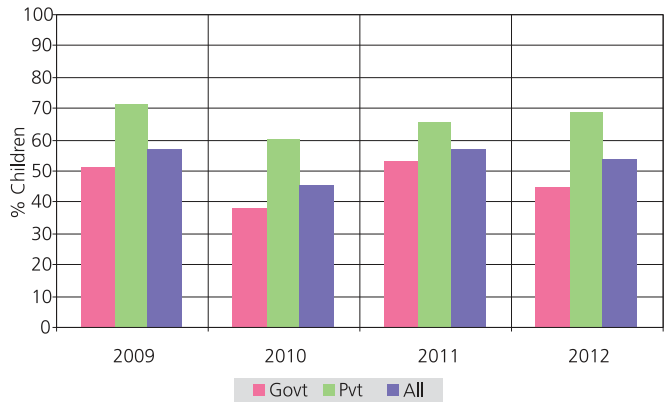
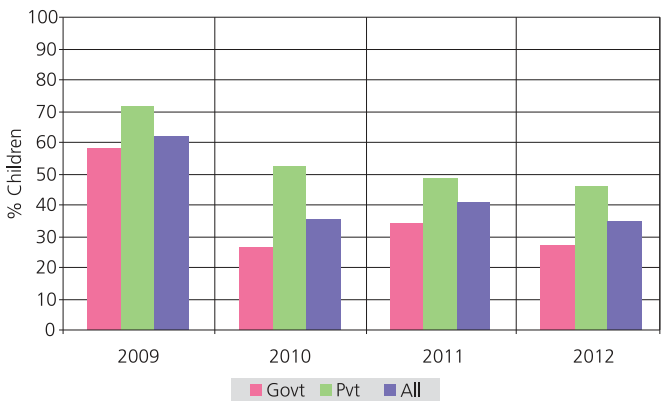


Chart 7: Trends over time
% Children in Std V who CAN DO DIVISION
By school type 2009-2012



Type of school and paid tuition classes

The ASER survey recorded information about tuition 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 children may have received.

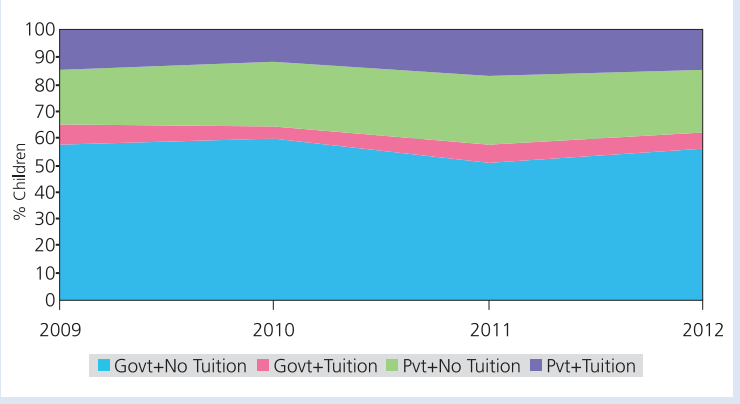
Table 8: Trends over time
% Children attending paid tuition classes
By school type 2009-2012

Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	12.3	7.7	12.6	9.7
Private schools: % Children attending paid tuition classes	43.1	33.3	40.4	39.9
All schools: % Children attending paid tuition classes	23.0	16.8	24.3	21.2

Table 9: Trends over time
% Children by school type and tuition 2009-2012

Year	Category		Std II	Std V	Std VIII	Std I-VIII
2009	Govt.	No tuition	60.4	58.5	44.7	57.2
		Tuition	7.3	10.0	12.4	8.0
	Pvt.	No tuition	20.4	18.7	19.5	19.8
		Tuition	11.9	12.9	23.4	15.0
	Total		100	100	100	100
2010	Govt.	No tuition	64.3	60.4	51.0	59.5
		Tuition	5.0	5.1	5.9	4.9
	Pvt.	No tuition	20.9	23.4	26.0	23.7
		Tuition	9.8	11.1	17.2	11.8
	Total		100	100	100	100
2011	Govt.	No tuition	55.3	47.5	41.9	50.5
		Tuition	7.1	5.9	7.1	7.3
	Pvt.	No tuition	23.9	26.9	24.1	25.1
		Tuition	13.6	19.7	26.9	17.0
	Total		100	100	100	100
2012	Govt.	No tuition	62.8	55.4	51.0	56.1
		Tuition	5.0	6.3	7.9	6.0
	Pvt.	No tuition	18.1	25.1	22.6	22.8
		Tuition	14.0	13.3	18.6	15.2
	Total		100	100	100	100

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Chart 9: Trends over time
% Children in Std III-V who CAN READ a Std I level text or more
By school type and tuition 2009-2012

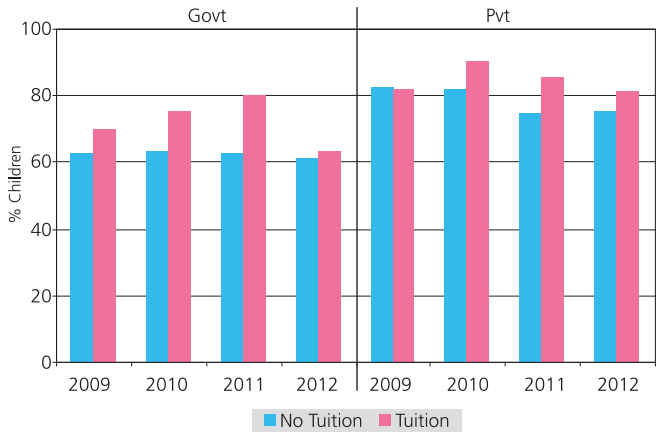
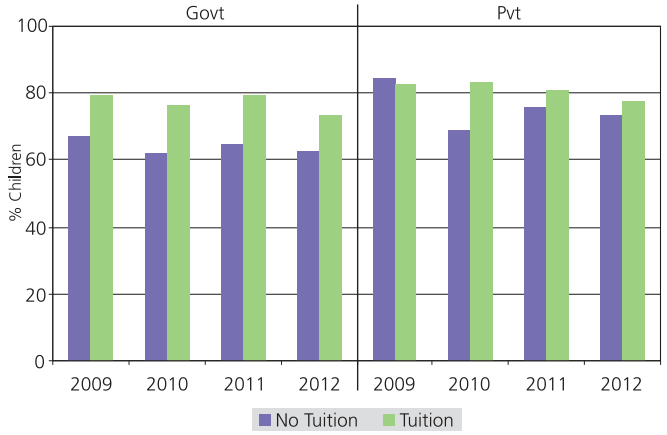


Chart 10: Trends over time
% Children in Std III-V who CAN DO SUBTRACTION or more
By school type and tuition 2009-2012



School observations

In each year's ASER, from 2009 onwards, in each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

Table 10: Number of schools visited 2009-2012

Type of school	2009	2010	2011	2012
Std I-IV/V: Primary	215	202	173	189
Std I-VII/VIII: Primary + Upper primary	27	21	44	83
Total schools visited	242	223	217	272

Table 11: Student and teacher attendance on the day of the visit 2009-2012

Type of school	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Enrolled children present (Average)	84.4	81.9	82.3	81.9	87.3	83.0	81.6	81.5
% Teachers present (Average)	89.2	87.2	90.8	87.8	80.0	86.3	85.8	84.2

Table 12: Small schools and multigrade classes 2009-2012

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	44.3	50.3	47.9	56.8	0.0	0.0	14.3	18.2
% Schools where Std II children observed sitting with one or more other classes	16.0	18.7	13.0	13.4	11.1	28.6	15.0	9.9
% Schools where Std IV children observed sitting with one or more other classes	13.6	17.5	13.3	9.9	12.0	28.6	16.7	7.8

RTE indicators

Table 13: Schools meeting selected RTE norms 2010-2012

% Schools meeting the following RTE norms:		2010	2011	2012
Pupil-teacher & classroom-teacher norms	Pupil-teacher ratio	91.9	85.5	93.0
	Classroom-teacher ratio	78.6	61.1	63.3
Building	Office/store/office cum store	83.8	92.3	86.9
	Playground	64.2	65.6	41.6
	Boundary wall/fencing	42.8	34.5	52.9
Drinking water	No facility for drinking water	56.9	70.3	73.7
	Facility but no drinking water available	6.0	6.2	4.1
	Drinking water available	37.0	23.4	22.2
Toilet	No toilet facility	13.8	6.2	6.8
	Facility but toilet not useable	32.3	33.8	40.7
	Toilet useable	53.9	60.0	52.5
Girls toilet	% Schools with no separate provisions for girls toilets	47.8	22.0	40.7
	Of schools with separate girls toilets, % schools with			
	Toilet locked	9.4	18.4	16.8
	Toilet not useable	12.2	9.9	9.7
	Toilet useable	30.6	49.7	32.7
Library	No library	86.7	91.0	87.8
	Library but no books being used by children on day of visit	4.1	5.7	8.2
	Library books being used by children on day of visit	9.2	3.3	4.1
Mid-day meal	Kitchen shed for cooking mid-day meal	81.7	91.8	85.3
	Mid-day meal served in school on day of visit	31.9	43.4	38.2

The Right of Children to Free and Compulsory Education Act, 2009 specifies a series of norms and standards for a school.

Norms for number of teachers vary according to the level of the school (primary or upper primary) and total student enrollment.

Norms for classrooms require the school to have at least one classroom for every teacher.

Norms for facilities require schools to provide each of the facilities mentioned in Table 13, among others.

RTE norms regulate provision of facilities but not their useability. ASER school observations also include whether facilities could be used. This information is included in Table 13.

School funds and activities (PAISA)

Table 14: % Schools that report receiving SSA grants - Full financial year

SSA school grants	April 2009 to March 2010				April 2010 to March 2011				April 2011 to March 2012			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	204	94.6	0.5	4.9	214	95.8	1.9	2.3	266	90.2	4.1	5.6
Development grant	200	92.5	2.0	5.5	213	89.2	5.6	5.2	262	73.7	17.6	8.8
TLM grant	201	93.0	2.5	4.5	214	94.9	3.3	1.9	266	91.4	4.1	4.5

Table 15: % Schools that report receiving SSA grants - Half financial year

SSA school grants	April 2010 to date of survey (2010)				April 2011 to date of survey (2011)				April 2012 to date of survey (2012)			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	197	83.3	8.1	8.6	181	76.2	18.8	5.0	239	68.6	22.6	8.8
Development grant	193	82.9	7.8	9.3	181	70.7	21.6	7.7	237	58.2	31.7	10.1
TLM grant	194	85.1	6.2	8.8	178	78.1	18.0	3.9	239	72.4	21.3	6.3

Table 16: % Schools carrying out different activities since April 2011

Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	21.2	76.1	2.7
Repairs	Repair of building (roof, floor, wall etc.)	33.3	64.8	1.9
	Repair of doors & windows	47.0	51.5	1.5
	Repair of boundary wall	21.5	77.3	1.2
	Repair of drinking water facility	22.9	75.2	1.9
	Repair of toilet	28.4	69.7	1.9
Painting & white-wash	White wash/plastering	22.7	76.2	1.2
	Painting blackboard/Display board/Painting on wall	51.5	47.3	1.2
	Painting of doors & walls	25.3	74.3	0.4
Purchase	Purchase of furniture (cupboard etc.)	59.0	38.8	2.2
	Purchase of electrical fittings	14.0	83.3	2.7
	Purchase of chalk, duster, register etc.	89.2	10.1	0.8
	Purchase of sitting mats/Tat patti	5.7	92.3	2.0
	Purchase of charts, globes & other teaching material	59.3	39.9	0.8
Other	Expenditure on school events	64.8	34.0	1.2
	Payment of bills (electricity, water, cleaning etc.)	18.5	78.4	3.2

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2012 report which will be released in March 2013.[1]

EVERY RURAL GOVERNMENT PRIMARY/UPPER PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc. The grant amount depends on number of classrooms (excluding Headmaster room and office room)
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

[1] For more information see www.accountabilityindia.in

Odisha
Punjab
Rajasthan
Tamil Nadu
Tripura
Uttarakhand

Odisha RURAL

Annual Status of Education Report
असर ASER 2012 RURAL
Facilitated by PRATHAM

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 30 OUT OF 30 DISTRICTS
Data has not been presented where sample size was insufficient.

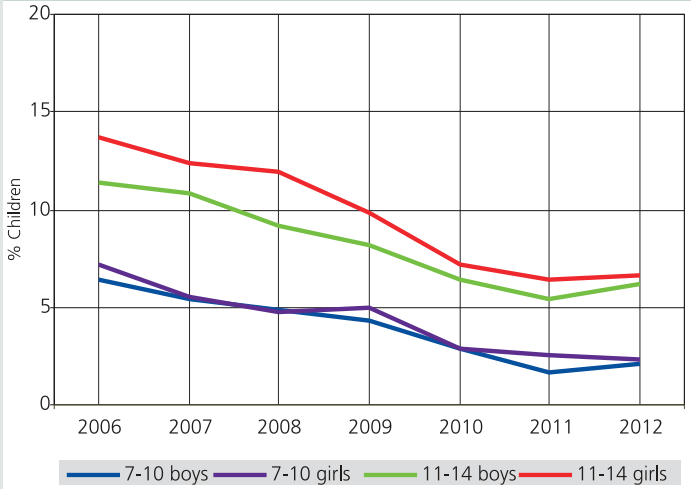
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	89.6	6.2	0.2	4.1	100
Age: 7-16 ALL	85.3	6.2	0.1	8.4	100
Age: 7-10 ALL	90.9	6.7	0.2	2.2	100
Age: 7-10 BOYS	90.2	7.7	0.1	2.1	100
Age: 7-10 GIRLS	91.7	5.7	0.3	2.4	100
Age: 11-14 ALL	88.5	5.0	0.1	6.4	100
Age: 11-14 BOYS	88.1	5.7	0.1	6.2	100
Age: 11-14 GIRLS	89.0	4.4	0.0	6.6	100
Age: 15-16 ALL	65.7	7.7	0.0	26.6	100
Age: 15-16 BOYS	67.7	7.3	0.0	24.9	100
Age: 15-16 GIRLS	63.8	8.1	0.0	28.2	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 2006-2012



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 has changed from 13.7% in 2006 to 12.4% in 2007 to 12.0% in 2008, 9.9% in 2009 and to 7.2% in 2010 to 6.6% in 2012.

Chart 2: Trends over time
% Children enrolled in private schools by class 2008-2012

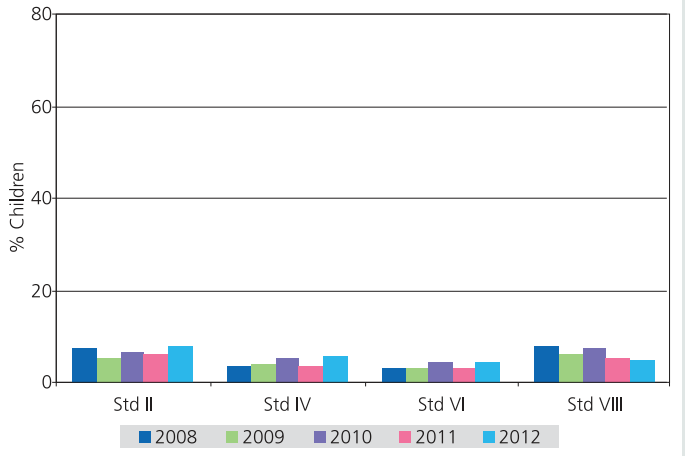


Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	36.5	49.4	10.2	4.0									100
II	2.6	14.3	59.8	14.0	9.3								100
III	2.3		13.7	62.6	13.0	5.6	2.8						100
IV	3.0			14.8	60.2	16.9	5.1						100
V	4.3				8.3	63.4	13.2	6.7	4.2				100
VI	2.6					9.6	59.6	21.3	7.0				100
VII	4.3						10.2	67.1	13.7	4.7			100
VIII	3.5							18.0	59.0	15.0	4.5		100

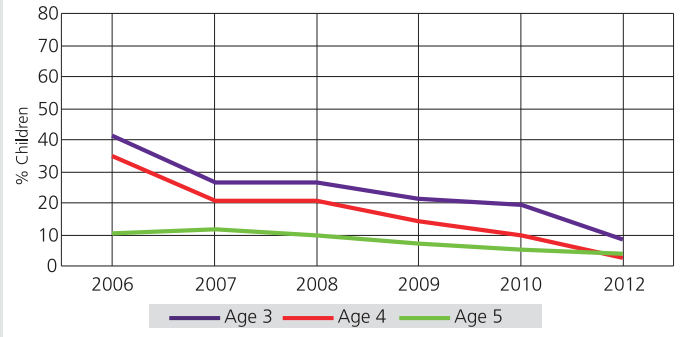
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 62.6% children are 8 years old but there also 13.7% who are 7, 13.0% who are 9, 5.6% who are 10 years old and 2.8% who 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 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	87.0	4.3				8.7	100
Age 4	88.3	8.8				2.9	100
Age 5	31.7	5.9	50.9	7.4	0.3	3.8	100
Age 6	4.9	3.0	80.8	8.5	0.6	2.3	100

Chart 3: Trends over time
% Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2012*



* Data for 2011 is not comparable and therefore excluded here.

Reading

Table 4: % Children by class and READING level All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	47.3	29.8	11.3	5.1	6.5	100
II	23.2	28.8	20.0	12.0	16.1	100
III	15.9	21.2	21.0	15.3	26.6	100
IV	9.1	14.5	16.2	19.8	40.5	100
V	5.9	12.6	13.9	20.7	47.0	100
VI	4.4	7.3	10.3	17.0	61.0	100
VII	2.8	6.3	7.7	15.7	67.6	100
VIII	2.9	4.4	7.2	12.2	73.2	100
Total	14.8	16.3	13.7	14.7	40.6	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 15.9% children cannot even read letters, 21.2% can read letters but not more, 21% can read words but not Std I text or higher, 15.3% can read Std I text but not Std II level text, and 26.6% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

Chart 4: Trends over time
% Children in Std III who CAN READ Std I level text
By school type 2009-2012

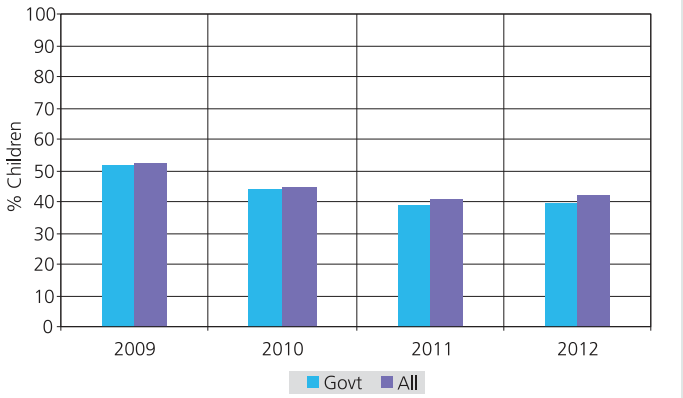
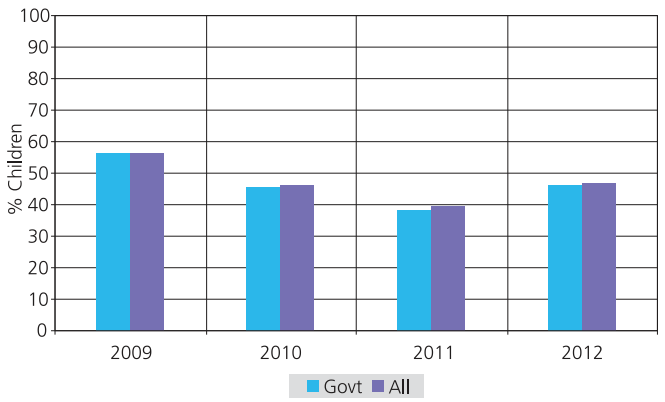


Chart 5: Trends over time
% Children in Std V who CAN READ Std II level text
By school type 2009-2012



Reading and comprehension in English

Table 5: % Children by class and READING level in ENGLISH All schools 2012

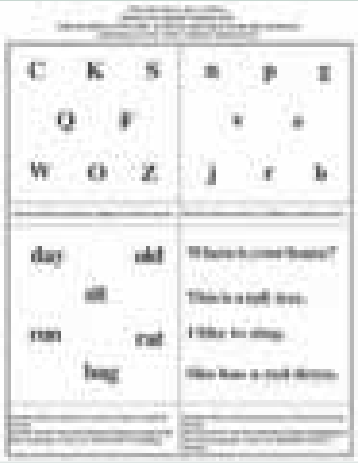
Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sen-tences	Total
I	68.5	16.2	8.2	5.5	1.6	100
II	50.8	16.8	16.5	10.5	5.5	100
III	35.0	18.0	24.3	14.6	8.1	100
IV	21.8	17.3	23.5	23.6	13.8	100
V	15.8	15.5	25.9	22.4	20.4	100
VI	10.4	11.0	21.8	23.8	33.1	100
VII	7.5	9.8	19.2	21.1	42.4	100
VIII	6.3	7.5	17.3	20.5	48.4	100
Total	28.2	14.3	19.5	17.5	20.5	100

Table 6: % Children by class who CAN COMPREHEND ENGLISH All schools 2012

Std.	Of those who can read words, % who can tell meanings of the words	Of those who can read sentences, % who can tell meanings of the sentences
I		
II		
III	70.8	
IV	64.5	54.8
V	59.7	55.5
VI	61.0	62.6
VII	65.6	66.2
VIII	63.9	70.9
Total	65.0	64.4

Note: In Odisha govt. schools, English as a subject is introduced in std. III

English Tool



Arithmetic

Table 7: % Children by class and ARITHMETIC level
All schools 2012

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	49.5	32.5	13.7	3.1	1.2	100
II	23.7	34.4	25.6	12.2	4.2	100
III	15.4	29.6	28.7	19.4	6.9	100
IV	8.6	21.8	31.6	23.7	14.4	100
V	6.1	18.6	30.4	26.6	18.3	100
VI	4.0	12.3	26.2	26.9	30.7	100
VII	2.3	9.2	24.1	25.2	39.2	100
VIII	3.1	6.7	21.2	26.0	42.9	100
Total	15.0	21.4	25.2	20.0	18.6	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 15.4% children cannot even recognize numbers 1-9, 29.6% can recognize numbers up to 9 but not more, 28.7% can recognize numbers to 99 but cannot do subtraction, 19.4% can do subtraction but not division, and 6.9% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

Chart 6: Trends over time
% Children in Std III who CAN DO SUBTRACTION or more
By school type 2009-2012

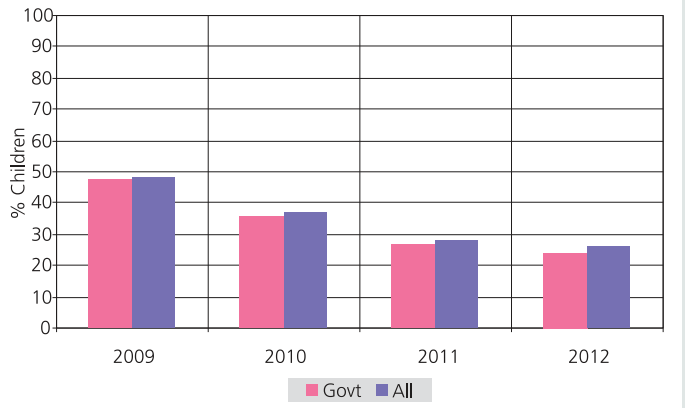
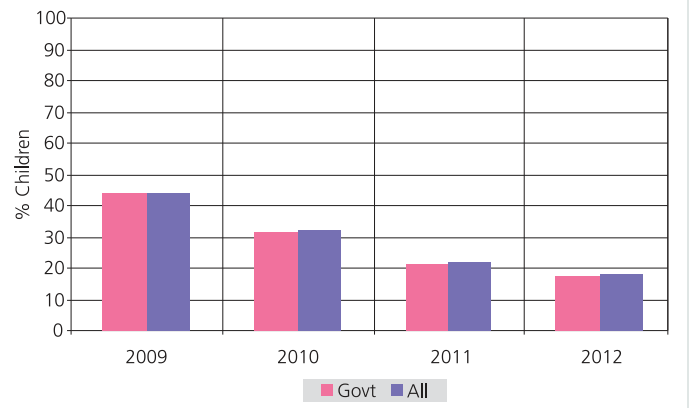


Chart 7: Trends over time
% Children in Std V who CAN DO DIVISION
By school type 2009-2012



Type of school and paid tuition classes

The ASER survey recorded information about tuition 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 children may have received.

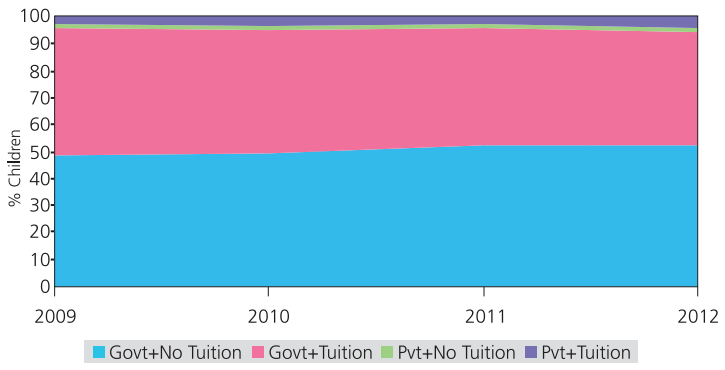
Table 8: Trends over time
% Children attending paid tuition classes
By school type 2009-2012

Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	49.7	48.1	44.8	44.4
Private schools: % Children attending paid tuition classes	69.1	64.9	63.2	65.8
All schools: % Children attending paid tuition classes	50.5	49.0	45.7	45.7

Table 9: Trends over time
% Children by school type and tuition 2009-2012

Year	Category		Std II	Std V	Std VIII	Std I-VIII
2009	Govt.	No tuition	52.4	46.4	41.3	48.2
		Tuition	42.0	50.7	52.5	47.7
	Pvt.	No tuition	1.7	0.5	2.5	1.3
		Tuition	3.8	2.3	3.8	2.9
	Total		100	100	100	100
2010	Govt.	No tuition	54.7	48.2	41.6	49.1
		Tuition	38.3	48.1	51.1	45.5
	Pvt.	No tuition	2.4	0.8	3.8	1.9
		Tuition	4.6	2.9	3.6	3.5
	Total		100	100	100	100
2011	Govt.	No tuition	56.4	52.5	46.6	52.6
		Tuition	37.4	44.5	48.1	42.6
	Pvt.	No tuition	2.8	0.7	2.4	1.8
		Tuition	3.5	2.3	3.0	3.0
	Total		100	100	100	100
2012	Govt.	No tuition	53.4	51.0	49.8	52.1
		Tuition	38.4	44.8	45.6	41.6
	Pvt.	No tuition	2.8	1.3	2.4	2.1
		Tuition	5.4	2.9	2.2	4.1
	Total		100	100	100	100

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Chart 9: Trends over time
% Children in Std III-V who CAN READ a Std I level text or more
By school type and tuition 2009-2012

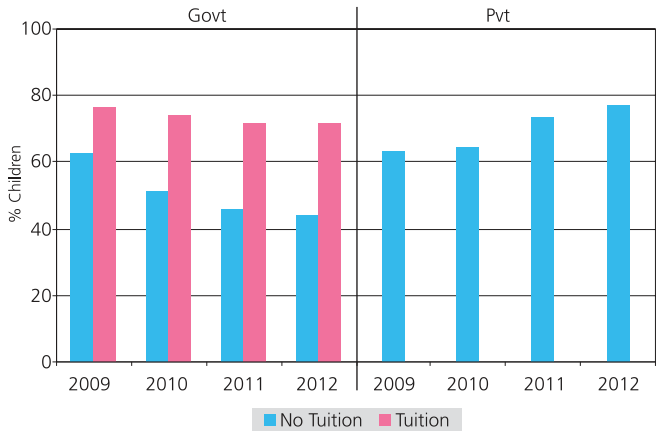
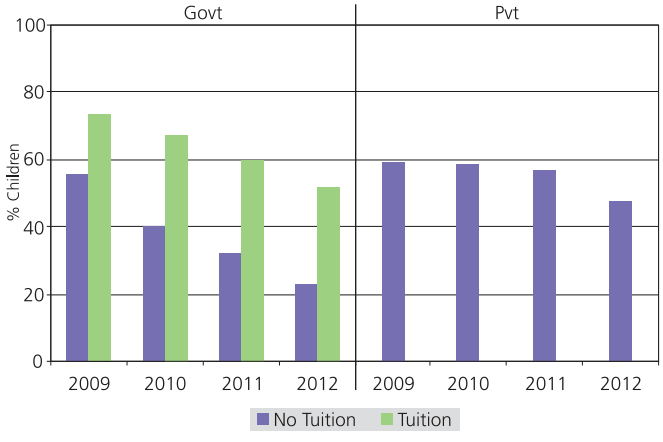


Chart 10: Trends over time
% Children in Std III-V who CAN DO SUBTRACTION or more
By school type and tuition 2009-2012



School observations

In each year's ASER, from 2009 onwards, in each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

Table 10: Number of schools visited 2009-2012

Type of school	2009	2010	2011	2012
Std I-IV/V: Primary	403	383	390	419
Std I-VII/VIII: Primary + Upper primary	344	358	379	390
Total schools visited	747	741	769	809

Table 11: Student and teacher attendance on the day of the visit 2009-2012

Type of school	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Enrolled children present (Average)	74.1	71.9	77.7	77.5	73.0	72.3	72.8	73.7
% Teachers present (Average)	92.3	89.1	91.5	91.4	90.4	83.8	87.9	86.4

Table 12: Small schools and multigrade classes 2009-2012

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	33.2	38.2	44.4	42.6	7.3	3.9	4.9	4.2
% Schools where Std II children observed sitting with one or more other classes	70.8	77.0	80.0	81.8	71.9	69.4	73.5	77.7
% Schools where Std IV children observed sitting with one or more other classes	64.9	66.8	69.9	78.2	62.4	58.1	61.7	64.7

RTE indicators

Table 13: Schools meeting selected RTE norms 2010-2012

% Schools meeting the following RTE norms:		2010	2011	2012
Pupil-teacher & classroom-teacher norms	Pupil-teacher ratio	22.5	25.7	28.0
	Classroom-teacher ratio	74.0	79.1	78.2
Building	Office/store/office cum store	74.7	83.0	80.4
	Playground	44.4	36.5	31.4
	Boundary wall/fencing	40.8	46.1	44.9
Drinking water	No facility for drinking water	15.2	11.2	11.4
	Facility but no drinking water available	14.5	14.3	10.0
	Drinking water available	70.3	74.5	78.7
Toilet	No toilet facility	15.5	14.9	19.6
	Facility but toilet not useable	40.1	33.3	31.2
	Toilet useable	44.4	51.8	49.3
Girls toilet	% Schools with no separate provisions for girls toilets	30.3	25.2	37.4
	Of schools with separate girls toilets, % schools with			
	Toilet locked	19.5	10.2	8.2
	Toilet not useable	15.5	17.8	13.1
	Toilet useable	34.7	46.8	41.4
Library	No library	34.7	15.3	11.7
	Library but no books being used by children on day of visit	18.5	18.2	23.7
	Library books being used by children on day of visit	46.8	66.5	64.5
Mid-day meal	Kitchen shed for cooking mid-day meal	74.4	78.4	80.2
	Mid-day meal served in school on day of visit	88.8	93.6	96.1

The Right of Children to Free and Compulsory Education Act, 2009 specifies a series of norms and standards for a school.

Norms for number of teachers vary according to the level of the school (primary or upper primary) and total student enrollment.

Norms for classrooms require the school to have at least one classroom for every teacher.

Norms for facilities require schools to provide each of the facilities mentioned in Table 13, among others.

RTE norms regulate provision of facilities but not their useability. ASER school observations also include whether facilities could be used. This information is included in Table 13.

School funds and activities (PAISA)

Table 14: % Schools that report receiving SSA grants - Full financial year

SSA school grants	April 2009 to March 2010				April 2010 to March 2011				April 2011 to March 2012			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	572	85.7	4.6	9.8	730	82.5	5.8	11.8	779	85.8	6.3	8.0
Development grant	540	86.7	4.1	9.3	719	82.2	6.3	11.5	774	85.3	7.1	7.6
TLM grant	555	92.3	2.3	5.4	718	84.5	6.3	9.2	784	87.4	7.4	5.2

Table 15: % Schools that report receiving SSA grants - Half financial year

SSA school grants	April 2010 to date of survey (2010)				April 2011 to date of survey (2011)				April 2012 to date of survey (2012)			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	530	71.7	14.9	13.4	720	76.5	13.2	10.3	743	59.2	32.0	8.8
Development grant	495	72.9	15.0	12.1	710	76.2	13.4	10.4	732	57.7	33.7	8.6
TLM grant	505	76.6	13.1	10.3	693	60.6	30.3	9.1	739	58.2	34.4	7.4

Table 16: % Schools carrying out different activities since April 2011

Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	34.5	62.9	2.7
Repairs	Repair of building (roof, floor, wall etc.)	66.8	30.3	2.9
	Repair of doors & windows	60.1	36.7	3.2
	Repair of boundary wall	31.1	65.9	3.0
	Repair of drinking water facility	46.6	50.5	3.0
	Repair of toilet	28.7	68.4	3.0
Painting & white-wash	White wash/plastering	91.4	7.1	1.4
	Painting blackboard/Display board/Painting on wall	92.0	6.6	1.4
	Painting of doors & walls	82.2	16.1	1.8
Purchase	Purchase of furniture (cupboard etc.)	77.2	18.7	4.2
	Purchase of electrical fittings	28.6	68.8	2.6
	Purchase of chalk, duster, register etc.	92.0	6.1	1.9
	Purchase of sitting mats/Tat patti	35.6	61.8	2.6
	Purchase of charts, globes & other teaching material	78.1	19.6	2.3
Other	Expenditure on school events	71.5	24.6	3.9
	Payment of bills (electricity, water, cleaning etc.)	11.6	84.6	3.8

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2012 report which will be released in March 2013.[1]

EVERY RURAL GOVERNMENT PRIMARY/UPPER PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc. The grant amount depends on number of classrooms (excluding Headmaster room and office room)
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

[1] For more information see www.accountabilityindia.in

Punjab RURAL

Annual Status of Education Report
ASER 2012 RURAL
Facilitated by PRATHAM

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 19 OUT OF 19 DISTRICTS
Data has not been presented where sample size was insufficient.

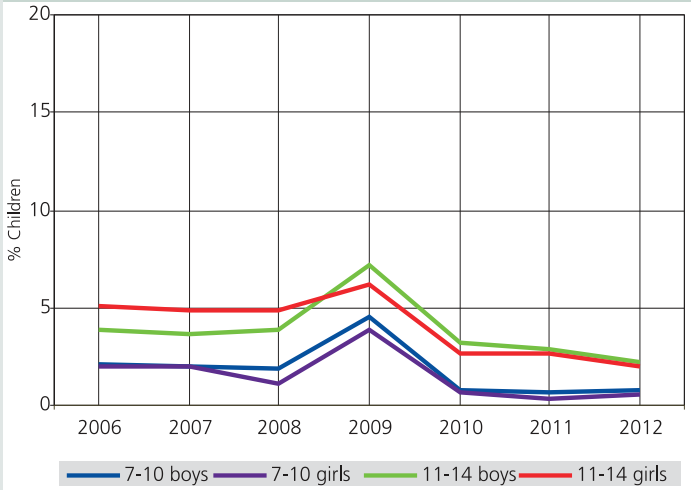
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	53.4	45.1	0.2	1.3	100
Age: 7-16 ALL	55.7	41.3	0.2	2.8	100
Age: 7-10 ALL	49.1	50.0	0.3	0.7	100
Age: 7-10 BOYS	46.5	52.5	0.3	0.8	100
Age: 7-10 GIRLS	52.2	47.0	0.3	0.5	100
Age: 11-14 ALL	60.7	37.1	0.2	2.1	100
Age: 11-14 BOYS	56.6	41.1	0.2	2.2	100
Age: 11-14 GIRLS	65.8	32.0	0.1	2.0	100
Age: 15-16 ALL	59.5	31.2	0.2	9.0	100
Age: 15-16 BOYS	61.0	31.0	0.2	7.8	100
Age: 15-16 GIRLS	58.0	31.5	0.2	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 2006-2012



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 has changed from 5.0% in 2006 to 4.9% in 2007 to 4.9% in 2008, 6.2% in 2009 and to 2.7% in 2010 to 2.0% in 2012.

Chart 2: Trends over time
% Children enrolled in private schools by class 2008-2012

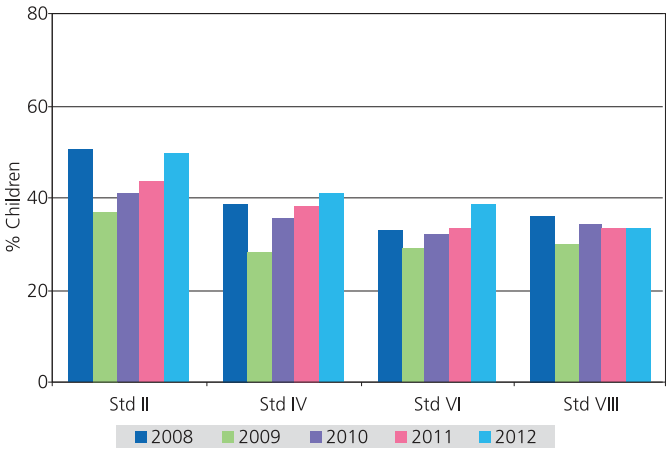


Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	22.6	32.3	29.9	11.9	3.4								100
II	3.7	15.6	34.1	30.8	10.5	5.4							100
III	4.5		14.4	35.3	28.0	13.0	4.7						100
IV	4.0			15.2	31.3	31.8	11.0	6.8					100
V	3.4				9.9	38.4	27.1	15.6	5.6				100
VI	3.3					12.3	31.4	35.5	12.1	5.3			100
VII	3.8						11.3	41.4	28.5	9.6	5.4		100
VIII	2.4							14.9	33.0	33.5	13.0	3.2	100

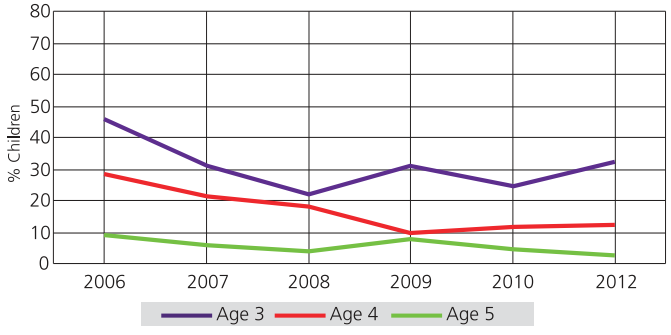
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 35.3% children are 8 years old but there are also 14.4% who are 7, 28% who are 9, 13% who are 10 years old and 4.7% who 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 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	43.3	24.5				32.2	100
Age 4	34.1	53.8				12.1	100
Age 5	6.7	3.8	26.8	60.2	0.2	2.4	100
Age 6	1.2	1.8	37.6	57.4	0.2	1.8	100

Chart 3: Trends over time
% Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2012*



* Data for 2011 is not comparable and therefore excluded here.

Reading

**Table 4: % Children by class and READING level
All schools 2012**

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	21.0	52.2	17.0	5.7	4.2	100
II	6.8	36.7	26.2	13.8	16.5	100
III	3.4	18.4	19.1	20.8	38.4	100
IV	2.5	8.4	13.6	22.4	53.1	100
V	1.5	5.7	6.3	15.3	71.3	100
VI	1.4	3.5	4.8	11.9	78.5	100
VII	0.6	2.4	4.2	8.1	84.8	100
VIII	1.4	2.1	3.6	6.6	86.3	100
Total	4.7	15.9	12.0	13.3	54.1	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 3.4% children cannot even read letters, 18.4% can read letters but not more, 19.1% can read words but not Std I text or higher, 20.8% can read Std I text but not Std II level text, and 38.4 % can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

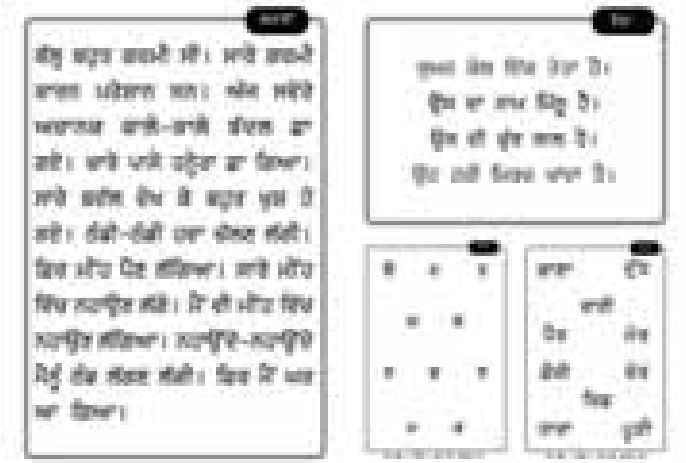


**Chart 4: Trends over time
% Children in Std III who CAN READ Std I level text
By school type 2009-2012**

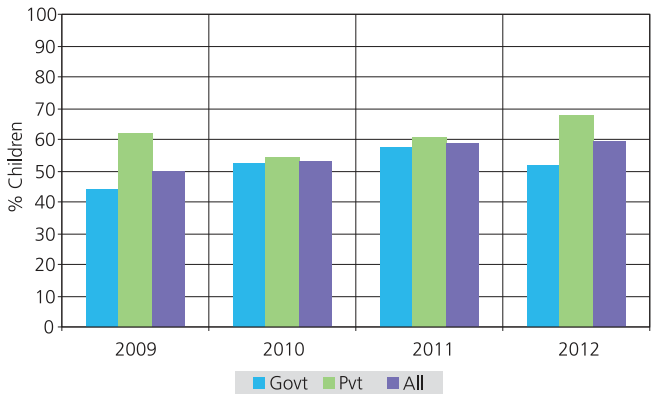
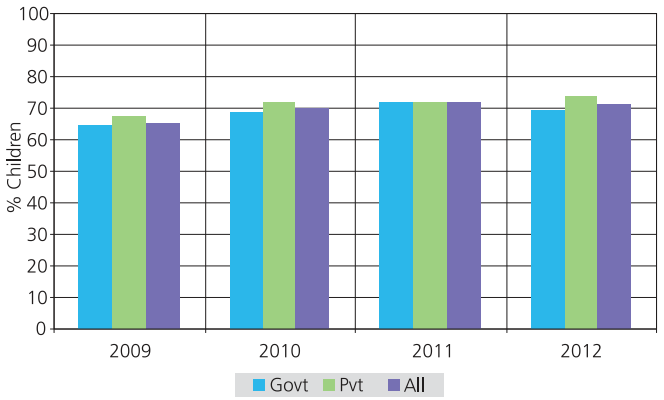


**Chart 5: Trends over time
% Children in Std V who CAN READ Std II level text
By school type 2009-2012**



Reading and comprehension in English

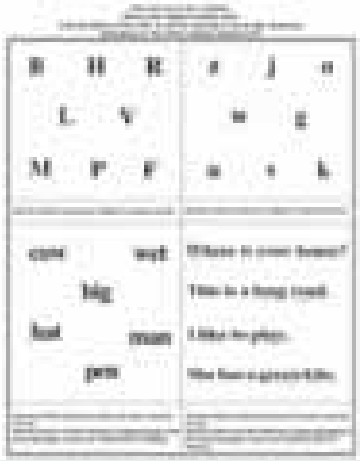
Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sen-tences	Total
I	23.0	26.1	21.2	24.0	5.8	100
II	10.2	17.6	27.5	28.6	16.2	100
III	6.5	10.3	22.1	31.8	29.4	100
IV	4.0	7.4	18.1	31.3	39.3	100
V	2.0	4.4	13.1	28.4	52.1	100
VI	2.3	2.6	9.7	23.1	62.2	100
VII	0.8	3.0	9.4	21.3	65.5	100
VIII	1.7	4.0	6.6	17.0	70.8	100
Total	6.2	9.4	16.1	25.8	42.6	100

Table 6: % Children by class who CAN COMPREHEND ENGLISH All schools 2012

Std.	Of those who can read words, % who can tell meanings of the words	Of those who can read sentences, % who can tell meanings of the sentences
I	61.8	
II	58.3	58.4
III	65.9	62.6
IV	63.2	65.8
V	61.6	71.8
VI	68.1	73.4
VII	69.2	70.9
VIII	66.1	77.3
Total	64.0	70.6

English Tool



Arithmetic

**Table 7: % Children by class and ARITHMETIC level
All schools 2012**

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	17.4	39.4	35.3	7.2	0.8	100
II	5.6	28.3	37.9	25.4	2.7	100
III	1.9	17.4	28.7	37.6	14.4	100
IV	2.3	8.0	26.5	31.7	31.5	100
V	1.2	4.2	20.0	22.6	52.0	100
VI	1.2	2.8	12.9	24.1	59.0	100
VII	0.6	1.2	16.3	21.5	60.4	100
VIII	1.0	2.3	14.6	18.3	63.8	100
Total	3.8	12.9	24.1	23.9	35.4	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 1.9% children cannot even recognize numbers 1-9, 17.4% can recognize numbers up to 9 but not more, 28.7% can recognize numbers to 99 but cannot do subtraction, 37.6% can do subtraction but not division, and 14.4% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

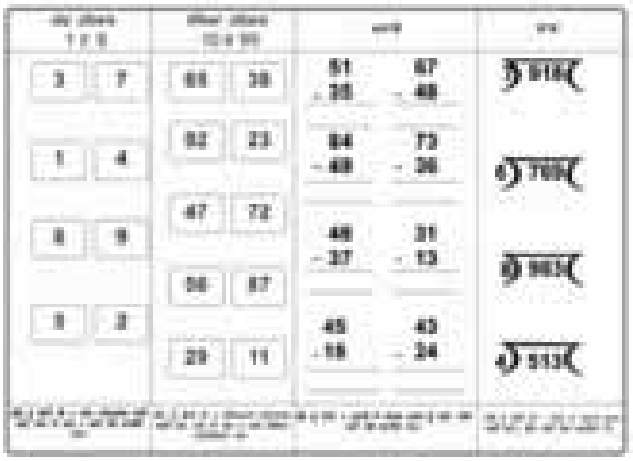


**Chart 6: Trends over time
% Children in Std III who CAN DO SUBTRACTION or more
By school type 2009-2012**

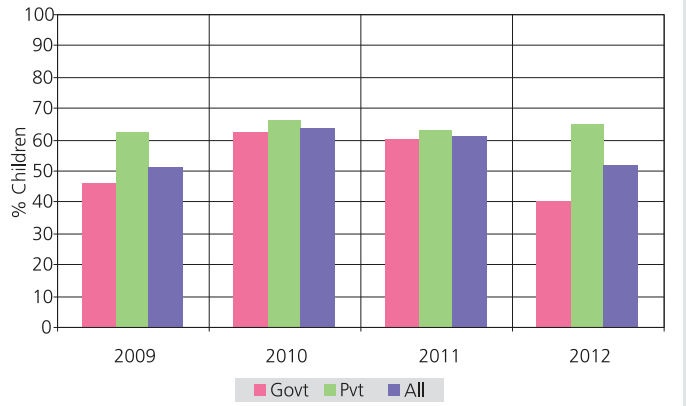
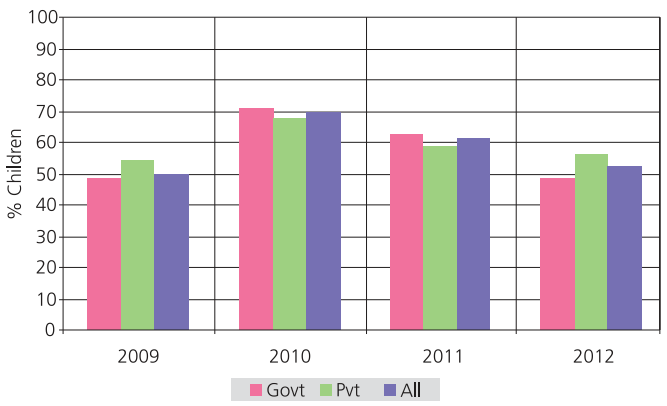


**Chart 7: Trends over time
% Children in Std V who CAN DO DIVISION
By school type 2009-2012**



Type of school and paid tuition classes

The ASER survey recorded information about tuition 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 children may have received.

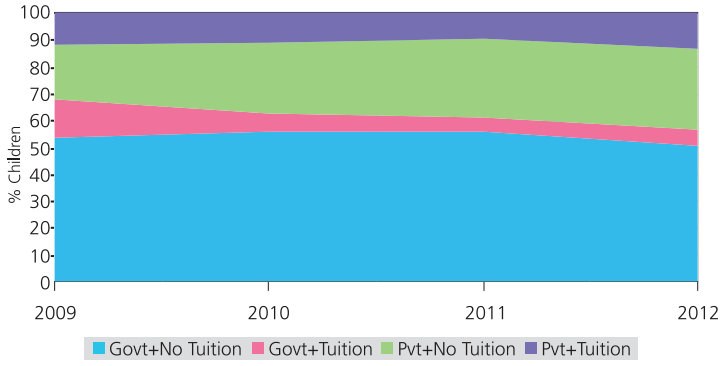
Table 8: Trends over time
% Children attending paid tuition classes
By school type 2009-2012

Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	20.8	10.1	8.5	10.6
Private schools: % Children attending paid tuition classes	35.0	28.7	23.7	30.4
All schools: % Children attending paid tuition classes	25.4	17.1	14.4	19.2

Table 9: Trends over time
% Children by school type and tuition 2009-2012

Year	Category		Std II	Std V	Std VIII	Std I-VIII
2009	Govt.	No tuition	52.4	55.7	50.2	53.9
		Tuition	9.3	16.7	19.6	14.2
	Pvt.	No tuition	26.6	16.1	17.0	20.8
		Tuition	11.7	11.4	13.3	11.2
	Total		100	100	100	100
2010	Govt.	No tuition	53.7	58.8	58.2	56.4
		Tuition	5.4	6.9	7.6	6.3
	Pvt.	No tuition	30.1	23.7	25.9	26.6
		Tuition	10.8	10.6	8.3	10.7
	Total		100	100	100	100
2011	Govt.	No tuition	50.7	58.6	61.8	55.8
		Tuition	4.7	6.5	4.6	5.2
	Pvt.	No tuition	33.9	27.1	25.7	29.8
		Tuition	10.6	7.9	7.9	9.2
	Total		100	100	100	100
2012	Govt.	No tuition	44.8	51.1	60.2	50.7
		Tuition	5.3	6.2	6.0	6.0
	Pvt.	No tuition	32.8	28.4	25.9	30.2
		Tuition	17.1	14.3	7.9	13.2
	Total		100	100	100	100

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Chart 9: Trends over time
% Children in Std III-V who CAN READ a Std I level text or more
By school type and tuition 2009-2012

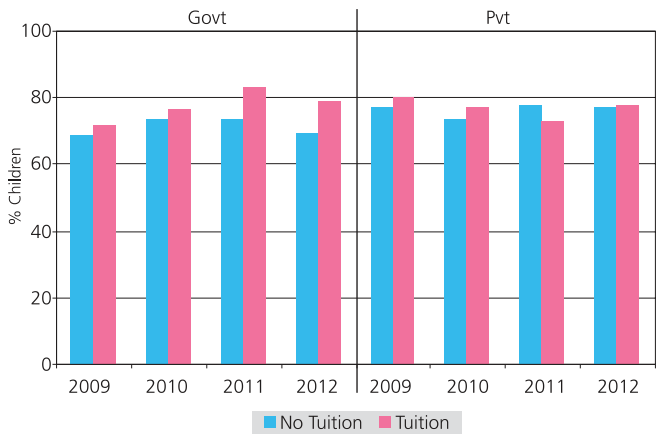
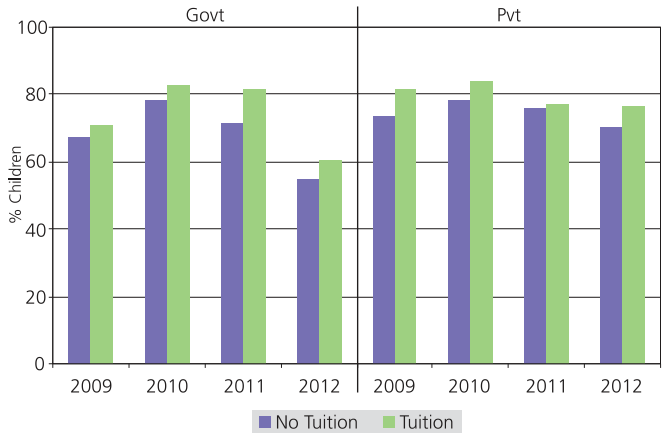


Chart 10: Trends over time
% Children in Std III-V who CAN DO SUBTRACTION or more
By school type and tuition 2009-2012



School observations

In each year's ASER, from 2009 onwards, in each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

Table 10: Number of schools visited 2009-2012

Type of school	2009	2010	2011	2012
Std I-IV/V: Primary	431	391	457	469
Std I-VII/VIII: Primary + Upper primary	38	58	32	56
Total schools visited	469	449	489	525

Table 11: Student and teacher attendance on the day of the visit 2009-2012

Type of school	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Enrolled children present (Average)	84.4	82.5	81.7	80.4	85.6	84.4	79.6	82.1
% Teachers present (Average)	84.8	89.1	87.1	80.3	82.2	84.6	84.1	81.4

Table 12: Small schools and multigrade classes 2009-2012

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	24.4	19.0	21.0	18.5	2.7	5.2	0.0	8.9
% Schools where Std II children observed sitting with one or more other classes	45.6	53.3	44.2	53.1	41.7	47.4	36.7	59.3
% Schools where Std IV children observed sitting with one or more other classes	46.5	39.1	41.5	43.1	40.6	26.5	36.7	58.0

RTE indicators

Table 13: Schools meeting selected RTE norms 2010-2012

% Schools meeting the following RTE norms:		2010	2011	2012
Pupil-teacher & classroom-teacher norms	Pupil-teacher ratio	34.9	30.4	34.6
	Classroom-teacher ratio	76.9	82.2	80.3
Building	Office/store/office cum store	78.5	79.3	80.0
	Playground	69.3	71.2	71.0
	Boundary wall/fencing	82.8	83.9	83.0
Drinking water	No facility for drinking water	8.9	8.4	8.0
	Facility but no drinking water available	8.0	8.8	9.3
	Drinking water available	83.1	82.9	82.8
Toilet	No toilet facility	0.9	1.9	0.6
	Facility but toilet not useable	37.9	39.5	28.9
	Toilet useable	61.2	58.7	70.5
Girls toilet	% Schools with no separate provisions for girls toilets	7.3	4.9	4.4
	Of schools with separate girls toilets, % schools with			
	Toilet locked	16.9	4.0	8.6
	Toilet not useable	26.5	34.8	21.4
	Toilet useable	49.4	56.2	65.6
Library	No library	4.1	5.6	9.4
	Library but no books being used by children on day of visit	30.0	24.0	44.7
	Library books being used by children on day of visit	66.0	70.4	46.0
Mid-day meal	Kitchen shed for cooking mid-day meal	94.7	93.9	97.7
	Mid-day meal served in school on day of visit	97.9	96.4	95.5

The Right of Children to Free and Compulsory Education Act, 2009 specifies a series of norms and standards for a school.

Norms for number of teachers vary according to the level of the school (primary or upper primary) and total student enrollment.

Norms for classrooms require the school to have at least one classroom for every teacher.

Norms for facilities require schools to provide each of the facilities mentioned in Table 13, among others.

RTE norms regulate provision of facilities but not their useability. ASER school observations also include whether facilities could be used. This information is included in Table 13.

School funds and activities (PAISA)

Table 14: % Schools that report receiving SSA grants - Full financial year

SSA school grants	April 2009 to March 2010				April 2010 to March 2011				April 2011 to March 2012			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	400	95.5	1.3	3.3	480	84.6	10.2	5.2	503	92.5	3.8	3.8
Development grant	369	93.5	3.5	3.0	480	78.1	14.0	7.9	502	87.5	8.8	3.8
TLM grant	378	96.3	2.7	1.1	481	92.5	4.2	3.3	506	94.1	3.6	2.4

Table 15: % Schools that report receiving SSA grants - Half financial year

SSA school grants	April 2010 to date of survey (2010)				April 2011 to date of survey (2011)				April 2012 to date of survey (2012)			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	374	88.5	7.5	4.0	478	24.5	58.6	17.0	477	73.6	21.6	4.8
Development grant	356	90.7	6.5	2.8	478	28.9	54.8	16.3	476	70.6	23.5	5.9
TLM grant	363	94.2	4.1	1.7	476	41.4	44.5	14.1	480	69.8	25.2	5.0

Table 16: % Schools carrying out different activities since April 2011

Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	21.0	77.0	2.1
Repairs	Repair of building (roof, floor, wall etc.)	52.4	45.2	2.4
	Repair of doors & windows	37.6	59.6	2.8
	Repair of boundary wall	21.7	75.3	3.0
	Repair of drinking water facility	54.3	43.1	2.6
	Repair of toilet	43.4	54.0	2.6
Painting & white-wash	White wash/plastering	51.7	46.1	2.2
	Painting blackboard/Display board/Painting on wall	69.2	28.4	2.4
	Painting of doors & walls	38.8	58.5	2.7
Purchase	Purchase of furniture (cupboard etc.)	39.8	57.0	3.2
	Purchase of electrical fittings	51.3	45.7	3.0
	Purchase of chalk, duster, register etc.	77.4	20.2	2.4
	Purchase of sitting mats/Tat patti	38.4	59.2	2.4
	Purchase of charts, globes & other teaching material	71.1	26.5	2.4
Other	Expenditure on school events	46.0	50.9	3.1
	Payment of bills (electricity, water, cleaning etc.)	64.4	32.6	3.1

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2012 report which will be released in March 2013.[1]

EVERY RURAL GOVERNMENT PRIMARY/UPPER PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc. The grant amount depends on number of classrooms (excluding Headmaster room and office room)
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

[1] For more information see www.accountabilityindia.in

Rajasthan RURAL

Annual Status of Education Report
असर ASER 2012 RURAL
Facilitated by PRATHAM

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 32 OUT OF 32 DISTRICTS
Data has not been presented where sample size was insufficient.

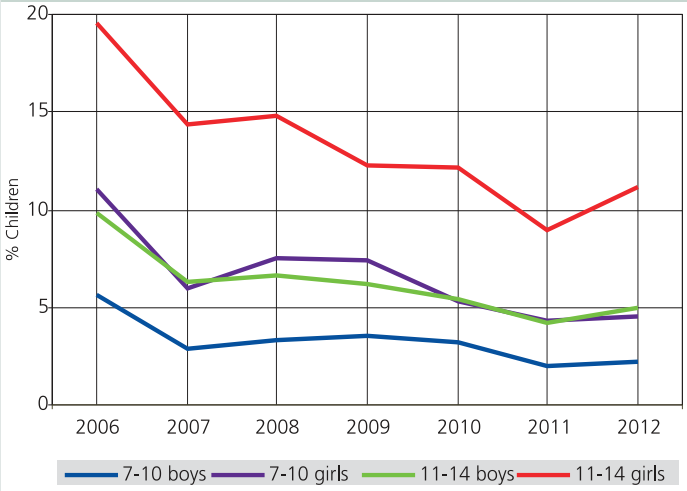
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	53.4	41.1	0.5	5.1	100
Age: 7-16 ALL	52.4	38.9	0.4	8.3	100
Age: 7-10 ALL	52.3	43.8	0.6	3.3	100
Age: 7-10 BOYS	48.0	49.4	0.5	2.2	100
Age: 7-10 GIRLS	57.5	37.2	0.8	4.6	100
Age: 11-14 ALL	54.3	37.6	0.3	7.8	100
Age: 11-14 BOYS	50.1	44.6	0.4	4.9	100
Age: 11-14 GIRLS	59.2	29.4	0.2	11.2	100
Age: 15-16 ALL	48.3	29.3	0.3	22.1	100
Age: 15-16 BOYS	49.6	34.3	0.4	15.6	100
Age: 15-16 GIRLS	46.8	23.3	0.1	29.8	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 2006-2012



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 has changed from 19.6% in 2006 to 14.4% in 2007 to 14.8% in 2008, 12.2% in 2009 and to 12.1% in 2010 to 11.2% in 2012.

Chart 2: Trends over time
% Children enrolled in private schools by class 2008-2012

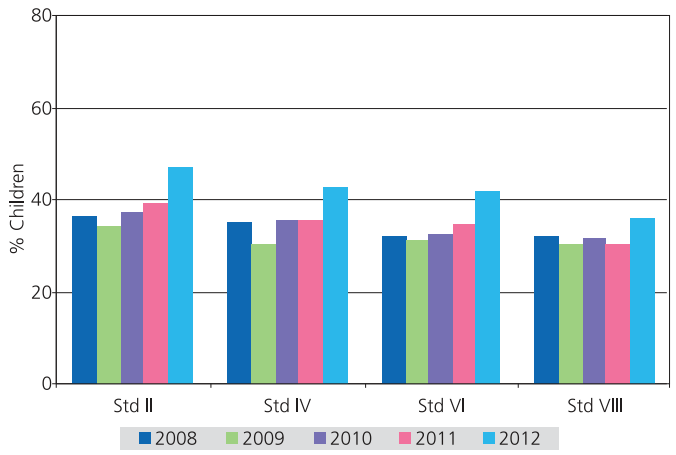


Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	36.5	32.3	18.2	8.2	4.8								100
II	9.7	21.9	30.7	24.0	6.1	7.7							100
III	2.5	7.9	20.6	32.9	16.6	12.4	7.1						100
IV	3.5		8.1	22.0	23.3	25.4	8.0	6.8	2.9				100
V	2.5			10.0	14.0	36.6	16.0	13.1	7.8				100
VI	4.3				6.3	22.9	24.9	26.7	9.4	5.6			100
VII	3.6					9.8	13.9	37.5	22.2	7.7	5.3		100
VIII	4.1						5.5	25.2	30.9	19.9	10.3	4.1	100

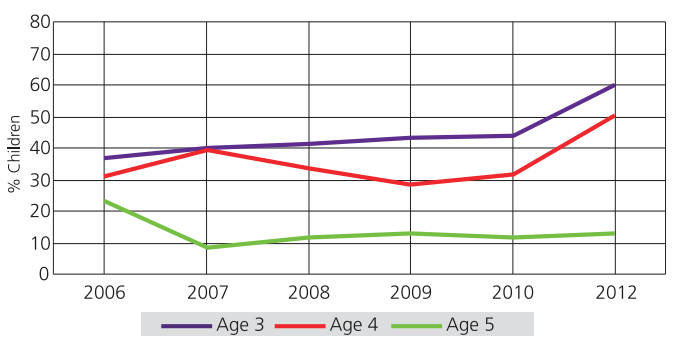
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 32.9% children are 8 years old but there are also 20.6% who are 7, 16.6% who are 9, 12.4% who are 10 years old and 7.1% 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 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	27.9	11.9				60.2	100
Age 4	21.4	28.0				50.6	100
Age 5	7.3	16.8	33.7	28.8	0.6	12.9	100
Age 6	2.2	8.2	45.1	36.2	0.6	7.8	100

Chart 3: Trends over time
% Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2012*



* Data for 2011 is not comparable and therefore excluded here.

Reading

Table 4: % Children by class and READING level All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	53.8	35.9	5.3	2.3	2.6	100
II	26.8	42.8	14.7	7.8	7.9	100
III	13.8	36.3	19.5	13.0	17.5	100
IV	8.2	23.8	18.8	19.4	29.9	100
V	4.8	14.4	14.6	19.4	46.9	100
VI	2.4	8.8	11.4	17.2	60.2	100
VII	1.3	5.7	6.7	16.7	69.6	100
VIII	1.3	3.3	5.6	12.4	77.5	100
Total	15.0	22.5	12.3	13.3	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, 13.8% children cannot even read letters, 36.3% can read letters but not more, 19.5% can read words but not Std I text or higher, 13.0% can read Std I text but not Std II level text, and 17.5% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

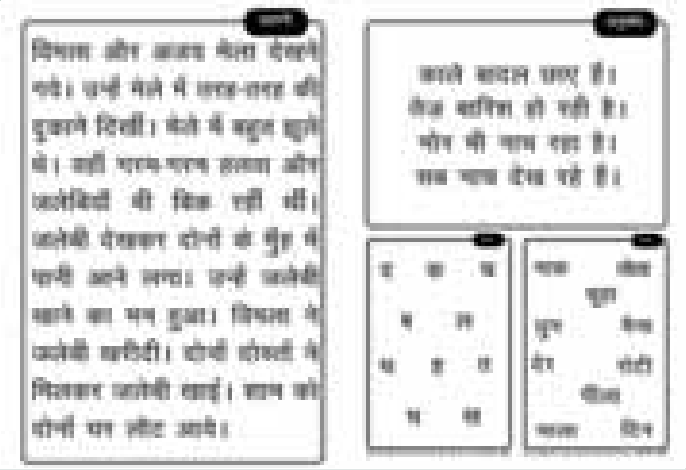


Chart 4: Trends over time
% Children in Std III who CAN READ Std I level text
By school type 2009-2012

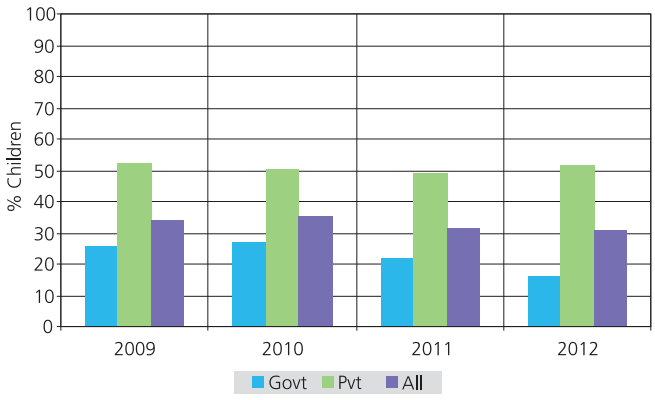
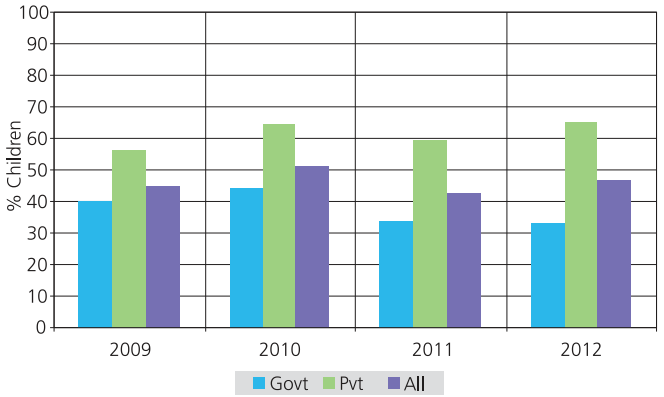


Chart 5: Trends over time
% Children in Std V who CAN READ Std II level text
By school type 2009-2012



Reading and comprehension in English

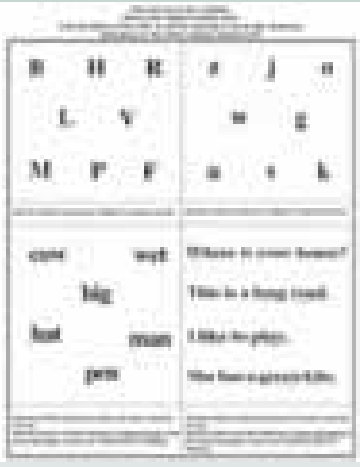
Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sen-tences	Total
I	65.9	19.6	9.8	3.5	1.2	100
II	43.9	26.0	18.8	7.8	3.6	100
III	31.8	24.9	22.9	16.2	4.2	100
IV	21.5	21.5	25.9	24.0	7.2	100
V	13.3	18.3	23.6	30.1	14.7	100
VI	7.9	13.0	22.5	30.8	25.8	100
VII	4.5	10.9	19.3	32.7	32.6	100
VIII	3.5	7.6	17.5	31.6	39.8	100
Total	25.4	18.2	20.0	21.3	15.1	100

Table 6: % Children by class who CAN COMPREHEND ENGLISH All schools 2012

Std.	Of those who can read words, % who can tell meanings of the words	Of those who can read sentences, % who can tell meanings of the sentences
I		
II	61.4	
III	64.3	
IV	64.9	53.1
V	64.4	60.4
VI	67.4	59.4
VII	65.4	61.1
VIII	64.8	68.2
Total	64.9	61.3

English Tool



Arithmetic

Table 7: % Children by class and ARITHMETIC level
All schools 2012

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	49.6	37.3	10.8	1.6	0.7	100
II	20.3	47.8	23.0	6.9	2.0	100
III	9.3	42.2	29.8	13.9	4.8	100
IV	5.7	28.8	30.6	22.6	12.3	100
V	2.8	19.1	30.1	27.0	21.1	100
VI	1.2	13.4	26.7	26.0	32.8	100
VII	0.9	9.0	21.4	28.7	40.1	100
VIII	0.8	5.9	21.4	26.8	45.1	100
Total	12.2	26.6	24.2	18.5	18.5	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 9.3% children cannot even recognize numbers 1-9, 42.2% can recognize numbers up to 9 but not more, 29.8% can recognize numbers to 99 but cannot do subtraction, 13.9% can do subtraction but not division, and 4.8% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

Chart 6: Trends over time
% Children in Std III who CAN DO SUBTRACTION or more
By school type 2009-2012

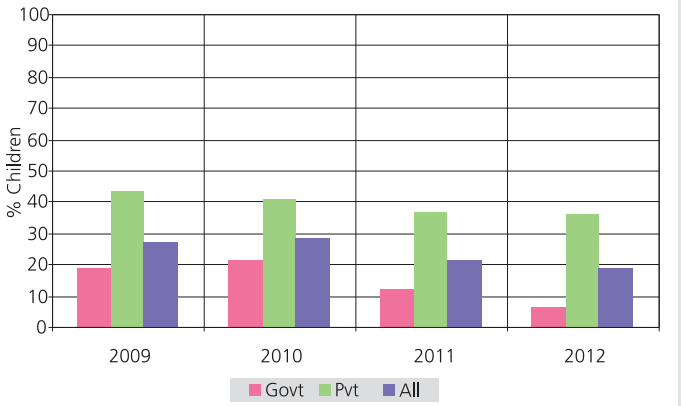
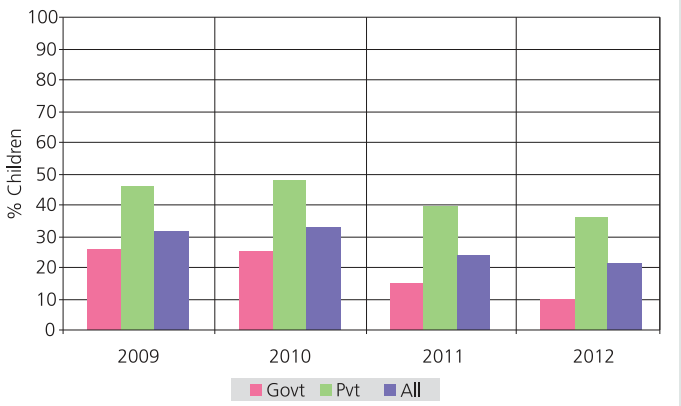


Chart 7: Trends over time
% Children in Std V who CAN DO DIVISION
By school type 2009-2012



Type of school and paid tuition classes

The ASER survey recorded information about tuition 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 children may have received.

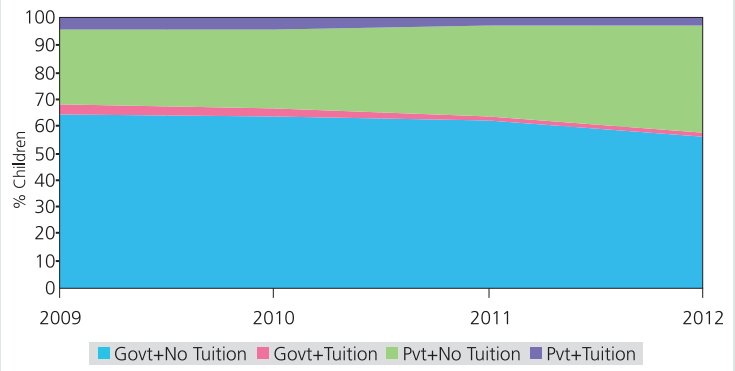
Table 8: Trends over time
% Children attending paid tuition classes
By school type 2009-2012

Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	6.1	4.3	1.9	2.7
Private schools: % Children attending paid tuition classes	14.7	12.6	8.5	7.7
All schools: % Children attending paid tuition classes	8.9	7.1	4.3	4.8

Table 9: Trends over time
% Children by school type and tuition 2009-2012

Year	Category		Std II	Std V	Std VIII	Std I-VIII
2009	Govt.	No tuition	63.0	66.5	60.8	64.0
		Tuition	2.3	4.1	8.3	4.2
	Pvt.	No tuition	30.7	24.7	22.8	27.1
		Tuition	4.0	4.7	8.2	4.7
	Total		100	100	100	100
2010	Govt.	No tuition	61.6	63.4	63.2	63.2
		Tuition	1.7	3.1	5.5	2.9
	Pvt.	No tuition	33.3	29.2	25.5	29.7
		Tuition	3.4	4.3	6.0	4.3
	Total		100	100	100	100
2011	Govt.	No tuition	60.2	61.9	66.0	62.3
		Tuition	0.8	1.1	2.1	1.2
	Pvt.	No tuition	36.3	33.8	28.8	33.4
		Tuition	2.7	3.3	3.1	3.1
	Total		100	100	100	100
2012	Govt.	No tuition	51.4	55.6	61.7	55.8
		Tuition	0.8	1.9	2.1	1.5
	Pvt.	No tuition	44.7	39.1	32.6	39.4
		Tuition	3.2	3.4	3.6	3.3
	Total		100	100	100	100

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Chart 9: Trends over time
% Children in Std III-V who CAN READ a Std I level text or more
By school type and tuition 2009-2012

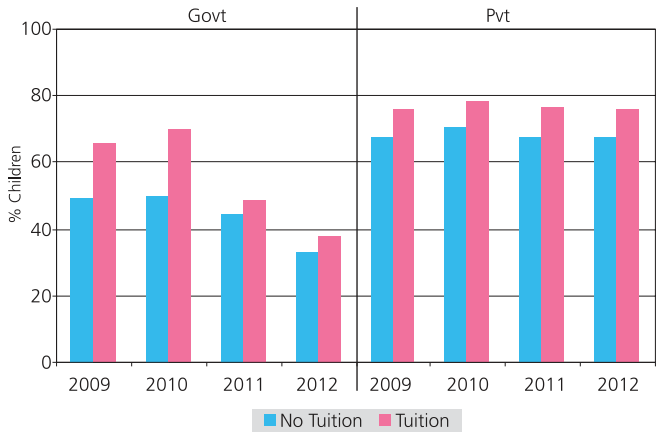
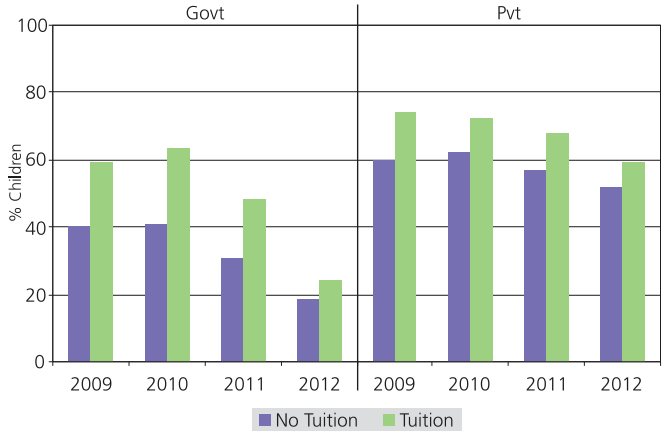


Chart 10: Trends over time
% Children in Std III-V who CAN DO SUBTRACTION or more
By school type and tuition 2009-2012



School observations

In each year's ASER, from 2009 onwards, in each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

Table 10: Number of schools visited 2009-2012

Type of school	2009	2010	2011	2012
Std I-IV/V: Primary	276	290	273	324
Std I-VII/VIII: Primary + Upper primary	594	606	599	553
Total schools visited	870	896	872	877

Table 11: Student and teacher attendance on the day of the visit 2009-2012

Type of school	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Enrolled children present (Average)	72.0	71.2	69.8	66.3	74.2	73.6	70.8	68.0
% Teachers present (Average)	92.8	90.1	90.9	90.5	88.9	88.0	86.4	88.4

Table 12: Small schools and multigrade classes 2009-2012

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	30.9	35.9	36.6	41.3	3.0	2.0	2.5	3.5
% Schools where Std II children observed sitting with one or more other classes	60.5	65.6	77.2	83.5	65.1	66.0	67.0	78.7
% Schools where Std IV children observed sitting with one or more other classes	52.7	53.6	63.0	69.9	51.5	52.3	53.6	57.8

RTE indicators

Table 13: Schools meeting selected RTE norms 2010-2012

% Schools meeting the following RTE norms:		2010	2011	2012
Pupil-teacher & classroom-teacher norms	Pupil-teacher ratio	46.4	47.4	51.1
	Classroom-teacher ratio	82.0	83.1	80.1
Building	Office/store/office cum store	91.2	89.4	89.0
	Playground	51.7	57.4	57.7
	Boundary wall/fencing	70.1	72.7	77.3
Drinking water	No facility for drinking water	20.9	21.9	21.0
	Facility but no drinking water available	11.1	8.5	11.9
	Drinking water available	68.0	69.5	67.1
Toilet	No toilet facility	3.5	3.3	2.6
	Facility but toilet not useable	31.1	26.9	25.3
	Toilet useable	65.4	69.9	72.0
Girls toilet	% Schools with no separate provisions for girls toilets	19.6	9.3	10.9
	Of schools with separate girls toilets, % schools with			
	Toilet locked	13.3	5.5	6.6
	Toilet not useable	16.8	19.0	17.5
	Toilet useable	50.3	66.3	65.1
Library	No library	36.3	33.0	23.1
	Library but no books being used by children on day of visit	40.4	35.4	44.0
	Library books being used by children on day of visit	23.3	31.7	32.9
Mid-day meal	Kitchen shed for cooking mid-day meal	83.8	84.7	85.6
	Mid-day meal served in school on day of visit	94.8	97.1	93.9

The Right of Children to Free and Compulsory Education Act, 2009 specifies a series of norms and standards for a school.

Norms for number of teachers vary according to the level of the school (primary or upper primary) and total student enrollment.

Norms for classrooms require the school to have at least one classroom for every teacher.

Norms for facilities require schools to provide each of the facilities mentioned in Table 13, among others.

RTE norms regulate provision of facilities but not their useability. ASER school observations also include whether facilities could be used. This information is included in Table 13.

School funds and activities (PAISA)

Table 14: % Schools that report receiving SSA grants - Full financial year

SSA school grants	April 2009 to March 2010				April 2010 to March 2011				April 2011 to March 2012			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	809	79.1	13.7	7.2	843	81.4	12.3	6.3	852	79.9	15.5	4.6
Development grant	759	73.4	18.2	8.4	803	62.5	30.6	6.9	843	70.2	24.4	5.3
TLM grant	809	88.8	6.8	4.5	847	86.9	8.2	5.0	860	90.8	7.0	2.2

Table 15: % Schools that report receiving SSA grants - Half financial year

SSA school grants	April 2010 to date of survey (2010)				April 2011 to date of survey (2011)				April 2012 to date of survey (2012)			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	761	47.7	40.9	11.4	782	50.5	39.9	9.6	818	16.9	76.8	6.4
Development grant	714	47.5	40.3	12.2	755	41.9	47.8	10.3	819	12.8	80.6	6.6
TLM grant	744	55.9	34.1	10.0	791	57.1	35.0	7.8	824	24.4	70.6	5.0

Table 16: % Schools carrying out different activities since April 2011

Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	11.5	86.5	2.1
Repairs	Repair of building (roof, floor, wall etc.)	41.7	56.4	2.0
	Repair of doors & windows	32.7	65.5	1.9
	Repair of boundary wall	17.5	80.4	2.2
	Repair of drinking water facility	28.2	69.7	2.1
	Repair of toilet	23.4	74.3	2.3
Painting & white-wash	White wash/plastering	48.8	49.5	1.8
	Painting blackboard/Display board/Painting on wall	61.9	36.2	1.9
	Painting of doors & walls	36.2	61.9	1.9
Purchase	Purchase of furniture (cupboard etc.)	37.6	59.4	3.0
	Purchase of electrical fittings	26.6	71.1	2.2
	Purchase of chalk, duster, register etc.	93.1	5.3	1.6
	Purchase of sitting mats/Tat patti	36.3	61.4	2.3
	Purchase of charts, globes & other teaching material	76.2	22.1	1.7
Other	Expenditure on school events	55.3	42.3	2.4
	Payment of bills (electricity, water, cleaning etc.)	51.2	46.4	2.5

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2012 report which will be released in March 2013.[1]

EVERY RURAL GOVERNMENT PRIMARY/UPPER PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc. The grant amount depends on number of classrooms (excluding Headmaster room and office room)
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

[1] For more information see www.accountabilityindia.in

Tamil Nadu RURAL

Annual Status of Education Report
ASER 2012 RURAL
Facilitated by PRATHAM

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 28 OUT OF 29 DISTRICTS
Data has not been presented where sample size was insufficient.

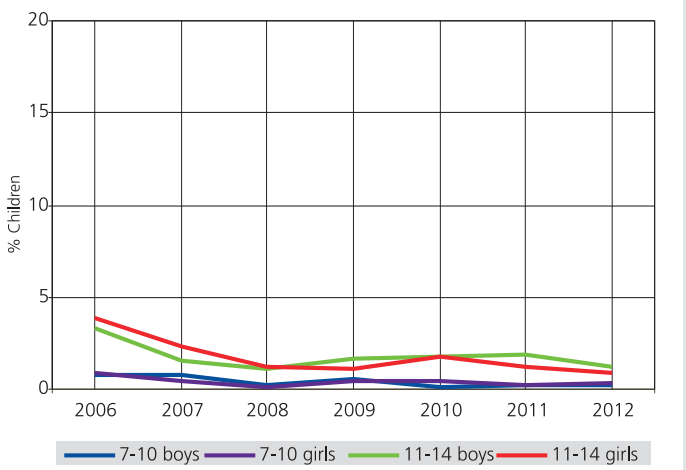
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	70.3	29.0	0.2	0.6	100
Age: 7-16 ALL	71.8	26.4	0.2	1.5	100
Age: 7-10 ALL	66.5	32.9	0.3	0.3	100
Age: 7-10 BOYS	64.5	35.0	0.3	0.2	100
Age: 7-10 GIRLS	68.7	30.7	0.3	0.3	100
Age: 11-14 ALL	76.0	22.9	0.1	1.0	100
Age: 11-14 BOYS	73.6	25.1	0.2	1.2	100
Age: 11-14 GIRLS	78.4	20.7	0.1	0.9	100
Age: 15-16 ALL	74.5	19.1	0.4	6.0	100
Age: 15-16 BOYS	72.8	20.5	0.5	6.2	100
Age: 15-16 GIRLS	76.1	17.8	0.3	5.8	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 2006-2012



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 has changed from 3.9% in 2006 to 2.3% in 2007 to 1.2% in 2008, 1.1% in 2009 and to 1.8% in 2010 to 0.9% in 2012.

Chart 2: Trends over time
% Children enrolled in private schools by class 2008-2012

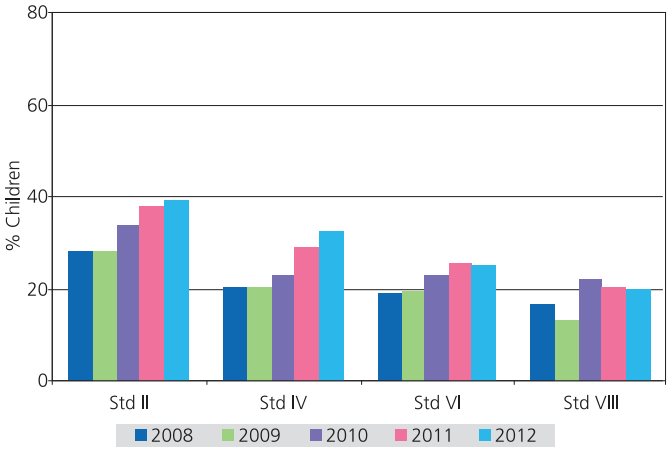


Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	39.5	52.7	6.7	1.2									100
II	1.4	18.5	68.1	10.1	2.0								100
III	1.0		15.1	72.3	9.8	1.8							100
IV	2.0			17.6	67.4	10.7	2.3						100
V	1.5				9.0	78.8	7.7	3.0					100
VI	1.3					8.8	65.9	21.4	2.6				100
VII	2.0						8.6	73.7	13.1	2.6			100
VIII	2.9							15.2	66.8	12.8	2.3		100

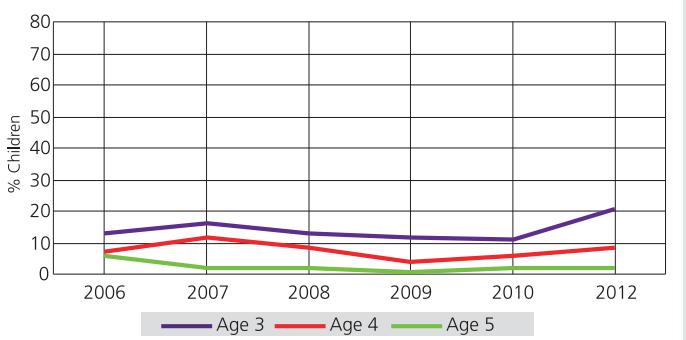
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 72.3% children are 8 years old but there also 15.1% who are 7, 9.8% who are 9 and 1.8% who are older.

Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	54.4	24.9				20.8	100
Age 4	38.0	54.0				8.1	100
Age 5	10.1	21.7	35.8	29.5	0.9	2.0	100
Age 6	0.4	2.9	56.2	39.4	0.1	1.0	100

Chart 3: Trends over time
% Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2012*



* Data for 2011 is not comparable and therefore excluded here.

Reading

Table 4: % Children by class and READING level
All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	56.6	29.6	9.9	3.0	0.8	100
II	24.8	31.6	31.6	9.1	2.9	100
III	10.8	19.6	39.5	21.9	8.2	100
IV	5.5	11.0	34.7	30.3	18.6	100
V	3.3	6.6	26.6	33.6	29.9	100
VI	2.5	3.8	16.2	30.9	46.6	100
VII	1.2	2.5	13.9	28.2	54.2	100
VIII	0.6	1.6	10.0	22.5	65.2	100
Total	12.6	12.8	22.7	23.0	29.0	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 10.8% children cannot even read letters, 19.6% can read letters but not more, 39.5% can read words but not Std I text or higher, 21.9% can read Std I text but not Std II level text, and 8.2% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

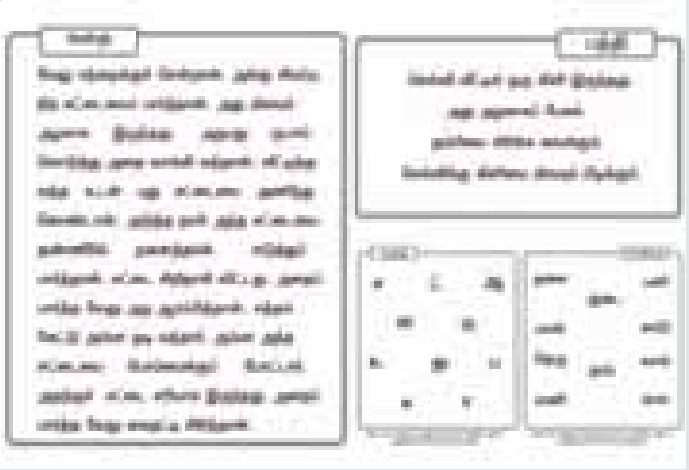


Chart 4: Trends over time
% Children in Std III who CAN READ Std I level text
By school type 2009-2012

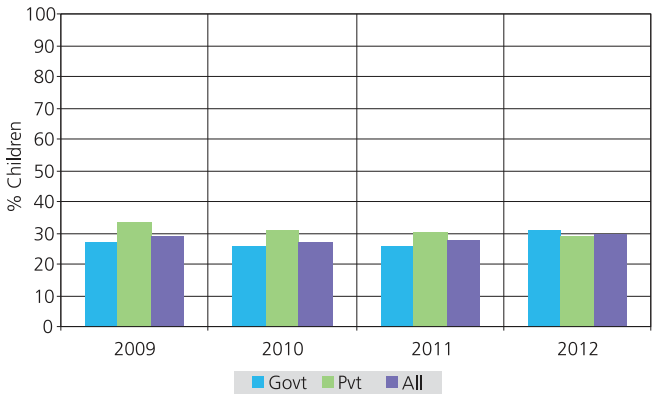
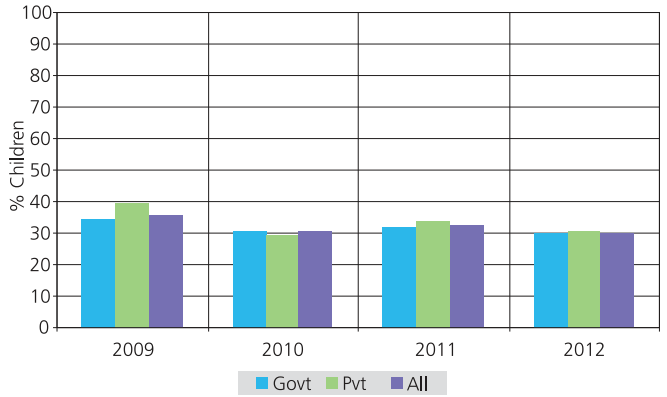


Chart 5: Trends over time
% Children in Std V who CAN READ Std II level text
By school type 2009-2012



Reading and comprehension in English

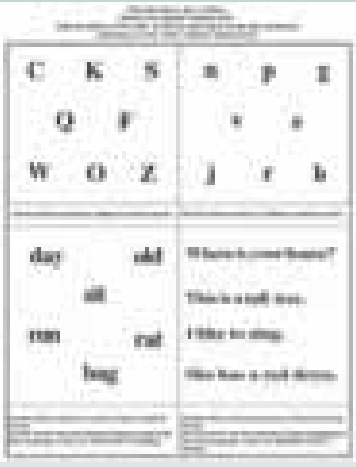
Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sen-tences	Total
I	58.1	15.8	19.6	5.6	0.9	100
II	28.2	22.7	31.0	13.3	4.9	100
III	15.2	17.6	36.8	21.2	9.3	100
IV	8.3	11.8	32.0	29.3	18.7	100
V	5.2	9.8	27.9	33.1	24.0	100
VI	3.6	7.3	21.6	34.7	32.9	100
VII	3.2	5.5	18.9	33.0	39.5	100
VIII	2.1	4.1	16.9	30.8	46.2	100
Total	14.9	11.5	25.5	25.6	22.5	100

Table 6: % Children by class who CAN COMPREHEND ENGLISH All schools 2012

Std.	Of those who can read words, % who can tell meanings of the words	Of those who can read sentences, % who can tell meanings of the sentences
I		
II	52.0	
III	55.7	72.0
IV	60.7	73.8
V	58.3	75.9
VI	64.1	77.0
VII	59.4	76.5
VIII	64.5	82.9
Total	59.9	77.0

English Tool



Arithmetic

Table 7: % Children by class and ARITHMETIC level
All schools 2012

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	46.1	33.8	17.9	1.9	0.3	100
II	16.7	29.1	47.6	5.7	0.9	100
III	7.5	16.7	58.5	16.1	1.3	100
IV	2.8	8.1	47.2	37.1	4.9	100
V	2.4	5.8	39.3	39.6	13.0	100
VI	1.5	2.8	30.4	43.7	21.6	100
VII	1.0	1.4	25.4	43.2	29.0	100
VIII	0.8	1.0	20.8	40.0	37.4	100
Total	9.4	11.8	35.7	29.2	13.9	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 7.5% children cannot even recognize numbers 1-9, 16.7% can recognize numbers up to 9 but not more, 58.5% can recognize numbers to 99 but cannot do subtraction, 16.1% can do subtraction but not division, and 1.3% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

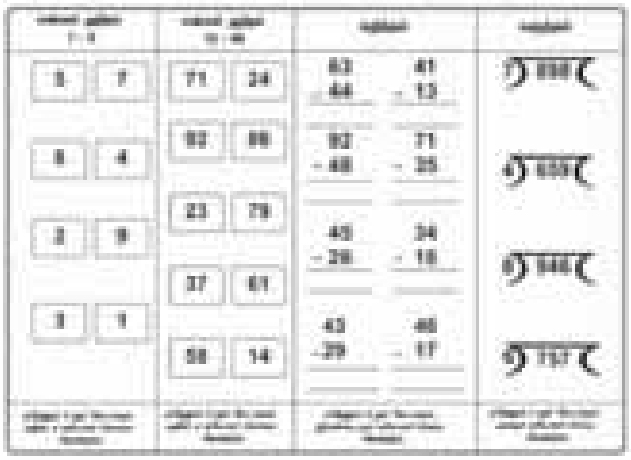


Chart 6: Trends over time
% Children in Std III who CAN DO SUBTRACTION or more
By school type 2009-2012

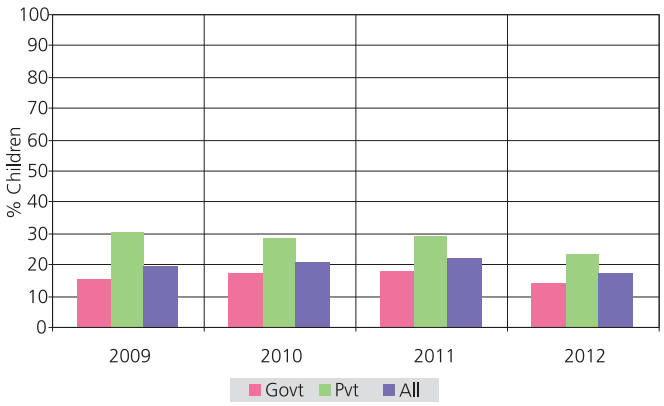
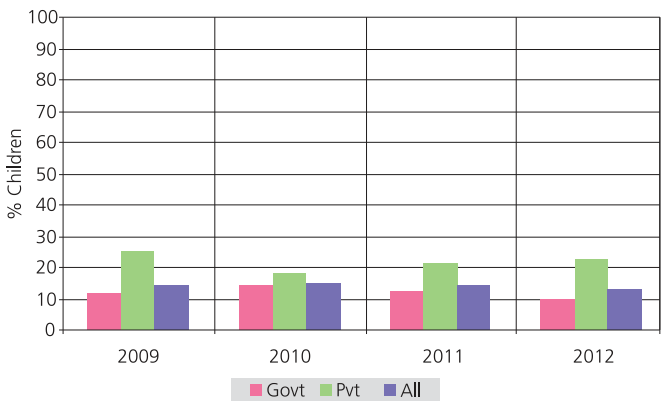


Chart 7: Trends over time
% Children in Std V who CAN DO DIVISION
By school type 2009-2012



Type of school and paid tuition classes

The ASER survey recorded information about tuition 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 children may have received.

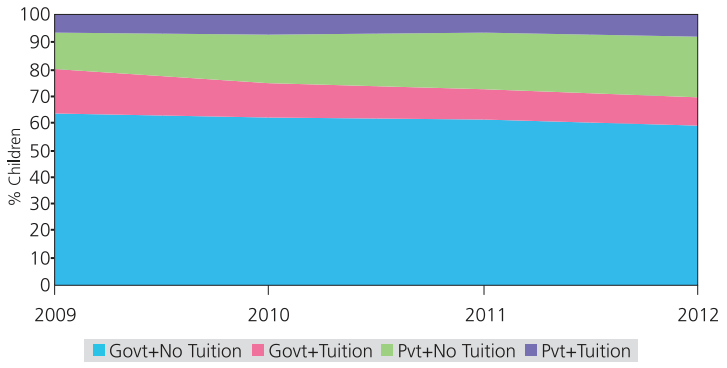
Table 8: Trends over time
% Children attending paid tuition classes
By school type 2009-2012

Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	20.9	16.4	15.1	15.0
Private schools: % Children attending paid tuition classes	33.9	27.8	24.9	27.1
All schools: % Children attending paid tuition classes	23.5	19.3	17.9	18.7

Table 9: Trends over time
% Children by school type and tuition 2009-2012

Year	Category		Std II	Std V	Std VIII	Std I-VIII
2009	Govt.	No tuition	58.1	64.8	69.6	63.3
		Tuition	15.4	20.5	17.4	16.7
	Pvt.	No tuition	18.1	9.4	8.4	13.2
		Tuition	8.5	5.3	4.6	6.8
	Total		100	100	100	100
2010	Govt.	No tuition	56.3	62.3	65.8	62.2
		Tuition	8.9	15.4	13.6	12.2
	Pvt.	No tuition	25.6	15.6	14.9	18.5
		Tuition	9.2	6.8	5.8	7.1
	Total		100	100	100	100
2011	Govt.	No tuition	54.4	62.5	67.4	61.1
		Tuition	8.0	13.2	11.4	10.9
	Pvt.	No tuition	28.3	18.1	16.0	21.0
		Tuition	9.3	6.2	5.2	7.0
	Total		100	100	100	100
2012	Govt.	No tuition	53.4	60.2	67.5	59.1
		Tuition	7.7	11.1	12.9	10.4
	Pvt.	No tuition	30.0	19.9	14.1	22.3
		Tuition	9.0	8.9	5.5	8.3
	Total		100	100	100	100

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Chart 9: Trends over time
% Children in Std III-V who CAN READ a Std I level text or more
By school type and tuition 2009-2012

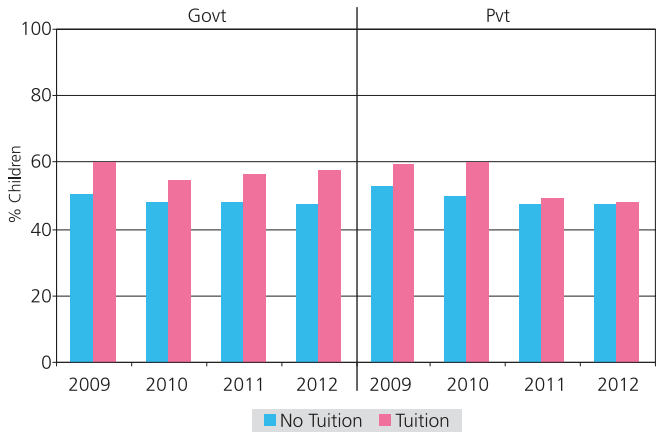
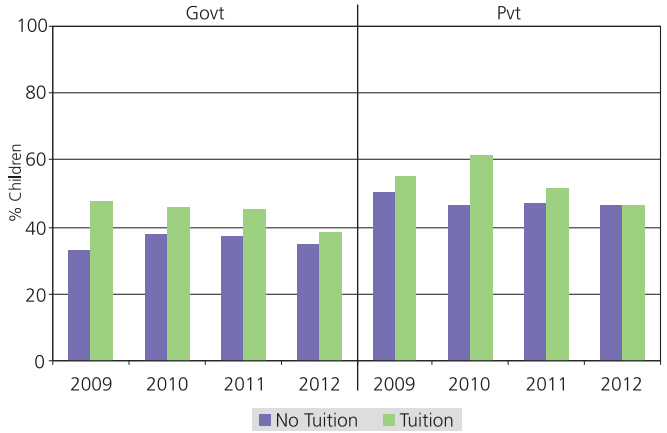


Chart 10: Trends over time
% Children in Std III-V who CAN DO SUBTRACTION or more
By school type and tuition 2009-2012



School observations

In each year's ASER, from 2009 onwards, in each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

Table 10: Number of schools visited 2009-2012

Type of school	2009	2010	2011	2012
Std I-IV/V: Primary	385	395	448	423
Std I-VII/VIII: Primary + Upper primary	260	267	235	207
Total schools visited	645	662	683	630

Table 11: Student and teacher attendance on the day of the visit 2009-2012

Type of school	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Enrolled children present (Average)	91.7	89.9	89.7	91.2	90.1	90.7	89.2	89.0
% Teachers present (Average)	90.6	86.5	91.6	93.7	87.4	79.9	89.0	88.3

Table 12: Small schools and multigrade classes 2009-2012

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	33.3	38.4	45.6	44.9	2.0	3.8	4.7	6.3
% Schools where Std II children observed sitting with one or more other classes	77.8	81.8	71.2	68.7	71.5	76.2	67.4	69.3
% Schools where Std IV children observed sitting with one or more other classes	74.1	78.3	68.2	61.7	63.3	69.5	61.9	56.4

Note: In Tamil Nadu, the official policy in govt. schools is to have mixed groups in std. I-IV.

RTE indicators

Table 13: Schools meeting selected RTE norms 2010-2012

% Schools meeting the following RTE norms:		2010	2011	2012
Pupil-teacher & classroom-teacher norms	Pupil-teacher ratio	47.0	52.3	49.3
	Classroom-teacher ratio	75.2	75.0	81.7
Building	Office/store/office cum store	54.8	49.3	50.1
	Playground	68.7	67.7	69.7
	Boundary wall/fencing	60.7	58.9	66.1
Drinking water	No facility for drinking water	12.8	13.6	11.2
	Facility but no drinking water available	6.7	8.9	8.0
	Drinking water available	80.5	77.6	80.8
Toilet	No toilet facility	7.0	9.6	5.2
	Facility but toilet not useable	48.5	42.0	26.0
	Toilet useable	44.6	48.4	68.9
Girls toilet	% Schools with no separate provisions for girls toilets	20.8	21.2	13.4
	Of schools with separate girls toilets, % schools with			
	Toilet locked	23.0	15.0	9.2
	Toilet not useable	21.0	21.2	15.2
	Toilet useable	35.1	42.7	62.2
Library	No library	20.9	23.2	16.6
	Library but no books being used by children on day of visit	21.3	21.6	18.3
	Library books being used by children on day of visit	57.8	55.2	65.1
Mid-day meal	Kitchen shed for cooking mid-day meal	96.7	96.7	98.5
	Mid-day meal served in school on day of visit	99.4	99.4	99.8

The Right of Children to Free and Compulsory Education Act, 2009 specifies a series of norms and standards for a school.

Norms for number of teachers vary according to the level of the school (primary or upper primary) and total student enrollment.

Norms for classrooms require the school to have at least one classroom for every teacher.

Norms for facilities require schools to provide each of the facilities mentioned in Table 13, among others.

RTE norms regulate provision of facilities but not their useability. ASER school observations also include whether facilities could be used. This information is included in Table 13.

School funds and activities (PAISA)

Table 14: % Schools that report receiving SSA grants - Full financial year

SSA school grants	April 2009 to March 2010				April 2010 to March 2011				April 2011 to March 2012			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	546	94.1	1.8	4.0	657	91.0	4.6	4.4	609	95.2	2.6	2.1
Development grant	498	90.6	4.6	4.8	631	82.9	11.3	5.9	604	88.6	8.4	3.0
TLM grant	180	16.1	76.1	7.8	601	53.6	42.1	4.3	612	85.6	11.6	2.8

Table 15: % Schools that report receiving SSA grants - Half financial year

SSA school grants	April 2010 to date of survey (2010)				April 2011 to date of survey (2011)				April 2012 to date of survey (2012)			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	551	91.1	3.6	5.3	623	85.1	10.4	4.5	593	87.7	8.8	3.5
Development grant	491	91.7	5.3	3.1	601	78.4	16.0	5.7	588	79.8	15.5	4.8
TLM grant	161	18.0	72.1	9.9	586	72.2	23.7	4.1	583	52.1	42.7	5.2

Table 16: % Schools carrying out different activities since April 2011

Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	16.7	79.9	3.4
Repairs	Repair of building (roof, floor, wall etc.)	49.1	47.0	3.9
	Repair of doors & windows	45.5	51.1	3.4
	Repair of boundary wall	30.6	65.5	3.9
	Repair of drinking water facility	63.4	33.9	2.7
	Repair of toilet	57.1	40.3	2.7
Painting & white-wash	White wash/plastering	51.8	45.2	3.0
	Painting blackboard/Display board/Painting on wall	81.7	16.3	2.0
	Painting of doors & walls	41.6	55.0	3.4
Purchase	Purchase of furniture (cupboard etc.)	42.4	53.7	3.9
	Purchase of electrical fittings	58.5	38.5	3.0
	Purchase of chalk, duster, register etc.	90.6	7.6	1.8
	Purchase of sitting mats/Tat patti	76.7	20.4	2.9
	Purchase of charts, globes & other teaching material	84.0	13.6	2.5
Other	Expenditure on school events	57.2	39.3	3.5
	Payment of bills (electricity, water, cleaning etc.)	53.8	42.8	3.4

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2012 report which will be released in March 2013.[1]

EVERY RURAL GOVERNMENT PRIMARY/UPPER PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc. The grant amount depends on number of classrooms (excluding Headmaster room and office room)
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

[1] For more information see www.accountabilityindia.in

Tripura RURAL

Annual Status of Education Report
असर ASER 2012 RURAL
Facilitated by PRATHAM

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 4 OUT OF 4 DISTRICTS
Data has not been presented where sample size was insufficient.

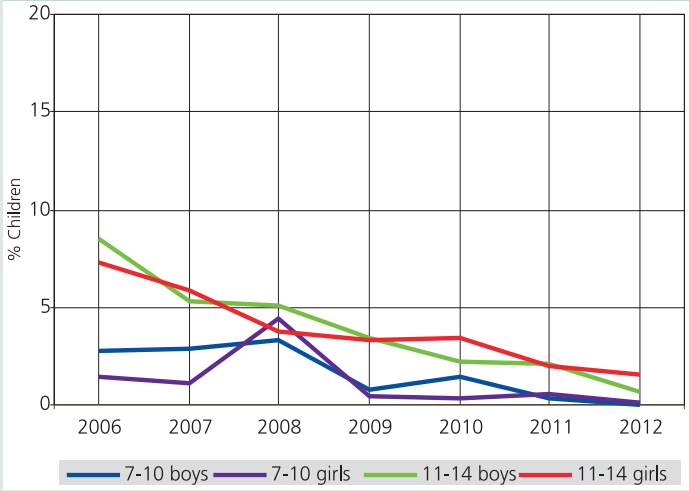
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	96.3	3.0	0.1	0.6	100
Age: 7-16 ALL	96.0	2.2	0.0	1.8	100
Age: 7-10 ALL	96.0	4.0	0.0	0.1	100
Age: 7-10 BOYS	96.2	3.8	0.0	0.0	100
Age: 7-10 GIRLS	95.6	4.3	0.0	0.2	100
Age: 11-14 ALL	97.5	1.1	0.1	1.2	100
Age: 11-14 BOYS	97.5	1.7	0.2	0.7	100
Age: 11-14 GIRLS	97.9	0.6	0.0	1.5	100
Age: 15-16 ALL	92.6	0.4	0.0	7.0	100
Age: 15-16 BOYS	92.8	0.0	0.0	7.2	100
Age: 15-16 GIRLS	93.3	0.8	0.0	5.9	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 2006-2012



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 has changed from 7.3% in 2006 to 5.8% in 2007 to 3.8% in 2008, 3.4% in 2009 and to 3.4% in 2010 to 1.5% in 2012.

Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	2.4	43.4	49.5	4.7									100
II	2.0		21.9	64.9	7.9	3.3							100
III	2.9			19.8	56.3	16.8	4.2						100
IV	3.2				12.5	69.1	9.7	5.6					100
V	2.4					21.6	53.5	18.9	3.7				100
VI	2.4						17.3	65.3	11.4	3.7			100
VII	2.6							18.0	52.3	16.6	8.9	1.6	100
VIII	4.8								18.2	56.7	13.5	6.9	100

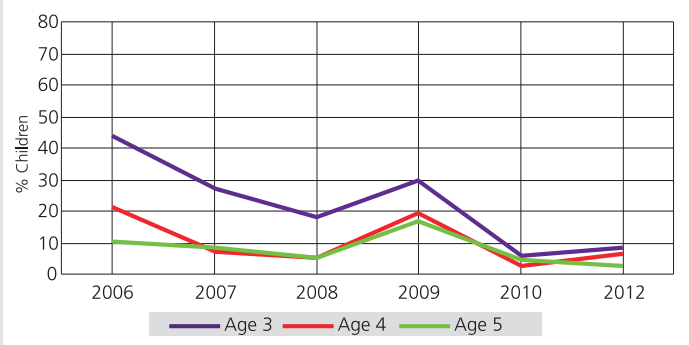
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 19.8% children are 8 years old but there are also 2.9% who are younger, 56.3% who are 9, 16.8% who are 10 years old and 4.2% 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 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	81.7	9.8				8.6	100
Age 4	71.0	22.3				6.7	100
Age 5	45.7	13.0	27.5	11.2	0.0	2.5	100
Age 6	14.7	8.5	68.7	6.2	0.5	1.4	100

Chart 3: Trends over time
% Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2012*



* Data for 2011 is not comparable and therefore excluded here.

Reading

Table 4: % Children by class and READING level All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	20.0	55.0	18.6	5.3	1.1	100
II	7.7	39.2	26.2	14.9	12.0	100
III	7.2	22.3	29.8	23.7	17.0	100
IV	1.8	13.9	25.6	31.1	27.5	100
V	2.6	8.5	21.7	30.4	36.8	100
VI	0.7	4.3	11.5	31.9	51.7	100
VII	0.0	2.8	3.8	29.1	64.3	100
VIII	0.4	0.9	5.8	26.9	66.0	100
Total	5.6	20.2	18.3	23.4	32.5	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 7.2% children cannot even read letters, 22.3% can read letters but not more, 29.8 % can read words but not Std I text or higher, 23.7 % can read Std I text but not Std II level text, and 17.0% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

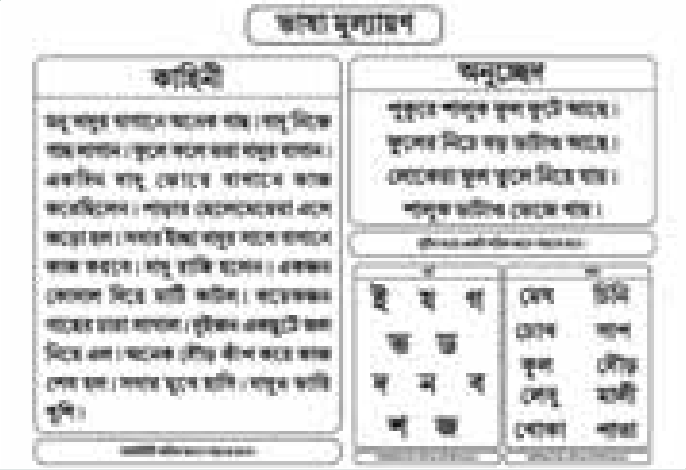


Chart 4: Trends over time
% Children in Std III who CAN READ Std I level text
By school type 2009-2012

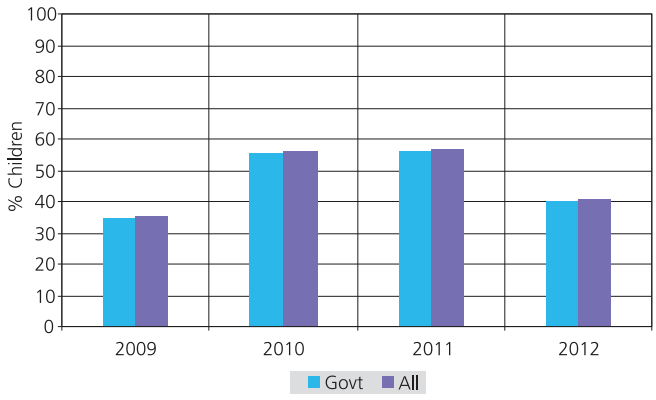
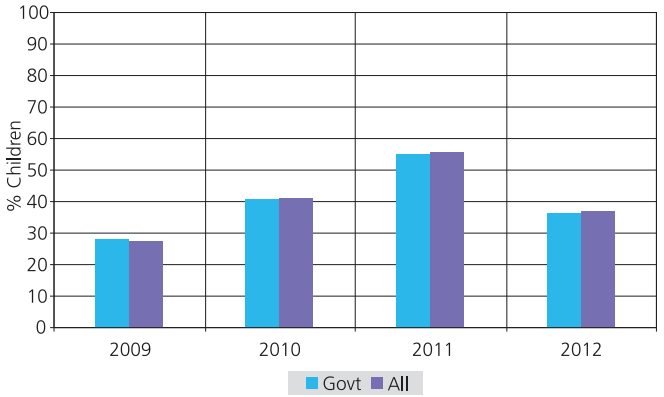


Chart 5: Trends over time
% Children in Std V who CAN READ Std II level text
By school type 2009-2012

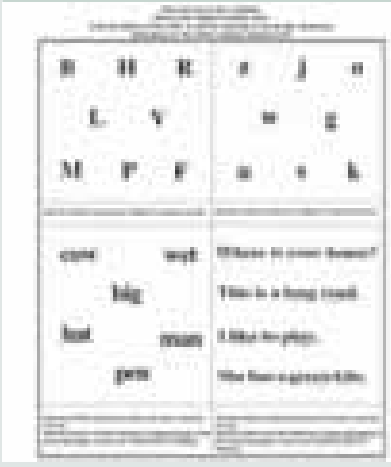


Reading in English

Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sen-tences	Total
I	28.6	34.1	28.4	8.3	0.7	100
II	14.1	25.8	39.4	17.3	3.4	100
III	7.5	15.9	43.0	27.1	6.6	100
IV	3.6	8.6	32.8	42.9	12.2	100
V	4.5	4.4	27.8	45.3	18.0	100
VI	1.1	4.7	17.8	49.5	27.0	100
VII	0.7	1.8	12.3	40.7	44.5	100
VIII	0.9	1.9	12.3	37.4	47.6	100
Total	8.5	13.3	27.2	32.5	18.5	100

English Tool



Arithmetic

Table 7: % Children by class and ARITHMETIC level
All schools 2012

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	11.3	55.3	26.4	6.4	0.6	100
II	4.1	35.7	43.2	14.2	2.7	100
III	3.2	18.0	49.0	25.3	4.5	100
IV	0.5	10.1	36.6	44.5	8.3	100
V	1.0	7.1	34.4	36.8	20.8	100
VI	0.3	3.8	21.4	44.3	30.2	100
VII	0.0	0.3	16.5	45.0	38.2	100
VIII	0.4	0.4	23.0	33.6	42.7	100
Total	2.9	18.2	31.6	30.0	17.3	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 3.2% children cannot even recognize numbers 1-9, 18% can recognize numbers up to 9 but not more, 49% can recognize numbers to 99 but cannot do subtraction, 25.3% can do subtraction but not division, and 4.5% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

Chart 6: Trends over time
% Children in Std III who CAN DO SUBTRACTION or more
By school type 2009-2012

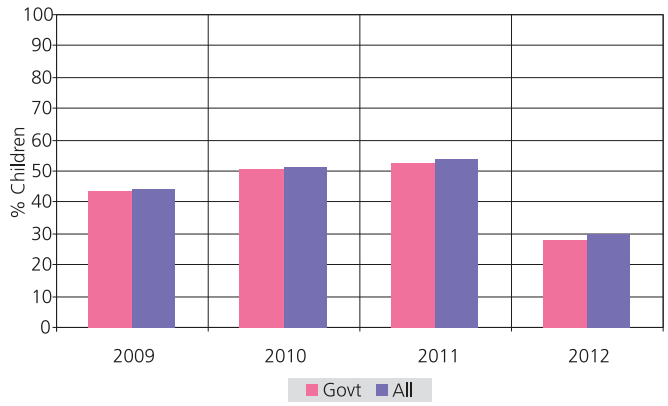
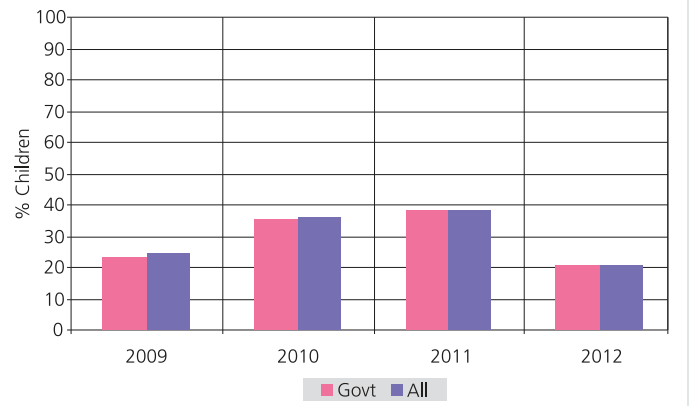


Chart 7: Trends over time
% Children in Std V who CAN DO DIVISION
By school type 2009-2012



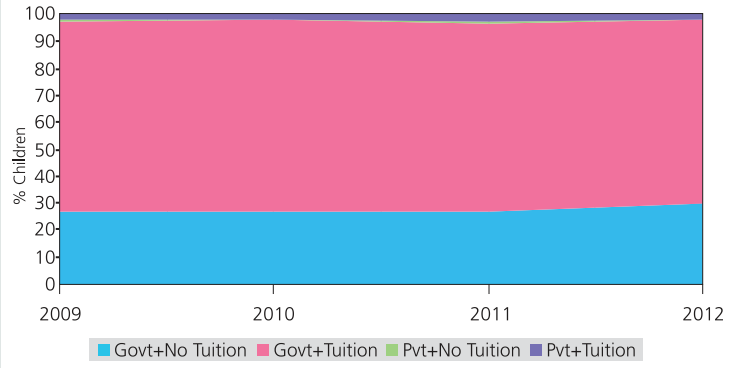
Type of school and paid tuition classes

The ASER survey recorded information about tuition 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 children may have received.

Table 9: Trends over time
% Children by school type and tuition 2009-2012

Year	Category		Std II	Std V	Std VIII	Std I-VIII
2009	Govt.	No tuition	34.6	33.9	14.2	26.7
		Tuition	61.9	62.8	84.3	70.4
	Pvt.	No tuition	2.0	0.9	0.0	0.7
		Tuition	1.5	2.5	1.5	2.3
	Total		100	100	100	100
2010	Govt.	No tuition	31.2	26.0	15.6	26.7
		Tuition	65.4	71.7	83.3	71.0
	Pvt.	No tuition	0.0	0.3	0.0	0.2
		Tuition	3.4	2.1	1.1	2.1
	Total		100	100	100	100
2011	Govt.	No tuition	35.1	27.2	17.0	26.8
		Tuition	59.1	70.0	79.8	69.3
	Pvt.	No tuition	0.6	0.0	1.3	0.9
		Tuition	5.2	2.7	1.9	3.1
	Total		100	100	100	100
2012	Govt.	No tuition	36.3	28.3	21.2	29.5
		Tuition	60.5	69.9	77.9	68.0
	Pvt.	No tuition	0.1	0.5	0.0	0.3
		Tuition	3.1	1.3	0.9	2.2
	Total		100	100	100	100

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Chart 9: Trends over time
% Children in Std III-V who CAN READ a Std I level text or more
By school type and tuition 2009-2012

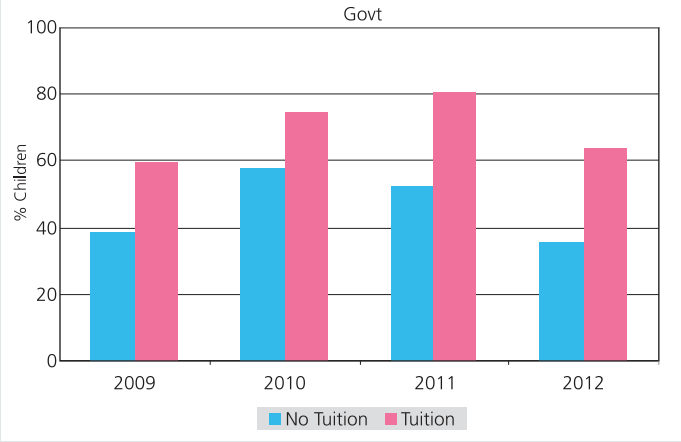
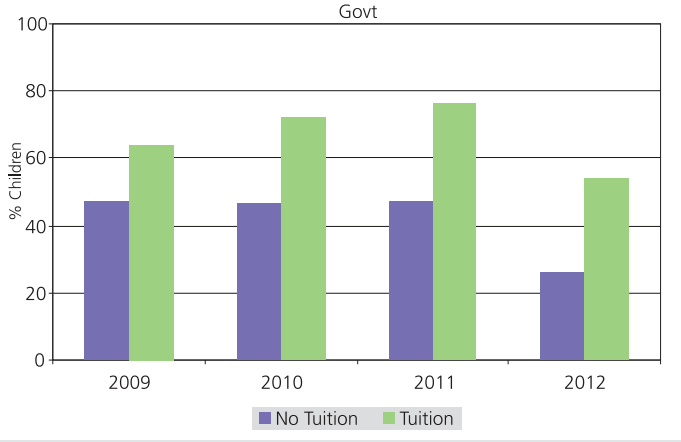


Chart 10: Trends over time
% Children in Std III-V who CAN DO SUBTRACTION or more
By school type and tuition 2009-2012



School observations

In each year's ASER, from 2009 onwards, in each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

Table 10: Number of schools visited 2009-2012

Type of school	2009	2010	2011	2012
Std I-IV/V: Primary	58	44	46	36
Std I-VII/VIII: Primary + Upper primary	44	54	48	66
Total schools visited	102	98	94	102

Table 11: Student and teacher attendance on the day of the visit 2009-2012

Type of school	Std I-VII/VIII			
	2009	2010	2011	2012
% Enrolled children present (Average)	73.8	62.4	63.3	61.9
% Teachers present (Average)	84.3	81.5	79.0	81.7

Table 12: Small schools and multigrade classes 2009-2012

School characteristics	Std I-VII/VIII			
	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	7.5	0.0	8.3	7.8
% Schools where Std II children observed sitting with one or more other classes	62.5	44.0	54.6	33.3
% Schools where Std IV children observed sitting with one or more other classes	35.1	21.3	50.0	25.0

RTE indicators

Table 13: Schools meeting selected RTE norms 2010-2012

% Schools meeting the following RTE norms:		2010	2011	2012
Pupil-teacher & classroom-teacher norms	Pupil-teacher ratio	68.5	75.0	82.6
	Classroom-teacher ratio	60.0	46.2	63.6
Building	Office/store/office cum store	89.6	76.6	83.7
	Playground	89.5	78.7	92.0
	Boundary wall/fencing	19.4	25.3	20.0
Drinking water	No facility for drinking water	32.6	41.3	34.7
	Facility but no drinking water available	27.4	18.5	16.8
	Drinking water available	40.0	40.2	48.5
Toilet	No toilet facility	8.6	15.4	9.0
	Facility but toilet not useable	48.4	53.9	41.0
	Toilet useable	43.0	30.8	50.0
Girls toilet	% Schools with no separate provisions for girls toilets	48.5	35.9	39.8
	Of schools with separate girls toilets, % schools with			
	Toilet locked	15.2	28.1	13.6
	Toilet not useable	6.1	14.1	13.6
	Toilet useable	30.3	21.9	33.0
Library	No library	64.6	71.7	67.7
	Library but no books being used by children on day of visit	15.6	4.4	5.9
	Library books being used by children on day of visit	19.8	23.9	26.5
Mid-day meal	Kitchen shed for cooking mid-day meal	88.2	90.4	95.0
	Mid-day meal served in school on day of visit	74.7	96.8	95.0

The Right of Children to Free and Compulsory Education Act, 2009 specifies a series of norms and standards for a school.

Norms for number of teachers vary according to the level of the school (primary or upper primary) and total student enrollment.

Norms for classrooms require the school to have at least one classroom for every teacher.

Norms for facilities require schools to provide each of the facilities mentioned in Table 13, among others.

RTE norms regulate provision of facilities but not their useability. ASER school observations also include whether facilities could be used. This information is included in Table 13.

School funds and activities (PAISA)

Table 14: % Schools that report receiving SSA grants - Full financial year

SSA school grants	April 2009 to March 2010				April 2010 to March 2011				April 2011 to March 2012			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	72	76.4	16.7	6.9	91	61.5	28.6	9.9	102	76.5	13.7	9.8
Development grant	68	63.2	25.0	11.8	88	56.8	31.8	11.4	99	67.7	18.2	14.1
TLM grant	74	82.4	8.1	9.5	91	79.1	11.0	9.9	102	93.1	1.0	5.9

Table 15: % Schools that report receiving SSA grants - Half financial year

SSA school grants	April 2010 to date of survey (2010)				April 2011 to date of survey (2011)				April 2012 to date of survey (2012)			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	74	37.8	50.0	12.2	80	18.8	67.5	13.8	100	60.0	29.0	11.0
Development grant	68	36.8	51.5	11.8	78	23.1	61.5	15.4	98	58.2	28.6	13.3
TLM grant	74	48.7	41.9	9.5	79	29.1	57.0	13.9	101	77.2	14.9	7.9

Table 16: % Schools carrying out different activities since April 2011

Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	29.0	69.0	2.0
Repairs	Repair of building (roof, floor, wall etc.)	48.5	47.5	4.0
	Repair of doors & windows	45.1	52.9	2.0
	Repair of boundary wall	16.0	83.0	1.1
	Repair of drinking water facility	35.3	63.7	1.0
	Repair of toilet	40.6	57.4	2.0
Painting & white-wash	White wash/plastering	44.1	54.9	1.0
	Painting blackboard/Display board/Painting on wall	44.1	54.9	1.0
	Painting of doors & walls	25.7	73.3	1.0
Purchase	Purchase of furniture (cupboard etc.)	42.2	55.9	2.0
	Purchase of electrical fittings	16.8	81.2	2.0
	Purchase of chalk, duster, register etc.	89.2	9.8	1.0
	Purchase of sitting mats/Tat patti	13.9	85.2	1.0
	Purchase of charts, globes & other teaching material	74.3	23.8	2.0
Other	Expenditure on school events	71.3	26.7	2.0
	Payment of bills (electricity, water, cleaning etc.)	23.2	70.7	6.1

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2012 report which will be released in March 2013.[1]

EVERY RURAL GOVERNMENT PRIMARY/UPPER PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc. The grant amount depends on number of classrooms (excluding Headmaster room and office room)
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

[1] For more information see www.accountabilityindia.in

Uttarakhand RURAL

Annual Status of Education Report
असर ASER 2012 RURAL
Facilitated by PRATHAM

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 12 OUT OF 13 DISTRICTS
Data has not been presented where sample size was insufficient.

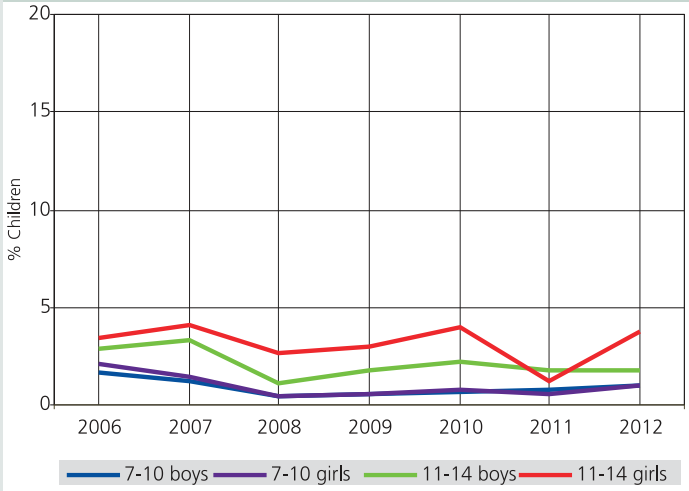
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	60.8	36.6	0.8	1.8	100
Age: 7-16 ALL	62.9	33.2	0.7	3.2	100
Age: 7-10 ALL	58.3	39.8	1.0	1.0	100
Age: 7-10 BOYS	52.9	44.8	1.3	1.0	100
Age: 7-10 GIRLS	64.4	34.1	0.6	1.0	100
Age: 11-14 ALL	64.3	32.4	0.6	2.8	100
Age: 11-14 BOYS	58.7	39.1	0.4	1.8	100
Age: 11-14 GIRLS	70.3	25.1	0.9	3.8	100
Age: 15-16 ALL	69.8	21.2	0.3	8.8	100
Age: 15-16 BOYS	66.9	24.2	0.2	8.7	100
Age: 15-16 GIRLS	72.8	18.0	0.4	8.8	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 2006-2012



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 has changed from 3.4% in 2006 to 4.1% in 2007 to 2.7% in 2008, 3.0% in 2009 and to 4.0% in 2010 to 3.8% in 2012.

Chart 2: Trends over time
% Children enrolled in private schools by class 2008-2012

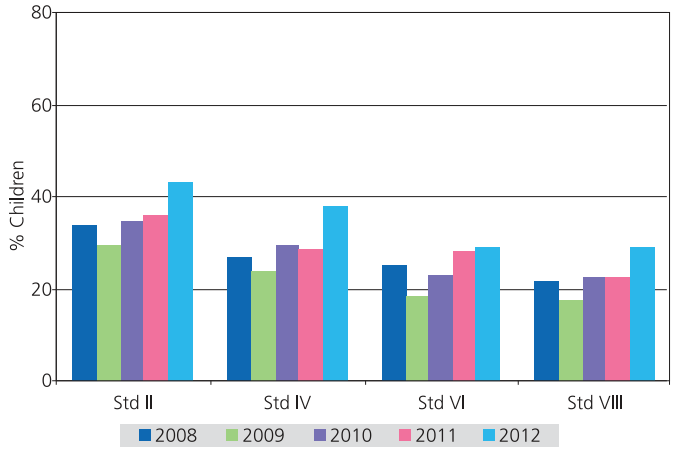


Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	28.4	37.1	19.5	7.2				7.8					100
II	5.5	19.0	36.5	25.9	5.3	5.0		2.8					100
III		4.2		15.9	42.4	20.3	10.2		7.0				100
IV		5.5			18.3	32.2	29.7	7.1		7.2			100
V		0.6			6.3	13.8	38.8	23.4	11.4		5.8		100
VI			4.8				15.9	30.9	33.0	9.3		6.2	100
VII			5.4					12.7	41.2	24.8	10.5	5.4	100
VIII			5.9						20.8	30.9	25.5	12.5	4.3	100

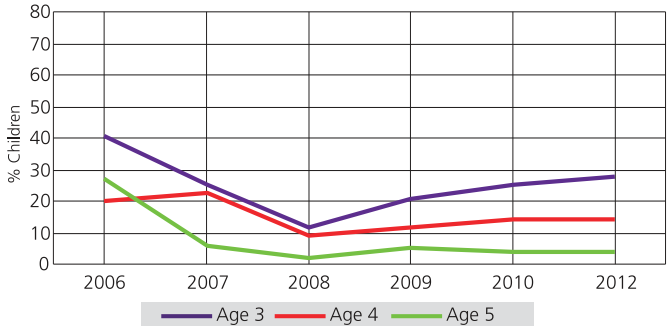
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 42.4% children are 8 years old but there are also 15.9% who are 7, 20.3% who are 9, 10.2% who are 10 years old and 7% 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 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	55.9	16.6				27.6	100
Age 4	48.7	37.0				14.3	100
Age 5	13.5	10.8	34.3	37.2	0.1	4.1	100
Age 6	3.4	6.8	50.1	37.2	0.4	2.2	100

Chart 3: Trends over time
% Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2012*



* Data for 2011 is not comparable and therefore excluded here.

Reading

Table 4: % Children by class and READING level
All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	31.6	39.2	14.8	6.3	8.1	100
II	18.9	29.5	21.4	12.9	17.3	100
III	9.0	22.3	17.0	20.0	31.8	100
IV	6.5	16.6	15.4	17.8	43.7	100
V	3.9	10.7	9.6	17.4	58.4	100
VI	2.8	5.8	6.6	15.3	69.5	100
VII	3.2	4.2	5.1	11.7	75.9	100
VIII	1.0	3.3	3.6	8.1	83.9	100
Total	10.1	17.0	11.9	13.7	47.3	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 9.0% children cannot even read letters, 22.3% can read letters but not more, 17.0% can read words but not Std I text or higher, 20.0% can read Std I text but not Std II level text, and 31.8% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

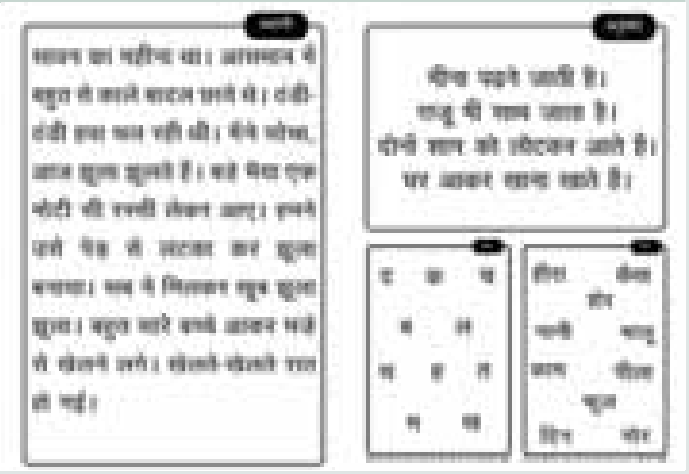


Chart 4: Trends over time
% Children in Std III who CAN READ Std I level text
By school type 2009-2012

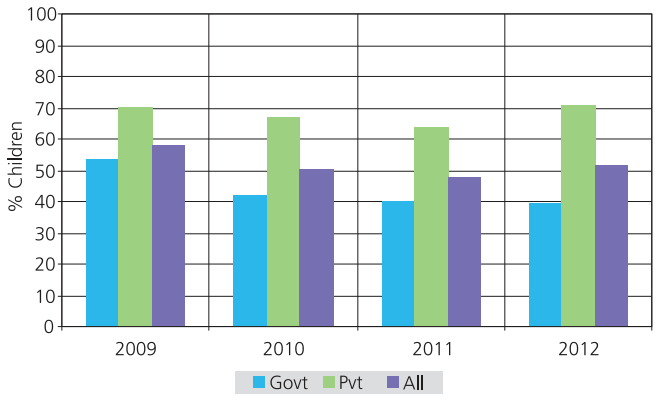
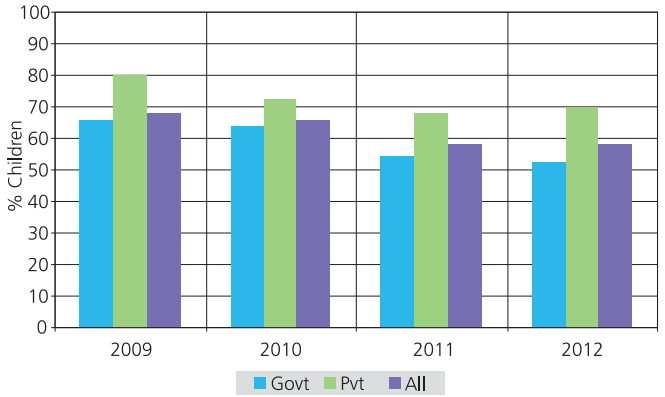


Chart 5: Trends over time
% Children in Std V who CAN READ Std II level text
By school type 2009-2012



Reading and comprehension in English

Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sen-tences	Total
I	38.0	23.5	20.6	11.0	6.9	100
II	24.5	22.6	25.2	16.0	11.9	100
III	14.7	19.1	27.0	21.2	18.1	100
IV	12.5	14.8	24.1	27.2	21.4	100
V	8.2	13.6	20.9	27.7	29.6	100
VI	6.0	8.5	18.3	29.7	37.6	100
VII	4.2	8.6	14.0	28.2	45.1	100
VIII	2.5	7.3	10.9	25.5	53.9	100
Total	14.4	15.0	20.3	23.0	27.2	100

Table 6: % Children by class who CAN COMPREHEND ENGLISH All schools 2012

Std.	Of those who can read words, % who can tell meanings of the words	Of those who can read sentences, % who can tell meanings of the sentences
I		
II		
III	53.3	
IV	63.2	68.0
V	65.8	70.5
VI	61.4	77.7
VII	62.4	79.9
VIII	59.1	78.1
Total	61.4	74.8

English Tool

Arithmetic

Table 7: % Children by class and ARITHMETIC level
All schools 2012

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	29.3	35.4	27.5	5.1	2.8	100
II	15.2	33.6	33.8	12.4	5.0	100
III	6.9	25.6	30.6	22.4	14.6	100
IV	5.6	21.3	25.5	24.3	23.3	100
V	2.6	15.4	18.8	28.3	35.0	100
VI	3.2	8.0	17.8	25.7	45.3	100
VII	1.4	6.0	17.9	21.5	53.2	100
VIII	1.4	5.0	15.4	20.8	57.4	100
Total	8.6	19.4	23.6	19.9	28.6	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 6.9% children cannot even recognize numbers 1-9, 25.6% can recognize numbers up to 9 but not more, 30.6% can recognize numbers to 99 but cannot do subtraction, 22.4% can do subtraction but not division, and 14.6% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

Chart 6: Trends over time
% Children in Std III who CAN DO SUBTRACTION or more
By school type 2009-2012

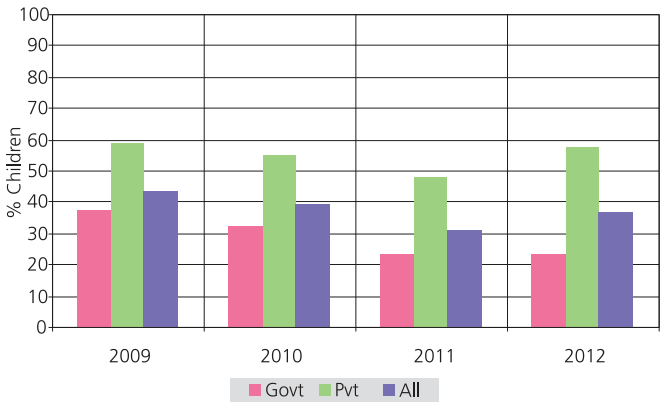
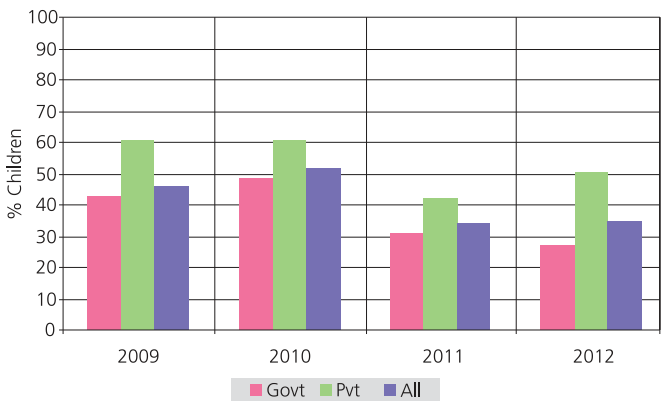


Chart 7: Trends over time
% Children in Std V who CAN DO DIVISION
By school type 2009-2012



Type of school and paid tuition classes

The ASER survey recorded information about tuition 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 children may have received.

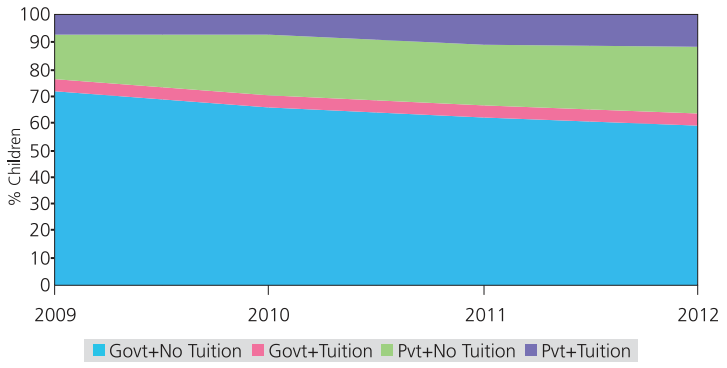
Table 8: Trends over time
% Children attending paid tuition classes
By school type 2009-2012

Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	6.0	6.6	6.6	7.2
Private schools: % Children attending paid tuition classes	29.5	26.2	32.3	32.7
All schools: % Children attending paid tuition classes	11.7	12.4	15.3	16.5

Table 9: Trends over time
% Children by school type and tuition 2009-2012

Year	Category		Std II	Std V	Std VIII	Std I-VIII
2009	Govt.	No tuition	68.5	74.7	74.7	71.3
		Tuition	1.9	5.2	6.9	4.6
	Pvt.	No tuition	22.9	13.1	10.6	17.0
		Tuition	6.6	7.0	7.9	7.1
	Total		100	100	100	100
2010	Govt.	No tuition	60.1	69.1	70.2	65.6
		Tuition	3.9	5.6	6.8	4.6
	Pvt.	No tuition	27.1	18.7	16.0	22.0
		Tuition	8.9	6.6	7.1	7.8
	Total		100	100	100	100
2011	Govt.	No tuition	58.2	62.7	67.6	61.8
		Tuition	2.9	4.5	7.9	4.4
	Pvt.	No tuition	30.2	20.4	15.1	22.9
		Tuition	8.7	12.4	9.4	10.9
	Total		100	100	100	100
2012	Govt.	No tuition	53.1	58.0	65.5	58.9
		Tuition	3.7	7.0	5.5	4.6
	Pvt.	No tuition	29.6	21.6	18.7	24.6
		Tuition	13.7	13.4	10.3	12.0
	Total		100	100	100	100

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Chart 9: Trends over time
% Children in Std III-V who CAN READ a Std I level text or more
By school type and tuition 2009-2012

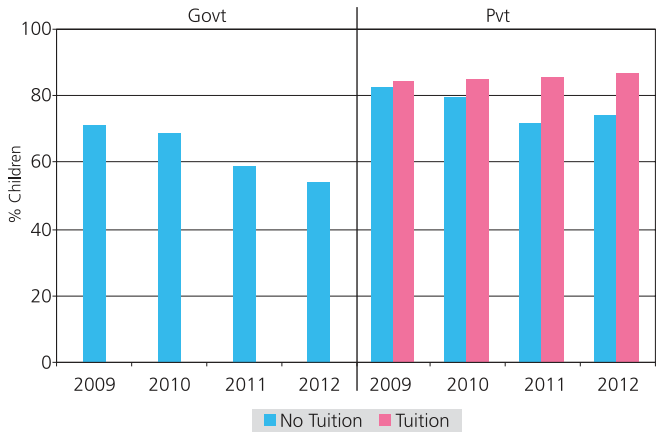
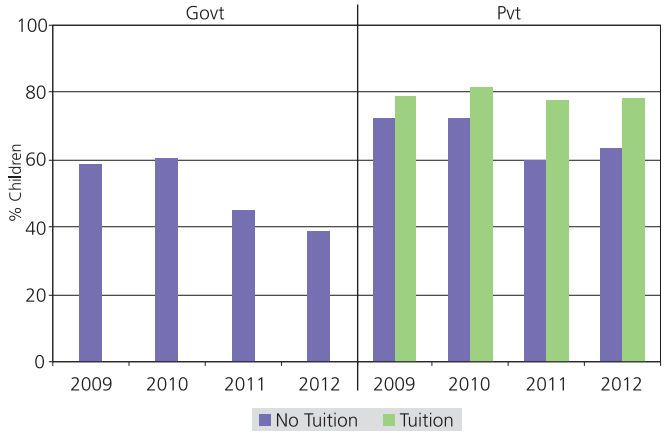


Chart 10: Trends over time
% Children in Std III-V who CAN DO SUBTRACTION or more
By school type and tuition 2009-2012



School observations

In each year's ASER, from 2009 onwards, in each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

Table 10: Number of schools visited 2009-2012

Type of school	2009	2010	2011	2012
Std I-IV/V: Primary	347	321	285	280
Std I-VII/VIII: Primary + Upper primary	7	16	12	7
Total schools visited	354	337	297	287

Table 11: Student and teacher attendance on the day of the visit 2009-2012

Type of school	Std I-IV/V			
	2009	2010	2011	2012
% Enrolled children present (Average)	84.3	89.5	82.5	81.9
% Teachers present (Average)	94.5	91.2	92.0	86.8

Table 12: Small schools and multigrade classes 2009-2012

School characteristics	Std I-IV/V			
	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	64.6	71.3	72.0	73.2
% Schools where Std II children observed sitting with one or more other classes	60.9	60.5	71.4	73.7
% Schools where Std IV children observed sitting with one or more other classes	55.8	55.6	64.2	72.6

RTE indicators

Table 13: Schools meeting selected RTE norms 2010-2012

% Schools meeting the following RTE norms:		2010	2011	2012
Pupil-teacher & classroom-teacher norms	Pupil-teacher ratio	13.7	16.3	23.2
	Classroom-teacher ratio	87.4	84.7	89.1
Building	Office/store/office cum store	87.7	83.0	84.9
	Playground	67.0	67.5	65.0
	Boundary wall/fencing	66.8	61.1	56.9
Drinking water	No facility for drinking water	22.1	19.3	21.7
	Facility but no drinking water available	9.7	12.5	7.3
	Drinking water available	68.3	68.2	71.0
Toilet	No toilet facility	5.8	4.9	2.9
	Facility but toilet not useable	40.9	35.4	32.7
	Toilet useable	53.4	59.7	64.4
Girls toilet	% Schools with no separate provisions for girls toilets	47.7	14.1	16.0
	Of schools with separate girls toilets, % schools with			
	Toilet locked	11.5	13.2	12.3
	Toilet not useable	16.9	19.4	18.9
	Toilet useable	24.0	53.3	52.9
Library	No library	52.3	17.7	17.9
	Library but no books being used by children on day of visit	27.2	41.8	42.5
	Library books being used by children on day of visit	20.4	40.5	39.6
Mid-day meal	Kitchen shed for cooking mid-day meal	96.3	94.1	94.1
	Mid-day meal served in school on day of visit	95.0	93.1	94.1

The Right of Children to Free and Compulsory Education Act, 2009 specifies a series of norms and standards for a school.

Norms for number of teachers vary according to the level of the school (primary or upper primary) and total student enrollment.

Norms for classrooms require the school to have at least one classroom for every teacher.

Norms for facilities require schools to provide each of the facilities mentioned in Table 13, among others.

RTE norms regulate provision of facilities but not their useability. ASER school observations also include whether facilities could be used. This information is included in Table 13.

School funds and activities (PAISA)

Table 14: % Schools that report receiving SSA grants - Full financial year

SSA school grants	April 2009 to March 2010				April 2010 to March 2011				April 2011 to March 2012			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	315	85.1	6.7	8.3	287	76.0	15.7	8.4	280	86.1	4.6	9.3
Development grant	291	82.5	8.9	8.6	278	67.3	21.2	11.5	275	79.6	10.6	9.8
TLM grant	294	87.1	6.1	6.8	284	86.6	8.8	4.6	275	87.6	5.5	6.9

Table 15: % Schools that report receiving SSA grants - Half financial year

SSA school grants	April 2010 to date of survey (2010)				April 2011 to date of survey (2011)				April 2012 to date of survey (2012)			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	287	33.1	52.3	14.6	267	59.9	28.1	12.0	269	66.9	19.0	14.1
Development grant	277	31.4	54.2	14.4	258	55.8	30.6	13.6	264	60.2	23.1	16.7
TLM grant	278	50.0	38.5	11.5	260	60.8	29.6	9.6	267	61.8	24.3	13.9

Table 16: % Schools carrying out different activities since April 2011

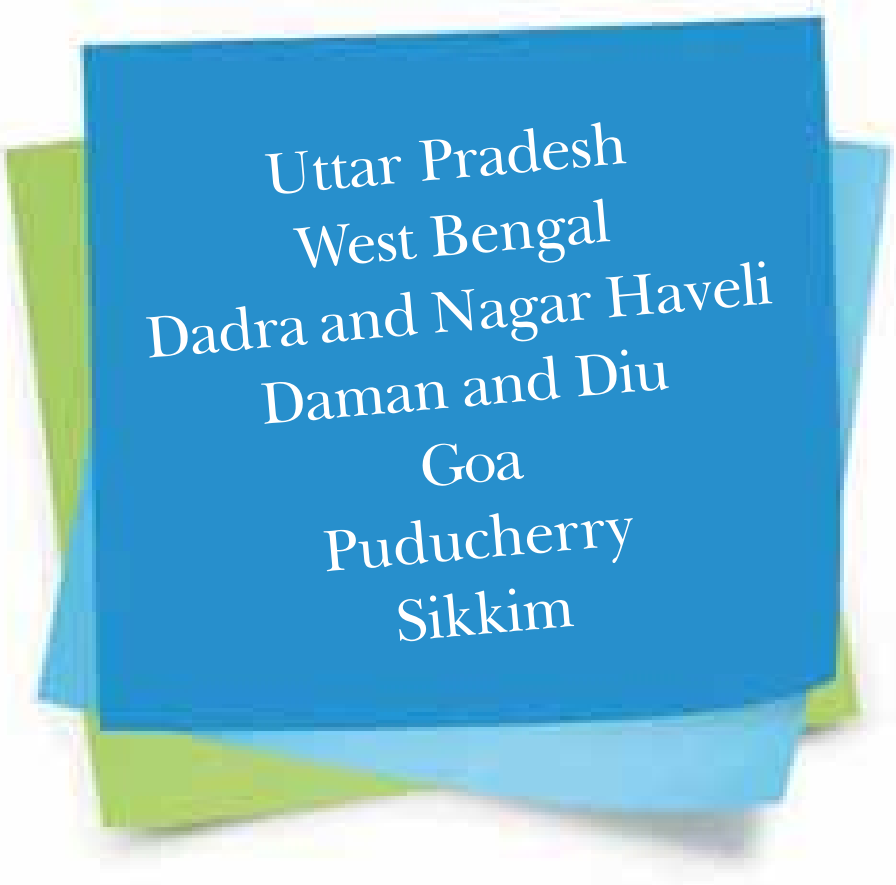
Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	14.0	80.9	5.2
Repairs	Repair of building (roof, floor, wall etc.)	44.0	52.4	3.7
	Repair of doors & windows	46.0	49.6	4.4
	Repair of boundary wall	17.2	77.7	5.1
	Repair of drinking water facility	36.3	59.3	4.4
	Repair of toilet	26.0	69.7	4.3
Painting & white-wash	White wash/plastering	65.2	29.7	5.1
	Painting blackboard/Display board/Painting on wall	61.8	33.5	4.7
	Painting of doors & walls	59.4	36.2	4.4
Purchase	Purchase of furniture (cupboard etc.)	42.8	51.4	5.8
	Purchase of electrical fittings	42.3	52.9	4.7
	Purchase of chalk, duster, register etc.	91.7	4.0	4.4
	Purchase of sitting mats/Tat patti	68.1	25.7	6.2
	Purchase of charts, globes & other teaching material	76.0	18.4	5.6
Other	Expenditure on school events	59.1	31.0	9.9
	Payment of bills (electricity, water, cleaning etc.)	35.6	54.8	9.6

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2012 report which will be released in March 2013.[1]

EVERY RURAL GOVERNMENT PRIMARY/UPPER PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc.
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	The grant amount depends on number of classrooms (excluding Headmaster room and office room)
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

[1] For more information see www.accountabilityindia.in


Uttar Pradesh
West Bengal
Dadra and Nagar Haveli
Daman and Diu
Goa
Puducherry
Sikkim

Uttar Pradesh RURAL

Annual Status of Education Report
असर ASER 2012 RURAL
Facilitated by PRATHAM

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 69 OUT OF 69 DISTRICTS
Data has not been presented where sample size was insufficient.

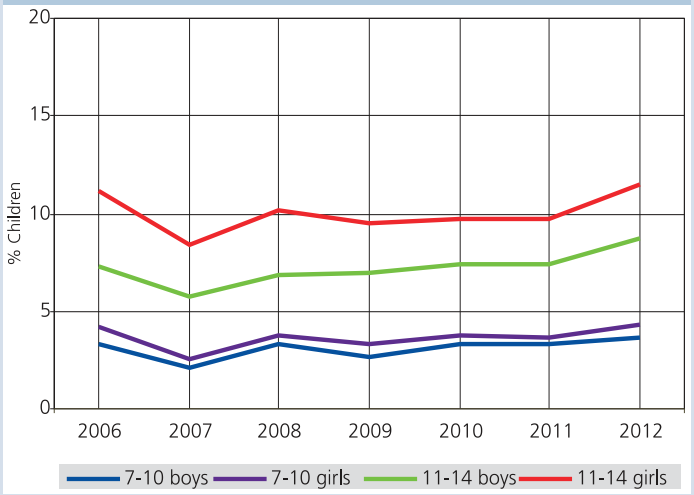
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	42.7	48.5	2.5	6.4	100
Age: 7-16 ALL	39.5	48.6	2.1	9.8	100
Age: 7-10 ALL	45.0	48.2	2.9	4.0	100
Age: 7-10 BOYS	40.8	53.0	2.6	3.6	100
Age: 7-10 GIRLS	49.9	42.5	3.2	4.4	100
Age: 11-14 ALL	37.8	50.4	1.8	10.0	100
Age: 11-14 BOYS	34.8	54.9	1.6	8.8	100
Age: 11-14 GIRLS	41.2	45.2	2.1	11.5	100
Age: 15-16 ALL	29.3	45.7	0.9	24.2	100
Age: 15-16 BOYS	29.9	47.5	0.6	22.0	100
Age: 15-16 GIRLS	28.5	43.8	1.2	26.5	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 2006-2012



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 has changed from 11.1% in 2006 to 8.4% in 2007 to 10.2% in 2008, 9.5% in 2009 and to 9.7% in 2010 to 11.5% in 2012.

Chart 2: Trends over time
% Children enrolled in private schools by class 2008-2012

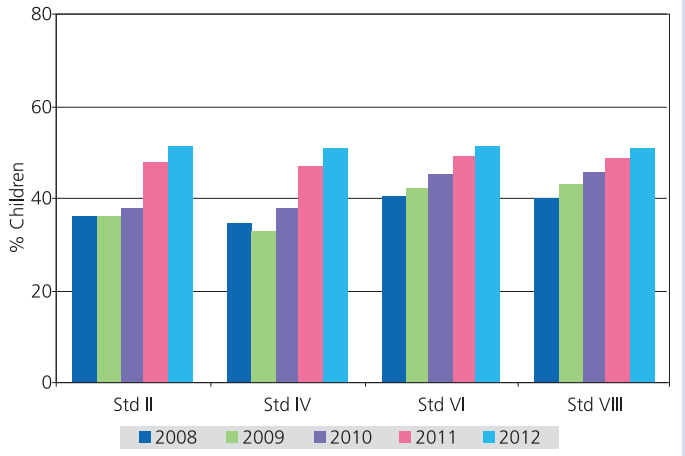


Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	23.9	32.6	21.1	12.5	9.9								100
II	3.8	12.4	30.2	27.2	9.7	10.1	6.7						100
III	4.1		11.6	34.1	18.8	17.5	5.0	5.9	3.0				100
IV	5.0			15.6	24.9	29.0	9.2	10.5	5.8				100
V	1.2			6.1	9.3	34.2	18.8	19.0	5.7	5.7			100
VI	5.7					16.2	25.9	31.7	10.5	5.9	4.1		100
VII	1.9					5.7	9.6	41.0	22.8	11.7	5.4	1.9	100
VIII	6.3							18.7	33.1	25.6	11.5	4.7	100

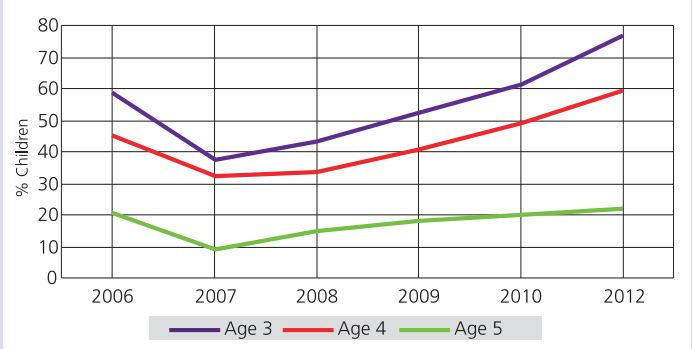
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 34.1% children are 8 years old but there are also 11.6% who are 7, 18.8% who are 9, 17.5% who are 10 years old, etc.

Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	15.6	7.6				76.8	100
Age 4	19.8	20.7				59.5	100
Age 5	9.2	22.2	26.9	17.4	2.1	22.2	100
Age 6	3.1	15.6	39.3	29.3	2.6	10.2	100

Chart 3: Trends over time
% Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2012*



* Data for 2011 is not comparable and therefore excluded here.

Uttar Pradesh RURAL

Reading

Table 4: % Children by class and READING level All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	53.9	33.7	6.4	3.1	3.0	100
II	28.1	40.2	13.5	8.6	9.6	100
III	18.2	34.1	16.0	13.1	18.7	100
IV	11.8	26.4	14.8	15.4	31.7	100
V	9.4	19.6	13.0	15.4	42.7	100
VI	5.5	15.1	10.5	15.5	53.4	100
VII	3.4	11.9	8.8	14.1	61.8	100
VIII	2.7	9.1	7.0	11.6	69.6	100
Total	20.7	26.1	11.2	11.2	30.8	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 18.2% children cannot even read letters, 34.1% can read letters but not more, 16.0% can read words but not Std I text or higher, 13.1% can read Std I 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%.

Reading Tool

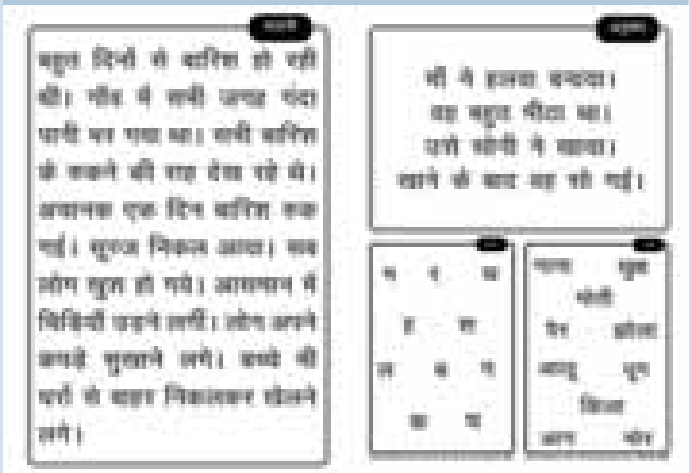


Chart 4: Trends over time
% Children in Std III who CAN READ Std I level text
By school type 2009-2012

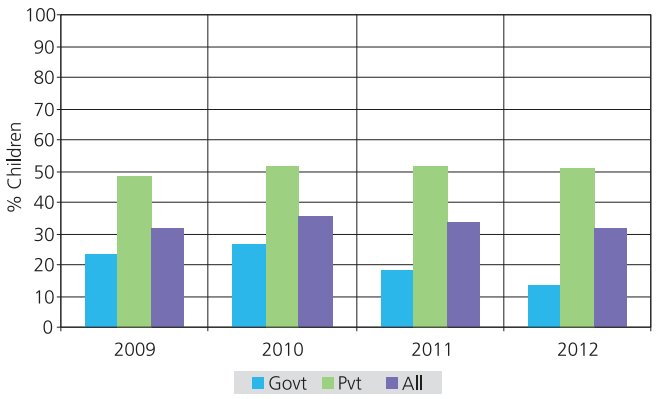
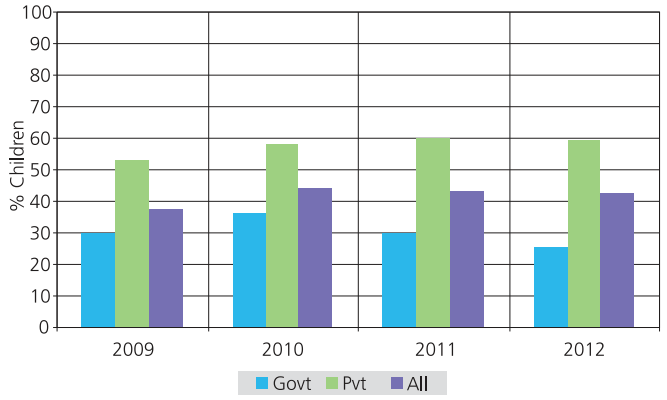


Chart 5: Trends over time
% Children in Std V who CAN READ Std II level text
By school type 2009-2012



Reading and comprehension in English

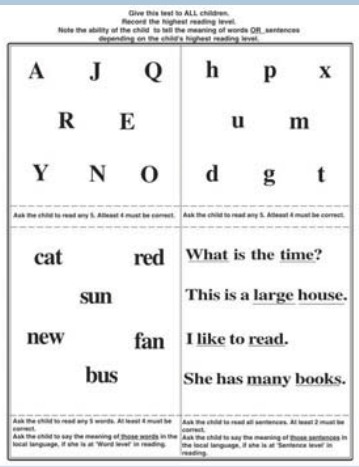
Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sen-tences	Total
I	64.4	18.5	11.8	4.2	1.2	100
II	42.8	24.9	20.8	8.3	3.2	100
III	33.7	24.3	23.4	13.2	5.5	100
IV	25.6	21.8	24.8	18.0	9.8	100
V	20.4	18.5	24.3	21.3	15.5	100
VI	14.7	16.3	26.2	23.3	19.5	100
VII	11.8	13.2	23.7	25.2	26.1	100
VIII	9.1	11.0	21.6	26.5	31.9	100
Total	32.2	19.3	21.2	15.6	11.7	100

Table 6: % Children by class who CAN COMPREHEND ENGLISH All schools 2012

Std.	Of those who can read words, % who can tell meanings of the words	Of those who can read sentences, % who can tell meanings of the sentences
I	59.2	
II	59.5	40.4
III	54.7	42.8
IV	61.7	51.2
V	56.8	47.9
VI	58.4	53.5
VII	62.2	59.6
VIII	61.1	61.2
Total	59.3	54.0

English Tool



Arithmetic

Table 7: % Children by class and ARITHMETIC level
All schools 2012

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	49.0	37.3	10.9	2.1	0.7	100
II	22.2	47.4	20.7	7.6	2.2	100
III	13.4	41.0	26.8	12.4	6.4	100
IV	7.4	32.6	29.4	17.2	13.3	100
V	5.8	24.9	28.8	19.4	21.1	100
VI	3.4	19.4	30.3	22.3	24.6	100
VII	2.2	15.0	28.6	22.3	31.9	100
VIII	1.9	11.3	27.2	23.1	36.5	100
Total	16.9	31.1	23.9	14.0	14.1	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 13.4% children cannot even recognize numbers 1-9, 41% can recognize numbers up to 9 but not more, 26.8% can recognize numbers to 99 but cannot do subtraction, 12.4% can do subtraction but not division, and 6.4% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

Chart 6: Trends over time
% Children in Std III who CAN DO SUBTRACTION or more
By school type 2009-2012

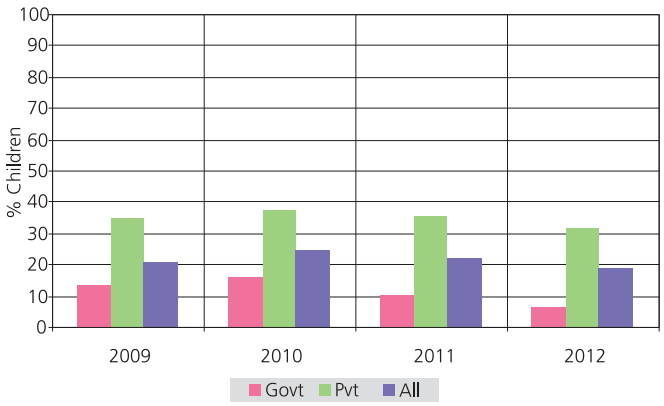
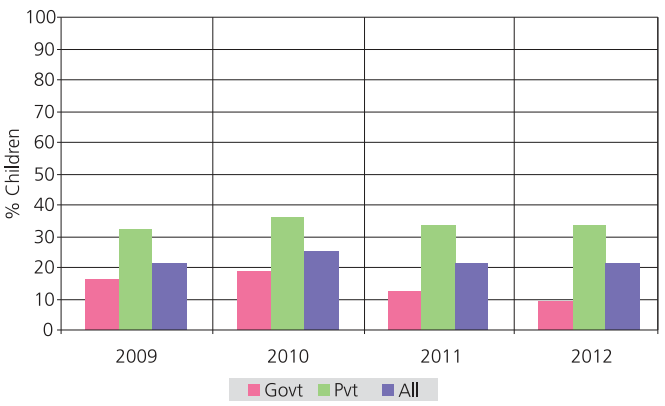


Chart 7: Trends over time
% Children in Std V who CAN DO DIVISION
By school type 2009-2012



Type of school and paid tuition classes

The ASER survey recorded information about tuition 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 children may have received.

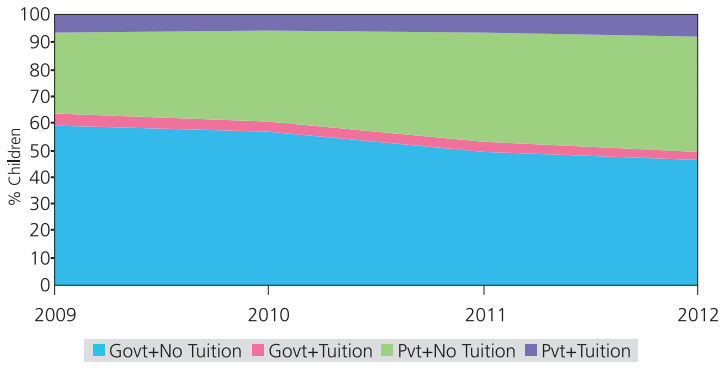
Table 8: Trends over time
% Children attending paid tuition classes
By school type 2009-2012

Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	7.0	5.9	6.1	6.4
Private schools: % Children attending paid tuition classes	18.5	15.0	14.5	15.9
All schools: % Children attending paid tuition classes	11.2	9.5	10.1	11.2

Table 9: Trends over time
% Children by school type and tuition 2009-2012

Year	Category		Std II	Std V	Std VIII	Std I-VIII
2009	Govt.	No tuition	60.4	62.7	50.3	59.0
		Tuition	3.8	4.9	6.8	4.5
	Pvt.	No tuition	30.4	25.6	32.3	29.8
		Tuition	5.5	6.8	10.6	6.8
	Total		100	100	100	100
2010	Govt.	No tuition	59.3	58.6	49.3	56.6
		Tuition	2.8	4.9	4.9	3.6
	Pvt.	No tuition	33.2	30.4	37.2	33.9
		Tuition	4.7	6.2	8.7	6.0
	Total		100	100	100	100
2011	Govt.	No tuition	49.5	51.9	46.3	49.5
		Tuition	2.4	3.4	5.2	3.2
	Pvt.	No tuition	41.9	37.5	39.2	40.4
		Tuition	6.3	7.2	9.3	6.8
	Total		100	100	100	100
2012	Govt.	No tuition	45.8	45.4	44.1	46.2
		Tuition	2.4	3.4	4.6	3.2
	Pvt.	No tuition	44.1	42.2	41.4	42.6
		Tuition	7.7	9.0	10.0	8.1
	Total		100	100	100	100

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Chart 9: Trends over time
% Children in Std III-V who CAN READ a Std I level text or more
By school type and tuition 2009-2012

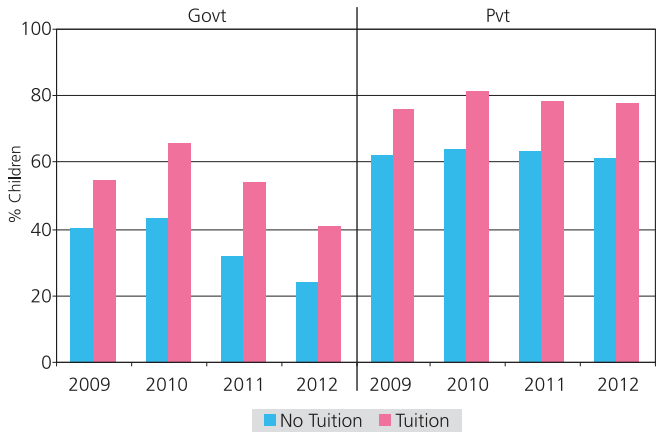
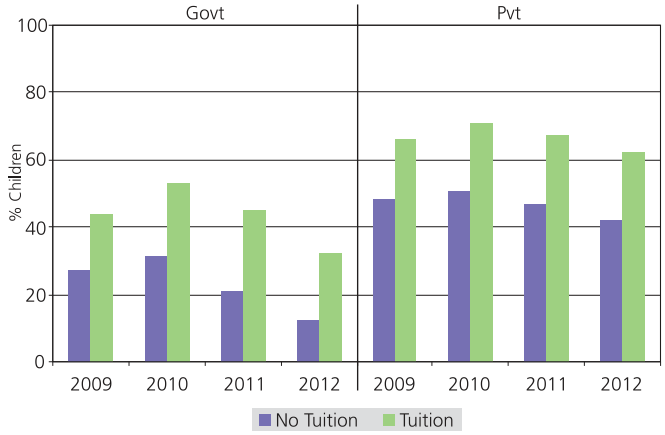


Chart 10: Trends over time
% Children in Std III-V who CAN DO SUBTRACTION or more
By school type and tuition 2009-2012



School observations

In each year's ASER, from 2009 onwards, in each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

Table 10: Number of schools visited 2009-2012

Type of school	2009	2010	2011	2012
Std I-IV/V: Primary	1799	1633	1601	1584
Std I-VII/VIII: Primary + Upper primary	90	263	299	304
Total schools visited	1889	1896	1900	1888

Table 11: Student and teacher attendance on the day of the visit 2009-2012

Type of school	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Enrolled children present (Average)	59.7	57.6	57.3	54.9	61.7	57.6	57.2	56.7
% Teachers present (Average)	89.3	81.0	82.1	80.0	85.8	79.8	83.8	83.0

Table 12: Small schools and multigrade classes 2009-2012

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	4.5	5.3	6.3	7.6	1.1	0.4	2.3	2.0
% Schools where Std II children observed sitting with one or more other classes	50.1	51.4	53.8	64.0	43.2	48.4	55.9	60.3
% Schools where Std IV children observed sitting with one or more other classes	50.0	46.5	51.8	62.1	40.0	42.0	49.7	54.0

RTE indicators

Table 13: Schools meeting selected RTE norms 2010-2012

% Schools meeting the following RTE norms:		2010	2011	2012
Pupil-teacher & classroom-teacher norms	Pupil-teacher ratio	16.1	16.5	15.6
	Classroom-teacher ratio	81.6	80.3	78.3
Building	Office/store/office cum store	88.6	88.1	88.4
	Playground	60.8	71.1	66.9
	Boundary wall/fencing	44.4	57.9	58.5
Drinking water	No facility for drinking water	6.9	5.4	3.9
	Facility but no drinking water available	10.9	10.2	14.8
	Drinking water available	82.2	84.4	81.3
Toilet	No toilet facility	6.7	7.4	5.5
	Facility but toilet not useable	45.9	38.8	42.0
	Toilet useable	47.4	53.9	52.5
Girls toilet	% Schools with no separate provisions for girls toilets	24.9	16.6	16.7
	Of schools with separate girls toilets, % schools with			
	Toilet locked	25.3	19.1	20.2
	Toilet not useable	15.9	16.9	19.3
	Toilet useable	33.9	47.4	43.7
Library	No library	51.4	22.9	17.8
	Library but no books being used by children on day of visit	25.8	39.9	41.3
	Library books being used by children on day of visit	22.9	37.2	40.9
Mid-day meal	Kitchen shed for cooking mid-day meal	89.3	94.7	94.2
	Mid-day meal served in school on day of visit	71.3	95.0	85.6

The Right of Children to Free and Compulsory Education Act, 2009 specifies a series of norms and standards for a school.

Norms for number of teachers vary according to the level of the school (primary or upper primary) and total student enrollment.

Norms for classrooms require the school to have at least one classroom for every teacher.

Norms for facilities require schools to provide each of the facilities mentioned in Table 13, among others.

RTE norms regulate provision of facilities but not their useability. ASER school observations also include whether facilities could be used. This information is included in Table 13.

School funds and activities (PAISA)

Table 14: % Schools that report receiving SSA grants - Full financial year

SSA school grants	April 2009 to March 2010				April 2010 to March 2011				April 2011 to March 2012			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	1799	68.0	5.2	26.8	1884	80.2	6.2	13.7	1865	81.2	6.1	12.7
Development grant	1763	62.3	9.5	28.2	1880	72.3	12.8	14.9	1861	74.4	11.5	14.1
TLM grant	1733	74.6	7.0	18.4	1883	80.5	9.9	9.6	1861	83.8	8.4	7.8

Table 15: % Schools that report receiving SSA grants - Half financial year

SSA school grants	April 2010 to date of survey (2010)				April 2011 to date of survey (2011)				April 2012 to date of survey (2012)			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	1759	37.0	30.2	32.8	1870	54.1	28.8	17.1	1851	25.3	59.3	15.3
Development grant	1736	32.8	32.5	34.7	1861	46.2	35.1	18.7	1846	21.3	62.8	15.9
TLM grant	1705	38.1	34.7	27.2	1862	39.3	45.8	15.0	1845	24.9	64.1	11.1

Table 16: % Schools carrying out different activities since April 2011

Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	20.6	73.4	6.0
Repairs	Repair of building (roof, floor, wall etc.)	38.3	55.9	5.8
	Repair of doors & windows	42.5	51.5	6.0
	Repair of boundary wall	21.9	72.1	6.1
	Repair of drinking water facility	41.8	52.0	6.2
	Repair of toilet	28.4	65.2	6.4
Painting & white-wash	White wash/plastering	85.0	10.1	5.0
	Painting blackboard/Display board/Painting on wall	80.5	14.5	4.9
	Painting of doors & walls	80.9	14.0	5.2
Purchase	Purchase of furniture (cupboard etc.)	44.1	48.6	7.3
	Purchase of electrical fittings	30.7	62.9	6.4
	Purchase of chalk, duster, register etc.	89.8	5.3	4.9
	Purchase of sitting mats/Tat patti	81.4	13.7	4.9
	Purchase of charts, globes & other teaching material	76.6	18.1	5.3
Other	Expenditure on school events	72.3	21.8	5.9
	Payment of bills (electricity, water, cleaning etc.)	17.0	73.7	9.3

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2012 report which will be released in March 2013.[1]

EVERY RURAL GOVERNMENT PRIMARY/UPPER PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc. The grant amount depends on number of classrooms (excluding Headmaster room and office room)
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

[1] For more information see www.accountabilityindia.in

West Bengal RURAL

Annual Status of Education Report
असर ASER 2012 RURAL
Facilitated by PRATHAM

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 16 OUT OF 17 DISTRICTS
Data has not been presented where sample size was insufficient.

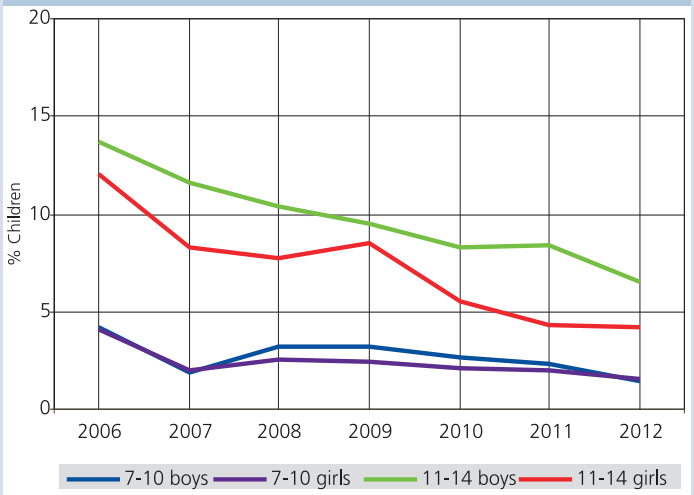
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	87.9	6.9	1.9	3.3	100
Age: 7-16 ALL	86.8	5.4	1.9	5.9	100
Age: 7-10 ALL	87.0	10.2	1.3	1.5	100
Age: 7-10 BOYS	86.0	11.4	1.3	1.4	100
Age: 7-10 GIRLS	88.2	9.0	1.3	1.5	100
Age: 11-14 ALL	89.4	2.7	2.5	5.4	100
Age: 11-14 BOYS	88.6	2.5	2.4	6.5	100
Age: 11-14 GIRLS	90.4	2.7	2.7	4.2	100
Age: 15-16 ALL	79.8	1.4	1.8	17.0	100
Age: 15-16 BOYS	78.0	1.2	0.6	20.2	100
Age: 15-16 GIRLS	81.9	1.3	3.0	13.8	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 2006-2012



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 has changed from 12.1% in 2006 to 8.3% in 2007 to 7.7% in 2008, 8.5% in 2009 and to 5.5% in 2010 to 4.2% in 2012.

Chart 2: Trends over time
% Children enrolled in private schools by class 2008-2012

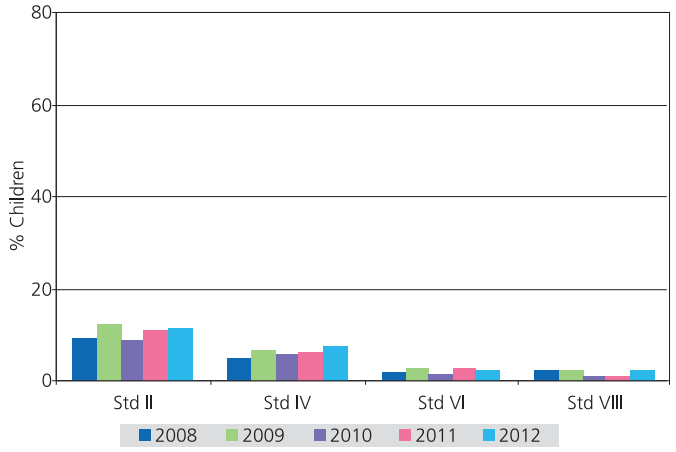


Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	26.5	39.0	21.8	7.0	5.7								100
II	2.5	18.0	41.0	23.9	7.6	7.1							100
III	3.6		14.1	38.9	23.0	12.2	8.3						100
IV	2.9			14.2	33.2	30.7	9.4	5.2	4.5				100
V	3.1				11.1	38.9	26.0	14.6	6.3				100
VI	1.4					12.3	29.2	35.9	12.5	5.9	2.7		100
VII	2.3						9.5	36.9	28.8	15.3	7.2		100
VIII	2.0							14.9	33.9	30.6	12.9	5.6	100

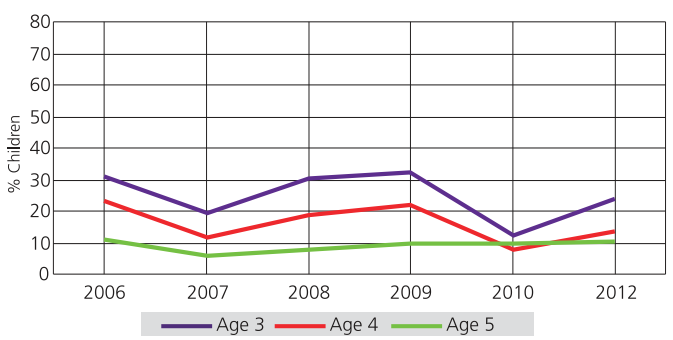
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 38.9% children are 8 years old but there also 14.1% who are 7, 23.0% who are 9, 12.2% who are 10 years old and 8.3% who 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 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	71.5	4.6				23.9	100
Age 4	71.4	15.2				13.4	100
Age 5	29.5	9.7	41.3	8.6	0.8	10.1	100
Age 6	7.3	7.6	69.0	11.4	1.0	3.8	100

Chart 3: Trends over time
% Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2012*



* Data for 2011 is not comparable and therefore excluded here.

Reading

Table 4: % Children by class and READING level
All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	28.3	38.1	20.1	6.6	6.9	100
II	15.4	32.7	24.0	13.0	14.9	100
III	11.3	24.3	18.8	17.7	27.9	100
IV	6.8	15.3	17.3	19.2	41.3	100
V	3.7	11.2	14.9	21.5	48.7	100
VI	4.1	7.7	11.7	18.2	58.4	100
VII	1.5	4.3	8.0	15.9	70.3	100
VIII	1.6	4.2	4.8	13.3	76.2	100
Total	9.7	17.9	15.3	15.6	41.6	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 11.3% children cannot even read letters, 24.3% can read letters but not more, 18.8% can read words but not Std I text or higher, 17.7% can read Std I text but not Std II level text, and 27.9% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

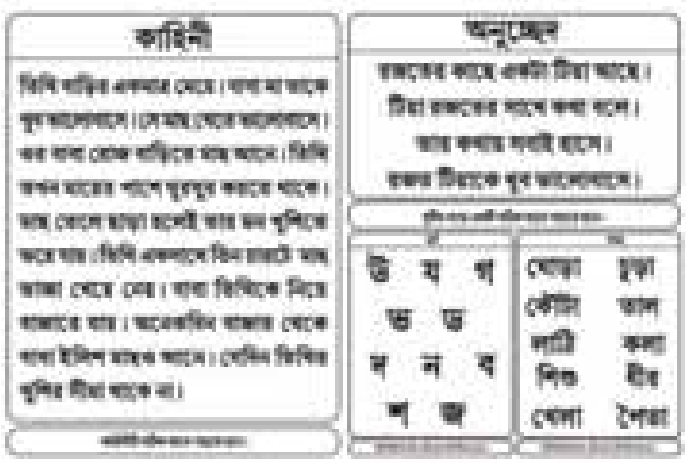


Chart 4: Trends over time
% Children in Std III who CAN READ Std I level text
By school type 2009-2012

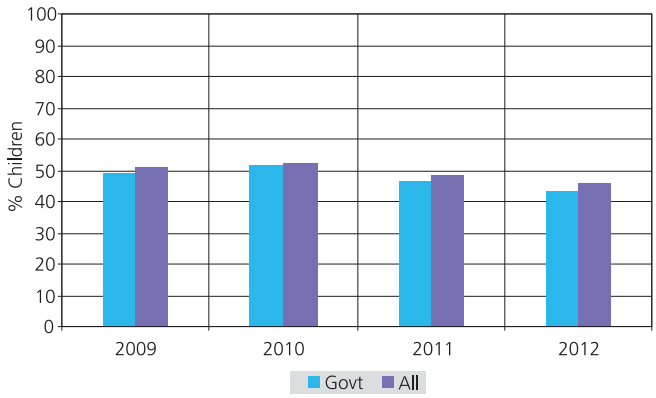
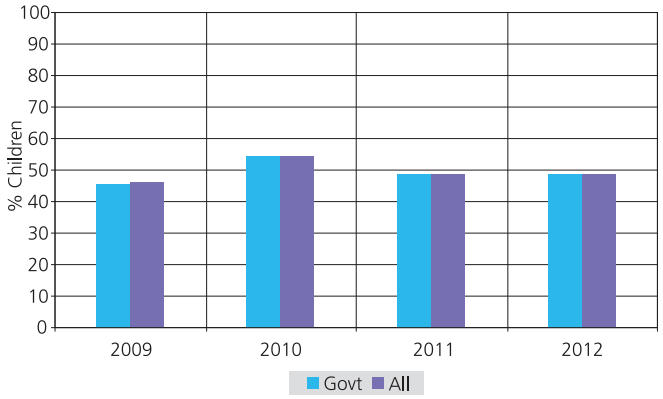


Chart 5: Trends over time
% Children in Std V who CAN READ Std II level text
By school type 2009-2012



Reading and comprehension in English

Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sen-tences	Total
I	44.5	20.7	19.6	12.6	2.7	100
II	28.6	21.5	22.3	20.9	6.7	100
III	24.4	18.5	23.1	25.0	9.0	100
IV	14.9	15.7	23.0	30.0	16.5	100
V	10.8	14.5	24.4	26.4	23.9	100
VI	8.9	10.5	24.4	30.2	26.0	100
VII	5.5	7.7	21.7	29.5	35.6	100
VIII	3.0	5.7	17.5	33.6	40.2	100
Total	18.4	14.7	22.1	25.5	19.3	100

Table 6: % Children by class who CAN COMPREHEND ENGLISH All schools 2012

Std.	Of those who can read words, % who can tell meanings of the words	Of those who can read sentences, % who can tell meanings of the sentences
I		
II	80.9	
III	78.8	
IV	71.5	60.2
V	68.7	65.2
VI	70.9	63.6
VII	66.0	62.8
VIII	64.7	64.5
Total	72.0	63.0

English Tool

Arithmetic

Table 7: % Children by class and ARITHMETIC level
All schools 2012

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	21.6	47.1	21.1	7.9	2.3	100
II	8.5	40.7	28.9	16.5	5.4	100
III	4.1	30.8	36.8	18.4	9.9	100
IV	3.9	18.9	29.0	27.5	20.6	100
V	1.3	12.9	33.1	24.2	28.5	100
VI	1.5	9.0	37.5	21.6	30.4	100
VII	1.1	3.5	34.8	21.9	38.7	100
VIII	0.7	4.6	30.4	21.7	42.7	100
Total	5.8	21.8	31.2	19.8	21.5	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 4.1% children cannot even recognize numbers 1-9, 30.8% can recognize numbers up to 9 but not more, 36.8% can recognize numbers to 99 but cannot do subtraction, 18.4% can do subtraction but not division, and 9.9% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

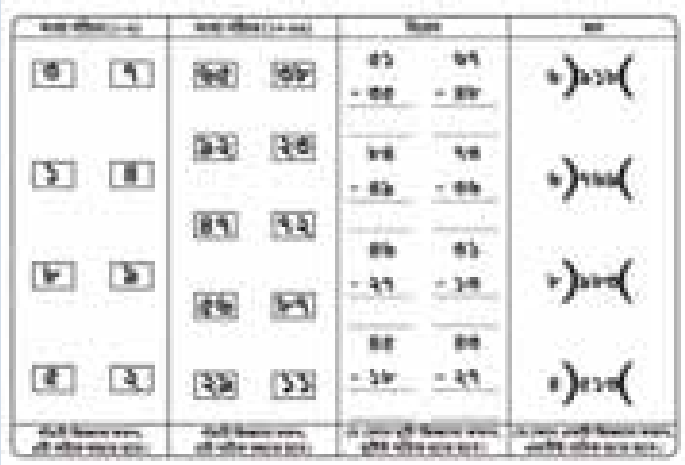


Chart 6: Trends over time
% Children in Std III who CAN DO SUBTRACTION or more
By school type 2009-2012

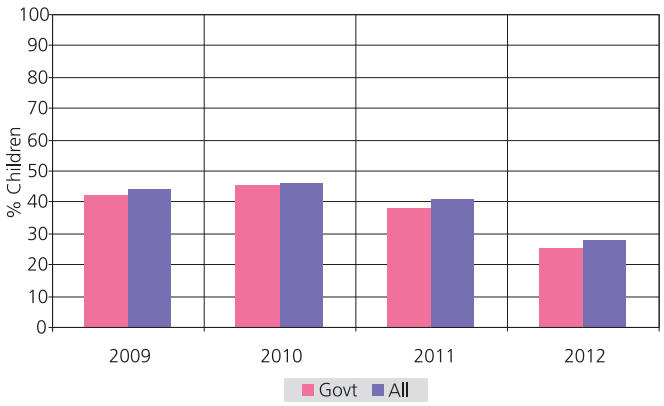
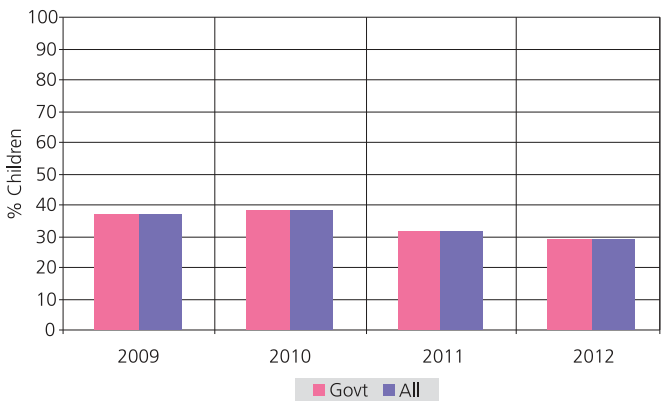


Chart 7: Trends over time
% Children in Std V who CAN DO DIVISION
By school type 2009-2012



Type of school and paid tuition classes

The ASER survey recorded information about tuition 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 children may have received.

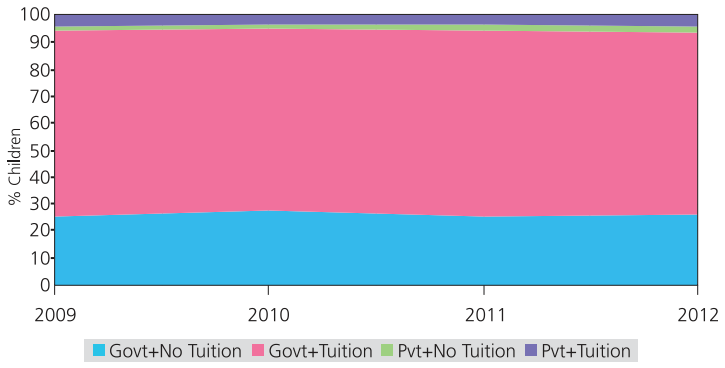
Table 8: Trends over time
% Children attending paid tuition classes
By school type 2009-2012

Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	73.2	70.8	72.9	72.0
Private schools: % Children attending paid tuition classes	73.2	66.1	63.9	69.1
All schools: % Children attending paid tuition classes	73.2	70.5	72.3	71.8

Table 9: Trends over time
% Children by school type and tuition 2009-2012

Year	Category		Std II	Std V	Std VIII	Std I-VIII
2009	Govt.	No tuition	31.7	23.8	13.1	25.1
		Tuition	56.1	73.7	84.7	68.6
	Pvt.	No tuition	3.5	0.3	0.6	1.7
		Tuition	8.8	2.2	1.6	4.6
	Total		100	100	100	100
2010	Govt.	No tuition	32.9	23.8	16.8	27.8
		Tuition	58.2	73.7	82.4	67.2
	Pvt.	No tuition	2.4	0.9	0.2	1.7
		Tuition	6.5	1.7	0.6	3.4
	Total		100	100	100	100
2011	Govt.	No tuition	30.8	22.6	18.1	25.4
		Tuition	57.8	75.2	80.9	68.3
	Pvt.	No tuition	3.5	1.2	0.4	2.3
		Tuition	8.0	1.0	0.7	4.0
	Total		100	100	100	100
2012	Govt.	No tuition	32.1	23.5	18.6	26.1
		Tuition	56.8	73.2	79.3	67.0
	Pvt.	No tuition	3.4	1.3	0.7	2.1
		Tuition	7.7	2.0	1.4	4.7
	Total		100	100	100	100

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Chart 9: Trends over time
% Children in Std III-V who CAN READ a Std I level text or more
By school type and tuition 2009-2012

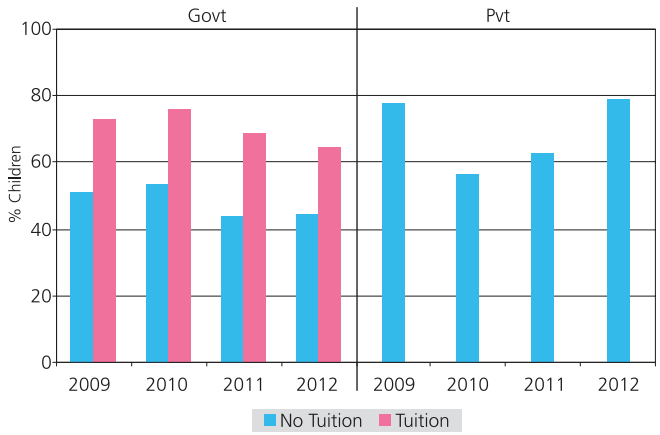
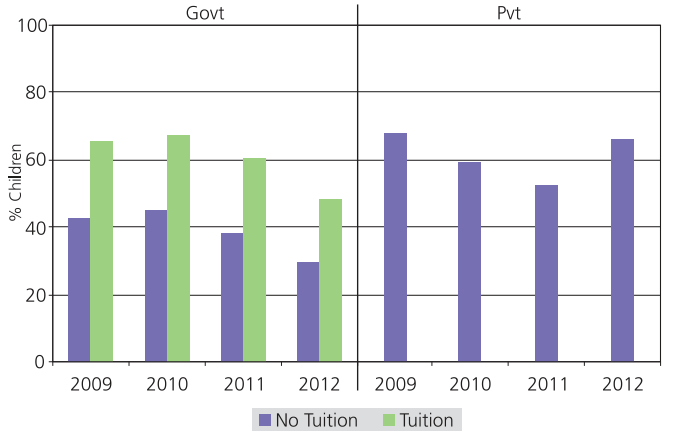


Chart 10: Trends over time
% Children in Std III-V who CAN DO SUBTRACTION or more
By school type and tuition 2009-2012



School observations

In each year's ASER, from 2009 onwards, in each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

Table 10: Number of schools visited 2009-2012

Type of school	2009	2010	2011	2012
Std I-IV/V: Primary	417	406	400	405
Std I-VII/VIII: Primary + Upper primary	7	2	1	3
Total schools visited	424	408	401	408

Table 11: Student and teacher attendance on the day of the visit 2009-2012

Type of school	Std I-IV/V			
	2009	2010	2011	2012
% Enrolled children present (Average)	65.9	68.5	60.7	59.8
% Teachers present (Average)	87.7	85.6	86.3	83.9

Table 12: Small schools and multigrade classes 2009-2012

School characteristics	Std I-IV/V			
	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	12.5	10.2	13.2	15.8
% Schools where Std II children observed sitting with one or more other classes	46.6	42.6	38.7	38.9
% Schools where Std IV children observed sitting with one or more other classes	38.7	33.8	30.9	31.0

RTE indicators

Table 13: Schools meeting selected RTE norms 2010-2012

% Schools meeting the following RTE norms:		2010	2011	2012
Pupil-teacher & classroom-teacher norms	Pupil-teacher ratio	26.2	34.4	33.2
	Classroom-teacher ratio	64.8	64.5	67.4
Building	Office/store/office cum store	79.0	80.9	78.3
	Playground	42.1	50.5	54.3
	Boundary wall/fencing	34.5	42.2	44.0
Drinking water	No facility for drinking water	19.3	21.1	16.9
	Facility but no drinking water available	13.5	15.5	11.2
	Drinking water available	67.2	63.4	71.9
Toilet	No toilet facility	7.6	8.6	6.9
	Facility but toilet not useable	40.3	42.0	34.3
	Toilet useable	52.1	49.5	58.8
Girls toilet	% Schools with no separate provisions for girls toilets	44.5	26.1	33.5
	Of schools with separate girls toilets, % schools with			
	Toilet locked	14.5	19.2	13.6
	Toilet not useable	17.4	13.4	8.9
	Toilet useable	23.7	41.2	44.0
Library	No library	50.5	39.2	35.3
	Library but no books being used by children on day of visit	17.8	18.8	24.0
	Library books being used by children on day of visit	31.8	42.0	40.7
Mid-day meal	Kitchen shed for cooking mid-day meal	86.3	86.8	90.2
	Mid-day meal served in school on day of visit	63.4	54.3	59.7

The Right of Children to Free and Compulsory Education Act, 2009 specifies a series of norms and standards for a school.

Norms for number of teachers vary according to the level of the school (primary or upper primary) and total student enrollment.

Norms for classrooms require the school to have at least one classroom for every teacher.

Norms for facilities require schools to provide each of the facilities mentioned in Table 13, among others.

RTE norms regulate provision of facilities but not their useability. ASER school observations also include whether facilities could be used. This information is included in Table 13.

School funds and activities (PAISA)

Table 14: % Schools that report receiving SSA grants - Full financial year

SSA school grants	April 2009 to March 2010				April 2010 to March 2011				April 2011 to March 2012			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	377	80.4	10.6	9.0	380	72.1	17.9	10.0	400	79.3	13.5	7.3
Development grant	363	73.6	17.4	9.1	375	62.4	28.0	9.6	400	68.8	22.8	8.5
TLM grant	374	85.3	8.6	6.2	379	77.8	14.0	8.2	400	86.0	9.8	4.3

Table 15: % Schools that report receiving SSA grants - Half financial year

SSA school grants	April 2010 to date of survey (2010)				April 2011 to date of survey (2011)				April 2012 to date of survey (2012)			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	346	31.2	59.5	9.3	364	39.6	51.1	9.3	393	47.3	45.6	7.1
Development grant	320	28.1	62.2	9.7	353	33.7	56.1	10.2	393	38.9	51.7	9.4
TLM grant	322	32.3	59.0	8.7	363	42.2	48.8	9.1	389	53.5	40.1	6.4

Table 16: % Schools carrying out different activities since April 2011

Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	25.8	71.7	2.5
Repairs	Repair of building (roof, floor, wall etc.)	50.8	47.8	1.5
	Repair of doors & windows	47.8	50.0	2.3
	Repair of boundary wall	15.2	82.5	2.3
	Repair of drinking water facility	41.5	56.0	2.5
	Repair of toilet	34.3	63.0	2.8
Painting & white-wash	White wash/plastering	47.5	51.0	1.5
	Painting blackboard/Display board/Painting on wall	50.3	48.5	1.3
	Painting of doors & walls	40.1	58.2	1.8
Purchase	Purchase of furniture (cupboard etc.)	54.4	43.1	2.5
	Purchase of electrical fittings	23.4	74.8	1.8
	Purchase of chalk, duster, register etc.	93.7	5.5	0.8
	Purchase of sitting mats/Tat patti	26.3	72.4	1.3
	Purchase of charts, globes & other teaching material	74.3	24.4	1.3
Other	Expenditure on school events	82.7	15.6	1.8
	Payment of bills (electricity, water, cleaning etc.)	39.8	56.8	3.5

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2012 report which will be released in March 2013.[1]

EVERY RURAL GOVERNMENT PRIMARY/UPPER PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc. The grant amount depends on number of classrooms (excluding Headmaster room and office room)
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

[1] For more information see www.accountabilityindia.in

Dadra and Nagar Haveli RURAL

Annual Status of Education Report असर ASER 2012 RURAL Facilitated by PRATHAM

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 1 OUT OF 1 DISTRICTS
Data has not been presented where sample size was insufficient.

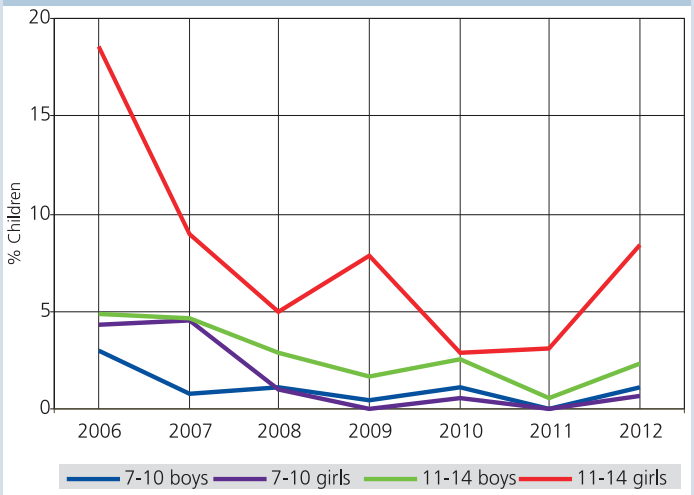
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	84.4	12.3	0.3	3.1	100
Age: 7-16 ALL	81.7	10.7	0.2	7.4	100
Age: 7-10 ALL	85.7	13.4	0.0	0.9	100
Age: 7-10 BOYS	80.0	18.9	0.0	1.1	100
Age: 7-10 GIRLS	91.9	7.5	0.0	0.6	100
Age: 11-14 ALL	83.7	10.3	0.5	5.4	100
Age: 11-14 BOYS	84.7	11.9	1.1	2.3	100
Age: 11-14 GIRLS	82.6	9.0	0.0	8.4	100
Age: 15-16 ALL	67.8	5.4	0.0	26.9	100
Age: 15-16 BOYS	74.0	4.1	0.0	21.9	100
Age: 15-16 GIRLS	62.7	6.7	0.0	30.7	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 2006-2012



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 has changed from 18.6% in 2006 to 9.0% in 2007 to 5.0% in 2008, 7.9% in 2009 and to 2.8% in 2010 to 8.4% in 2012.

Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	13.3	60.0	26.7	0.0									100
II	1.3	9.3	66.7	21.3	1.3								100
III	1.1		7.8	55.6	30.0	5.6							100
IV	1.3			13.8	45.0	31.3	8.8						100
V	2.4				7.9	58.3	22.1	7.9	1.6				100
VI	1.3					5.1	40.5	43.0	5.1	5.1			100
VII	2.3						11.5	49.4	28.7	6.9	1.2		100
VIII	0.0							10.6	45.2	35.6	7.7	1.0	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, 55.6% children are 8 years old but there also 7.8% who are 7, 30.0% who are 9 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 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	58.9	10.7				30.4	100
Age 4	62.0	14.1				23.9	100
Age 5	51.5	24.2	4.6	9.1	0.0	10.6	100
Age 6	13.7	11.8	56.9	15.7	0.0	2.0	100

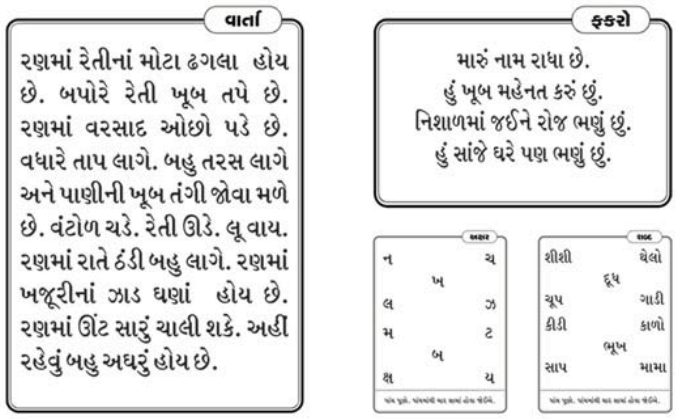
Reading

Table 4: % Children by class and READING level All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	55.2	37.9	6.9	0.0	0.0	100
II	19.6	51.0	15.7	13.7	0.0	100
III	8.3	26.7	23.3	21.7	20.0	100
IV	7.3	21.8	20.0	23.6	27.3	100
V	5.0	8.0	20.0	32.0	35.0	100
VI	7.8	7.8	15.7	25.5	43.1	100
VII	1.6	9.8	11.5	29.5	47.5	100
VIII	1.5	3.0	9.1	13.6	72.7	100
Total	9.7	18.0	16.1	22.2	34.0	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, 26.7% can read letters but not more, 23.3% can read words but not Std I text or higher, 21.7% can read Std I text but not Std II level text, and 20% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

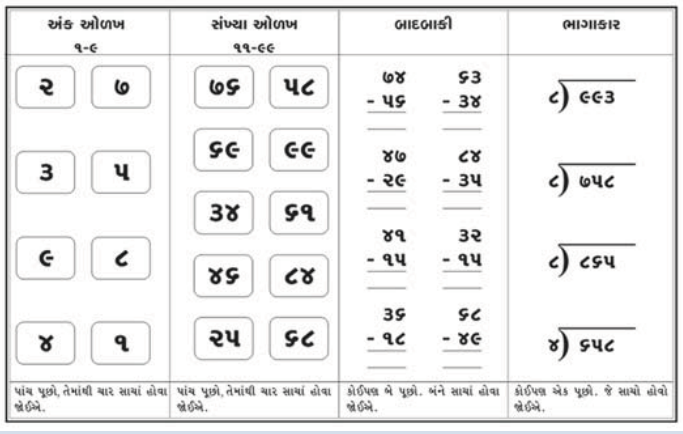


Reading in English

Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	69.0	24.1	6.9	0.0	0.0	100
II	41.2	29.4	11.8	15.7	2.0	100
III	21.7	36.7	25.0	11.7	5.0	100
IV	20.0	30.9	36.4	7.3	5.5	100
V	13.0	24.0	41.0	16.0	6.0	100
VI	7.8	13.7	43.1	17.7	17.7	100
VII	9.8	23.0	21.3	29.5	16.4	100
VIII	4.6	10.6	21.2	40.9	22.7	100
Total	19.2	23.9	28.1	18.8	9.9	100

Math Tool



Arithmetic

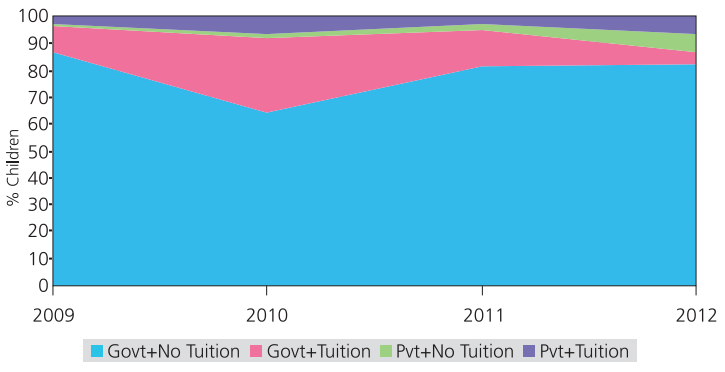
Table 7: % Children by class and ARITHMETIC level All schools 2012

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	48.3	44.8	6.9	0.0	0.0	100
II	25.5	45.1	25.5	3.9	0.0	100
III	5.0	45.0	38.3	8.3	3.3	100
IV	5.5	25.5	54.6	12.7	1.8	100
V	2.0	30.0	49.0	15.0	4.0	100
VI	2.0	13.7	49.0	27.5	7.8	100
VII	1.6	23.0	54.1	14.8	6.6	100
VIII	3.0	9.1	45.5	27.3	15.2	100
Total	8.3	28.3	43.3	14.8	5.3	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 5% children cannot even recognize numbers 1-9, 45% can recognize numbers up to 9 but not more, 38.3% can recognize numbers to 99 but cannot do subtraction, 8.3% can do subtraction but not division, and 3.3% can do division. For each class, the total of all these exclusive categories is 100%.

Type of school and paid tuition classes

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Daman and Diu RURAL

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 2 OUT OF 2 DISTRICTS
Data has not been presented where sample size was insufficient.

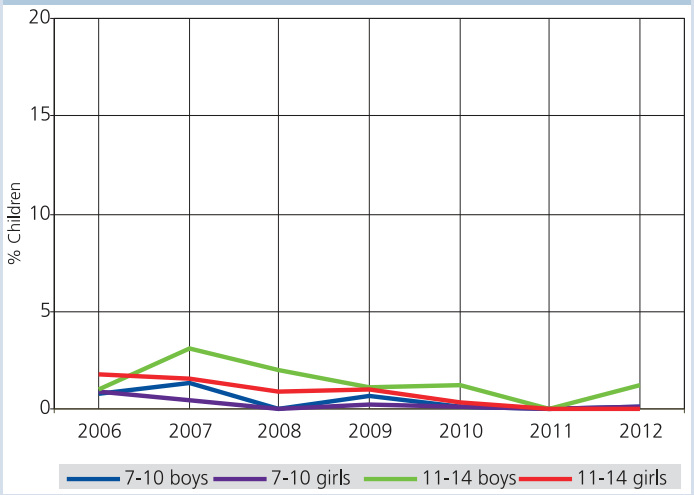
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	84.4	14.9	0.4	0.4	100
Age: 7-16 ALL	85.4	13.1	0.4	1.1	100
Age: 7-10 ALL	83.1	16.6	0.2	0.1	100
Age: 7-10 BOYS	79.1	20.4	0.4	0.1	100
Age: 7-10 GIRLS	86.7	13.2	0.0	0.1	100
Age: 11-14 ALL	87.4	11.5	0.6	0.6	100
Age: 11-14 BOYS	84.9	12.8	1.0	1.2	100
Age: 11-14 GIRLS	89.8	10.1	0.1	0.0	100
Age: 15-16 ALL	85.9	9.7	0.6	3.9	100
Age: 15-16 BOYS	83.1	11.1	1.0	4.8	100
Age: 15-16 GIRLS	89.3	7.9	0.0	2.8	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 2006-2012



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 has changed from 1.7% in 2006 to 1.6% in 2007 to 0.9% in 2008, 1.0% in 2009 and to 0.4% in 2010 to 0.0% in 2012.

Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	21.1	70.0	7.0	1.9									100
II	3.2		89.3	6.7	0.8								100
III	1.4		6.2	81.5	8.1	2.8							100
IV	0.3			8.3	74.9	14.9	1.7						100
V	1.1					84.1	8.8	6.0					100
VI	1.4						77.0	17.5	4.1				100
VII	2.1							73.0	20.7	4.3			100
VIII	1.2							5.6	81.5	8.1	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, 81.5% children are 8 years old but there also 6.2% who are 7, 8.1% who are 9 and 2.8% 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 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	58.6	35.1				6.3	100
Age 4	53.5	43.5				3.0	100
Age 5	19.5	9.3	44.2	22.5	1.8	2.7	100
Age 6	1.6	2.0	69.5	26.8	0.0	0.0	100

Daman and Diu RURAL

Annual Status of Education Report
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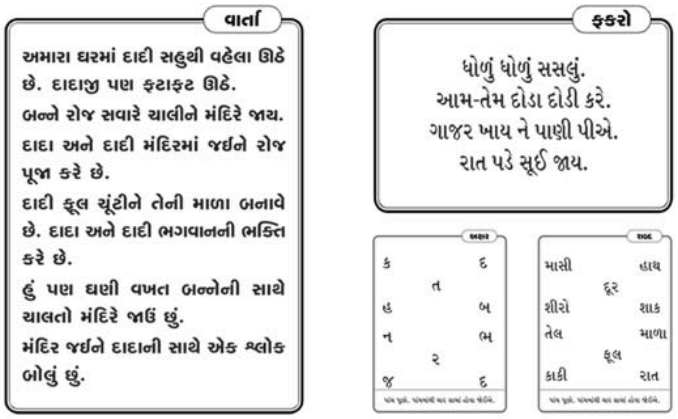
Reading

Table 4: % Children by class and READING level All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	32.9	49.9	11.9	4.2	1.1	100
II	24.8	32.1	33.0	7.5	2.6	100
III	11.3	18.5	38.6	19.0	12.6	100
IV	9.8	12.3	29.7	27.1	21.1	100
V	4.4	9.1	15.5	43.2	27.8	100
VI	3.7	8.2	13.6	35.1	39.5	100
VII	7.4	4.6	11.1	28.1	48.7	100
VIII	6.3	5.2	9.0	20.1	59.3	100
Total	11.3	15.7	19.7	24.4	28.9	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 11.3% children cannot even read letters, 18.5% can read letters but not more, 38.6% can read words but not Std I text or higher, 19% can read Std I text but not Std II level text, and 12.6% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

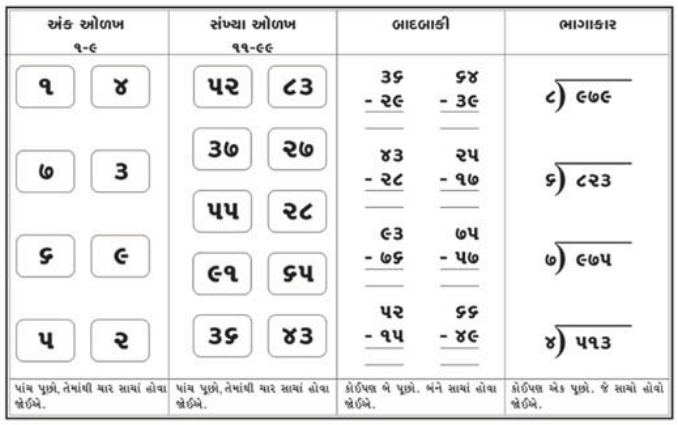


Reading in English

Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	53.6	20.2	11.8	10.1	4.3	100
II	47.0	25.3	14.4	8.9	4.4	100
III	31.2	25.8	15.4	18.6	9.0	100
IV	12.4	27.8	21.0	18.9	20.0	100
V	5.7	25.8	39.1	17.3	12.1	100
VI	3.2	19.5	30.2	27.9	19.3	100
VII	4.3	14.7	29.1	34.8	17.1	100
VIII	3.7	12.6	23.8	30.5	29.4	100
Total	10.7	19.7	27.3	24.8	17.5	100

Math Tool



Arithmetic

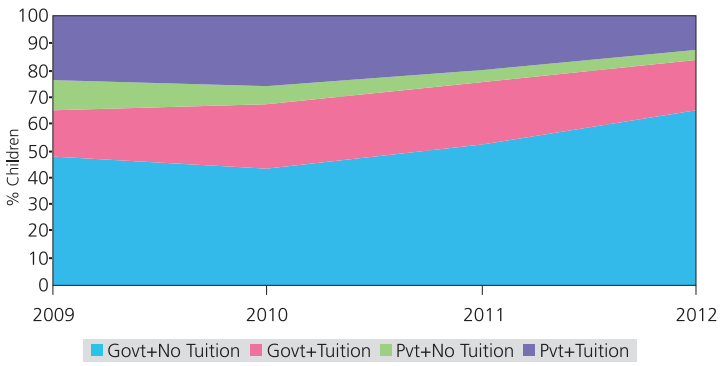
Table 7: % Children by class and ARITHMETIC level All schools 2012

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	31.5	45.7	21.8	0.4	0.7	100
II	20.9	35.6	39.2	4.1	0.4	100
III	11.4	25.0	41.1	18.9	3.7	100
IV	9.8	20.0	32.8	24.1	13.3	100
V	3.8	14.2	28.6	38.6	14.8	100
VI	3.9	10.2	25.3	33.5	27.2	100
VII	5.4	7.7	28.5	26.7	31.6	100
VIII	3.8	8.1	25.6	20.1	42.4	100
Total	10.1	19.1	30.2	22.3	18.3	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 11.4% children cannot even recognize numbers 1-9, 25.0% can recognize numbers up to 9 but not more, 41.1% can recognize numbers to 99 but cannot do subtraction, 18.9% can do subtraction but not division, and 3.7% can do division. For each class, the total of all these exclusive categories is 100%.

Type of school and paid tuition classes

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Goa RURAL

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 2 OUT OF 2 DISTRICTS
Data has not been presented where sample size was insufficient.

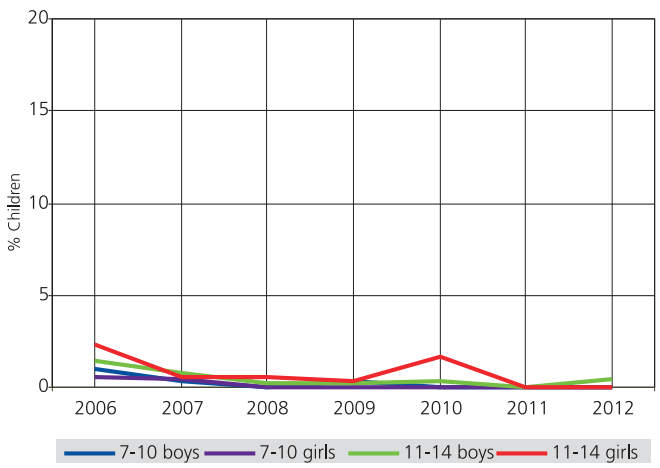
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	48.7	49.2	2.0	0.1	100
Age: 7-16 ALL	48.8	49.4	1.6	0.2	100
Age: 7-10 ALL	54.3	43.8	1.9	0.0	100
Age: 7-10 BOYS	55.6	42.0	2.4	0.0	100
Age: 7-10 GIRLS	52.8	46.0	1.2	0.0	100
Age: 11-14 ALL	44.5	53.5	1.8	0.2	100
Age: 11-14 BOYS	45.5	52.3	1.7	0.4	100
Age: 11-14 GIRLS	43.5	54.6	1.9	0.0	100
Age: 15-16 ALL	49.1	50.0	0.5	0.5	100
Age: 15-16 BOYS	57.0	41.9	1.1	0.0	100
Age: 15-16 GIRLS	42.1	57.0	0.0	0.9	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 2006-2012



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 has changed from 2.3% in 2006 to 0.6% in 2007 to 0.5% in 2008, 0.3% in 2009 and to 1.7% in 2010 to 0.0% in 2012.

Chart 2: Trends over time
% Children enrolled in private schools by class 2008-2012

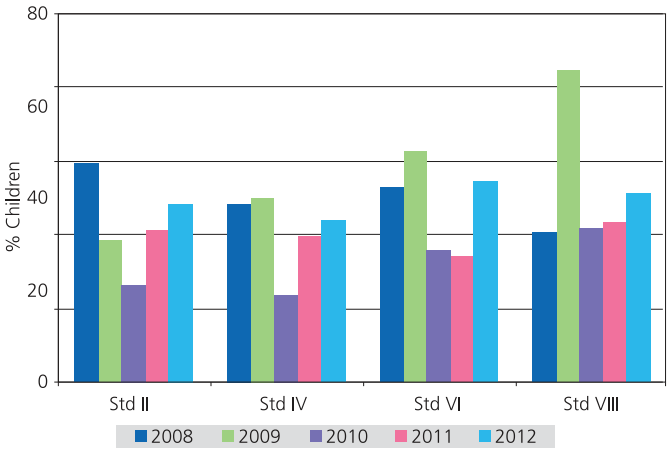


Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	2.2	59.9	33.6	4.3									100
II	1.0		42.6	51.9	4.6								100
III	2.9			45.1	47.4	4.7							100
IV	2.7				32.9	62.7	1.7						100
V	4.1					38.4	46.2	11.4	0.0				100
VI	2.9						29.5	58.6	8.4	0.7			100
VII	1.7							43.7	43.3	9.6	1.7		100
VIII	4.0								37.7	53.9	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, 45.1% children are 8 years old but there also 2.9 % who are younger, 47.4% who are 9 and 4.7% 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 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	48.5	31.8				19.7	100
Age 4	42.6	50.9				6.5	100
Age 5	17.3	28.2	13.0	35.2	1.0	5.4	100
Age 6	5.0	7.2	41.5	42.1	3.1	1.2	100

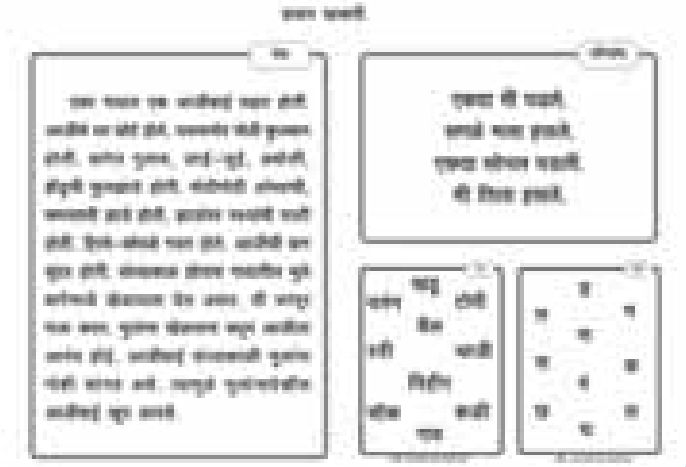
Reading

**Table 4: % Children by class and READING level
All schools 2012**

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	6.6	43.9	35.5	11.5	2.5	100
II	2.6	31.6	30.2	30.3	5.2	100
III	1.8	9.4	38.9	38.8	11.2	100
IV	0.0	9.4	28.4	22.6	39.6	100
V	0.0	2.1	17.3	28.0	52.6	100
VI	0.0	0.7	21.9	35.0	42.4	100
VII	0.0	1.8	1.5	28.1	68.7	100
VIII	0.0	0.0	0.6	36.5	63.0	100
Total	1.3	11.5	20.9	29.1	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, 1.8% children cannot even read letters, 9.4% can read letters but not more, 38.9% can read words but not Std I text or higher, 38.8% can read Std I text but not Std II level text, and 11.2% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool



Reading in English

Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	6.0	34.0	35.8	22.3	2.0	100
II	2.3	19.2	39.4	28.6	10.6	100
III	1.1	5.7	29.4	42.8	21.0	100
IV	0.0	6.1	17.7	43.4	32.9	100
V	0.0	0.6	4.4	44.3	50.7	100
VI	0.0	1.4	5.2	37.4	56.0	100
VII	0.0	0.0	2.3	19.7	78.0	100
VIII	0.0	0.0	0.0	15.4	84.7	100
Total	1.1	7.8	15.5	31.5	44.1	100

Arithmetic

**Table 7: % Children by class and ARITHMETIC level
All schools 2012**

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	4.3	56.5	32.4	5.8	1.0	100
II	1.6	33.6	52.9	10.9	1.0	100
III	1.8	9.4	49.4	37.7	1.8	100
IV	0.0	8.4	33.9	47.4	10.3	100
V	0.0	1.2	24.2	48.9	25.7	100
VI	0.0	1.2	23.9	45.2	29.8	100
VII	0.0	0.0	11.1	38.5	50.4	100
VIII	0.0	0.0	4.3	36.7	59.0	100
Total	0.9	12.9	27.8	34.5	23.9	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 1.8% children cannot even recognize numbers 1-9, 9.4% can recognize numbers up to 9 but not more, 49.4% can recognize numbers to 99 but cannot do subtraction, 37.7% can do subtraction but not division, and 1.8% can do division. For each class, the total of all these exclusive categories is 100%.

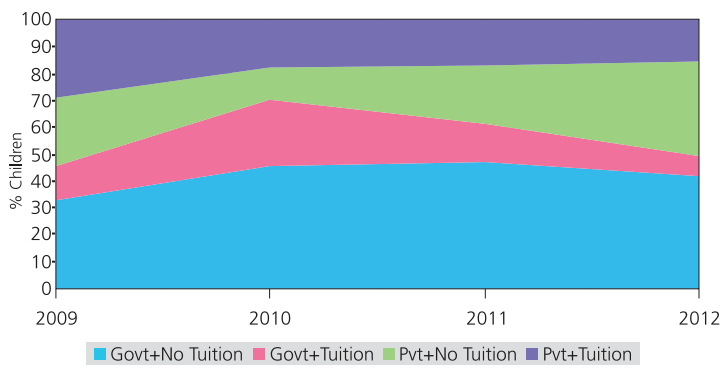
Type of school and paid tuition classes

The ASER survey recorded information about tuition 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 children may have received.

**Table 8: Trends over time
% Children attending paid tuition classes
By school type 2009-2012**

Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	27.7	35.1	22.4	15.3
Private schools: % Children attending paid tuition classes	54.0	58.7	43.1	30.5
All schools: % Children attending paid tuition classes	41.9	42.2	30.5	22.9

**Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012**



How to read this chart: For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Puducherry RURAL

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 1 OUT OF 2 DISTRICTS
Data has not been presented where sample size was insufficient.

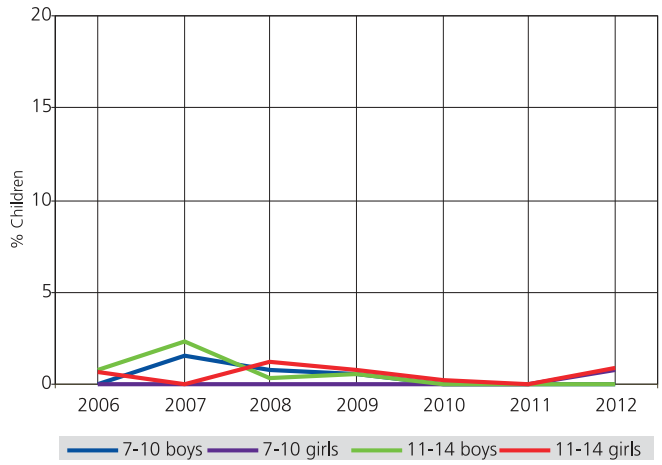
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	60.5	38.8	0.4	0.4	100
Age: 7-16 ALL	62.3	35.2	0.7	1.9	100
Age: 7-10 ALL	53.4	45.4	0.8	0.4	100
Age: 7-10 BOYS	44.8	53.6	1.6	0.0	100
Age: 7-10 GIRLS	62.1	37.1	0.0	0.8	100
Age: 11-14 ALL	67.5	32.1	0.0	0.4	100
Age: 11-14 BOYS	66.7	33.3	0.0	0.0	100
Age: 11-14 GIRLS	68.3	30.8	0.0	0.8	100
Age: 15-16 ALL	72.3	16.0	2.1	9.6	100
Age: 15-16 BOYS	70.8	12.5	4.2	12.5	100
Age: 15-16 GIRLS	73.9	19.6	0.0	6.5	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 2006-2012



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 has changed from 0.6% in 2006 to 0.0% in 2007 to 1.2% in 2008, 0.7% in 2009 and to 0.2% in 2010 to 0.8% in 2012.

Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	44.0	45.3	8.0	2.7									100
II	0.0	18.5	63.0	16.7	1.9								100
III	1.6		15.6	75.0	6.3	1.6							100
IV	0.0			25.8	63.6	9.1	1.5						100
V	1.6				12.5	75.0	9.4	1.6					100
VI	0.0					13.9	65.3	19.4	1.4				100
VII	1.9						7.6	75.5	13.2	1.9			100
VIII	2.0							19.6	64.7	11.8	2.0		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, 75.0% children are 8 years old but there also 15.6% who are 7, 6.3% who are 9 and 1.6% 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 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	39.6	47.9				12.5	100
Age 4	22.8	75.4				1.8	100
Age 5	6.8	33.9	22.0	35.6	0.0	1.7	100
Age 6	0.0	2.1	59.6	36.2	0.0	2.1	100

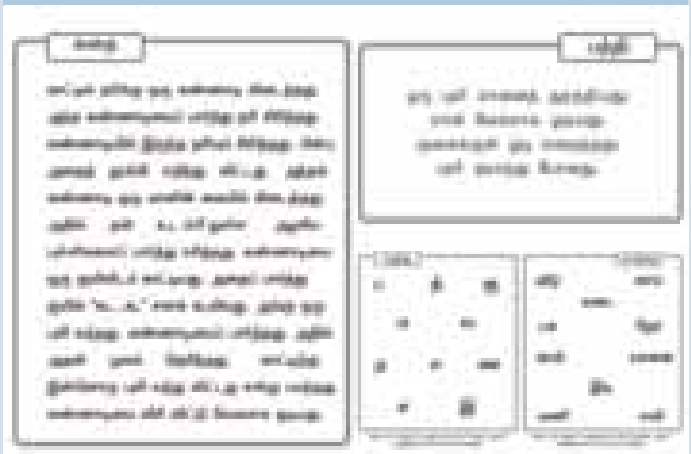
Reading

Table 4: % Children by class and READING level All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	56.0	36.0	8.0	0.0	0.0	100
II	20.4	29.6	40.7	7.4	1.9	100
III	6.3	25.0	37.5	29.7	1.6	100
IV	1.5	13.6	39.4	39.4	6.1	100
V	4.7	4.7	28.1	31.3	31.3	100
VI	4.2	2.8	19.4	37.5	36.1	100
VII	0.0	1.9	18.9	37.7	41.5	100
VIII	0.0	2.0	17.7	35.3	45.1	100
Total	12.8	15.0	25.9	26.9	19.4	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 6.3% children cannot even read letters, 25% can read letters but not more, 37.5% can read words but not Std I text or higher, 29.7% can read Std I text but not Std II level text, and 1.6% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

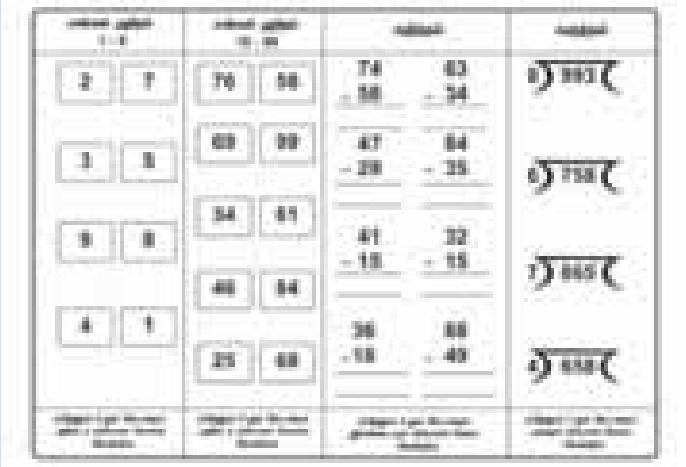


Reading in English

Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	53.6	20.2	11.8	10.1	4.3	100
II	47.0	25.3	14.4	8.9	4.4	100
III	31.2	25.8	15.4	18.6	9.0	100
IV	12.4	27.8	21.0	18.9	20.0	100
V	5.7	25.8	39.1	17.3	12.1	100
VI	3.2	19.5	30.2	27.9	19.3	100
VII	4.3	14.7	29.1	34.8	17.1	100
VIII	3.7	12.6	23.8	30.5	29.4	100
Total	10.7	19.7	27.3	24.8	17.5	100

Math Tool



Arithmetic

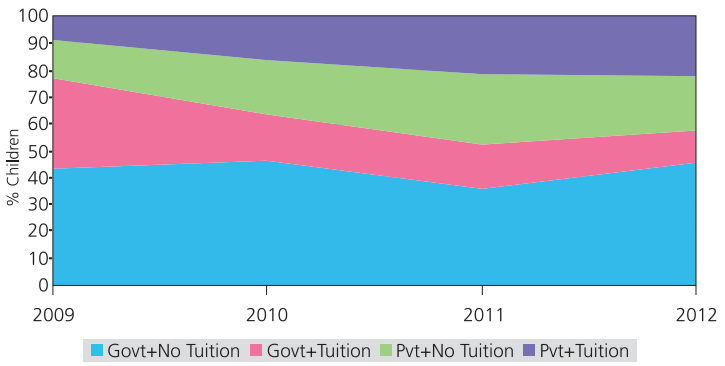
Table 7: % Children by class and ARITHMETIC level All schools 2012

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	46.7	29.3	24.0	0.0	0.0	100
II	3.7	18.5	77.8	0.0	0.0	100
III	1.6	12.5	73.4	10.9	1.6	100
IV	0.0	6.1	66.7	27.3	0.0	100
V	1.6	0.0	50.0	40.6	7.8	100
VI	1.4	1.4	48.6	25.0	23.6	100
VII	0.0	0.0	37.7	47.2	15.1	100
VIII	0.0	0.0	35.3	49.0	15.7	100
Total	8.0	9.0	51.3	23.9	7.8	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 1.6% children cannot even recognize numbers 1-9, 12.5% can recognize numbers up to 9 but not more, 73.4% can recognize numbers to 99 but cannot do subtraction, 10.9% can do subtraction but not division, and 1.6% can do division. For each class, the total of all these exclusive categories is 100%.

Type of school and paid tuition classes

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Sikkim RURAL

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 4 OUT OF 4 DISTRICTS
Data has not been presented where sample size was insufficient.

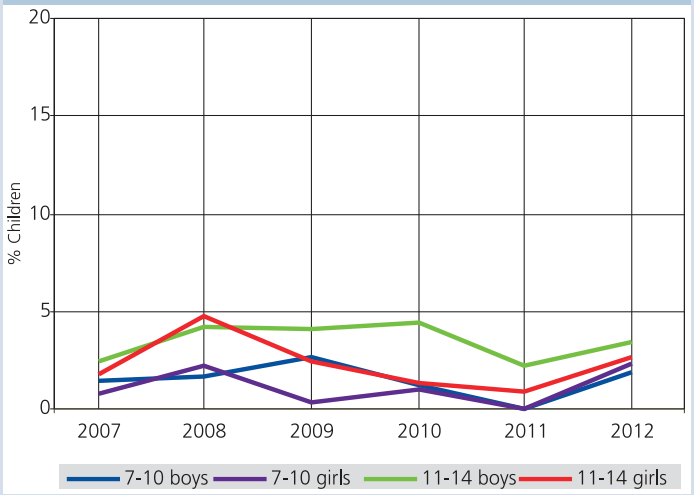
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	67.8	28.7	0.8	2.7	100
Age: 7-16 ALL	72.3	23.0	1.1	3.7	100
Age: 7-10 ALL	62.2	35.5	0.2	2.1	100
Age: 7-10 BOYS	61.4	36.4	0.4	1.9	100
Age: 7-10 GIRLS	63.3	34.4	0.0	2.3	100
Age: 11-14 ALL	78.2	17.6	1.1	3.0	100
Age: 11-14 BOYS	74.3	20.3	2.0	3.5	100
Age: 11-14 GIRLS	81.9	15.0	0.4	2.7	100
Age: 15-16 ALL	79.6	9.9	2.7	7.8	100
Age: 15-16 BOYS	75.6	10.6	3.6	10.2	100
Age: 15-16 GIRLS	84.8	8.6	1.6	5.0	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 2006-2012



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 has changed from 1.8% in 2007 to 4.8% in 2008 to 2.4% in 2009, 1.3% in 2010 and to 0.9% in 2011 to 2.7% in 2012.

Table 2: Sample description
% Children in each class by age 2012

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	13.6	33.8	35.0	13.4	4.3								100
II	3.0	17.7	29.2	25.0	14.3	5.5	5.3						100
III	2.3		10.4	21.6	32.4	19.2	6.9	7.2					100
IV	2.4			9.0	20.7	29.2	12.8	14.5	5.9	5.7			100
V	6.3				5.2	26.8	19.0	24.0	8.7	6.4	3.6		100
VI	4.7					9.4	13.6	27.1	24.3	11.0	6.1	4.0	100
VII	6.0							16.7	36.8	19.1	12.7	8.8	100
VIII	3.5							6.0	14.5	25.5	20.7	29.8	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, 21.6% children are 8 years old but there are also 10.4% who are 7, 32.4% who are 9, 19.2% who are 10 years old, etc.

Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2012

	In balwadi or anganwadi	In LKG/ UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	50.1	33.9				16.0	100
Age 4	32.7	61.5				5.8	100
Age 5	12.0	9.9	23.1	47.7	3.3	4.2	100
Age 6	4.3	10.4	32.9	45.3	2.0	5.2	100

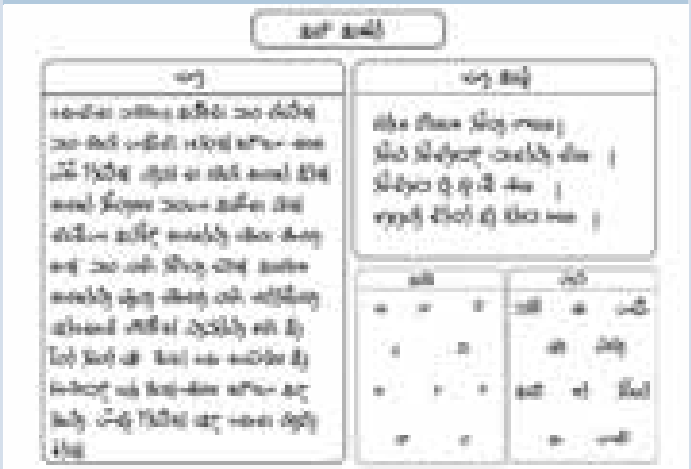
Reading

**Table 4: % Children by class and READING level
All schools 2012**

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	2.2	32.6	43.0	16.6	5.6	100
II	0.8	18.9	43.0	24.6	12.7	100
III	0.7	8.5	35.1	28.8	26.9	100
IV	0.0	1.5	15.6	39.0	43.9	100
V	0.0	1.2	6.5	30.8	61.6	100
VI	0.0	0.6	4.5	17.7	77.2	100
VII	0.0	0.0	0.7	12.3	87.0	100
VIII	0.0	0.7	1.2	4.5	93.6	100
Total	0.4	6.8	17.9	22.8	52.0	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 0.7% children cannot even read letters, 8.5% can read letters but not more, 35.1% can read words but not Std I text or higher, 28.8% can read Std I text but not Std II level text, and 26.9% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool



Reading in English

Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	5.0	20.6	24.9	30.6	18.9	100
II	4.7	10.9	12.9	43.7	27.8	100
III	0.0	3.8	8.7	45.9	41.7	100
IV	0.0	3.8	3.3	27.9	65.1	100
V	0.6	0.0	1.2	14.7	83.5	100
VI	0.0	0.0	0.0	14.4	85.6	100
VII	0.0	0.0	0.0	11.1	88.9	100
VIII	0.0	0.0	0.0	2.8	97.2	100
Total	1.0	4.2	5.6	24.0	65.2	100

Math Tool

Arithmetic

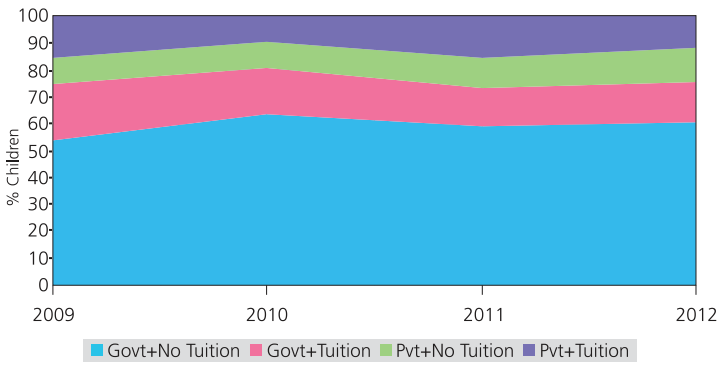
**Table 7: % Children by class and ARITHMETIC level
All schools 2012**

Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	4.4	21.8	58.2	14.2	1.4	100
II	0.8	17.9	50.7	25.6	5.1	100
III	0.0	4.2	40.9	37.6	17.4	100
IV	0.5	0.0	21.4	46.6	31.5	100
V	0.0	0.6	15.8	39.8	43.8	100
VI	0.0	0.0	8.8	41.6	49.6	100
VII	0.0	0.7	2.0	33.9	63.4	100
VIII	0.0	0.0	1.0	20.9	78.1	100
Total	0.6	4.6	23.8	34.0	37.0	100

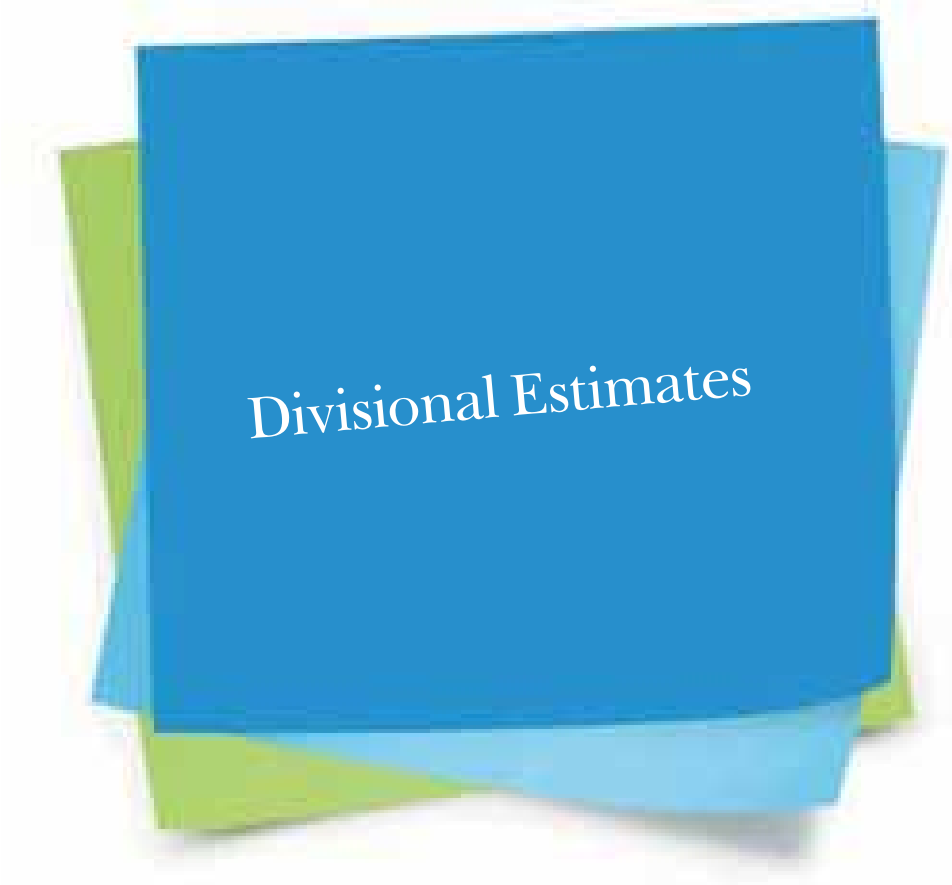
How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 0% children cannot even recognize numbers 1-9, 4.2% can recognize numbers up to 9 but not more, 40.9% can recognize numbers to 99 but cannot do subtraction, 37.6% can do subtraction but not division, and 17.4% can do division. For each class, the total of all these exclusive categories is 100%.

Type of school and paid tuition classes

**Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012**



How to read this chart: For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.


Divisional Estimates

Divisional estimates of learning outcomes and schooling status: Precision of ASER estimates

Wilima Wadhwa [1]

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 this 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 chosen[2] 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), but it is also 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)[3] 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 is the associated standard error. From statistical theory, it is known that the interval [ ] 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).[4] Estimates with a margin of error in excess of 20% are regarded as estimates with low precision.

[1] Director , ASER centre
[2] Villages are chosen from the 2001 Census Directory using PPS (Probability Proportional to Size) sampling.
[3] Ramaswami, Bharat and Wadhwa, Wilima (2009), "Survey Design and Precision of ASER Estimates", mimeo.
[4] 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. However, for a national survey, increasing the sample size at the district level 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.[5] 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 2008 to 2012 for the states that have administrative divisions.[6] These are Bihar, Chhattisgarh, Haryana, Jammu & Kashmir, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Odisha, Punjab, Rajasthan, Uttar Pradesh and Uttarakhand.[7] In addition, in Andhra Pradesh, Gujarat, Himachal Pradesh, Tamil Nadu and West Bengal, divisions were formed using geographical regions commonly used in the states.[8] 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

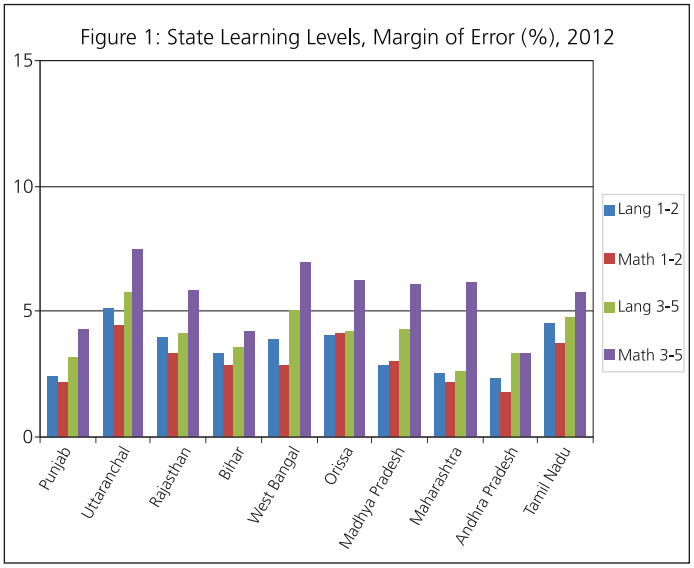
% children in class 1-2 who can read letters, words or more in own language

% 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

Figure 1: State Learning Levels, Margin of Error (%), 2012



In addition to the point estimates for 2008 – 2012, 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 presents the margin of error for the four learning outcomes in selected states in 2012. 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.

[5] 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.
[6] We decided to go with the state administrative divisions, rather than the NSS regions, since these are more commonly used within the state.
[7] The district composition was obtained from the state websites or other official sources. See the section on Divisional Estimates in this report for the exact composition.
[8] 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 language and math in class 3-5, in 2012 across divisions of selected states. Language learning outcomes at divisional level in most states are

Figure 2.1: Divsion Learning Outcomes
Language Class 3-5. Margin of Error (%), 2012

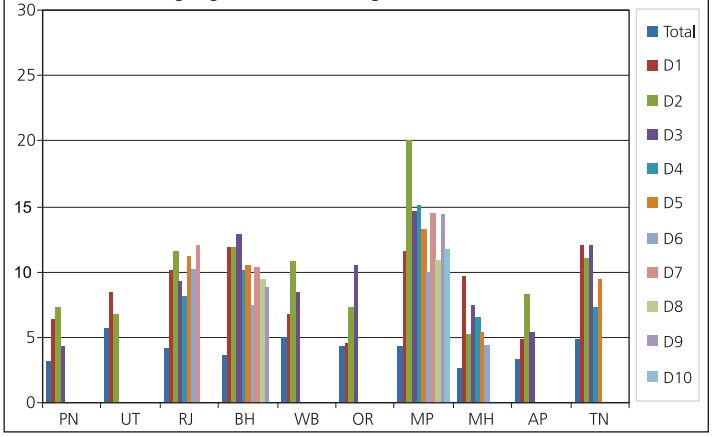
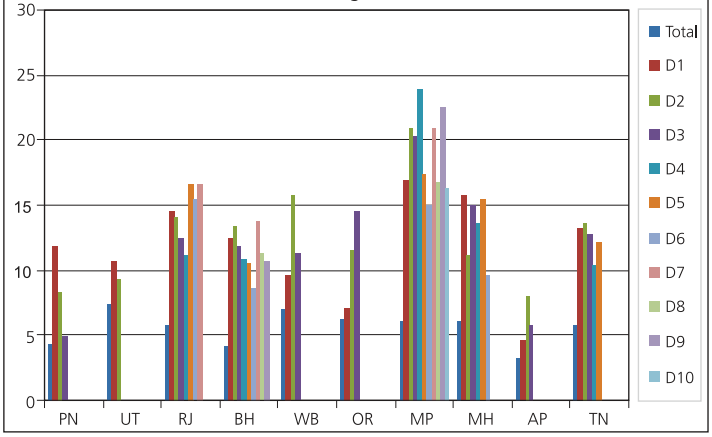


Figure 2.2: Division Learning Outcomes
Math Class 3-5, Margin of Error (%), 2012



estimated with margins of under or close to 10%. The exception is Madhya Pradesh. Across the board precision levels are lower for Math learning outcomes, where most states 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 language and math in class 3-5, for one division in the selected states, from 2008 to 2012. Margins of error are fairly robust over time, except in MP when they spike in 2010. Again, across the board precision levels are lower for Math learning outcomes.

Figure 3.1: Language Class 3-5, Margin of Error (%)
Selected Divisions, 2008 - 2012

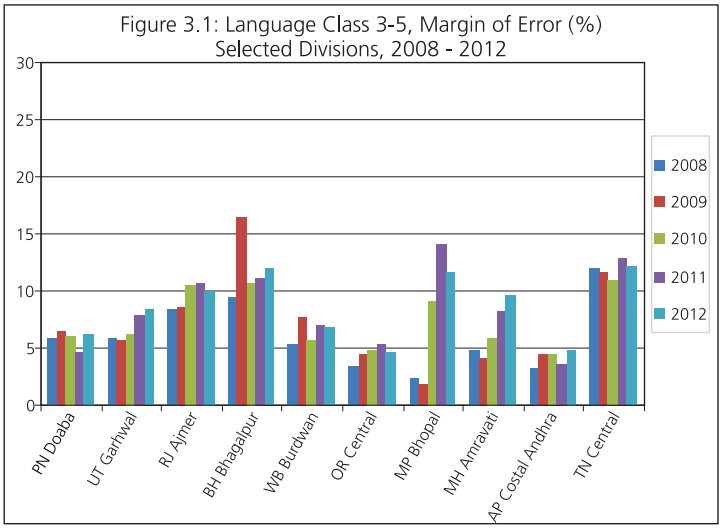
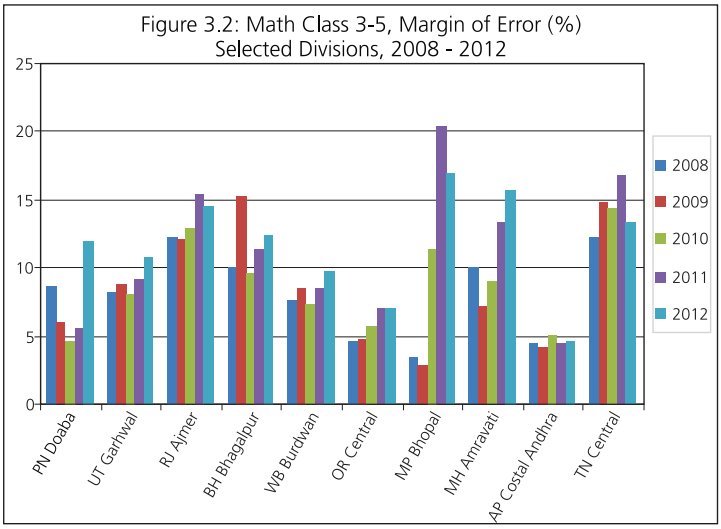


Figure 3.2: Math Class 3-5, Margin of Error (%)
Selected Divisions, 2008 - 2012



Why are margins of error consistently higher for math 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 this 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 $\pm$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 $\pm$ 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 the closer the value is to 0.5, the larger the standard error. 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 to class 3-5 outcomes, resulting in lower margins of error.[9] Similarly, in class 3-5, language outcomes are better than math outcomes and often math outcomes are close to 0.5 resulting in high margins of error for math.

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.

[9] Often sample sizes are also larger for class 1-2, which would also result in low margins of error.

Divisional Estimates

Annual Status of Education Report
असर ASER 2012 RURAL
Facilitated by PRATHAM

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)				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Coastal Andhra	2.92	5.30	3.11	2.67	2.31	22.83	28.51	35.61	33.85	35.37
	±0.58	*±1.30*	*±0.67*	*±0.63*	*±0.63*	*±2.31*	*±2.35*	*±3.10*	*±3.01*	*±3.11*
Rayalaseema	3.71	6.08	4.81	3.42	2.94	30.98	23.88	31.40	31.87	33.12
	±1.12	*±2.00*	*±1.68*	*±1.14*	*±1.06*	*±5.12*	*±3.59*	*±4.56*	*±4.24*	*±4.30*
Telangana	3.75	7.18	2.82	2.61	2.80	31.51	33.12	38.69	37.14	39.27
	±0.79	*±1.93*	*±0.64*	*±0.67*	*±0.78*	*±2.98*	*±3.06*	*±3.29*	*±3.18*	*±3.52*
State	3.38	6.15	3.30	2.80	2.61	27.58	29.36	36.10	34.69	36.54
	±0.44	*±0.99*	*±0.49*	*±0.43*	*±0.45*	*±1.80*	*±1.71*	*±2.04*	*±1.95*	*±2.08*

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Coastal Andhra	88.86	86.47	85.40	89.66	85.45	88.80	87.79	88.72	91.50	89.57
	±2.10	*±2.26*	*±3.39*	*±2.22*	*±3.43*	*±2.12*	*±2.04*	*±2.93*	*±2.11*	*±2.69*
Rayalaseema	89.10	82.71	85.41	86.91	79.58	89.75	85.95	87.58	90.68	85.29
	±3.37	*±3.31*	*±4.25*	*±3.20*	*±4.50*	*±3.14*	*±3.18*	*±3.98*	*±2.84*	*±3.56*
Telangana	83.75	78.43	86.07	84.46	84.10	86.12	81.31	88.57	86.76	89.70
	±2.55	*±3.43*	*±2.81*	*±2.98*	*±2.71*	*±2.31*	*±3.07*	*±2.42*	*±2.72*	*±2.14*
State	86.96	82.87	85.68	87.28	83.92	87.93	85.12	88.47	89.68	88.89
	±1.50	*±1.77*	*±1.98*	*±1.59*	*±1.98*	*±1.41*	*±1.59*	*±1.72*	*±1.47*	*±1.57*

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Coastal Andhra	74.21	68.84	73.73	78.40	67.48	65.58	67.32	66.73	70.68	69.59
	±2.43	*±3.10*	*±3.34*	*±2.74*	*±3.26*	*±2.94*	*±2.87*	*±3.37*	*±3.13*	*±3.20*
Rayalaseema	75.28	68.47	68.79	68.34	64.97	71.01	67.77	65.72	67.02	67.14
	±3.82	*±4.78*	*±5.16*	*±4.49*	*±5.42*	*±4.38*	*±4.88*	*±5.43*	*±4.64*	*±5.35*
Telangana	68.33	61.64	66.11	63.03	64.90	57.92	57.12	59.52	55.19	63.27
	±2.96	*±3.27*	*±3.15*	*±3.24*	*±3.50*	*±3.05*	*±3.62*	*±3.38*	*±3.52*	*±3.70*
State	72.05	66.23	69.80	70.94	66.09	63.37	63.81	63.66	64.54	66.75
	±1.71	*±2.05*	*±2.12*	*±2.00*	*±2.18*	*±1.93*	*±2.10*	*±2.21*	*±2.15*	*±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 Coastal Andhra division of Andhra Pradesh, in 2012, % of Std I-II children who could read letters or more is 85.45%. With 95% probability, the true population proportion lies within ±3.43% points of the estimate, i.e., between 88.88% and 82.02%.

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

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)				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Bhagalpur	6.32	4.75	5.94	5.90	3.85	5.85	3.46	4.26	2.98	6.10
	±2.96	*±1.82*	*±3.71*	*±2.23*	*±1.08*	*±2.83*	*±1.82*	*±2.69*	*±1.95*	*±1.98*
Darbhanga	5.49	5.46	3.25	2.63	3.90	6.34	3.79	3.23	5.26	5.72
	±1.47	*±2.98*	*±1.12*	*±0.97*	*±1.06*	*±1.65*	*±1.65*	*±1.27*	*±1.49*	*±1.85*
Kosi	6.45	5.13	5.39	2.36	5.76	6.61	1.74	2.92	1.68	1.77
	±4.35	*±1.21*	*±1.73*	*±0.85*	*±1.65*	*±5.22*	*±0.78*	*±1.49*	*±0.72*	*±0.76*
Magadh	4.18	5.01	4.79	2.98	1.74	11.91	5.47	8.83	7.63	10.03
	±1.37	*±1.45*	*±2.34*	*±1.07*	*±0.57*	*±3.44*	*±1.69*	*±2.31*	*±1.62*	*±2.68*
Munger	5.03	3.46	3.64	3.40	3.13	7.05	4.82	3.19	4.82	7.27
	±1.09	*±0.93*	*±1.00*	*±0.99*	*±0.91*	*±1.90*	*±1.55*	*±1.05*	*±1.26*	*±1.33*
Patna	2.97	2.82	1.43	3.00	1.94	11.15	8.85	5.28	9.58	6.09
	±0.81	*±0.90*	*±0.54*	*±0.84*	*±0.52*	*±2.79*	*±2.12*	*±1.35*	*±1.90*	*±1.22*
Purnia	7.50	5.86	3.08	4.37	5.31	3.92	2.47	4.63	1.46	2.93
	±1.86	*±1.34*	*±1.22*	*±1.60*	*±1.12*	*±1.25*	*±0.87*	*±2.60*	*±0.59*	*±0.88*
Saran	4.14	1.72	3.21	2.47	1.94	15.03	8.35	9.44	10.04	13.51
	±1.55	*±0.71*	*±1.08*	*±1.13*	*±0.58*	*±3.10*	*±2.92*	*±2.22*	*±2.58*	*±2.63*
Tirhut	7.71	2.95	3.40	1.87	5.02	7.06	4.48	5.25	4.65	5.91
	±1.54	*±0.76*	*±0.91*	*±0.63*	*±0.88*	*±1.70*	*±1.32*	*±1.39*	*±1.19*	*±1.14*
State	5.65	4.03	3.48	2.95	3.74	8.26	4.96	5.16	5.50	6.44
	±0.58	*±0.54*	*±0.45*	*±0.37*	*±0.34*	*±0.84*	*±0.61*	*±0.62*	*±0.56*	*±0.59*

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Bhagalpur	69.38	67.54	75.01	55.34	54.50	68.98	64.01	76.32	56.93	62.90
	±5.95	*±8.00*	*±5.90*	*±6.10*	*±7.22*	*±6.20*	*±9.43*	*±5.57*	*±6.17*	*±7.12*
Darbhanga	58.52	71.91	56.28	55.90	53.56	61.90	70.88	56.69	58.35	60.44
	±5.60	*±6.58*	*±6.76*	*±5.79*	*±5.43*	*±5.29*	*±6.37*	*±6.62*	*±5.81*	*±5.11*
Kosi	75.15	65.90	55.61	53.85	56.27	75.70	66.78	52.94	55.28	59.30
	±6.18	*±5.87*	*±7.38*	*±5.94*	*±6.47*	*±7.01*	*±5.06*	*±7.53*	*±5.22*	*±6.21*
Magadh	76.60	73.27	72.13	54.12	65.82	77.48	75.21	72.94	61.23	72.85
	±4.48	*±4.25*	*±4.91*	*±5.33*	*±6.27*	*±4.68*	*±4.39*	*±4.75*	*±4.82*	*±4.83*
Munger	71.30	70.06	67.88	59.99	59.71	71.04	73.43	70.30	69.41	70.08
	±4.82	*±4.71*	*±4.55*	*±4.60*	*±5.16*	*±4.78*	*±4.46*	*±4.35*	*±4.26*	*±4.85*
Patna	79.49	80.45	78.66	66.69	61.10	79.25	81.46	77.80	71.37	68.17
	±4.61	*±4.23*	*±4.12*	*±4.56*	*±4.47*	*±5.09*	*±4.41*	*±4.25*	*±4.35*	*±4.04*
Purnia	70.96	74.13	79.89	62.55	49.50	70.05	74.23	80.45	66.65	56.92
	±4.90	*±4.44*	*±3.90*	*±4.69*	*±5.11*	*±4.47*	*±4.43*	*±3.89*	*±4.76*	*±4.78*
Saran	68.48	67.18	68.78	64.50	56.96	69.49	70.80	67.81	65.38	58.88
	±5.61	*±8.47*	*±7.29*	*±6.85*	*±5.15*	*±5.47*	*±8.33*	*±7.36*	*±6.34*	*±5.63*
Tirhut	62.69	66.04	66.59	59.97	52.17	67.68	68.14	65.28	58.28	55.53
	±3.77	*±4.01*	*±3.90*	*±4.50*	*±4.24*	*±3.25*	*±4.17*	*±4.03*	*±4.51*	*±3.71*
State	68.22	71.00	68.45	59.66	55.91	69.96	72.17	68.21	62.49	61.66
	±1.84	*±1.86*	*±1.96*	*±1.87*	*±1.85*	*±1.72*	*±1.85*	*±1.98*	*±1.84*	*±1.73*

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 2012, % of Std I-II children who could read letters or more is 54.50%. With 95% probability, the true population proportion lies within ±7.22% points of the estimate, i.e., between 61.72% and 47.28%.

List of districts under each division

Bhagalpur
Bhagalpur
Banka
Darbhanga
Madhubani
Darbhanga
Samastipur
Kosi
Supaul
Madhepura
Saharsa
Magadh
Jehanabad
Aurangabad
Arwal
Gaya
Nawada
Munger
Begusarai
Khagaria
Munger
Lakhisarai
Sheikhpura
Jamui

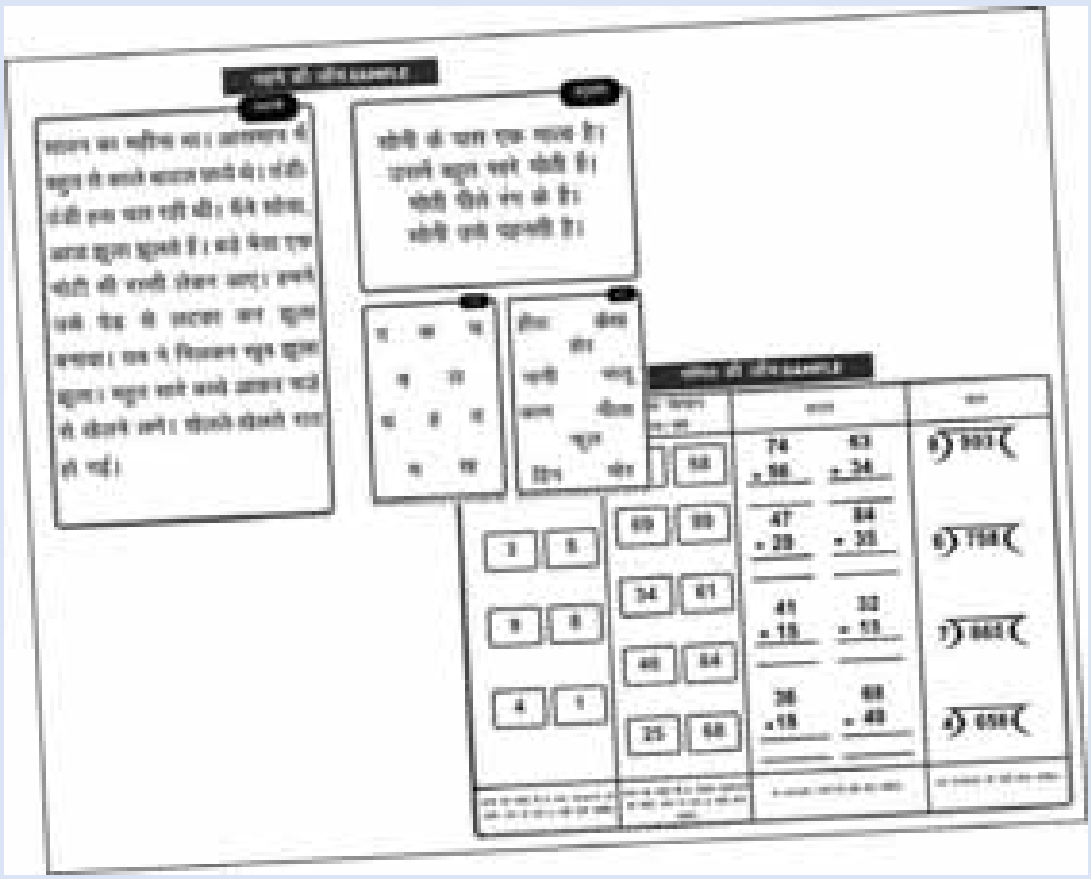
Divisional Estimates

Annual Status of Education Report
असर ASER 2012 RURAL
Facilitated by PRATHAM

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Bhagalpur	63.26	53.24	60.88	52.82	42.78	62.41	57.02	66.29	47.81	40.17
	±6.03	*±8.75*	*±6.54*	*±5.85*	*±5.09*	*±6.30*	*±8.72*	*±6.32*	*±5.42*	*±5.01*
Darbhanga	62.11	64.96	59.43	47.25	43.77	58.14	65.88	57.01	39.74	45.96
	±4.36	±5.19	±5.56	±4.57	±5.19	±4.84	±5.51	±5.60	±3.90	±6.12
Kosi	68.32	60.05	57.81	52.70	44.65	64.36	69.28	59.14	50.62	46.64
	±6.60	*±5.71*	*±6.31*	*±5.75*	*±5.74*	*±8.03*	*±5.24*	*±5.83*	*±5.74*	*±5.54*
Magadh	73.84	68.57	75.45	50.00	55.87	65.54	67.30	77.24	46.26	51.56
	±3.86	±4.41	±4.42	±4.72	±5.65	±4.54	±4.33	±4.20	±4.70	±5.55
Munger	72.36	66.53	62.27	57.01	52.56	67.49	70.55	62.36	59.31	52.69
	±3.98	±4.08	±4.09	±4.74	±5.54	±4.44	±4.16	±4.43	±5.06	±5.58
Patna	72.93	70.32	64.73	58.47	54.34	69.80	68.56	66.13	56.12	50.30
	±4.09	±4.22	±4.42	±4.11	±4.09	±4.44	±4.75	±4.55	±4.19	±4.36
Purnia	62.22	55.98	70.56	43.90	41.93	55.90	57.68	72.29	41.72	31.12
	±6.02	±4.14	±4.89	±4.77	±4.37	±6.15	±4.30	±4.49	±5.35	±4.28
Saran	72.27	68.63	67.83	60.91	51.61	67.57	71.11	64.96	56.33	45.06
	±4.95	±5.79	±6.00	±6.10	±4.87	±5.82	±6.17	±6.06	±5.99	±5.08
Tirhut	65.84	53.81	59.45	51.87	44.83	57.46	54.99	54.90	46.64	35.48
	±3.37	±4.13	±3.80	±3.76	±3.96	±3.77	±4.23	±3.79	±3.90	±3.81
State	67.69	62.11	63.81	52.06	47.83	62.21	63.73	63.14	48.38	43.41
	±1.64	±1.74	±1.74	±1.67	±1.70	±1.80	±1.80	±1.78	±1.73	±1.82



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

Divisional Estimates

Annual Status of Education Report
असर ASER 2012 RURAL
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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)				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Bastar	4.31	5.61	1.83	1.72	3.5	6.27	2.11	3.37	4.45	6.96
	±1.66	*±2.25*	*±1.06*	*±1.21*	*±2.21*	*±3.77*	*±1.30*	*±2.03*	*±2.41*	*±3.00*
Bilaspur	3.95	3.01	2.59	2.86	3.05	13.06	10.33	11.46	10.79	13.81
	±0.94	*±1.01*	*±1.01*	*±0.85*	*±0.77*	*±3.63*	*±3.02*	*±3.14*	*±2.79*	*±2.84*
Raipur	4.73	2.59	1.73	2.63	1.83	9.35	9.48	8.74	10.96	13.28
	±1.08	*±1.06*	*±0.72*	*±0.76*	*±0.69*	*±2.12*	*±2.26*	*±2.03*	*±2.74*	*±2.49*
Surguja	5.70	4.08	1.01	1.60	3.13	10.84	12.30	14.98	15.59	16.75
	±1.72	*±1.34*	*±0.64*	*±0.89*	*±1.21*	*±3.27*	*±3.99*	*±4.35*	*±4.73*	*±4.59*
State	4.64	3.34	1.86	2.40	2.60	10.33	9.41	10.09	11.01	13.52
	±0.65	*±0.64*	*±0.46*	*±0.45*	*±0.49*	*±1.56*	*±1.51*	*±1.52*	*±1.68*	*±1.66*

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Bastar	94.09	92.33	83.16	75.01	68.84	94.40	93.44	83.47	70.00	66.32
	±3.63	*±5.07*	*±6.56*	*±10.26*	*±8.38*	*±2.85*	*±4.12*	*±6.96*	*±10.35*	*±8.90*
Bilaspur	92.97	90.46	88.96	75.81	70.12	92.69	90.00	90.02	73.53	72.34
	±2.98	*±3.04*	*±3.66*	*±5.36*	*±5.44*	*±3.04*	*±3.40*	*±2.89*	*±5.72*	*±5.27*
Raipur	94.38	89.12	89.32	76.90	76.05	94.97	88.81	89.23	78.59	77.50
	±1.79	*±2.70*	*±2.74*	*±4.61*	*±4.43*	*±1.59*	*±2.56*	*±2.74*	*±4.12*	*±4.40*
Surguja	93.62	89.67	83.95	74.17	72.36	95.40	90.45	81.75	72.90	77.79
	±2.54	*±3.97*	*±4.61*	*±6.67*	*±8.50*	*±2.26*	*±3.62*	*±4.87*	*±7.00*	*±6.90*
State	93.82	89.97	87.56	75.82	73.02	94.36	90.03	87.43	74.97	75.24
	±1.28	*±1.70*	*±1.91*	*±2.98*	*±3.18*	*±1.20*	*±1.65*	*±1.86*	*±3.00*	*±2.97*

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Bastar	89.63	82.23	74.96	63.68	40.48	81.21	72.25	58.47	49.62	18.63
	±3.51	*±5.66*	*±8.16*	*±6.91*	*±8.23*	*±6.18*	*±7.11*	*±7.95*	*±6.78*	*±5.53*
Bilaspur	84.01	71.14	66.14	44.72	50.31	80.28	70.02	53.39	33.73	23.15
	±3.52	*±4.91*	*±5.30*	*±5.12*	*±5.41*	*±4.00*	*±4.80*	*±6.76*	*±4.91*	*±3.77*
Raipur	85.51	71.19	70.60	52.91	57.78	78.56	64.26	58.23	39.44	29.18
	±2.62	*±4.08*	*±3.90*	*±5.40*	*±4.14*	*±3.91*	*±4.30*	*±5.17*	*±5.17*	*±3.74*
Surguja	83.46	75.57	69.70	55.18	55.24	81.66	62.94	59.82	42.81	30.32
	±4.65	*±5.15*	*±5.65*	*±8.50*	*±8.69*	*±4.41*	*±5.68*	*±6.76*	*±9.08*	*±8.12*
State	85.15	73.37	69.63	52.54	53.58	79.94	66.79	57.14	39.89	26.84
	±1.78	*±2.52*	*±2.64*	*±3.21*	*±3.14*	*±2.26*	*±2.61*	*±3.30*	*±3.19*	*±2.74*

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 2012, % of Std I-II children who could read letters or more is 68.84%. With 95% probability, the true population proportion lies within ±8.38% points of the estimate, i.e., between 77.22% and 60.46%.

List of districts under each division
Bastar
Uttar Bastar Kanker
Bastar
Dakshin Bastar Dantewada
Bilaspur
Raigarh
Korba
Janjgir-Champa
Bilaspur
Raipur
Kabeerdham
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)				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Central	5.21	4.17	3.53	2.73	2.39	10.22	9.93	9.90	11.22	10.92
	±1.54	*±0.74*	*±0.84*	*±0.73*	*±0.58*	*±2.76*	*±2.07*	*±2.15*	*±2.50*	*±2.05*
North	3.81	5.23	3.78	3.51	3.40	5.49	11.74	8.25	8.79	13.39
	±1.26	*±1.17*	*±1.12*	*±1.05*	*±0.95*	*±1.44*	*±2.44*	*±2.35*	*±2.11*	*±3.25*
Saurashtra	3.94	3.74	5.35	1.91	3.09	10.37	8.23	15.02	12.81	10.71
	±0.96	*±0.81*	*±1.13*	*±0.57*	*±0.67*	*±2.51*	*±1.62*	*±2.37*	*±2.91*	*±1.96*
South	3.42	4.00	2.71	2.88	4.02	5.17	12.65	7.52	8.20	13.89
	±0.93	*±1.15*	*±0.81*	*±0.93*	*±0.95*	*±1.41*	*±2.99*	*±2.16*	*±2.94*	*±3.28*
State	4.22	4.26	4.00	2.66	3.06	8.28	10.22	10.71	10.84	11.76
	±0.65	*±0.47*	*±0.52*	*±0.41*	*±0.38*	*±1.22*	*±1.09*	*±1.19*	*±1.40*	*±1.23*

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Central	69.26	73.82	78.52	80.55	73.34	69.31	72.13	77.91	78.71	72.36
	±4.58	*±4.18*	*±3.45*	*±4.20*	*±4.63*	*±4.77*	*±4.54*	*±3.49*	*±4.25*	*±4.32*
North	69.21	72.01	83.59	76.03	67.66	71.09	75.39	83.08	73.93	63.57
	±6.07	*±4.85*	*±3.74*	*±5.03*	*±5.53*	*±5.79*	*±4.95*	*±3.73*	*±5.06*	*±6.11*
Saurashtra	72.91	78.11	83.55	85.52	77.52	71.58	76.43	77.98	85.19	75.76
	±4.06	*±3.54*	*±3.76*	*±3.16*	*±3.59*	*±4.02*	*±3.90*	*±4.01*	*±3.44*	*±3.53*
South	82.38	81.25	81.78	71.11	69.94	81.75	79.80	81.15	75.29	72.92
	±4.91	*±4.15*	*±3.97*	*±5.75*	*±5.33*	*±5.45*	*±4.93*	*±4.24*	*±5.00*	*±5.26*
State	72.53	75.77	81.64	79.71	73.14	72.59	75.39	79.60	78.95	71.70
	±2.58	*±2.16*	*±1.89*	*±2.26*	*±2.38*	*±2.56*	*±2.32*	*±1.96*	*±2.30*	*±2.39*

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Central	56.04	52.73	57.48	59.26	51.38	37.94	34.97	43.14	35.03	27.13
	±4.49	*±4.07*	*±3.78*	*±4.51*	*±4.86*	*±4.46*	*±4.45*	*±4.04*	*±4.48*	*±4.04*
North	62.88	60.95	65.73	63.92	64.53	52.45	42.96	50.83	44.15	33.05
	±5.26	*±5.24*	*±4.91*	*±4.75*	*±4.30*	*±5.61*	*±5.60*	*±5.07*	*±4.58*	*±3.85*
Saurashtra	58.05	58.50	68.94	68.22	62.03	38.67	43.53	45.94	52.33	37.11
	±4.14	*±3.90*	*±3.35*	*±3.93*	*±3.63*	*±4.23*	*±4.05*	*±3.78*	*±4.56*	*±3.66*
South	65.06	58.56	59.70	60.46	62.50	48.67	45.87	49.40	40.66	34.08
	±4.92	*±4.69*	*±4.60*	*±5.24*	*±4.58*	*±4.56*	*±5.67*	*±5.36*	*±5.42*	*±5.02*
State	59.83	57.29	63.00	63.34	58.97	43.62	41.05	46.61	43.36	32.58
	±2.37	*±2.26*	*±2.05*	*±2.32*	*±2.35*	*±2.43*	*±2.45*	*±2.23*	*±2.48*	*±2.12*

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 2012, % of Std I-II children who could read letters or more is 73.34%. With 95% probability, the true population proportion lies within ±4.63% points of the estimate, i.e., between 77.97% and 68.71%.

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

Annual Status of Education Report
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Facilitated by PRATHAM

Haryana

School enrollment and out of school children

Division/Region	% Children out of school (age: 6-14)					% Children enrolled in private school (age: 6-14)				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Ambala	1.72	1.44	0.71	1.07	1.61	35.34	38.07	30.19	37.38	45.21
	±0.51	*±0.48*	*±0.29*	*±0.72*	*±1.18*	*±3.97*	*±4.36*	*±3.97*	*±4.16*	*±3.83*
Gurgaon	6.53	5.70	2.17	2.46	3.18	38.19	34.87	37.18	38.33	45.49
	±2.05	*±2.22*	*±0.85*	*±1.03*	*±1.10*	*±4.28*	*±5.00*	*±5.16*	*±5.26*	*±5.36*
Hisar	2.00	2.06	0.49	0.77	0.57	43.24	38.40	46.13	43.14	45.96
	±0.85	*±1.02*	*±0.24*	*±0.39*	*±0.28*	*±3.95*	*±4.20*	*±4.02*	*±5.20*	*±4.10*
Rohtak	1.24	3.46	1.05	0.62	0.72	42.59	52.90	49.90	58.36	60.42
	±0.56	*±2.69*	*±0.65*	*±0.38*	*±0.53*	*±4.08*	*±4.03*	*±4.62*	*±4.61*	*±4.02*
State	2.90	3.14	1.10	1.37	1.45	40.34	40.78	41.84	43.39	49.24
	±0.65	*±0.91*	*±0.30*	*±0.41*	*±0.41*	*±2.08*	*±2.31*	*±2.35*	*±2.63*	*±2.34*

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Ambala	77.29	86.31	83.98	77.95	79.04	80.23	86.99	84.21	83.33	83.42
	±4.55	*±3.73*	*±4.26*	*±4.56*	*±4.41*	*±4.14*	*±3.35*	*±4.20*	*±4.06*	*±4.12*
Gurgaon	70.73	83.58	88.33	77.45	71.29	73.06	84.01	89.55	81.04	79.69
	±3.99	*±3.91*	*±2.94*	*±6.02*	*±5.76*	*±3.82*	*±3.87*	*±2.90*	*±5.79*	*±4.74*
Hisar	78.79	84.09	89.20	84.28	81.23	79.03	84.21	90.44	84.83	85.25
	±3.78	*±4.05*	*±2.90*	*±5.30*	*±3.53*	*±4.06*	*±3.68*	*±2.67*	*±5.45*	*±2.89*
Rohtak	83.69	88.05	88.79	87.90	86.44	83.50	89.39	89.18	87.72	90.18
	±3.24	*±4.00*	*±3.26*	*±5.11*	*±2.79*	*±3.10*	*±4.11*	*±3.39*	*±6.00*	*±2.45*
State	77.24	85.26	87.95	81.27	79.63	78.45	85.81	88.81	83.77	84.77
	±2.04	*±2.01*	*±1.62*	*±2.88*	*±2.25*	*±1.99*	*±1.91*	*±1.60*	*±2.83*	*±1.86*

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Ambala	67.79	63.69	61.74	62.35	66.91	58.30	60.11	56.59	53.10	55.35
	±4.32	*±5.35*	*±4.92*	*±4.75*	*±4.14*	*±4.53*	*±5.15*	*±5.57*	*±4.22*	*±4.17*
Gurgaon	71.82	70.11	75.92	71.89	58.23	60.68	67.81	71.61	65.66	48.71
	±3.37	*±4.95*	*±3.99*	*±5.00*	*±6.19*	*±4.31*	*±5.31*	*±4.05*	*±5.71*	*±5.85*
Hisar	76.18	71.68	75.08	69.41	66.27	70.42	68.81	72.48	67.54	59.93
	±3.72	*±4.37*	*±3.72*	*±5.72*	*±3.92*	*±4.24*	*±4.51*	*±3.71*	*±4.79*	*±4.27*
Rohtak	75.64	73.59	74.06	75.30	76.20	70.64	73.21	73.34	71.96	69.36
	±4.53	*±4.75*	*±4.62*	*±5.28*	*±3.81*	*±4.84*	*±5.00*	*±4.75*	*±5.02*	*±4.29*
State	73.33	70.17	72.37	69.79	66.96	65.69	67.85	69.29	64.46	58.77
	±2.01	*±2.43*	*±2.19*	*±2.66*	*±2.44*	*±2.31*	*±2.54*	*±2.30*	*±2.67*	*±2.52*

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 2012, % of Std I-II children who could read letters or more is 79.04%. With 95% probability, the true population proportion lies within ±4.41% points of the estimate, i.e., between 83.45% and 74.63%.

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)				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Kangra	0.81	0.83	0.33	0.85	1.77	28.53	23.62	27.37	26.59	26.41
	±0.53	±0.65	±0.27	±1.22	±1.40	±6.79	±5.29	±5.86	±5.80	±6.67
Mandi	0.40	0.38	0.09	0.42	0.34	23.44	22.81	26.40	28.37	32.92
	± 0.27	±0.28	±0.10	±0.27	±0.27	±4.86	±4.69	±4.97	±5.41	±5.40
Shimla	0.61	0.83	0.64	0.30	1.00	19.23	18.33	20.54	24.45	27.69
	±0.33	±0.43	±0.45	±0.22	±1.08	±3.91	±4.32	±4.29	±5.26	±5.25
State	0.62	0.67	0.33	0.55	1.01	24.26	21.97	25.30	26.63	28.92
	±0.24	±0.30	±0.16	±0.47	±0.61	±3.36	±2.88	±3.13	±3.22	±3.32

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Kangra	86.88	87.23	92.91	91.67	84.20	89.72	87.15	93.15	95.42	89.26
	±4.42	±4.78	±2.72	±4.29	±6.12	±3.33	±4.54	±3.10	±2.29	±4.99
Mandi	92.96	95.44	90.18	94.25	92.36	94.83	97.68	90.24	96.24	95.22
	±3.03	±3.09	±4.30	±3.60	±3.54	±2.87	±1.12	±4.40	±2.43	±3.00
Shimla	89.59	92.08	92.85	90.80	90.92	90.37	91.31	94.57	94.19	95.91
	±3.83	±3.75	±3.06	±3.80	±5.80	±3.32	±3.73	±2.76	±2.83	±2.80
State	89.71	91.52	92.05	92.33	89.60	91.61	92.10	92.64	95.38	93.95
	±2.25	±2.33	±1.95	±2.31	±3.19	±1.87	±2.08	±2.04	±1.43	±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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Kangra	84.59	78.19	83.08	80.33	68.90	75.97	79.62	79.24	76.30	58.17
	±4.78	±6.02	±3.70	±4.36	±7.13	±5.48	±6.65	±4.77	±4.73	±7.87
Mandi	85.14	84.39	76.77	82.02	87.48	83.18	84.17	71.65	73.26	72.78
	±3.19	±3.99	±5.28	±6.81	±3.77	±3.98	±3.83	±5.85	±7.75	±5.16
Shimla	83.02	85.95	84.79	84.95	79.72	73.34	82.06	81.37	77.26	63.68
	±3.96	±3.76	±3.90	±3.50	±4.98	±5.24	±5.28	±4.16	±4.45	±6.65
State	84.33	82.36	81.63	82.13	78.97	77.60	81.80	77.51	75.51	64.81
	±2.41	±2.87	±2.55	±3.03	±3.33	±2.95	±3.21	±3.06	±3.48	±4.01

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 2012, % of Std I-II children who could read letters or more is 84.20%. With 95% probability, the true population proportion lies within ±6.12% points of the estimate, i.e., between 90.32% and 78.08%.

List of districts under each division
Kangra
Chamba
Kangra
Una
Mandi
Bilaspur
Hamirpur
Kullu
Lahul & Spiti
Mandi
Shimla
Kinnaur
Shimla
Sirmaur
Solan

Divisional Estimates

Annual Status of Education Report
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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)				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Jammu	2.95	2.27		2.68	2.63	36.33	27.03		32.65	41.93
	±1.80	*±2.27*		*±1.17*	*±1.23*	*±4.94*	*±4.09*		*±5.53*	*±6.10*
Kashmir Valley	2.64	1.46		2.29	1.94	38.69	36.76		43.31	45.63
	±0.78	*±0.80*		*±0.73*	*±0.51*	*±4.00*	*±4.13*		*±4.37*	*±4.00*
Ladakh	0.17	0.89		0.59	0.39	35.16	31.80		39.51	43.40
	±0.23	*±0.81*		*±0.55*	*±0.40*	*±8.13*	*±6.23*		*±7.98*	*±7.70*
State	2.74	1.84		2.46	2.25	37.51	31.96		37.72	43.73
	±0.94	*±1.16*		*±0.70*	*±0.67*	*±3.10*	*±2.89*		*±3.63*	*±3.60*

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Jammu	87.30	81.37		87.40	87.83	89.46	84.05		90.54	89.69
	±4.09	*±6.42*		*±3.33*	*±3.64*	*±3.90*	*±3.58*		*±3.35*	*±3.54*
Kashmir Valley	90.61	89.15		92.36	91.12	90.73	87.32		92.49	92.65
	±2.23	*±4.36*		*±2.38*	*±2.86*	*±2.68*	*±3.87*		*±2.48*	*±2.47*
Ladakh	97.33	87.07		97.53	92.52	97.04	89.39		96.37	92.77
	±1.65	*±6.74*		*±2.34*	*±4.33*	*±1.66*	*±5.33*		*±2.87*	*±4.28*
State	89.01	85.40		89.85	89.48	90.18	85.81		91.54	91.14
	±2.37	*±3.82*		*±2.12*	*±2.30*	*±2.37*	*±2.58*		*±2.10*	*±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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Jammu	56.28	39.55		54.23	54.97	56.72	38.47		49.78	46.52
	±4.45	*±4.92*		*±5.76*	*±5.77*	*±5.34*	*±5.76*		*±5.17*	*±5.42*
Kashmir Valley	53.06	55.59		58.55	64.50	51.21	50.75		51.17	50.65
	±4.66	*±4.66*		*±4.76*	*±4.13*	*±4.62*	*±5.66*		*±5.28*	*±4.84*
Ladakh	70.06	51.99		77.93	76.61	62.32	56.23		70.55	62.77
	±8.03	*±8.79*		*±5.99*	*±6.82*	*±9.02*	*±6.98*		*±6.30*	*±6.26*
State	55.00	48.62		56.70	59.55	54.19	45.69		50.86	48.66
	±3.16	*±3.54*		*±3.74*	*±3.67*	*±3.49*	*±4.07*		*±3.63*	*±3.63*

Data for Jammu and Kashmir for 2010 is not available.

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 2012, % of Std I-II children who could read letters or more is 87.83%. With 95% probability, the true population proportion lies within ±3.64% points of the estimate, i.e., between 91.47% and 84.19%.

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

Annual Status of Education Report
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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)				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Kolhan	12.98	7.64	7.18	8.53	5.95	3.54	6.44	6.62	9.10	9.49
	±3.91	*±2.14*	*±2.28*	*±2.18*	*±1.80*	*±1.40*	*±2.22*	*±2.29*	*±3.21*	*±3.00*
North Chotanagpur	3.28	3.33	1.55	1.81	2.29	13.83	14.13	11.28	17.20	20.56
	±0.98	*±1.20*	*±0.48*	*±0.70*	*±0.71*	*±2.78*	*±2.51*	*±2.08*	*±3.61*	*±3.65*
Palamu	3.73	2.86	3.13	3.69	3.63	3.30	3.05	2.44	7.31	7.17
	±1.44	*±1.73*	*±1.54*	*±1.01*	*±1.32*	*±1.36*	*±2.15*	*±1.20*	*±2.69*	*±2.75*
Santhal Pargana	7.89	8.72	5.86	6.61	7.80	7.67	3.96	4.29	5.84	9.11
	±1.84	*±2.13*	*±1.78*	*±1.25*	*±1.48*	*±2.68*	*±1.31*	*±1.54*	*±2.04*	*±2.32*
South Chotanagpur	3.15	4.66	3.61	5.15	3.69	17.12	17.51	15.97	21.79	24.11
	±0.89	*±1.52*	*±1.01*	*±1.50*	*±0.84*	*±4.08*	*±4.48*	*±3.99*	*±4.00*	*±4.79*
State	5.61	5.40	3.77	4.65	4.43	9.94	9.98	8.80	12.83	15.45
	±0.84	*±0.82*	*±0.61*	*±0.60*	*±0.56*	*±1.39*	*±1.34*	*±1.18*	*±1.64*	*±1.82*

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Kolhan	84.99	72.94	65.46	64.79	59.40	82.70	78.71	69.20	68.13	61.62
	±4.66	*±7.77*	*±8.52*	*±7.83*	*±7.94*	*±4.41*	*±6.67*	*±8.10*	*±6.63*	*±7.49*
North Chotanagpur	71.54	77.38	70.99	69.17	75.84	72.87	77.88	72.66	68.21	77.46
	±3.58	*±4.17*	*±4.71*	*±5.41*	*±3.71*	*±3.31*	*±4.30*	*±4.83*	*±5.64*	*±3.79*
Palamu	50.89	69.55	56.76	55.42	66.12	47.89	65.61	56.33	51.69	61.50
	±7.24	*±7.88*	*±8.34*	*±6.02*	*±8.15*	*±7.25*	*±7.77*	*±8.36*	*±6.00*	*±9.14*
Santhal Pargana	70.02	82.64	81.46	60.22	54.34	68.45	81.48	82.05	61.59	59.61
	±4.29	*±3.54*	*±3.60*	*±5.80*	*±4.91*	*±4.23*	*±3.56*	*±3.75*	*±5.48*	*±4.51*
South Chotanagpur	67.15	76.98	72.28	64.08	67.75	68.99	76.97	73.03	67.46	71.84
	±5.85	*±4.46*	*±6.77*	*±5.03*	*±5.00*	*±5.79*	*±4.20*	*±7.19*	*±5.11*	*±4.52*
State	68.85	77.08	71.45	63.50	66.06	68.43	77.21	72.62	63.97	68.29
	±2.40	*±2.30*	*±2.72*	*±2.74*	*±2.54*	*±2.40*	*±2.25*	*±2.78*	*±2.74*	*±2.53*

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Kolhan	58.29	55.19	45.30	41.87	41.20	51.24	52.81	44.90	30.45	31.36
	±7.02	*±7.50*	*±8.05*	*±6.43*	*±6.78*	*±6.96*	*±7.52*	*±7.72*	*±5.59*	*±5.78*
North Chotanagpur	66.35	65.66	64.53	58.68	53.88	55.22	58.13	58.06	52.59	43.39
	±3.91	*±4.38*	*±3.92*	*±4.98*	*±4.36*	*±4.67*	*±4.87*	*±4.77*	*±4.73*	*±4.34*
Palamu	58.77	58.30	57.68	40.17	40.20	45.16	45.95	50.04	36.86	33.08
	±6.48	*±10.49*	*±6.56*	*±5.87*	*±8.52*	*±6.09*	*±7.34*	*±6.54*	*±5.67*	*±8.30*
Santhal Pargana	59.24	48.60	56.78	45.18	32.74	50.06	48.99	58.55	41.75	28.99
	±4.60	*±4.80*	*±5.12*	*±4.46*	*±4.50*	*±5.29*	*±4.85*	*±4.75*	*±4.73*	*±4.04*
South Chotanagpur	63.06	55.96	59.76	45.71	47.61	44.44	44.25	47.58	29.62	36.21
	±5.06	*±4.99*	*±6.42*	*±6.82*	*±6.13*	*±5.66*	*±5.28*	*±6.46*	*±6.56*	*±6.99*
State	62.05	57.58	58.93	48.40	44.80	50.11	51.41	53.81	41.03	36.23
	±2.30	*±2.68*	*±2.51*	*±2.68*	*±2.69*	*±2.57*	*±2.64*	*±2.67*	*±2.74*	*±2.59*

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 2012, % of Std I-II children who could read letters or more is 59.40%. With 95% probability, the true population proportion lies within ±7.94% points of the estimate, i.e., between 67.34% and 51.46%.

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

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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)				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Bangalore	1.11	1.51	1.57	1.03	1.36	20.50	17.78	21.62	24.38	26.52
	±0.35	*±0.41*	*±0.43*	*±0.41*	*±0.55*	*±2.66*	*±2.57*	*±2.93*	*±2.98*	*±3.65*
Belgaum	2.69	2.21	2.40	2.70	1.47	13.51	14.21	16.72	15.74	18.78
	±0.54	*±0.57*	*±0.78*	*±0.76*	*±0.52*	*±2.75*	*±2.70*	*±3.11*	*±2.43*	*±3.57*
Gulbarga	10.24	8.52	7.70	6.35	4.41	12.82	13.70	13.82	13.30	16.07
	±2.74	*±1.89*	*±1.52*	*±1.67*	*±1.06*	*±2.61*	*±3.09*	*±2.69*	*±2.95*	*±2.80*
Mysore	1.16	1.33	1.69	1.20	0.45	25.08	21.08	26.60	26.51	26.56
	±0.35	*±0.40*	*±0.47*	*±0.39*	*±0.24*	*±3.11*	*±2.95*	*±3.08*	*±3.33*	*±3.30*
State	3.57	3.17	3.13	2.79	1.88	18.10	16.77	19.98	20.04	21.91
	±0.73	*±0.52*	*±0.47*	*±0.51*	*±0.35*	*±1.45*	*±1.41*	*±1.52*	*±1.53*	*±1.71*

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Bangalore	88.68	91.46	89.08	91.21	88.12	87.17	87.49	88.16	91.49	85.02
	±2.69	*±2.09*	*±2.91*	*±2.58*	*±3.81*	*±3.05*	*±2.81*	*±3.22*	*±2.66*	*±4.02*
Belgaum	80.00	85.09	83.72	83.96	82.08	81.23	82.87	82.93	84.91	80.02
	±3.15	*±3.26*	*±3.90*	*±3.42*	*±4.06*	*±3.51*	*±3.73*	*±3.92*	*±3.13*	*±4.68*
Gulbarga	75.88	75.30	73.69	75.52	71.84	77.87	73.61	77.45	76.26	74.40
	±3.78	*±3.83*	*±4.50*	*±4.63*	*±4.52*	*±3.58*	*±4.17*	*±4.50*	*±4.76*	*±4.25*
Mysore	89.99	91.53	93.99	91.03	90.59	85.94	89.46	90.99	90.56	89.55
	±2.30	*±2.19*	*±1.87*	*±2.78*	*±2.96*	*±2.72*	*±2.68*	*±2.40*	*±2.60*	*±2.83*
State	83.39	85.74	85.59	85.34	82.80	82.96	83.29	85.20	85.75	81.88
	±1.62	*±1.66*	*±1.82*	*±1.84*	*±2.08*	*±1.68*	*±1.83*	*±1.79*	*±1.81*	*±2.13*

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Bangalore	64.28	66.37	59.39	65.24	60.18	49.76	54.25	54.57	53.60	49.18
	±3.79	*±3.62*	*±4.23*	*±4.16*	*±4.90*	*±4.37*	*±4.36*	*±4.36*	*±4.48*	*±4.64*
Belgaum	58.78	66.82	60.42	57.09	62.59	40.57	45.36	47.40	45.33	52.57
	±3.93	*±3.71*	*±4.86*	*±4.95*	*±4.73*	*±4.37*	*±4.19*	*±4.94*	*±5.42*	*±5.41*
Gulbarga	48.41	43.84	42.12	44.87	44.35	24.51	26.29	22.48	33.29	35.99
	±3.93	*±4.54*	*±4.64*	*±4.84*	*±4.01*	*±3.40*	*±4.20*	*±3.86*	*±4.26*	*±4.00*
Mysore	68.74	75.32	72.50	71.15	67.65	46.12	54.19	47.70	57.39	54.65
	±3.12	*±3.38*	*±3.43*	*±3.64*	*±3.61*	*±3.59*	*±4.11*	*±4.20*	*±4.19*	*±4.00*
State	60.59	63.99	59.56	59.66	59.25	41.09	46.02	44.53	47.49	48.61
	±1.95	*±2.08*	*±2.35*	*±2.39*	*±2.30*	*±2.17*	*±2.34*	*±2.46*	*±2.48*	*±2.41*

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 2012, % of Std I-II children who could read letters or more is 88.12%. With 95% probability, the true population proportion lies within ±3.81% points of the estimate, i.e., between 91.93% and 84.31%.

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

Divisional Estimates

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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)				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Central Kerala	0.27	0.12	0.03	0.00	0.25	55.19	51.19	61.26	68.70	63.91
	±0.20	*±0.14*	*±0.05*	*±0.00*	*±0.30*	*±6.78*	*±7.36*	*±5.88*	*±4.97*	*±6.91*
North Kerala	0.15	0.05	0.12	0.00	0.24	46.53	44.28	44.50	52.20	53.28
	±0.11	*±0.06*	*±0.12*	*±0.00*	*±0.21*	*±6.54*	*±5.85*	*±6.14*	*±5.67*	*±5.74*
South Kerala	0.17	0.11	0.11	0.00	0.14	49.97	57.74	57.39	62.67	62.11
	±0.14	*±0.11*	*±0.13*	*±0.00*	*±0.14*	*±5.02*	*±4.94*	*±4.83*	*±5.04*	*±4.62*
State	0.20	0.10	0.09	0.08	0.20	50.48	51.46	54.21	60.79	59.59
	±0.09	*±0.06*	*±0.06*	*±0.06*	*±0.12*	*±3.54*	*±3.49*	*±3.34*	*±3.10*	*±3.29*

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Central Kerala	98.88	94.44	97.22	93.92	94.76	97.21	93.04	98.92	94.96	95.33
	±1.02	*±2.41*	*±2.47*	*±2.80*	*±2.53*	*±1.62*	*±3.40*	*±1.13*	*±2.54*	*±2.74*
North Kerala	97.60	96.64	98.37	97.67	96.12	97.06	96.85	97.93	96.40	95.48
	±1.45	*±2.00*	*±1.13*	*±1.39*	*±1.89*	*±1.54*	*±1.66*	*±1.54*	*±1.73*	*±1.82*
South Kerala	99.04	98.53	98.65	98.72	97.63	98.77	97.55	97.62	98.50	98.10
	±0.78	*±1.18*	*±1.19*	*±0.95*	*±1.43*	*±0.97*	*±1.58*	*±1.82*	*±1.24*	*±1.32*
State	98.49	96.73	98.15	97.10	96.28	97.67	96.01	98.09	96.88	96.39
	±0.65	*±1.07*	*±0.92*	*±0.99*	*±1.13*	*±0.82*	*±1.28*	*±0.92*	*±1.03*	*±1.14*

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Central Kerala	85.70	78.76	83.29	82.96	74.21	77.51	74.48	79.69	67.68	65.84
	±2.89	*±4.83*	*±3.72*	*±3.59*	*±6.61*	*±4.80*	*±5.30*	*±4.26*	*±4.71*	*±6.10*
North Kerala	82.22	84.80	83.99	83.85	78.70	68.88	69.46	73.99	62.70	58.22
	±3.23	*±2.83*	*±3.30*	*±3.59*	*±3.32*	*±3.88*	*±4.58*	*±4.19*	*±5.15*	*±4.94*
South Kerala	88.53	84.65	91.98	80.28	80.66	79.65	81.42	83.41	71.07	77.44
	±2.42	*±3.70*	*±2.11*	*±2.97*	*±3.48*	*±3.39*	*±3.22*	*±3.17*	*±3.75*	*±3.69*
State	85.50	82.99	86.86	82.15	78.33	75.31	75.54	79.23	67.46	67.87
	±1.72	*±2.23*	*±1.80*	*±1.93*	*±2.54*	*±2.43*	*±2.56*	*±2.27*	*±2.63*	*±3.02*

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 2012, % of Std I-II children who could read letters or more is 94.76%. With 95% probability, the true population proportion lies within ±2.53% points of the estimate, i.e., between 97.29% and 92.23%.

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

Divisional Estimates

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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)				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Bhopal	1.46	1.96	2.07	2.16	2.77	17.11	17.64	19.20	22.25	23.01
	±0.78	*±0.66*	*±0.84*	*±1.05*	*±0.78*	*±3.61*	*±3.54*	*±3.39*	*±4.10*	*±3.48*
Chambal	2.01	1.33	2.54	2.11	1.81	10.55	17.51	12.95	13.27	12.45
	±1.08	*±0.68*	*±1.26*	*±0.76*	*±0.76*	*±3.38*	*±3.73*	*±3.11*	*±3.57*	*±3.65*
Gwalior	1.54	0.87	1.34	2.02	3.15	8.25	6.74	7.72	12.18	13.35
	±0.75	*±0.46*	*±0.66*	*±0.77*	*±0.90*	*±2.30*	*±2.04*	*±2.61*	*±2.87*	*±3.04*
Hoshangabad	2.01	2.25	1.27	2.86	2.08	14.11	16.04	12.31	17.96	24.43
	±0.99	*±0.95*	*±0.64*	*±1.56*	*±0.81*	*±4.17*	*±4.27*	*±2.83*	*±6.14*	*±6.16*
Indore	3.01	6.00	4.81	4.48	7.65	16.07	16.67	23.58	20.23	23.69
	±1.26	*±2.52*	*±1.22*	*±1.47*	*±1.59*	*±3.08*	*±3.19*	*±3.44*	*±3.02*	*±4.06*
Jabalpur	1.88	1.74	1.57	0.98	2.40	16.08	12.49	14.98	14.26	13.12
	±0.50	*±0.51*	*±0.60*	*±0.38*	*±0.85*	*±2.86*	*±2.47*	*±2.62*	*±2.45*	*±2.54*
Rewa	1.56	1.97	1.13	2.21	2.45	19.39	10.71	12.29	17.65	19.45
	±0.56	*±0.88*	*±0.55*	*±0.91*	*±1.15*	*±4.62*	*±2.77*	*±3.57*	*±4.12*	*±3.83*
Sagar	1.25	1.46	0.36	1.73	1.84	12.18	12.00	9.11	8.84	11.55
	±0.49	*±0.53*	*±0.20*	*±0.53*	*±0.56*	*±2.98*	*±2.80*	*±1.97*	*±2.22*	*±2.52*
Shahdol	1.58	1.15	1.36	1.22	1.25	8.94	3.24	6.20	12.35	12.79
	±0.57	*±0.57*	*±0.50*	*±0.65*	*±0.70*	*±3.46*	*±1.72*	*±1.95*	*±3.64*	*±3.55*
Ujjain	2.02	1.90	0.88	2.23	2.07	31.51	30.54	26.78	30.05	26.04
	±0.62	*±0.56*	*±0.32*	*±0.68*	*±0.63*	*±4.06*	*±4.04*	*±3.44*	*±4.14*	*±4.41*
State	1.87	2.31	1.81	2.23	3.08	16.18	14.81	15.43	17.17	18.16
	±0.27	*±0.44*	*±0.26*	*±0.32*	*±0.37*	*±1.20*	*±1.10*	*±1.07*	*±1.17*	*±1.22*

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Bhopal	97.57	97.10	79.50	60.01	62.03	97.10	96.18	78.64	62.12	60.23
	±1.08	±1.05	±4.84	±6.37	±6.26	±1.10	±1.27	±4.92	±6.36	±6.00
Chambal	97.87	97.71	80.88	47.74	62.49	97.67	97.91	81.95	50.80	61.44
	±1.31	±1.72	±6.00	±6.71	±7.10	±1.60	±1.41	±5.46	±6.45	±7.00
Gwalior	96.56	97.28	74.91	56.97	55.78	94.96	95.60	72.44	58.69	56.48
	±1.61	±1.70	±5.47	±7.01	±5.38	±2.55	±2.60	±7.00	±7.07	±5.80
Hoshangabad	96.60	97.76	80.48	64.87	60.20	95.43	96.10	80.30	65.23	60.95
	±1.54	±1.44	±5.50	±9.11	±10.15	±2.52	±1.73	±5.84	±9.49	±10.22
Indore	98.92	94.89	82.01	64.04	59.21	98.45	92.72	82.79	60.14	62.79
	±0.90	±2.56	±3.58	±4.72	±4.98	±0.94	±2.97	±3.76	±4.41	±5.25
Jabalpur	96.36	91.70	84.72	68.88	72.32	95.35	90.73	82.51	66.41	69.09
	±1.08	±2.84	±3.05	±4.51	±4.20	±1.31	±2.54	±3.51	±4.55	±4.27
Rewa	95.39	95.51	93.42	75.53	67.22	94.36	93.49	91.27	69.56	60.65
	±1.93	±2.02	±2.87	±6.31	±5.73	±1.93	±2.47	±3.33	±7.05	±6.47
Sagar	94.49	93.77	93.44	60.46	61.70	93.13	94.56	94.25	61.00	60.49
	±1.87	±2.38	±2.70	±5.03	±5.47	±2.27	±1.92	±2.06	±4.85	±5.18
Shahdol	93.99	96.05	93.96	68.35	71.85	93.23	95.37	93.38	61.27	67.31
	±2.27	±3.09	±3.18	±6.81	±5.66	±2.47	±2.74	±3.65	±7.12	±5.93
Ujjain	96.91	97.40	85.99	75.61	75.28	96.21	96.28	85.57	73.36	73.13
	±1.45	±1.13	±3.31	±4.20	±4.68	±1.55	±1.71	±3.48	±4.48	±5.14
State	96.57	95.44	85.44	65.69	64.96	95.67	94.36	84.73	63.92	63.53
	±0.49	±0.75	±1.35	±1.94	±1.85	±0.58	±0.79	±1.46	±1.93	±1.89

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 2012, % of Std I-II children who could read letters or more is 62.03%. With 95% probability, the true population proportion lies within ±6.26% points of the estimate, i.e., between 68.29% and 55.77%.

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

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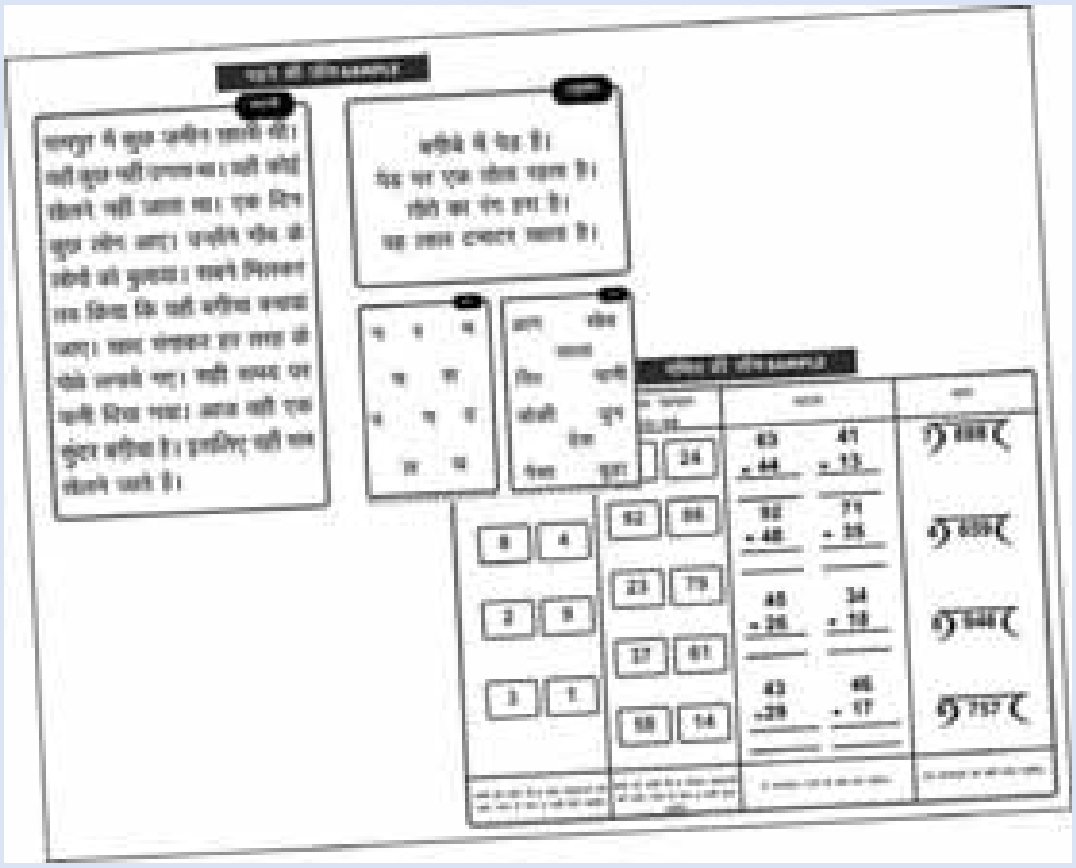
Madhya Pradesh

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Bhopal	94.57	93.14	55.08	35.38	40.21	88.62	88.71	44.96	22.73	22.49
	±2.21	*±1.63*	*±4.97*	*±4.99*	*±4.66*	*±3.05*	*±2.51*	*±5.11*	*±4.61*	*±3.81*
Chambal	88.62	88.75	54.43	30.66	32.27	85.38	83.94	52.51	25.98	26.29
	±3.43	*±3.51*	*±7.18*	*±5.20*	*±6.46*	*±3.92*	*±3.93*	*±6.32*	*±4.94*	*±5.49*
Gwalior	90.08	86.08	55.73	36.34	37.32	83.72	81.72	35.26	26.38	25.31
	±2.84	*±3.67*	*±4.28*	*±4.86*	*±5.48*	*±4.23*	*±4.20*	*±4.72*	*±4.41*	*±5.16*
Hoshangabad	94.10	95.36	55.00	48.52	39.36	89.16	92.89	49.60	31.38	21.68
	±2.74	*±1.67*	*±5.95*	*±8.81*	*±5.94*	*±3.68*	*±2.28*	*±4.90*	*±8.36*	*±5.20*
Indore	97.48	90.06	58.70	41.36	39.00	95.91	86.32	50.49	31.71	20.97
	±1.05	*±3.51*	*±4.59*	*±4.39*	*±5.17*	*±1.36*	*±4.51*	*±4.31*	*±4.00*	*±3.63*
Jabalpur	84.76	77.36	65.97	45.19	45.16	74.58	68.85	54.29	29.16	25.13
	±2.79	*±3.52*	*±4.13*	*±4.00*	*±4.47*	*±3.60*	*±3.91*	*±4.36*	*±3.64*	*±3.78*
Rewa	94.68	91.30	85.47	51.83	35.55	89.46	83.51	73.88	30.07	23.58
	±1.99	*±3.10*	*±4.08*	*±6.58*	*±5.16*	*±2.82*	*±4.38*	*±5.43*	*±5.59*	*±4.93*
Sagar	91.57	83.16	74.84	35.57	34.33	83.88	76.70	71.10	23.20	19.24
	±2.03	*±3.39*	*±5.29*	*±4.35*	*±3.77*	*±2.80*	*±4.38*	*±5.76*	*±3.51*	*±3.24*
Shahdol	82.94	80.96	75.96	35.65	39.45	75.40	73.96	66.03	21.13	21.32
	±4.45	*±4.48*	*±5.19*	*±6.00*	*±5.66*	*±4.35*	*±5.55*	*±6.47*	*±5.13*	*±4.82*
Ujjain	95.38	94.10	78.23	64.95	45.89	91.34	90.06	66.60	47.85	25.96
	±1.75	*±1.63*	*±3.73*	*±4.49*	*±5.38*	*±2.47*	*±2.54*	*±4.39*	*±5.26*	*±4.23*
State	91.72	87.49	67.21	44.20	39.32	85.93	81.88	57.63	30.12	23.12
	±0.83	*±1.13*	*±1.73*	*±1.81*	*±1.68*	*±1.10*	*±1.42*	*±1.88*	*±1.63*	*±1.40*



List of districts under each division

Jabalpur
Narsimhapur
Mandla
Chhindwara
Seoni
Balaghat
Jabalpur
Katni
Rewa
Satna
Rewa
Sidhi
Sagar
Tikamgarh
Chhatarpur
Panna
Sagar
Damoh
Shahdol
Umaria
Shahdol
Dindori
Ujjain
Neemuch
Mandsaur
Ratlam
Ujjain
Shajapur
Dewas

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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)				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Amravati	1.66	1.08	0.85	0.73	1.53	30.08	34.78	26.92	33.60	34.15
	±0.65	*±0.44*	*±0.46*	*±0.40*	*±0.63*	*±3.94*	*±3.90*	*±4.07*	*±4.39*	*±4.44*
Aurangabad	1.71	0.83	1.23	1.14	2.17	23.63	21.00	23.01	28.51	29.30
	±0.51	*±0.30*	*±0.40*	*±0.38*	*±0.60*	*±2.86*	*±2.26*	*±2.36*	*±3.13*	*±2.89*
Konkan	1.19	1.54	1.54	2.35	2.28	19.36	27.57	12.10	14.56	22.63
	±0.76	*±0.99*	*±0.98*	*±1.31*	*±1.26*	*±3.92*	*±6.21*	*±3.99*	*±4.65*	*±5.94*
Nagpur	1.80	0.51	0.63	0.43	0.33	30.28	31.08	30.67	34.76	34.92
	±0.79	*±0.30*	*±0.34*	*±0.25*	*±0.24*	*±3.65*	*±3.62*	*±3.37*	*±3.75*	*±3.96*
Nashik	2.03	1.56	1.66	1.35	1.83	24.50	30.98	32.61	35.79	45.94
	±0.69	*±0.77*	*±0.53*	*±0.58*	*±0.71*	*±3.99*	*±4.13*	*±3.99*	*±4.20*	*±3.94*
Pune	0.92	0.52	0.77	0.71	0.52	28.56	28.21	28.39	29.74	37.48
	±0.33	*±0.22*	*±0.39*	*±0.46*	*±0.28*	*±3.81*	*±3.41*	*±3.88*	*±4.28*	*±4.14*
State	1.53	0.98	1.12	1.08	1.47	25.92	28.19	26.43	30.31	35.42
	±0.25	*±0.22*	*±0.21*	*±0.24*	*±0.27*	*±1.57*	*±1.60*	*±1.56*	*±1.77*	*±1.79*

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Amravati	84.28	94.40	95.38	86.25	76.12	83.01	95.07	94.46	87.12	75.61
	±4.05	*±3.32*	*±1.92*	*±4.06*	*±5.03*	*±4.55*	*±3.08*	*±2.74*	*±4.14*	*±4.91*
Aurangabad	91.25	90.80	94.26	89.93	72.35	90.53	91.99	93.78	91.98	76.19
	±1.98	*±2.34*	*±1.80*	*±2.78*	*±3.51*	*±2.07*	*±2.13*	*±1.83*	*±2.10*	*±3.30*
Konkan	97.21	92.88	97.07	91.41	82.21	94.85	93.27	96.53	90.03	82.10
	±1.42	*±3.56*	*±3.16*	*±4.12*	*±5.97*	*±3.04*	*±3.05*	*±3.09*	*±4.09*	*±5.46*
Nagpur	87.54	96.62	90.57	88.69	73.64	88.09	96.30	88.41	87.71	75.11
	±3.39	*±1.79*	*±2.50*	*±2.96*	*±4.58*	*±3.53*	*±1.82*	*±2.99*	*±3.05*	*±4.46*
Nashik	87.81	92.86	95.95	94.33	78.91	86.87	91.45	95.09	94.10	81.63
	±3.53	*±2.92*	*±1.77*	*±2.11*	*±4.38*	*±3.50*	*±2.80*	*±2.03*	*±2.03*	*±3.83*
Pune	96.25	93.27	94.87	92.98	81.65	95.07	94.09	94.10	93.65	84.67
	±1.51	*±2.28*	*±1.89*	*±3.22*	*±4.78*	*±1.63*	*±2.00*	*±2.31*	*±3.13*	*±4.02*
State	91.09	93.03	94.75	91.18	77.44	90.09	93.29	93.88	91.58	79.75
	±1.17	*±1.14*	*±0.86*	*±1.29*	*±1.93*	*±1.25*	*±1.04*	*±0.98*	*±1.21*	*±1.74*

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 2012, % of Std I-II children who could read letters or more is 76.12%. With 95% probability, the true population proportion lies within ±5.03% points of the estimate, i.e., between 81.15% and 71.09%.

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

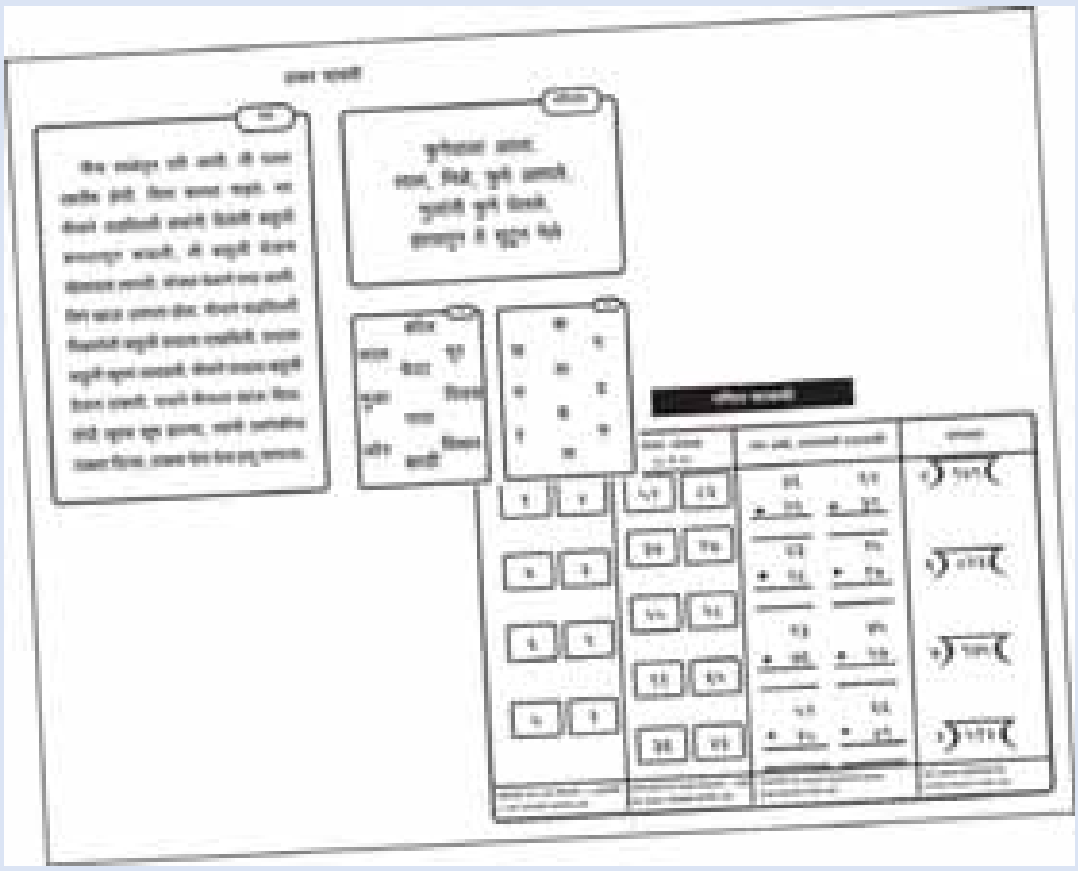
Maharashtra

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Amravati	79.09	86.90	80.70	65.79	58.13	58.32	69.19	60.70	40.51	27.22
	±3.85	*±3.58*	*±4.80*	*±5.43*	*±5.64*	*±5.88*	*±4.99*	*±5.46*	*±5.37*	*±4.30*
Aurangabad	84.34	84.28	83.15	76.43	65.47	67.09	70.31	67.44	56.11	30.96
	±2.35	*±2.76*	*±2.55*	*±3.33*	*±3.47*	*±4.09*	*±3.93*	*±3.48*	*±4.49*	*±3.44*
Konkan	91.70	90.09	85.40	82.35	75.09	89.03	78.96	69.28	67.93	42.00
	±3.30	*±3.37*	*±4.31*	*±5.16*	*±5.64*	*±3.51*	*±5.11*	*±5.60*	*±6.57*	*±6.32*
Nagpur	79.27	86.02	79.91	73.42	68.14	53.65	68.54	47.16	45.01	31.95
	±4.46	*±2.76*	*±3.44*	*±3.27*	*±4.39*	*±4.93*	*±4.16*	*±4.11*	*±4.54*	*±4.35*
Nashik	84.21	84.94	88.55	81.39	72.08	57.81	73.31	74.89	52.66	40.60
	±3.12	*±3.59*	*±3.14*	*±3.94*	*±3.91*	*±4.84*	*±5.10*	*±4.82*	*±5.72*	*±6.24*
Pune	89.54	89.65	90.39	82.19	82.29	70.13	79.90	74.66	67.73	52.39
	±2.39	*±2.37*	*±2.05*	*±3.86*	*±3.62*	*±4.33*	*±3.90*	*±3.77*	*±5.01*	*±5.07*
State	85.31	86.75	85.48	77.84	71.11	66.37	73.70	67.56	56.03	38.63
	±1.29	*±1.30*	*±1.34*	*±1.75*	*±1.84*	*±2.04*	*±1.92*	*±1.96*	*±2.35*	*±2.37*

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



Divisional Estimates

Annual Status of Education Report
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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)				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Central	4.72	3.78	2.45	2.55	1.65	4.70	5.49	5.66	6.00	7.73
	±1.45	*±1.09*	*±0.73*	*±0.72*	*±0.47*	*±1.17*	*±1.18*	*±1.35*	*±1.03*	*±1.26*
North	7.34	5.29	2.04	3.21	3.78	5.19	4.14	6.87	5.27	5.65
	±1.49	*±1.24*	*±0.58*	*±0.92*	*±0.99*	*±1.07*	*±0.96*	*±1.75*	*±1.30*	*±1.29*
South	10.53	10.43	9.55	5.64	7.38	3.54	3.11	3.49	3.60	4.70
	±1.56	*±1.70*	*±2.28*	*±1.16*	*±1.30*	*±1.01*	*±0.93*	*±0.90*	*±0.78*	*±1.47*
State	7.16	6.27	4.45	3.71	4.10	4.48	4.36	5.35	5.04	6.17
	±0.88	*±0.78*	*±0.80*	*±0.53*	*±0.56*	*±0.66*	*±0.62*	*±0.80*	*±0.61*	*±0.78*

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Central	85.22	92.38	85.28	77.83	80.63	82.80	90.07	80.33	75.08	77.64
	±2.54	*±2.22*	*±3.56*	*±3.80*	*±3.45*	*±2.59*	*±2.63*	*±3.81*	*±3.96*	*±3.84*
North	73.64	90.20	72.30	71.47	59.79	72.16	91.08	70.62	69.76	59.57
	±3.95	*±2.98*	*±4.50*	*±4.32*	*±4.53*	*±4.11*	*±2.29*	*±4.43*	*±4.16*	*±4.62*
South	71.83	84.27	66.76	54.20	50.76	69.67	81.08	61.53	53.58	50.39
	±3.73	*±3.04*	*±3.53*	*±4.26*	*±4.36*	*±3.72*	*±3.52*	*±3.67*	*±4.19*	*±4.51*
State	78.13	88.85	76.05	67.68	64.31	76.02	87.08	71.94	66.02	63.02
	±1.95	*±1.61*	*±2.26*	*±2.59*	*±2.59*	*±1.97*	*±1.75*	*±2.34*	*±2.56*	*±2.61*

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Central	77.64	76.95	71.75	69.23	70.60	67.23	73.62	64.13	56.60	51.31
	±2.60	*±3.41*	*±3.49*	*±3.72*	*±3.23*	*±3.10*	*±3.54*	*±3.67*	*±3.95*	*±3.64*
North	63.10	68.59	57.96	55.13	55.48	47.14	62.87	44.70	38.29	30.48
	±3.27	*±3.48*	*±3.47*	*±4.00*	*±4.04*	*±3.52*	*±3.74*	*±3.92*	*±3.86*	*±3.53*
South	63.04	61.86	50.26	42.97	41.11	51.70	55.22	42.17	32.12	23.97
	±3.74	*±3.98*	*±3.38*	*±3.75*	*±4.29*	*±4.29*	*±4.78*	*±3.98*	*±4.01*	*±3.50*
State	69.43	69.53	61.39	56.59	56.85	57.39	64.40	52.11	43.52	36.59
	±1.89	*±2.15*	*±2.13*	*±2.36*	*±2.40*	*±2.19*	*±2.43*	*±2.37*	*±2.45*	*±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 Central division of Odisha, in 2012, % of Std I-II children who could read letters or more is 80.63%. With 95% probability, the true population proportion lies within ±3.45% points of the estimate, i.e., between 84.08% and 77.18%.

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

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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)				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Doaba	2.37	4.41	0.76	0.50	0.44	38.31	28.58	32.85	37.73	46.10
	±1.00	*±2.42*	*±0.38*	*±0.35*	*±0.41*	*±4.53*	*±5.15*	*±5.18*	*±5.38*	*±5.73*
Majha	2.39	3.75	1.93	2.04	2.56	49.14	39.96	40.78	40.96	50.98
	±1.10	*±1.94*	*±1.05*	*±0.86*	*±0.94*	*±6.67*	*±6.36*	*±4.74*	*±4.95*	*±4.69*
Malwa	2.90	6.05	1.88	1.75	1.14	40.14	27.65	38.87	39.83	42.40
	±0.54	*±2.41*	*±0.45*	*±0.50*	*±0.37*	*±2.71*	*±3.31*	*±3.11*	*±2.85*	*±2.93*
State	2.69	5.23	1.66	1.56	1.30	41.65	30.50	38.03	39.64	45.06
	±0.44	*±1.55*	*±0.36*	*±0.36*	*±0.32*	*±2.34*	*±2.64*	*±2.33*	*±2.25*	*±2.33*

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Doaba	81.49	88.81	90.74	86.51	86.67	82.83	85.09	92.69	89.34	91.17
	±4.91	*±5.76*	*±3.01*	*±3.19*	*±5.56*	*±4.92*	*±6.71*	*±2.98*	*±3.40*	*±4.23*
Majha	92.63	92.91	83.73	87.58	88.29	90.23	91.31	85.85	90.40	89.72
	±3.04	*±3.47*	*±3.99*	*±3.34*	*±4.11*	*±3.58*	*±4.18*	*±4.01*	*±3.53*	*±4.31*
Malwa	85.83	90.24	88.26	87.42	85.38	83.47	86.91	87.82	91.06	87.28
	±2.08	*±2.12*	*±2.16*	*±2.57*	*±2.54*	*±2.23*	*±2.35*	*±2.22*	*±2.17*	*±2.53*
State	86.24	90.48	87.69	87.22	86.29	84.55	87.40	88.35	90.45	88.66
	±1.73	*±1.87*	*±1.67*	*±1.73*	*±2.08*	*±1.81*	*±2.16*	*±1.70*	*±1.64*	*±1.94*

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Doaba	73.25	75.11	77.97	80.27	75.62	66.37	77.77	83.17	80.30	61.92
	±4.33	*±4.77*	*±4.69*	*±3.75*	*±4.76*	*±5.71*	*±4.69*	*±3.83*	*±4.48*	*±7.37*
Majha	68.11	70.97	72.83	71.74	70.06	65.80	66.00	75.89	71.86	56.58
	±6.76	*±6.02*	*±4.38*	*±4.37*	*±5.11*	*±6.85*	*±6.52*	*±4.39*	*±5.11*	*±4.67*
Malwa	69.07	70.79	72.51	73.74	73.73	63.02	68.97	78.13	71.19	65.83
	±2.82	*±3.04*	*±2.80*	*±2.84*	*±3.15*	*±2.95*	*±3.45*	*±2.70*	*±3.26*	*±3.22*
State	69.70	71.67	73.80	74.94	73.43	64.20	70.12	78.79	73.61	63.07
	±2.33	*±2.39*	*±2.14*	*±2.06*	*±2.34*	*±2.51*	*±2.65*	*±2.00*	*±2.41*	*±2.70*

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 Doaba division of Punjab, in 2012, % of Std I-II children who could read letters or more is 86.67%. With 95% probability, the true population proportion lies within ±5.56% points of the estimate, i.e., between 92.23% and 81.11%.

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

Divisional Estimates

Annual Status of Education Report
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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)				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Ajmer	5.7	5.81	7.12	6.54	5.0	35.47	31.69	36.39	33.56	39.7
	±1.61	±1.61	±1.54	±1.77	±1.13	±5.23	±4.63	±5.26	±5.43	±4.97
Bharatpur	8.39	7.00	6.33	3.47	5.30	42.40	40.33	40.49	41.83	49.84
	±2.01	±3.14	±1.79	±0.87	±1.79	±5.34	±5.45	±5.18	±5.58	±4.90
Bikaner	5.89	5.95	4.04	2.40	4.12	42.6	36.77	40.40	45.57	48.64
	±1.64	±1.59	±1.16	±0.79	±1.15	±4.75	±4.78	±4.83	±5.04	±4.84
Jaipur	2.81	2.54	1.78	1.24	1.61	50.98	44.75	47.45	49.42	58.16
	±0.76	±0.95	±0.58	±0.52	±0.58	±4.32	±4.33	±3.99	±4.29	±3.96
Jodhpur	11.39	11.50	9.52	7.74	8.88	17.59	20.23	21.85	24.48	30.41
	±2.16	±2.00	±2.10	±1.83	±1.45	±3.52	±3.84	±3.59	±3.98	±4.00
Kota	7.64	6.52	5.63	2.99	5.32	31.22	30.58	33.59	34.47	40.18
	±1.67	±2.10	±1.50	±1.18	±1.51	±5.35	±5.21	±4.62	±5.27	±5.79
Udaipur	9.14	6.78	6.67	5.98	5.73	12.35	12.62	16.66	19.43	22.11
	±2.50	±1.54	±1.58	±1.58	±1.44	±2.95	±2.98	±3.75	±2.98	±3.41
State	7.14	6.56	5.81	4.49	5.09	32.68	30.38	33.42	35.09	41.07
	±0.75	±0.71	±0.61	±0.58	±0.52	±2.05	±1.86	±1.87	±1.95	±1.95

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Ajmer	71.52	74.23	71.67	61.26	62.23	71.69	74.29	70.91	63.46	66.5
	±4.80	*±4.81*	*±5.28*	*±5.83*	*±5.70*	*±4.66*	*±4.57*	*±5.10*	*±6.10*	*±5.08*
Bharatpur	65.67	75.75	70.06	69.81	60.30	65.15	74.80	67.88	72.37	65.49
	±5.27	*±4.94*	*±5.30*	*±6.20*	*±5.55*	*±4.81*	*±5.46*	*±5.26*	*±6.00*	*±4.90*
Bikaner	70.51	74.14	77.24	71.6	71.3	69.24	74.48	78.29	72.54	73.62
	±5.01	*±5.33*	*±4.73*	*±4.75*	*±4.54*	*±5.17*	*±5.29*	*±4.65*	*±4.56*	*±4.43*
Jaipur	68.51	76.82	74.37	72.62	69.55	70.68	73.64	75.83	73.66	73.84
	±5.43	*±6.31*	*±3.76*	*±5.38*	*±5.29*	*±4.58*	*±5.94*	*±3.91*	*±5.42*	*±4.73*
Jodhpur	64.45	67.06	60.66	54.26	45.44	67.27	68.46	61.22	54.57	53.36
	±4.76	*±5.49*	*±4.98*	*±4.79*	*±5.61*	*±4.36*	*±5.69*	*±5.12*	*±4.77*	*±5.17*
Kota	64.86	71.31	76.21	70.08	55.61	68.64	73.03	77.30	71.56	61.93
	±4.79	*±4.79*	*±5.22*	*±6.04*	*±6.46*	*±4.57*	*±4.67*	*±4.71*	*±5.82*	*±6.03*
Udaipur	59.17	64.16	68.09	67.83	55.45	57.32	65.01	71.20	68.02	60.94
	±5.04	*±5.24*	*±4.72*	*±5.15*	*±5.91*	*±5.41*	*±5.35*	*±4.67*	*±4.88*	*±5.56*
State	65.98	71.29	70.03	65.51	59.22	66.77	71.26	70.81	66.48	64.53
	±2.03	*±2.19*	*±1.94*	*±2.21*	*±2.37*	*±1.94*	*±2.18*	*±1.95*	*±2.22*	*±2.16*

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 2012, % of Std I-II children who could read letters or more is 62.23%. With 95% probability, the true population proportion lies within ±5.70% points of the estimate, i.e., between 67.93% and 56.53%.

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
Jhunjhunun
Sikar

Divisional Estimates

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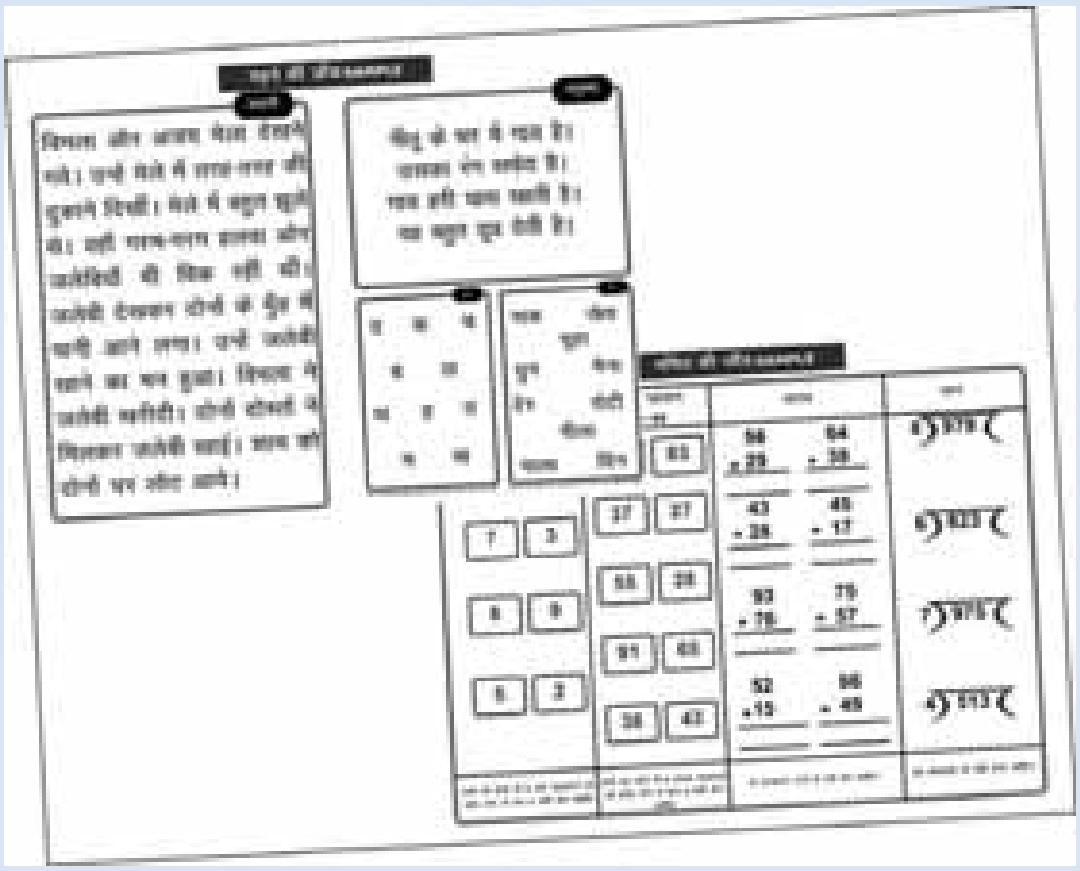
Rajasthan

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Ajmer	60.42	58.1	52.33	48.87	53.48	43.52	47.32	41.47	36.5	35.16
	±5.09	*±4.94*	*±5.56*	*±5.24*	*±5.37*	*±5.35*	*±5.74*	*±5.36*	*±5.65*	*±5.10*
Bharatpur	62.68	58.13	52.66	56.41	49.06	54.49	56.19	47.50	49.23	39.44
	±5.05	*±5.50*	*±5.33*	*±5.14*	*±5.68*	*±5.56*	*±5.38*	*±5.83*	*±5.75*	*±5.59*
Bikaner	75.76	65.48	68.18	63.14	57.98	63.67	59.4	64.72	55.29	44.49
	±4.17	*±5.00*	*±4.68*	*±4.12*	*±5.35*	*±4.91*	*±5.22*	*±4.95*	*±4.61*	*±5.54*
Jaipur	66.85	62.77	63.23	60.03	53.75	53.37	52.81	54.45	48.71	40.17
	±4.29	*±4.47*	*±4.60*	*±5.48*	*±4.38*	*±4.45*	*±4.81*	*±5.23*	*±5.17*	*±4.47*
Jodhpur	57.92	55.34	52.14	42.20	38.05	46.20	46.53	45.80	28.90	23.37
	±4.67	*±5.24*	*±4.77*	*±4.46*	*±4.28*	*±4.81*	*±4.91*	*±5.25*	*±4.39*	*±3.89*
Kota	58.91	50.96	59.05	49.44	47.07	45.21	42.54	52.70	36.76	31.72
	±5.27	*±5.36*	*±6.20*	*±6.13*	*±4.82*	*±5.80*	*±5.97*	*±6.08*	*±5.70*	*±4.89*
Udaipur	55.45	41.72	55.83	49.25	39.36	34.20	32.11	44.27	31.74	23.03
	±5.26	*±5.69*	*±4.92*	*±4.27*	*±4.72*	*±4.99*	*±6.15*	*±4.93*	*±4.11*	*±3.82*
State	62.00	55.88	57.40	52.66	47.74	47.63	47.45	49.48	40.39	33.11
	±1.92	*±2.12*	*±1.98*	*±2.06*	*±1.98*	*±2.06*	*±2.20*	*±2.11*	*±2.09*	*±1.92*

List of districts under each division
Jodhpur
Barmer
Jaisalmer
Jalor
Jodhpur
Pali
Sirohi
Kota
Baran
Bundi
Jhalawar
Kota
Udaipur
Banswara
Chittaurgarh
Dungarpur
Rajsamand
Udaipur



Divisional Estimates

Annual Status of Education Report
असर ASER 2012 RURAL
Facilitated by PRATHAM

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)				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Central	0.86	0.89	0.79	0.63	0.48	22.16	19.44	19.35	25.18	27.43
	±0.46	*±0.44*	*±0.36*	*±0.29*	*±0.32*	*±4.46*	*±3.06*	*±3.72*	*±3.28*	*±4.08*
East	0.48	0.80	1.38	0.86	1.03	18.88	14.95	20.67	23.91	25.36
	±0.21	*±0.31*	*±0.60*	*±0.41*	*±0.63*	*±3.13*	*±2.37*	*±3.38*	*±2.92*	*±3.09*
North	0.33	0.69	0.90	1.06	0.36	17.59	21.09	26.11	26.42	26.76
	±0.21	*±0.36*	*±0.46*	*±0.68*	*±0.36*	*±3.08*	*±2.73*	*±3.85*	*±3.68*	*±3.34*
South	0.89	1.14	0.94	0.67	0.40	26.62	26.25	34.84	32.30	36.08
	±0.36	*±0.37*	*±0.38*	*±0.28*	*±0.25*	*±4.01*	*±4.16*	*±5.74*	*±4.95*	*±5.04*
West	0.82	1.25	0.71	1.00	0.85	18.17	17.54	22.90	26.93	27.96
	±0.42	*±0.49*	*±0.33*	*±0.74*	*±0.53*	*±3.59*	*±3.96*	*±5.30*	*±4.13*	*±4.19*
State	0.63	0.93	0.98	0.85	0.59	20.55	19.69	25.07	27.04	28.95
	±0.14	*±0.17*	*±0.22*	*±0.23*	*±0.19*	*±1.65*	*±1.47*	*±2.06*	*±1.79*	*±1.86*

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Central	60.82	59.55	51.81	55.49	53.02	63.20	65.90	54.70	59.60	58.69
	±5.79	*±5.86*	*±7.03*	*±5.51*	*±6.39*	*±7.21*	*±5.80*	*±7.29*	*±5.76*	*±6.68*
East	51.03	55.34	60.34	60.67	57.46	61.53	64.50	65.89	69.60	75.11
	±4.56	*±4.97*	*±5.26*	*±4.96*	*±5.86*	*±5.19*	*±4.51*	*±5.09*	*±5.19*	*±4.22*
North	52.18	67.10	67.30	62.97	60.84	63.12	75.79	73.44	70.07	68.46
	±4.74	*±5.53*	*±5.15*	*±5.43*	*±5.80*	*±5.28*	*±5.06*	*±5.61*	*±5.55*	*±5.58*
South	60.51	65.08	73.52	68.19	60.27	64.44	72.67	76.40	72.06	67.14
	±5.29	*±5.15*	*±4.48*	*±5.06*	*±5.29*	*±5.04*	*±4.82*	*±4.89*	*±4.85*	*±5.10*
West	50.62	68.68	58.18	66.73	61.95	60.59	72.63	60.85	75.55	70.86
	±6.56	*±6.07*	*±7.05*	*±5.12*	*±6.45*	*±7.24*	*±6.27*	*±7.51*	*±5.27*	*±5.27*
State	54.74	62.42	63.03	62.75	58.64	62.63	69.95	67.47	69.25	68.00
	±2.38	*±2.49*	*±2.62*	*±2.41*	*±2.68*	*±2.62*	*±2.36*	*±2.73*	*±2.47*	*±2.52*

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Central	50.63	54.56	44.74	39.45	42.94	45.03	38.30	37.09	31.19	37.51
	±6.02	*±6.29*	*±4.90*	*±5.10*	*±5.19*	*±5.54*	*±5.67*	*±5.31*	*±5.21*	*±4.98*
East	34.25	42.99	46.24	48.59	41.44	25.02	29.89	38.11	34.95	31.55
	±3.63	*±4.09*	*±4.48*	*±4.50*	*±4.58*	*±3.64*	*±3.84*	*±4.74*	*±4.39*	*±4.29*
North	48.42	54.14	52.70	44.88	47.09	35.78	34.00	41.37	40.53	41.18
	±4.31	*±4.56*	*±5.04*	*±5.93*	*±5.65*	*±4.75*	*±4.33*	*±3.89*	*±5.42*	*±5.26*
South	55.13	59.66	62.86	62.62	57.77	44.75	48.40	49.38	55.11	41.40
	±4.81	*±4.47*	*±3.88*	*±4.09*	*±4.25*	*±4.56*	*±4.43*	*±3.94*	*±4.48*	*±4.28*
West	41.16	59.09	57.71	52.33	56.14	34.17	55.20	53.97	46.47	40.63
	±5.64	*±6.14*	*±6.10*	*±4.45*	*±5.31*	*±4.57*	*±5.74*	*±6.39*	*±4.43*	*±4.97*
State	45.68	53.04	52.50	50.00	48.85	36.27	39.66	43.18	41.88	38.63
	±2.22	*±2.30*	*±2.30*	*±2.33*	*±2.36*	*±2.15*	*±2.23*	*±2.20*	*±2.33*	*±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 Central division of Tamil Nadu, in 2012, % of Std I-II children who could read letters or more is 53.02%. With 95% probability, the true population proportion lies within ±6.39% points of the estimate, i.e., between 59.41% and 46.63%.

List of districts under each division
Central
Salem
Namakkal
Karur
Tiruchirappalli
Pudukkottai
East
Viluppuram
Perambalur
Ariyalur
Cuddalore
Nagapattinam
Thiruvarur
Thanjavur
North
Thiruvallur
Kancheepuram
Vellore
Dharmapuri
Tiruvannamalai
South
Sivaganga
Madurai
Virudhunagar
Ramanathapuram
Thoothukkudi
Tirunelveli
Kanniyakumari
West
Erode
The Nilgiris
Coimbatore
Dindigul
Theni

Divisional Estimates

Annual Status of Education Report
असर ASER 2012 RURAL
Facilitated by PRATHAM

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)				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Agra	5.86	3.84	3.85	5.16	4.75	45.12	40.81	51.47	57.38	59.99
	±1.12	*±0.88*	*±0.97*	*±0.91*	*±1.07*	*±4.00*	*±3.96*	*±4.10*	*±3.70*	*±3.75*
Aligarh	5.31	6.58	6.15	6.27	5.44	38.70	42.67	35.80	44.55	52.22
	±1.23	*±1.51*	*±1.76*	*±1.63*	*±1.42*	*±4.91*	*±4.70*	*±5.37*	*±5.09*	*±5.07*
Allahabad	5.04	3.26	4.16	5.19	4.29	39.12	36.76	42.84	47.77	53.92
	±1.13	*±0.90*	*±1.02*	*±1.11*	*±0.87*	*±4.59*	*±5.00*	*±4.42*	*±4.05*	*±4.48*
Azamgarh	3.71	3.99	1.68	1.87	2.22	39.36	42.73	51.20	53.13	59.38
	±1.41	*±1.70*	*±0.67*	*±0.79*	*±0.99*	*±5.26*	*±5.09*	*±5.61*	*±4.86*	*±4.55*
Bareilly	7.80	9.99	10.91	13.03	12.33	26.22	30.11	33.87	39.58	39.16
	±1.95	*±2.16*	*±2.92*	*±1.97*	*±1.95*	*±3.87*	*±3.72*	*±4.13*	*±3.96*	*±3.78*
Basti	7.25	5.62	5.16	6.79	5.05	26.86	38.84	40.16	45.36	44.73
	±1.95	*±1.79*	*±1.39*	*±1.64*	*±1.34*	*±3.58*	*±4.46*	*±4.48*	*±4.61*	*±4.79*
Chitrakoot	4.29	3.86	5.29	6.22	7.82	19.26	22.32	23.64	22.78	29.96
	±0.99	*±0.85*	*±1.20*	*±1.36*	*±1.54*	*±4.08*	*±4.65*	*±4.14*	*±4.35*	*±4.60*
Devipatan	8.47	7.96	10.11	15.18	12.26	24.36	20.72	20.89	25.98	33.68
	±1.90	*±1.84*	*±2.05*	*±2.56*	*±2.06*	*±4.04*	*±3.62*	*±4.08*	*±3.89*	*±4.17*
Faizabad	4.99	4.29	5.86	4.47	4.74	41.57	35.76	39.34	46.03	52.67
	±1.26	*±1.19*	*±1.60*	*±1.34*	*±1.24*	*±4.06*	*±4.04*	*±3.76*	*±4.13*	*±3.75*
Gorakhpur	4.93	3.01	1.76	2.63	3.30	42.83	46.69	50.75	52.94	53.66
	±1.19	*±0.77*	*±0.48*	*±0.73*	*±0.78*	*±3.78*	*±4.36*	*±4.01*	*±3.54*	*±3.45*
Jhansi	2.85	1.88	2.54	4.18	3.63	23.53	14.82	19.56	25.58	31.40
	±0.83	*±0.83*	*±0.89*	*±1.27*	*±1.02*	*±5.09*	*±3.94*	*±5.28*	*±5.53*	*±5.17*
Kanpur	4.60	3.71	3.40	4.52	3.53	33.03	34.36	40.68	39.50	47.18
	±1.03	*±0.79*	*±0.83*	*±1.28*	*±0.79*	*±3.50*	*±3.65*	*±3.66*	*±3.84*	*±3.79*
Lucknow	9.05	7.20	6.58	7.00	10.09	30.62	32.12	34.24	38.61	38.95
	±1.34	*±1.31*	*±1.14*	*±1.45*	*±1.69*	*±3.16*	*±3.22*	*±3.23*	*±3.88*	*±3.49*
Meerut	3.06	3.16	2.95	3.61	4.45	46.79	39.70	52.09	57.55	62.51
	±0.80	*±0.94*	*±0.80*	*±1.06*	*±1.15*	*±4.61*	*±4.52*	*±4.22*	*±3.60*	*±3.71*
Mirzapur	3.76	2.57	3.65	2.03	4.30	27.77	27.52	28.09	32.70	42.14
	±1.13	*±1.01*	*±1.15*	*±0.76*	*±1.25*	*±4.95*	*±4.85*	*±4.73*	*±4.91*	*±5.06*
Moradabad	6.47	6.96	7.80	9.22	9.97	43.71	46.67	43.85	55.56	53.76
	±1.59	*±1.74*	*±1.75*	*±1.62*	*±1.82*	*±4.07*	*±4.42*	*±4.77*	*±3.87*	*±3.79*
Saharanpur	6.31	3.78	7.34	8.51	8.57	42.13	35.04	35.99	53.17	54.31
	±2.21	*±1.53*	*±2.53*	*±2.56*	*±2.25*	*±6.23*	*±6.14*	*±5.32*	*±6.22*	*±5.29*
Varanasi	2.42	1.79	1.85	2.56	2.57	39.36	38.66	42.21	54.88	54.43
	±0.70	*±0.60*	*±0.66*	*±0.69*	*±0.97*	*±4.05*	*±4.40*	*±3.95*	*±4.29*	*±3.94*
State	5.63	4.92	5.22	6.13	6.36	35.86	35.83	39.33	45.36	48.47
	±0.36	*±0.36*	*±0.39*	*±0.40*	*±0.41*	*±1.09*	*±1.12*	*±1.14*	*±1.13*	*±1.10*

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 Agra division of Uttar Pradesh, in 2012, % of Std I-II children who could read letters or more is 61.85%. With 95% probability, the true population proportion lies within ±4.14% points of the estimate, i.e., between 65.99% and 57.71%.

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Agra	61.40	68.04	67.76	65.30	61.85	60.41	66.55	68.07	67.50	67.57
	±4.29	*±4.20*	*±3.94*	*±3.93*	*±4.14*	*±4.27*	*±4.23*	*±3.77*	*±3.66*	*±3.79*
Aligarh	51.95	66.93	62.07	54.68	56.77	50.77	67.50	59.84	57.10	62.15
	±5.44	*±5.29*	*±5.74*	*±6.52*	*±5.38*	*±5.04*	*±4.88*	*±5.95*	*±6.33*	*±5.23*
Allahabad	61.79	71.04	62.23	66.93	56.52	59.69	67.68	59.85	67.20	60.32
	±4.63	*±3.77*	*±4.63*	*±4.00*	*±4.18*	*±4.37*	*±4.26*	*±4.41*	*±4.02*	*±4.02*
Azamgarh	67.12	70.08	73.12	72.37	66.97	64.79	68.09	72.63	71.18	70.99
	±4.61	*±4.96*	*±6.62*	*±4.23*	*±4.69*	*±4.89*	*±5.20*	*±6.05*	*±4.85*	*±4.12*
Bareilly	61.38	58.21	64.47	56.12	49.34	60.90	58.19	62.74	59.49	56.64
	±4.74	*±5.39*	*±5.04*	*±5.38*	*±5.42*	*±4.69*	*±5.38*	*±5.33*	*±5.49*	*±4.90*
Basti	54.08	66.48	64.68	57.83	55.43	52.88	64.02	62.07	62.11	56.26
	±4.81	*±5.79*	*±6.12*	*±5.35*	*±5.30*	*±5.41*	*±5.48*	*±5.93*	*±5.18*	*±5.64*
Chitrakoot	67.65	73.92	62.27	64.24	57.85	65.40	71.51	61.28	64.33	59.75
	±4.65	*±4.80*	*±5.43*	*±4.52*	*±4.40*	*±4.71*	*±5.13*	*±4.81*	*±4.61*	*±4.80*
Devipatan	56.05	57.68	54.44	45.67	40.27	56.04	55.90	56.60	56.43	47.85
	±4.66	*±5.39*	*±5.34*	*±4.64*	*±4.33*	*±4.74*	*±5.39*	*±5.23*	*±4.97*	*±4.25*
Faizabad	51.96	65.66	62.22	61.11	54.64	57.99	62.82	65.58	63.95	62.85
	±4.39	*±5.01*	*±5.43*	*±4.26*	*±4.65*	*±4.18*	*±5.21*	*±5.57*	*±4.35*	*±3.98*
Gorakhpur	66.31	75.87	72.96	71.63	59.89	61.69	72.82	71.95	71.88	64.34
	±4.24	*±3.96*	*±4.35*	*±3.88*	*±3.34*	*±4.06*	*±4.26*	*±4.31*	*±3.58*	*±3.43*
Jhansi	60.65	71.59	73.90	68.99	69.46	57.81	69.35	72.50	64.99	70.23
	±5.78	*±5.20*	*±5.18*	*±5.25*	*±5.28*	*±5.88*	*±5.37*	*±5.42*	*±5.50*	*±5.24*
Kanpur	60.15	63.20	70.41	66.92	62.97	57.78	60.69	67.70	67.72	67.34
	±3.84	*±4.65*	*±3.90*	*±3.98*	*±4.17*	*±3.60*	*±4.86*	*±4.05*	*±4.10*	*±4.09*
Lucknow	53.58	57.86	60.57	55.35	47.51	54.32	56.57	60.81	58.47	56.00
	±3.73	*±4.23*	*±4.46*	*±5.09*	*±4.18*	*±3.56*	*±4.01*	*±4.09*	*±4.55*	*±3.70*
Meerut	77.61	76.40	79.87	72.06	69.30	76.29	75.01	77.65	77.37	74.85
	±3.72	*±4.55*	*±4.30*	*±4.52*	*±3.97*	*±3.90*	*±4.69*	*±4.58*	*±4.17*	*±3.04*
Mirzapur	57.72	70.06	68.08	75.42	61.02	55.86	65.40	65.45	74.97	61.65
	±5.49	*±4.85*	*±6.82*	*±4.43*	*±4.86*	*±5.60*	*±4.69*	*±6.19*	*±4.23*	*±4.82*
Moradabad	71.13	69.35	65.21	62.14	62.50	71.60	70.87	66.66	66.60	69.94
	±4.25	*±5.28*	*±5.21*	*±5.18*	*±4.72*	*±3.99*	*±5.09*	*±4.69*	*±4.59*	*±4.04*
Saharanpur	75.66	82.00	77.64	69.58	68.61	77.48	83.28	77.68	70.74	78.96
	±5.86	*±5.03*	*±6.26*	*±5.56*	*±6.14*	*±5.10*	*±4.98*	*±6.79*	*±4.71*	*±5.38*
Varanasi	69.30	75.73	82.90	69.47	67.05	64.86	72.65	78.73	71.25	69.28
	±3.69	*±4.08*	*±4.02*	*±4.34*	*±4.48*	*±4.23*	*±3.90*	*±4.29*	*±4.36*	*±4.39*
State	62.08	68.00	67.31	63.56	57.51	61.07	66.29	66.59	65.99	62.89
	±1.18	*±1.25*	*±1.35*	*±1.24*	*±1.22*	*±1.15*	*±1.25*	*±1.30*	*±1.18*	*±1.13*

List of districts under each division
Chitrakoot
Hamirpur
Mahoba
Banda
Chitrakoot
Devipatan
Bahraich
Shrawasti
Balrampur
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

Annual Status of Education Report
असर ASER 2012 RURAL
Facilitated by PRATHAM

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Agra	48.80	48.74	51.40	46.76	44.07	35.38	35.07	42.28	38.85	30.78
	±4.00	*±5.55*	*±4.96*	*±4.77*	*±4.82*	*±4.21*	*±4.13*	*±4.99*	*±3.99*	*±4.29*
Aligarh	53.56	46.81	46.67	42.70	45.13	39.16	37.67	38.37	32.86	36.88
	±5.33	*±6.21*	*±5.78*	*±5.43*	*±6.72*	*±5.17*	*±6.60*	*±5.66*	*±4.43*	*±6.08*
Allahabad	50.25	48.06	47.16	44.35	41.54	33.66	38.06	34.08	33.82	30.57
	±4.57	*±5.19*	*±5.11*	*±4.22*	*±4.80*	*±4.60*	*±5.76*	*±4.21*	*±4.74*	*±4.78*
Azamgarh	57.47	45.95	57.08	59.32	58.69	45.02	32.01	49.51	49.50	44.05
	±6.14	*±4.39*	*±6.97*	*±4.37*	*±5.07*	*±7.43*	*±4.69*	*±7.39*	*±4.15*	*±5.15*
Bareilly	45.00	31.46	38.63	35.86	32.33	30.21	21.39	26.16	24.80	20.90
	±4.93	*±5.77*	*±4.85*	*±4.40*	*±4.41*	*±4.46*	*±4.44*	*±4.44*	*±4.01*	*±4.14*
Basti	45.92	47.27	52.01	44.07	42.83	29.77	35.10	38.42	26.29	26.93
	±4.90	*±6.07*	*±6.00*	*±5.35*	*±5.80*	*±4.11*	*±5.41*	*±5.61*	*±4.07*	*±5.25*
Chitrakoot	47.71	43.75	42.98	40.20	38.03	33.81	34.79	33.28	30.52	25.71
	±5.41	*±5.55*	*±4.50*	*±4.41*	*±5.19*	*±5.61*	*±5.60*	*±4.42*	*±4.04*	*±4.27*
Devipatan	42.89	38.78	48.85	38.29	29.52	28.10	26.37	31.84	25.31	16.72
	±6.09	*±5.28*	*±5.40*	*±4.87*	*±4.21*	*±5.66*	*±4.85*	*±5.00*	*±4.46*	*±3.50*
Faizabad	45.90	49.32	49.86	43.76	43.56	29.02	32.99	35.96	29.37	27.53
	±4.06	*±5.26*	*±5.72*	*±4.26*	*±4.65*	*±3.62*	*±5.49*	*±5.01*	*±3.94*	*±4.03*
Gorakhpur	51.22	60.21	66.85	58.57	53.62	34.99	46.23	52.41	36.48	30.35
	±4.83	*±5.03*	*±4.36*	*±4.00*	*±4.06*	*±5.21*	*±5.84*	*±4.70*	*±4.20*	*±3.19*
Jhansi	47.49	48.55	52.46	48.03	42.40	37.78	42.66	42.86	41.10	30.29
	±6.07	*±6.27*	*±6.45*	*±5.14*	*±5.80*	*±5.96*	*±6.08*	*±5.28*	*±4.68*	*±5.55*
Kanpur	42.59	41.32	51.73	45.78	40.77	29.46	29.08	39.20	37.79	30.41
	±3.85	*±4.12*	*±4.80*	*±4.98*	*±4.15*	*±3.55*	*±4.02*	*±5.26*	*±4.85*	*±4.05*
Lucknow	38.01	36.20	41.39	40.20	35.53	22.56	22.02	30.79	28.85	18.96
	±3.93	*±3.64*	*±4.27*	*±4.52*	*±3.68*	*±3.83*	*±3.12*	*±4.00*	*±4.18*	*±2.86*
Meerut	71.17	69.28	71.87	67.21	64.74	54.04	55.86	61.43	48.06	47.20
	±3.99	*±5.66*	*±3.74*	*±4.38*	*±4.00*	*±5.38*	*±6.19*	*±4.13*	*±4.90*	*±4.71*
Mirzapur	51.47	46.38	50.50	55.06	44.53	32.03	31.13	32.79	37.77	27.90
	±4.94	*±6.04*	*±5.58*	*±5.27*	*±4.76*	*±4.94*	*±5.28*	*±5.34*	*±5.44*	*±4.45*
Moradabad	56.94	51.63	50.23	43.09	40.87	37.87	38.47	37.16	29.10	22.40
	±4.98	*±5.52*	*±5.54*	*±4.47*	*±5.58*	*±5.03*	*±5.46*	*±5.10*	*±3.79*	*±3.85*
Saharanpur	73.12	67.30	64.83	59.04	63.84	59.56	56.55	55.17	39.64	43.29
	±6.04	*±6.20*	*±6.74*	*±6.08*	*±6.91*	*±7.95*	*±7.60*	*±8.58*	*±6.13*	*±7.07*
Varanasi	58.32	61.18	68.40	55.81	57.95	42.75	43.79	51.06	41.15	36.81
	±4.07	*±4.68*	*±4.85*	*±4.39*	*±4.27*	*±4.75*	*±4.75*	*±5.37*	*±4.04*	*±4.66*
State	50.66	48.55	52.67	47.83	44.77	35.22	35.69	40.17	34.45	29.23
	±1.26	*±1.42*	*±1.40*	*±1.21*	*±1.27*	*±1.31*	*±1.42*	*±1.37*	*±1.14*	*±1.14*

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

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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)				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Garhwal	0.65	1.11	1.25	0.80	1.67	30.38	25.69	28.81	31.12	37.34
	±0.34	*±0.43*	*±0.58*	*±0.47*	*±0.82*	*±4.78*	*±4.69*	*±4.95*	*±4.86*	*±5.32*
Kumaon	1.42	1.64	2.36	1.58	2.01	24.51	23.55	29.32	31.69	35.45
	±0.79	*±0.82*	*±1.28*	*±0.97*	*±0.78*	*±4.53*	*±4.21*	*±5.34*	*±5.07*	*±4.63*
State	0.98	1.35	1.73	1.09	1.80	27.86	24.72	29.03	31.33	36.60
	±0.39	*±0.44*	*±0.65*	*±0.47*	*±0.58*	*±3.36*	*±3.20*	*±3.64*	*±3.59*	*±3.71*

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Garhwal	79.85	80.49	80.52	76.53	70.42	79.67	79.63	78.26	74.79	73.86
	±4.02	*±4.10*	*±4.01*	*±4.23*	*±4.98*	*±3.87*	*±3.98*	*±4.20*	*±5.23*	*±4.69*
Kumaon	79.76	87.88	80.47	80.83	81.53	78.89	86.30	79.61	79.87	83.83
	±5.63	*±3.78*	*±3.98*	*±4.18*	*±4.58*	*±5.22*	*±3.77*	*±4.37*	*±3.74*	*±3.93*
State	79.82	83.88	80.50	78.09	74.53	79.36	82.70	78.85	76.65	77.55
	±3.30	*±2.80*	*±2.85*	*±3.13*	*±3.80*	*±3.12*	*±2.73*	*±3.04*	*±3.64*	*±3.44*

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Garhwal	73.54	70.69	69.94	61.06	60.91	59.14	57.19	61.36	48.97	46.42
	±4.31	*±4.00*	*±4.42*	*±4.80*	*±5.11*	*±4.88*	*±5.03*	*±4.97*	*±4.47*	*±4.99*
Kumaon	77.62	77.58	72.46	70.66	67.01	60.82	68.22	65.01	55.07	54.51
	±4.97	*±4.87*	*±3.90*	*±4.50*	*±4.57*	*±6.00*	*±6.20*	*±4.64*	*±4.61*	*±5.08*
State	75.21	73.79	71.01	64.17	63.35	59.83	62.20	62.91	50.95	49.66
	±3.27	*±3.08*	*±3.04*	*±3.68*	*±3.63*	*±3.78*	*±3.91*	*±3.47*	*±3.43*	*±3.69*

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 Uttarakhand, in 2012, % of Std I-II children who could read letters or more is 70.42%. With 95% probability, the true population proportion lies within ±4.98% points of the estimate, i.e., between 75.40% and 65.44%.

List of districts under each division
Garhwal
Uttarkashi
Chamoli
Rudraprayag
Tehri Garhwal
Dehradun
Garhwal
Hardwar
Kumaon
Pithoragarh
Bageshwar
Almora
Champawat
Nainital
Udham Singh Nagar

Divisional Estimates

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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)				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Burdwan	6.12	5.38	3.68	3.44	3.34	3.47	4.93	3.68	4.30	3.97
	±1.55	*±1.53*	*±0.92*	*±1.02*	*±1.13*	*±1.28*	*±1.44*	*±1.13*	*±1.56*	*±1.20*
Jalpaiguri	5.17	5.71	5.96	5.31	3.89	10.25	11.01	10.65	10.89	12.46
	±1.17	*±1.50*	*±1.58*	*±1.26*	*±1.07*	*±2.10*	*±1.88*	*±2.40*	*±2.29*	*±2.48*
Presidency	5.60	6.04	4.61	4.60	2.79	3.79	5.13	4.80	5.33	6.58
	±2.03	*±1.51*	*±1.11*	*±1.39*	*±1.01*	*±1.12*	*±1.27*	*±1.39*	*±1.42*	*±1.79*
State	5.70	5.68	4.58	4.32	3.28	5.29	6.54	5.86	6.29	6.94
	±0.98	*±0.90*	*±0.69*	*±0.72*	*±0.64*	*±0.86*	*±0.90*	*±0.94*	*±1.01*	*±1.03*

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Burdwan	84.39	86.09	90.06	89.18	82.08	84.74	88.13	90.70	92.07	87.03
	±4.57	*±4.01*	*±3.19*	*±3.31*	*±4.46*	*±4.18*	*±3.56*	*±2.74*	*±2.66*	*±3.33*
Jalpaiguri	78.39	76.95	78.49	74.67	64.58	80.33	82.30	79.75	79.80	76.12
	±4.38	*±4.18*	*±5.50*	*±4.97*	*±5.66*	*±4.37*	*±3.27*	*±5.62*	*±4.47*	*±4.78*
Presidency	88.53	87.69	88.91	87.15	82.61	89.04	90.37	87.21	90.31	87.50
	±3.44	*±3.18*	*±3.81*	*±3.90*	*±4.93*	*±3.65*	*±3.30*	*±4.37*	*±3.36*	*±4.13*
State	83.96	84.02	86.62	84.77	77.35	84.83	87.20	86.76	88.33	84.13
	±2.46	*±2.31*	*±2.50*	*±2.42*	*±3.02*	*±2.37*	*±2.04*	*±2.47*	*±2.08*	*±2.39*

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Burdwan	73.04	70.02	76.82	65.01	64.58	63.64	65.09	71.20	60.46	45.93
	±3.94	*±5.40*	*±4.39*	*±4.53*	*±4.42*	*±4.89*	*±5.51*	*±5.28*	*±5.13*	*±4.44*
Jalpaiguri	61.53	66.06	55.05	52.92	47.35	49.36	57.51	47.16	45.19	32.94
	±3.86	*±4.65*	*±5.09*	*±5.36*	*±5.13*	*±3.97*	*±4.86*	*±5.00*	*±5.93*	*±5.17*
Presidency	66.66	65.54	67.08	62.14	62.42	51.49	55.24	55.29	52.54	48.99
	±3.90	*±5.03*	*±6.53*	*±5.02*	*±5.29*	*±4.17*	*±4.58*	*±6.89*	*±4.91*	*±5.51*
State	67.69	67.59	68.44	61.06	59.58	55.52	60.03	60.40	53.83	43.91
	±2.38	*±3.06*	*±3.40*	*±2.92*	*±2.99*	*±2.79*	*±3.09*	*±3.85*	*±3.12*	*±3.05*

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 2012, % of Std I-II children who could read letters or more is 82.08%. With 95% probability, the true population proportion lies within ±4.46% points of the estimate, i.e., between 86.54% and 77.62%.

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

Annexures

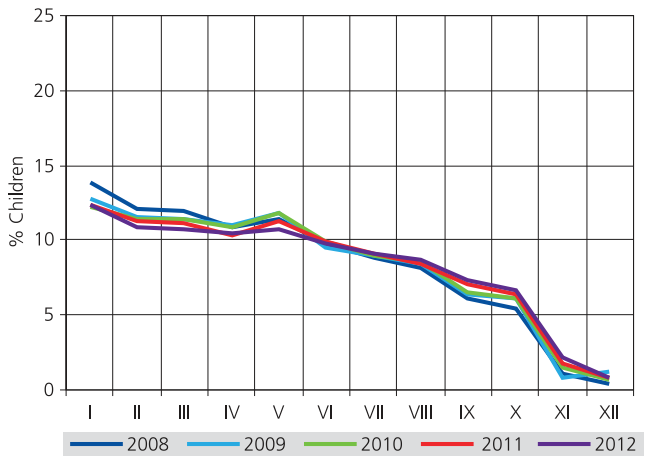
State	Actual districts	Surveyed districts						2012									
		2006	2007	2008	2009	2010	2011	Sur-veyed districts	Sur-veyed villages	Surveyed house-holds	Surveyed children				Tested children Age 5-16		
											Age 3-16	Age 3-5	Age 6-14	Age 15-16	Reading	Arithmetic	English
Andhra Pradesh	22	22	22	22	22	22	22	22	651	13185	18975	3339	13338	2298	15336	15332	15281
Arunachal Pradesh	13	8	13	11	13	13	13	10	206	3907	7281	1879	4529	873	5414	5407	5378
Assam	23	16	23	23	22	23	22	19	563	11251	18448	3529	12884	2035	14395	14359	14313
Bihar	38	37	37	35	37	37	37	37	1095	22168	55473	11314	39152	5007	41005	40981	40747
Chhattisgarh	16	16	15	15	15	15	15	15	445	9031	15485	2743	10588	2154	10970	10952	10881
Dadra & Nagar Haveli	1	1	1	1	1	1	1	1	28	600	1100	195	756	149	648	648	648
Daman & Diu	2	2	2	2	2	2	2	2	21	1190	2279	295	1630	354	1843	1844	1587
Goa	2	2	2	2	2	2	1	2	49	1160	1668	252	1169	247	1444	1443	1440
Gujarat	26	25	25	25	26	26	25	26	755	15294	25708	4025	18894	2789	18154	18011	11151
Haryana	20	20	20	20	20	20	16	20	575	11529	22093	3953	15452	2688	16618	16570	16498
Himachal Pradesh	12	12	12	12	12	12	12	10	282	5572	8430	1576	5924	930	6572	6571	6558
Jammu & Kashmir	14	13	14	14	14		14	14	368	7942	15616	2774	10543	2299	11287	11260	11163
Jharkhand	23	22	22	22	21	22	20	22	638	12962	27452	5927	18755	2770	18284	18307	18218
Karnataka	27	27	27	27	27	27	27	27	778	16192	23652	4344	16636	2672	18060	18054	17971
Kerala	14	14	14	14	14	14	14	14	349	8471	11430	1672	8252	1506	9948	9899	9822
Madhya Pradesh	45	45	45	45	45	45	43	43	1262	25633	50747	9255	35287	6205	38016	37913	37686
Maharashtra	33	33	33	33	33	33	31	33	967	19667	27834	5154	19198	3482	21782	21748	21667
Manipur	9	8	9	9	9	8	8	9	248	5093	9222	2018	6343	861	6903	6893	6881
Meghalaya	7	5	6	7	7	7	6	7	173	3412	7148	1528	4777	843	4247	4214	4029
Mizoram	8	7		8	8	8	8	8	186	4318	7952	1695	5382	875	6778	6774	6425
Nagaland	11	10	11	11	11	11	11	11	283	6453	12611	2792	8663	1156	10524	10500	10434
Odisha	30	30	30	30	30	30	30	30	881	17752	26035	4878	17528	3629	17760	17673	17592
Puducherry	2	2	2	2	2	2	2	1	22	600	794	164	536	94	687	687	687
Punjab	19	18	19	19	19	19	19	19	552	11145	14622	2661	9989	1972	11002	10992	10890
Rajasthan	32	31	32	32	32	32	31	32	943	18975	39472	7124	27309	5039	26915	26890	26810
Sikkim	4		1	4	4	4	4	4	76	1613	2045	319	1395	331	1594	1590	1553
Tamil Nadu	29	29	29	29	29	29	29	28	811	16699	22844	3692	16206	2946	19712	19713	19687
Tripura	4	2	3	4	4	4	4	4	114	2400	3482	664	2350	468	2653	2655	2644
Uttar Pradesh	69	69	69	69	69	69	68	69	2034	41362	92956	17810	63511	11635	72113	72092	71852
Uttarakhand	13	13	13	13	13	13	12	12	336	6801	11373	2140	7622	1611	8983	8959	8940
West Bengal	17	16	17	17	17	17	17	16	475	9504	12619	2337	8609	1673	8898	8868	8852
All India	**585**	**555**	**568**	**577**	**580**	**567**	**564**	**567**	**16166**	**331881**	**596846**	**112048**	**413207**	**71591**	**448545**	**447799**	**438285**

Village infrastructure and household characteristics

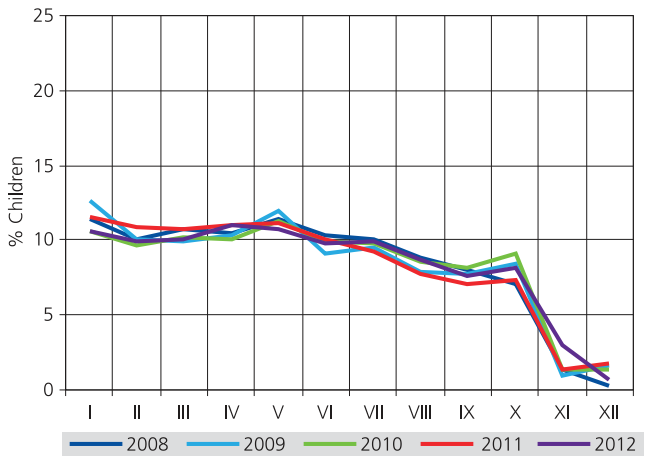
STATES	% of villages with the following characteristics														% of households with the following characteristics												
	Pukka Road	Electricity	Post Office	Bank	P.D.S	Primary Health Centre	Private health clinic	Internet cafe	Solar energy	Govt. prim school	Govt. middle school	Govt. sec. school	Private school	Aanganwadi/Pre school	Kutcha	Semi pukka	Pukka	Electricity	Electricity today	Toilet	T.V.	Cable TV	Mobile	Motorised vehicle	Newspaper	Other reading material	Computer usage
Andhra Pradesh	85.2	99.5	71.3	34.0	91.8	50.5	56.5	20.0	8.4	99.1	41.6	17.6	39.2	97.9	13.1	30.8	56.1	97.0	73.8	53.7	78.1	72.1	78.0	28.7	9.4	9.0	14.6
Arunachal Pradesh	60.3	80.0	22.7	10.9	46.5	33.8	13.4	10.8	31.1	80.9	50.0	22.2	31.1	75.4	58.8	29.3	11.9	81.0	68.5	69.5	61.2	46.0	32.8	39.4	8.8	33.1	16.2
Assam	50.4	89.1	29.8	8.9	75.7	38.0	12.9	7.9	12.7	91.0	35.0	14.1	32.4	92.1	60.4	23.8	15.8	65.6	59.3	58.9	39.1	33.7	57.1	16.3	6.6	14.4	9.9
Bihar	68.8	83.2	40.5	20.7	65.0	33.6	30.8	12.1	75.6	97.8	75.1	14.8	31.3	88.3	42.3	30.2	27.6	39.9	28.6	20.2	13.8	9.8	61.2	13.5	5.1	19.9	5.4
Chhattisgarh	78.0	96.9	29.0	16.7	71.9	41.2	26.8	14.6	12.0	98.6	35.7	14.1	28.7	99.1	66.7	19.2	14.1	87.4	86.7	24.2	51.6	42.7	40.4	24.6	6.8	16.7	6.1
Dadra & Nagar Haveli	100	100	37.0	22.2	85.2	63.0	22.2	14.8	14.8	100.0	85.2	3.7	37.0	88.9	43.8	25.5	30.7	96.7	94.6	30.4	65.9	66.1	58.6	45.0	7.2	9.0	17.0
Daman & Diu	100	100	45.0	50.0	70.0	65.0	55.0	30.0	45.0	90.0	73.7	55.0	50.0	94.7	22.6	48.8	28.6	97.3	97.1	49.4	87.6	80.4	67.8	58.3	12.6	11.9	30.6
Goa	95.7	97.9	69.6	73.9	76.1	60.0	41.3	31.1	45.7	91.3	37.8	26.7	50.0	95.6	3.1	26.9	70.0	98.8	96.5	84.2	92.3	85.5	77.5	74.4	48.3	27.6	66.9
Gujarat	86.3	99.3	65.1	30.7	76.5	48.0	41.2	15.2	30.4	99.5	89.5	23.3	24.2	95.6	28.4	36.3	35.3	94.1	84.5	46.9	61.1	49.4	62.1	40.4	14.1	21.4	25.1
Haryana	94.2	99.5	56.6	38.4	82.3	58.4	49.1	18.6	28.9	98.5	72.0	47.2	65.5	97.9	6.1	25.9	68.1	93.2	72.0	76.7	78.0	68.7	85.6	47.7	15.6	25.4	29.0
Himachal Pradesh	52.3	100	42.3	21.7	50.0	43.6	21.1	16.3	31.4	83.7	22.0	9.8	26.5	87.1	17.2	21.3	61.5	97.9	97.5	81.3	85.9	60.7	85.1	26.7	15.6	33.2	32.1
Jammu & Kashmir	61.1	95.1	35.1	23.4	75.8	67.8	30.9	14.6	43.7	99.1	89.0	40.2	65.5	95.3	26.6	24.2	49.2	90.3	64.5	49.6	59.8	41.7	82.6	20.8	14.7	65.3	21.3
Jharkhand	62.1	88.1	24.0	11.9	64.3	26.0	20.4	5.8	33.7	96.6	66.2	11.2	24.9	88.7	66.1	17.1	16.8	65.5	44.4	10.6	21.7	17.9	51.3	17.5	7.3	17.0	5.8
Karnataka	87.9	99.0	61.1	36.4	75.8	37.6	32.9	16.5	48.0	98.0	82.8	29.4	39.2	98.3	16.1	48.0	35.9	93.7	70.3	38.5	71.0	67.6	65.4	35.2	7.9	4.7	15.2
Kerala	97.3	99.7	99.7	97.0	99.4	96.4	91.6	91.8	30.8	94.8	82.7	63.8	96.3	99.4	2.1	19.6	78.4	97.2	95.5	97.0	92.0	87.1	91.6	43.8	54.7	23.1	34.2
Madhya Pradesh	72.6	93.5	35.0	17.9	59.5	34.2	28.6	11.4	12.5	99.2	62.3	20.5	35.7	94.8	61.6	21.4	17.1	74.2	51.1	22.8	35.9	23.1	45.1	26.8	4.5	15.3	3.9
Maharashtra	85.3	99.4	51.8	30.3	87.0	51.4	49.6	22.3	55.9	98.6	58.8	11.0	47.8	96.8	22.7	38.6	38.7	89.8	76.8	47.0	64.6	52.9	66.1	34.4	13.0	23.0	15.6
Manipur	59.8	88.7	18.4	4.5	8.3	37.3	8.3	12.4	70.5	85.2	40.9	23.8	51.2	79.4	48.0	44.7	7.3	84.6	54.1	90.1	55.6	27.9	63.5	26.3	22.9	39.3	19.7
Meghalaya	50.0	90.6	23.2	15.8	59.8	32.0	12.4	12.9	29.8	85.8	23.5	6.0	52.1	82.3	51.4	35.1	13.5	73.4	65.9	59.3	43.0	34.2	47.6	11.4	13.8	58.4	9.2
Mizoram	73.9	95.6	46.1	16.1	82.7	83.5	5.5	2.8	33.9	97.8	55.0	25.7	51.7	96.7	76.7	18.3	5.0	91.3	79.7	79.4	67.7	63.1	59.2	20.6	19.4	72.1	15.6
Nagaland	50.2	98.9	20.8	9.2	20.7	62.1	16.1	8.6	33.5	98.5	54.3	15.9	54.0	68.9	49.6	39.5	10.9	97.5	84.8	82.2	49.2	45.7	51.1	18.8	14.0	79.3	18.7
Odisha	74.5	96.2	35.1	14.1	45.1	25.7	13.0	10.2	8.2	96.1	57.6	17.3	18.7	93.1	51.8	24.0	24.2	70.6	63.7	17.9	36.1	31.3	46.9	22.9	5.1	20.9	6.8
Puducherry	72.7	90.9	54.6	27.3	68.2	45.5	36.4	27.3	4.6	86.4	45.5	22.7	54.6	90.9	8.5	34.0	57.5	97.5	97.0	49.8	91.8	91.8	75.8	56.2	6.8	5.5	23.3
Punjab	94.9	99.8	50.8	33.4	77.3	54.1	50.3	9.5	16.2	98.9	41.4	22.9	48.4	98.4	6.7	36.2	57.0	98.4	95.0	88.1	92.8	76.1	85.4	66.2	21.4	17.1	35.9
Rajasthan	89.4	96.9	47.0	26.3	66.6	64.2	35.5	18.8	43.2	98.8	78.2	37.6	57.6	93.1	24.0	23.0	53.1	77.9	68.0	31.8	44.9	33.1	76.1	33.4	12.4	19.6	12.9
Sikkim	62.2	98.7	44.6	21.3	77.0	45.2	8.1	23.0	40.0	92.5	67.7	50.0	74.3	84.5	14.7	47.9	37.4	97.6	96.6	95.1	81.9	72.9	77.2	20.9	18.7	30.9	36.0
Tamil Nadu	76.6	97.9	68.0	39.5	92.0	47.7	20.6	13.9	16.0	92.1	44.3	14.2	27.8	88.9	7.9	14.0	78.1	96.4	74.2	35.6	92.6	87.8	74.3	48.1	12.0	6.1	20.6
Tripura	88.6	97.4	66.1	25.0	81.6	68.8	15.0	19.5	27.3	99.1	88.3	52.7	31.6	96.5	80.8	17.2	2.0	85.0	79.0	85.5	60.4	46.3	54.4	14.3	10.2	19.1	8.0
Uttar Pradesh	85.0	95.8	33.9	17.5	74.9	33.8	32.4	9.5	39.0	94.3	39.0	6.1	54.0	87.3	27.3	38.6	34.1	48.3	51.1	27.5	29.9	37.0	71.2	22.9	6.5	31.5	8.9
Uttarakhand	49.2	97.3	27.8	18.4	65.3	29.5	25.0	11.1	34.4	91.0	31.5	11.7	37.9	89.4	10.3	30.4	59.3	89.1	77.6	68.7	69.0	55.9	77.3	25.0	13.6	24.1	20.5
West Bengal	53.0	95.4	38.8	23.3	54.4	39.0	24.0	10.4	9.1	93.8	29.2	19.8	26.2	93.9	51.2	24.4	24.5	79.7	78.4	53.5	44.4	47.8	63.3	17.0	6.3	23.0	11.8
All India	**76.4**	**95.3**	**44.5**	**24.8**	**70.2**	**43.9**	**31.2**	**14.9**	**32.4**	**96.0**	**57.0**	**20.1**	**41.7**	**92.1**	**31.5**	**29.6**	**39.0**	**76.4**	**67.4**	**41.0**	**52.1**	**50.3**	**66.6**	**28.6**	**10.6**	**20.0**	**13.7**

Age - Class composition in sample 2012

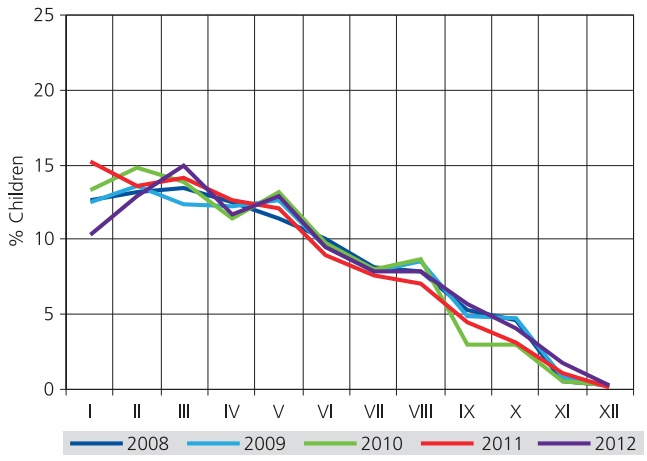
All India



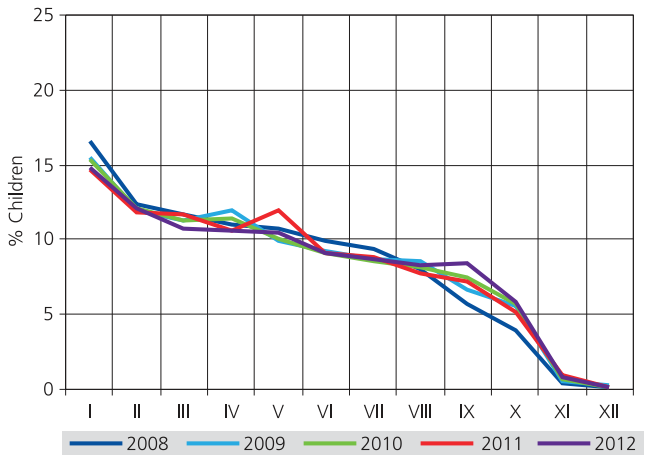
Andhra Pradesh



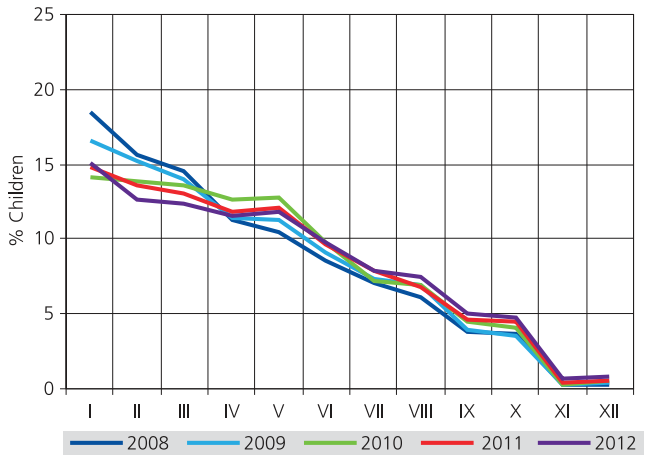
Arunachal Pradesh



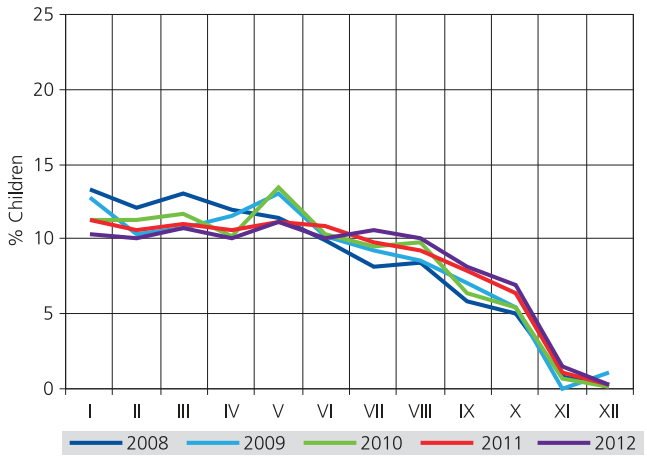
Assam



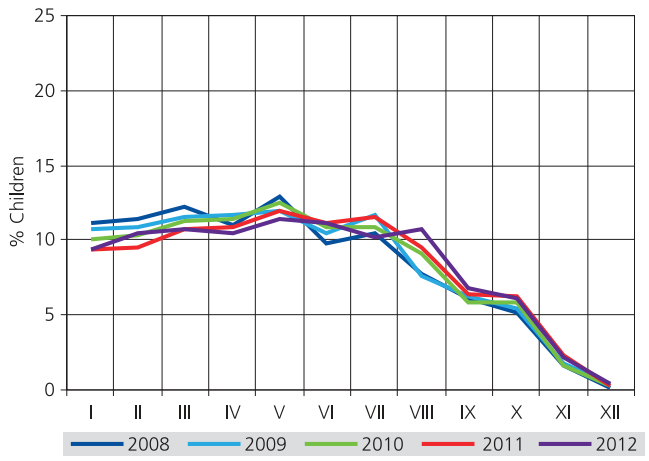
Bihar



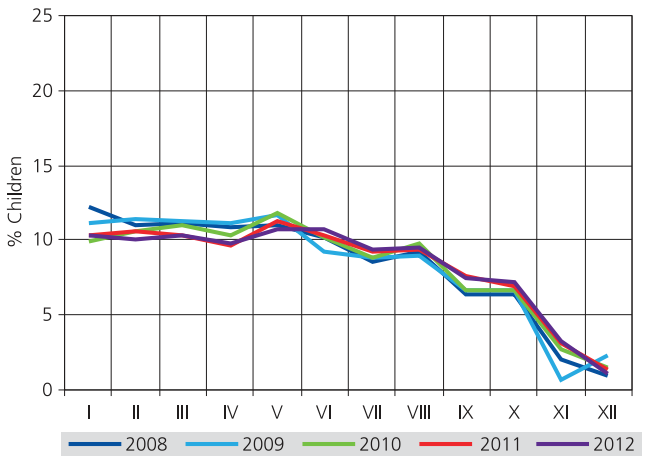
Chhattisgarh



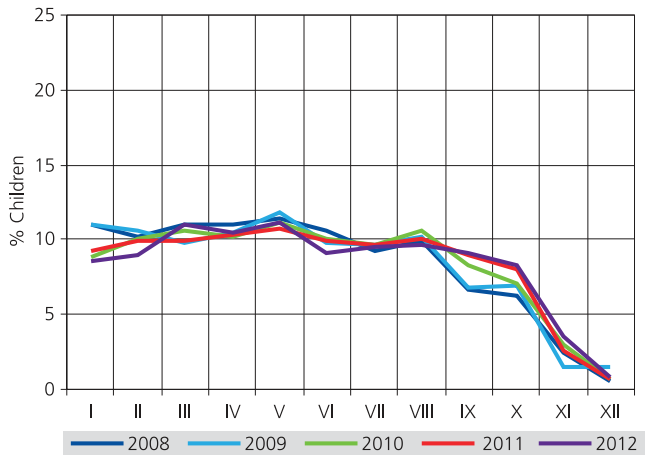
Gujarat



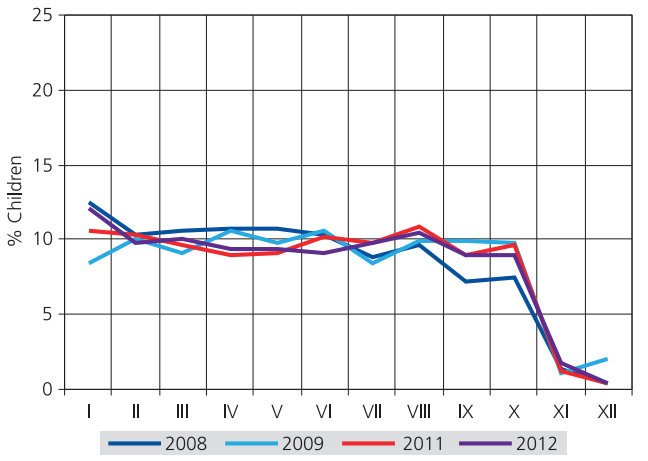
Haryana



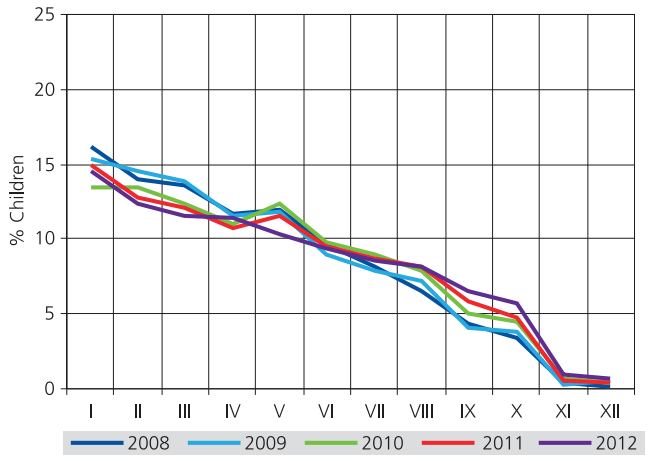
Himachal Pradesh



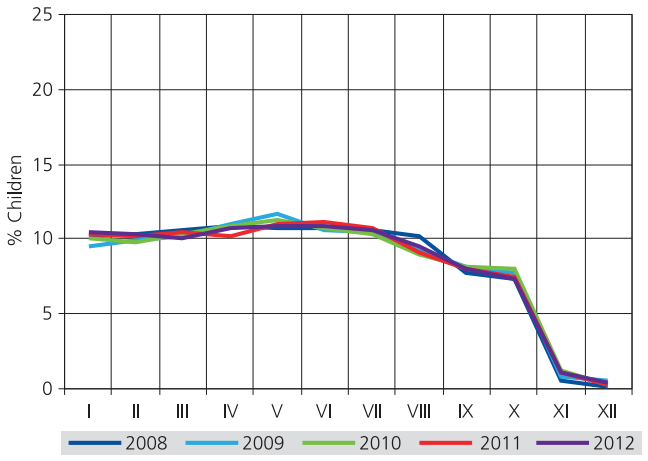
Jammu and Kashmir



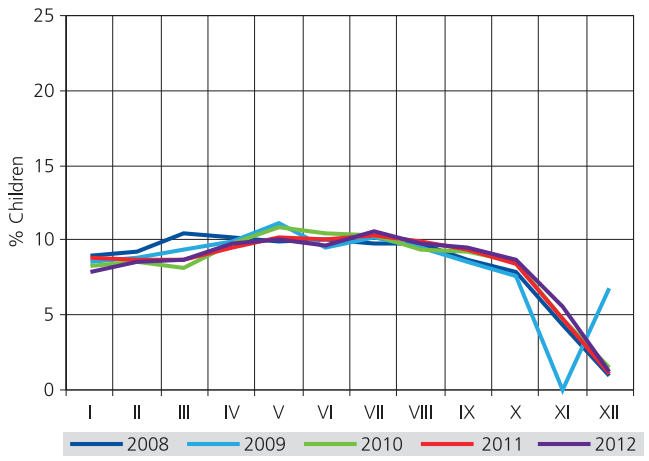
Jharkhand



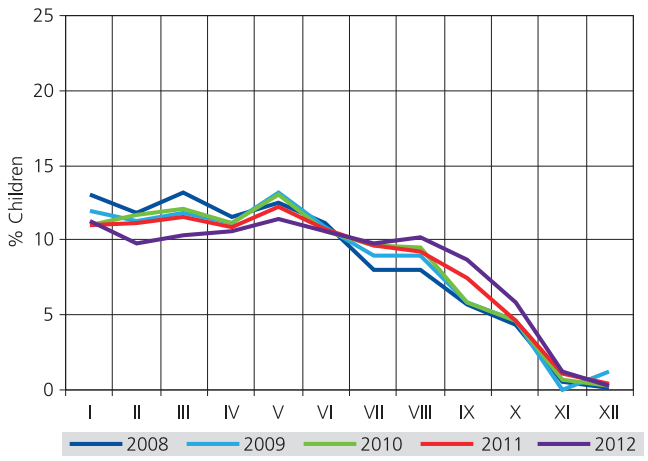
Karnataka



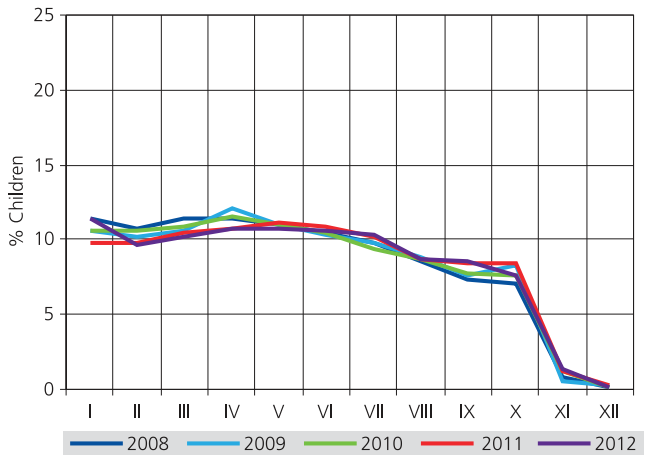
Kerala



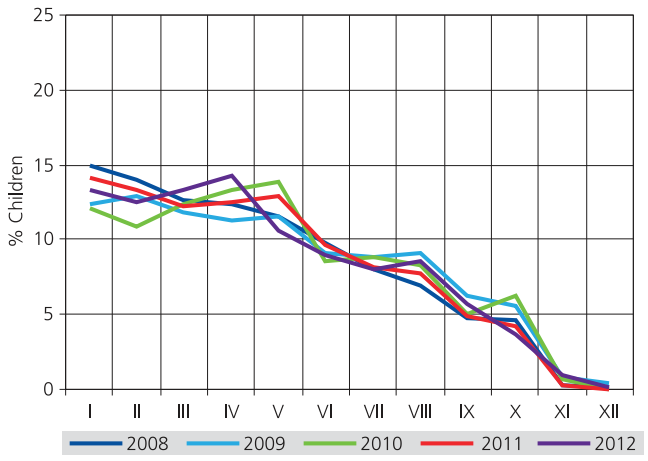
Madhya Pradesh



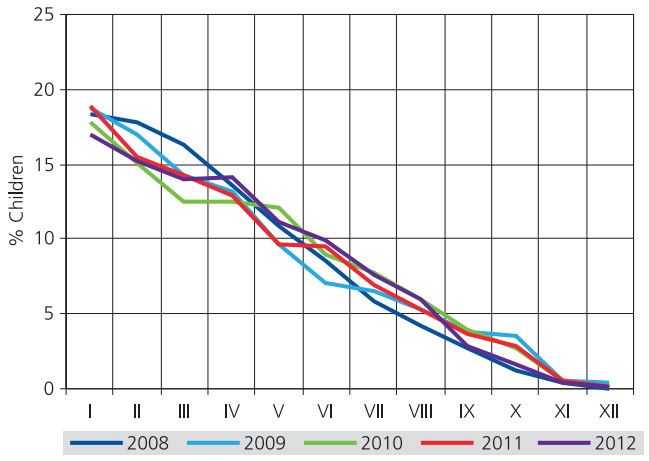
Maharashtra



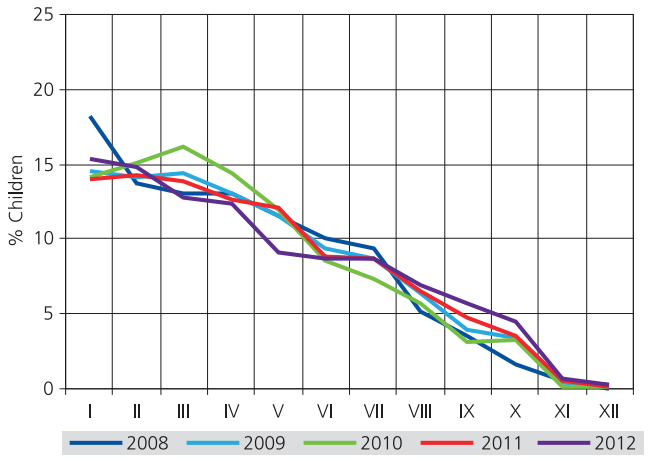
Manipur



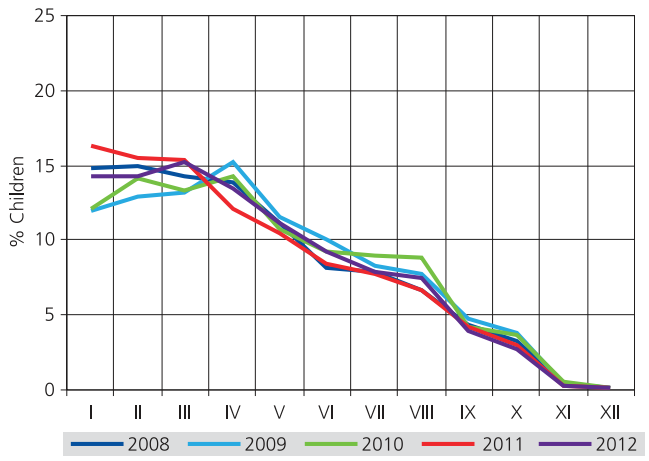
Meghalaya



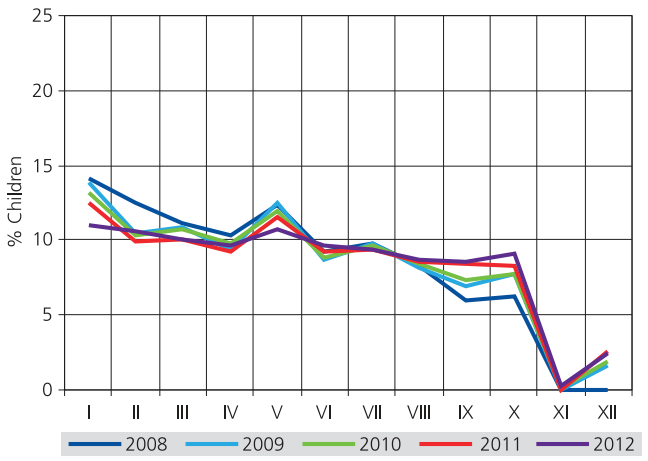
Mizoram



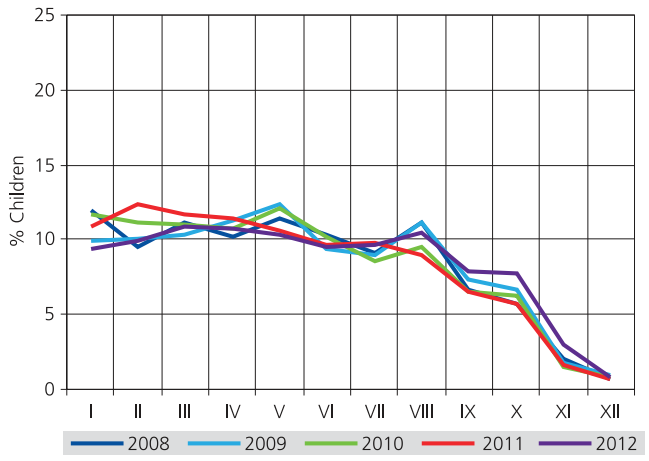
Nagaland



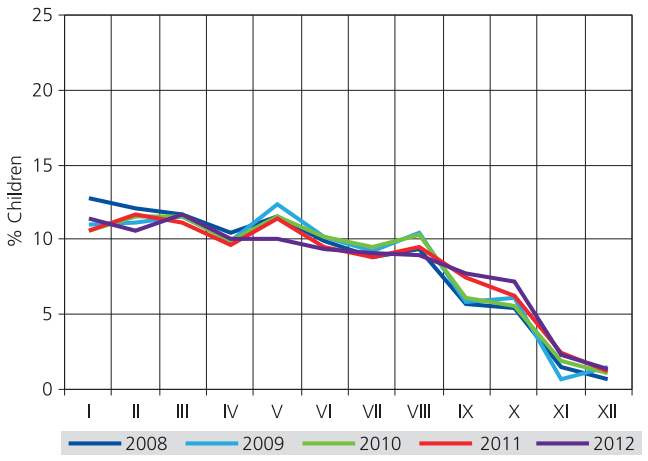
Odisha



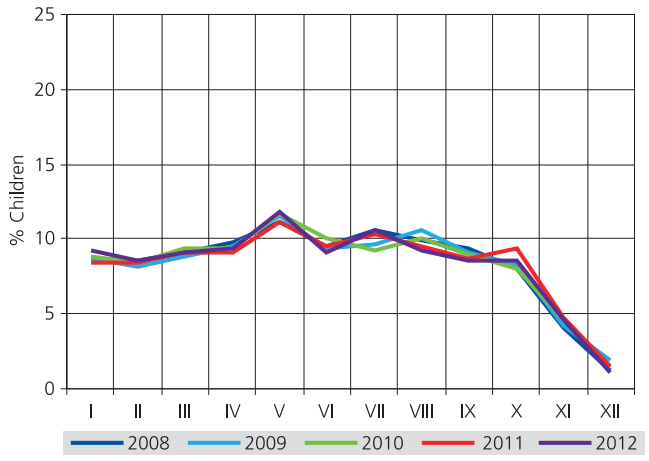
Punjab



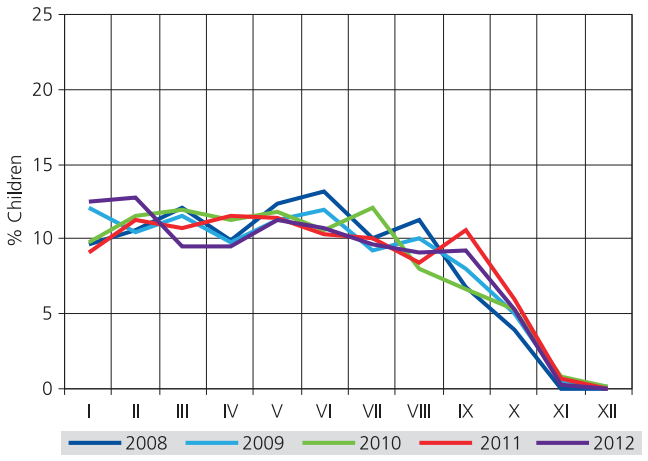
Rajasthan



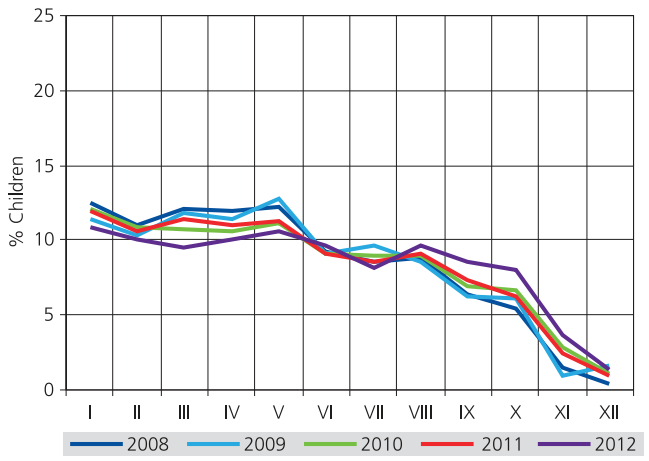
Tamil Nadu



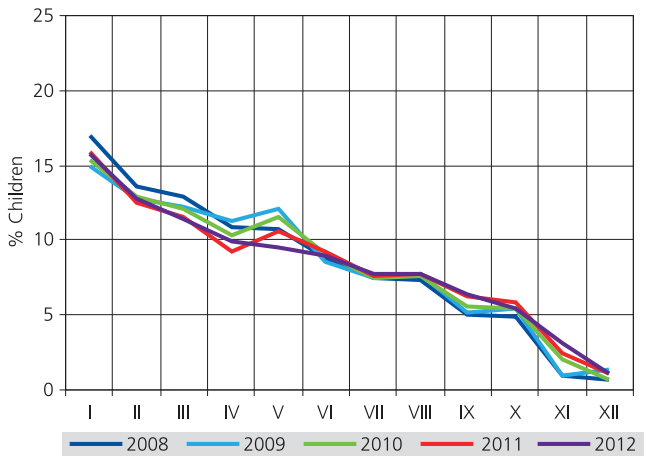
Tripura



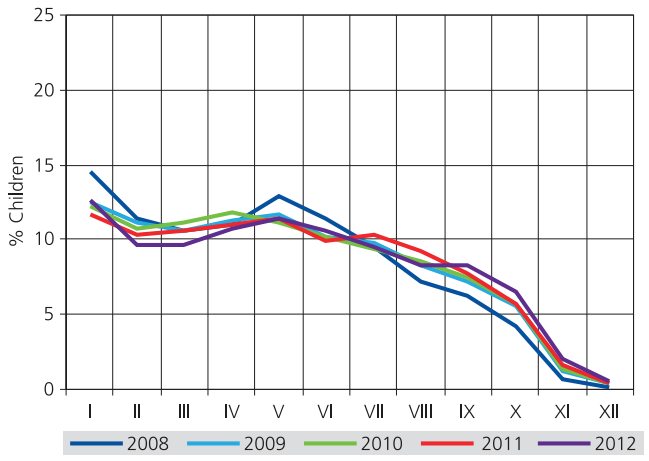
Uttarakhand



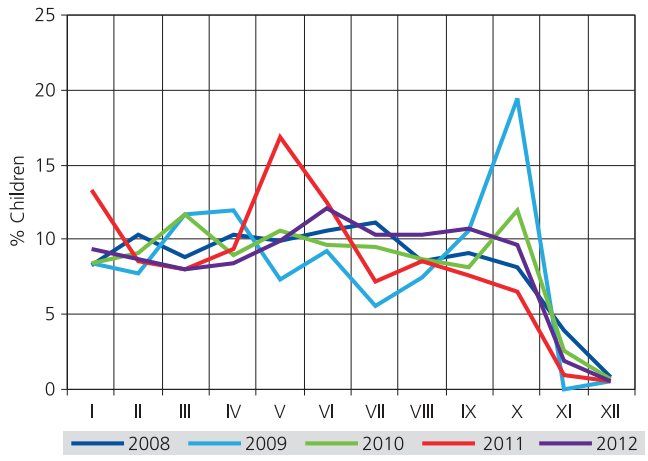
Uttar Pradesh



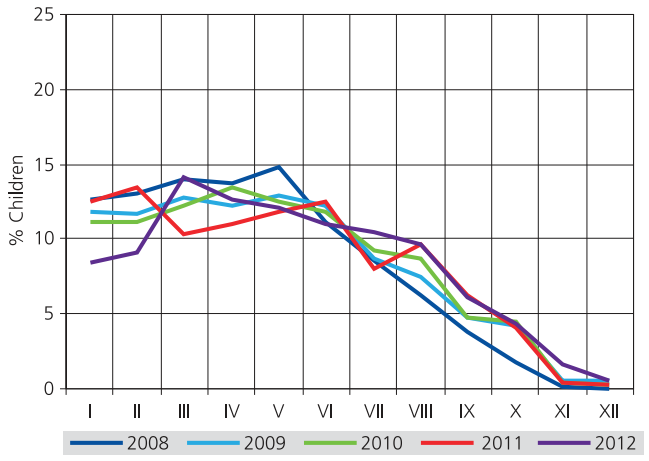
West Bengal



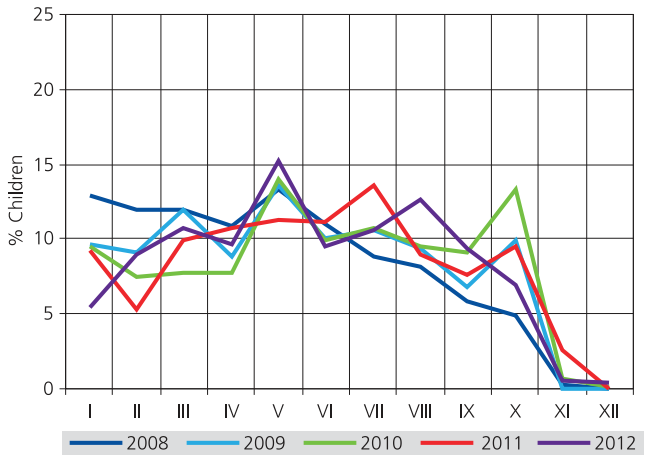
Goa



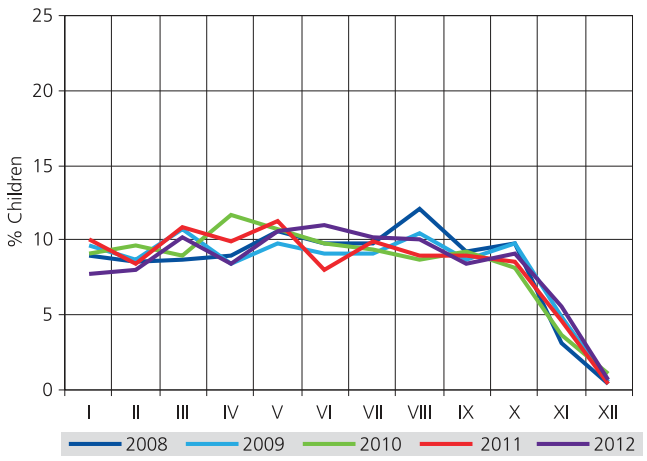
Sikkim



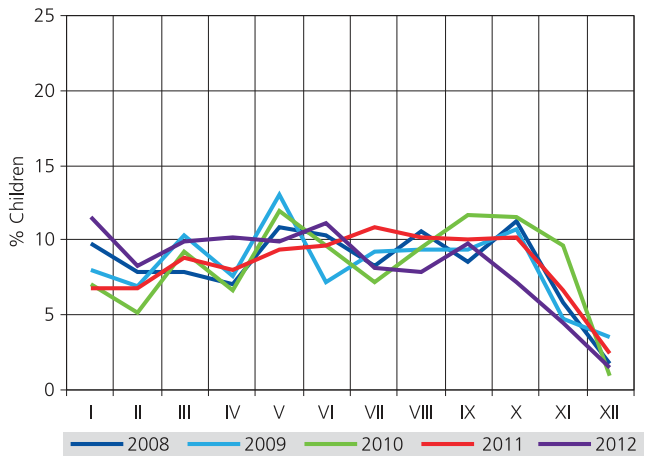
Dadra and Nagar Haveli



Daman and Diu



Puducherry



Class-wise distribution of children in sample 2012

All India

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	84.1	72.4	28.7	9.1	3.2	1.9	6.1	4.4	4.1	8.5	15.2
2	10.8	20.8	49.7	28.5	8.8	5.0					13.4
3	5.1	6.8	15.8	42.2	30.2	10.6					13.3
4			5.8	14.0	43.1	28.0	8.8	5.3			12.9
5				6.1	11.2	39.5	31.6	12.1	5.1		13.1
6					3.5	10.9	41.1	29.9	11.2	9.3	11.9
7						4.1	10.1	36.0	33.1	21.2	10.8
8							2.4	12.3	46.6	61.0	9.5
Total	100	100	100	100	100	100	100	100	100	100	100

Andhra Pradesh

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	91.7	81.4	24.6	7.4	1.9	3.2	2.3	3.8	3.7	2.4	13.2
2	6.6	16.0	55.9	24.2	9.6						12.3
3	1.7	2.6	16.2	50.8	23.1	7.2					12.7
4			3.2	14.6	54.4	24.9	8.4				13.7
5				3.0	9.3	54.2	26.4	7.7			13.4
6					1.8	8.5	50.9	26.8	9.3	5.4	12.3
7						2.0	11.0	49.6	28.9	16.8	12.2
8							1.1	12.2	58.1	75.5	10.3
Total	100	100	100	100	100	100	100	100	100	100	100

Arunachal Pradesh

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	60.5	37.7	12.6	5.7	5.0	0.7	3.1	4.2	2.7	7.1	12.1
2	20.8	39.4	38.0	19.1	12.2	6.4					15.6
3	14.0	16.5	29.1	45.5	21.2	14.0	6.0	5.6			18.1
4	4.7	6.5	13.8	15.3	33.4	22.8	13.4	11.3	6.9		13.9
5			6.5	10.6	19.0	40.7	23.5	15.4	8.9	18.4	14.6
6				3.7	6.6	12.2	35.8	24.2	19.0	18.5	10.8
7					2.6	3.4	13.2	31.7	23.7	18.3	8.2
8							5.0	7.7	38.9	37.8	6.8
Total	100	100	100	100	100	100	100	100	100	100	100

Assam

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	87.6	76.5	33.5	9.4	2.9	5.2	5.4	8.1	7.1	7.3	17.6
2	9.9	19.8	47.5	34.0	11.7						14.4
3	2.5	3.7	14.8	38.5	34.1	12.0					12.9
4			4.2	13.5	38.7	34.8	11.4				12.8
5				4.6	10.0	35.3	38.8	14.6			12.5
6					2.7	9.9	32.3	34.7	11.4	8.1	10.8
7						2.8	9.9	31.0	40.1	21.7	10.1
8							2.1	11.7	41.5	63.0	8.9
Total	100	100	100	100	100	100	100	100	100	100	100

Bihar

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	79.5	66.0	33.9	12.6	5.2	2.7	4.5	2.5	3.1	6.2	17.5
2	13.9	22.6	39.2	30.8	12.8	8.5					14.8
3	6.7	7.1	17.8	32.0	35.2	16.3	7.2	5.0			14.5
4		4.3	6.5	15.2	27.7	27.8	14.9	10.6	5.9		13.5
5			2.7	6.6	13.7	26.2	33.0	20.4	12.7	8.0	13.5
6				2.9	5.3	13.0	26.7	27.6	17.5	15.4	11.0
7						5.6	10.0	22.4	31.4	23.8	8.4
8							3.7	11.4	29.4	46.6	6.9
Total	100	100	100	100	100	100	100	100	100	100	100

Chhattisgarh

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	88.9	87.8	24.1	3.8	4.5	1.3	1.6	3.2	3.5	7.1	12.5
2	7.9	10.4	61.1	37.2							12.4
3	3.2	1.8	12.6	48.8	43.7	7.0					13.2
4			2.2	7.8	44.3	40.8	5.2				12.4
5				2.5	6.6	43.3	47.8	9.2			13.7
6					0.9	6.1	37.3	43.1	8.3		12.3
7						1.5	6.9	36.8	49.9	15.1	12.6
8							1.2	7.7	38.3	77.8	10.9
Total	100	100	100	100	100	100	100	100	100	100	100

Gujarat

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	88.7	80.6	7.6	1.1	3.7	3.1	2.9	5.8	6.1	6.4	11.0
2	6.8	15.4	76.7	11.1							12.4
3	4.5	4.0	12.3	76.7	12.0						12.9
4			3.4	8.2	75.1	14.9					12.6
5				2.9	7.3	74.3	16.4				13.7
6					1.9	6.1	74.5	19.0		5.6	13.3
7						1.5	5.0	65.4	17.8	23.7	12.0
8							1.3	9.7	76.1	64.4	12.2
Total	100	100	100	100	100	100	100	100	100	100	100

Haryana

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	80.9	61.2	27.3	7.1	2.2	3.8	4.7	5.2	2.6	4.1	12.9
2	15.0	31.5	44.5	25.6	8.3						12.7
3	4.1	5.5	21.9	41.0	26.4	10.7					13.1
4		1.8	6.3	19.2	36.5	26.1	10.4				12.5
5				5.5	21.3	36.3	26.4	12.9	5.1		13.5
6				1.6	5.3	18.7	37.5	28.0	15.9	9.3	13.4
7						4.4	17.0	34.2	29.7	26.2	11.4
8							4.0	19.8	46.7	60.4	10.5
Total	100	100	100	100	100	100	100	100	100	100	100

Himachal Pradesh

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	91.6	66.9	11.7	0.6	1.8	3.2	4.5	5.5	2.9	5.2	11.0
2	5.7	29.0	58.0	13.1							11.3
3	2.7	4.1	28.2	61.7	18.3						14.2
4			2.1	22.4	57.9	19.4					13.5
5				2.1	20.0	58.4	23.6				14.4
6					2.1	17.5	48.7	20.4	5.3		11.8
7						1.6	21.0	48.2	27.5	14.7	12.1
8							2.3	25.9	64.3	80.1	11.9
Total	100	100	100	100	100	100	100	100	100	100	100

Jammu and Kashmir

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	85.0	74.0	48.2	16.9	5.6	6.6	6.4	3.4	6.7	4.9	15.3
2	9.8	20.7	35.4	39.4	12.5						12.6
3	5.3	5.4	11.0	28.5	44.3	15.6					13.1
4			5.4	11.6	25.4	36.5	11.8	5.3			12.0
5				3.6	9.3	26.8	41.3	13.4			12.0
6					3.0	11.0	26.4	37.0	12.3	5.6	11.6
7						3.6	11.5	28.0	48.3	16.2	11.9
8							2.6	13.1	32.7	73.3	11.6
Total	100	100	100	100	100	100	100	100	100	100	100

Jharkhand

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	72.2	62.8	30.0	12.5	5.3	3.2	3.7	2.6	7.2	5.1	17.3
2	12.4	24.0	42.4	28.3	13.1	8.4					14.8
3	2.9	6.6	17.8	35.3	29.0	14.2	6.3	5.7			13.9
4	12.2	6.1	6.7	14.4	32.6	25.9	12.4	9.1			13.5
5	0.3	0.5	3.1	6.5	13.6	28.3	27.0	18.4	8.8	5.0	12.2
6				3.0	6.5	13.3	34.7	25.7	17.6	11.0	11.0
7						5.0	11.5	26.3	28.6	26.2	9.3
8						1.8	4.5	12.2	37.8	52.8	8.1
Total	100	100	100	100	100	100	100	100	100	100	100

Karnataka

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	85.7	93.3	42.0	4.0	0.9	0.8	1.0	1.8	1.6	2.2	12.5
2	7.2	5.0	51.4	53.5	5.0						12.4
3	7.0	1.7	5.7	34.5	54.0	6.3					12.2
4			0.9	6.5	34.8	52.7	5.8				13.0
5				1.6	5.3	34.0	59.8	6.0			13.2
6						6.2	28.5	54.1	7.1		13.1
7							4.9	31.2	56.7	15.0	12.7
8								6.9	34.5	82.9	11.0
Total	100	100	100	100	100	100	100	100	100	100	100

Kerala

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	83.7	79.7	17.3	1.4	2.6	2.7	3.2	3.6	3.2	3.0	10.3
2	8.5	18.0	67.5	18.1							11.4
3	7.8	2.2	12.7	64.6	18.1						11.8
4			2.4	14.1	68.0	19.6					13.2
5				1.7	10.7	64.9	22.3				13.5
6					0.6	11.7	61.1	21.8			12.9
7						1.1	12.5	60.9	21.1	14.3	14.0
8							0.9	13.7	75.7	82.7	13.0
Total	100	100	100	100	100	100	100	100	100	100	100

Madhya Pradesh

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	83.7	66.3	19.7	5.1	1.7	2.9	3.2	6.1	7.0	6.4	13.5
2	11.4	25.5	50.4	22.6	5.4						11.9
3	4.9	6.4	20.4	43.4	26.6	7.4					12.7
4		1.9	6.5	19.1	45.5	27.3	6.7				13.0
5			3.0	7.0	15.3	41.9	31.3	11.5			13.9
6				2.8	5.5	14.3	43.9	30.0	11.8	7.8	12.8
7						6.2	11.8	36.4	34.9	21.1	11.6
8							3.2	16.0	46.3	64.7	10.8
Total	100	100	100	100	100	100	100	100	100	100	100

Maharashtra

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	93.9	91.9	43.0	2.3	4.4	5.1	5.9	2.1	1.9	3.7	13.7
2	6.1	6.4	49.7	55.3							11.9
3		1.7	5.8	37.6	59.3						12.6
4			1.5	4.8	33.1	60.0					13.2
5					3.2	30.9	62.8	7.5			13.2
6						4.1	26.6	57.1	7.8		13.1
7							4.7	27.5	58.2	17.3	12.4
8								5.9	32.1	79.0	9.9
Total	100	100	100	100	100	100	100	100	100	100	100

Manipur

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	45.6	57.5	46.4	26.1	9.6	6.9	0.9	4.2	4.8	7.0	15.7
2	7.3	19.3	34.4	34.3	21.9	14.2	7.1				14.8
3	1.9	2.6	10.3	26.5	40.6	27.5	16.9	7.3			15.7
4	44.3	19.3	7.3	10.2	22.2	23.0	25.5	14.7	8.5		16.5
5	0.9	1.3	1.6	3.0	5.7	19.9	24.8	28.1	17.9	6.8	12.4
6						6.7	16.8	23.8	20.6	16.6	9.7
7						1.9	6.5	16.4	25.0	25.3	8.1
8							1.4	5.5	23.3	44.4	7.1
Total	100	100	100	100	100	100	100	100	100	100	100

Meghalaya

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	45.8	65.3	59.5	39.5	20.3	13.8	8.4	2.8	1.7	1.0	20.0
2	17.7	17.5	26.6	32.4	28.9	19.4	14.3	11.0	7.0	5.0	17.7
3	6.1	4.3	5.7	16.7	32.3	25.6	19.9	16.0	9.2	8.4	16.2
4	27.0	11.1	6.7	7.4	15.2	21.5	22.5	21.4	15.0	11.2	15.8
5	3.5	1.9	1.5	3.9	3.3	15.7	19.7	20.2	20.0	13.5	11.6
6						4.2	10.5	17.0	18.7	22.1	8.7
7							4.7	8.7	17.2	19.7	6.0
8								3.0	11.1	19.3	3.9
Total	100	100	100	100	100	100	100	100	100	100	100

Mizoram

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	85.6	77.5	41.3	16.5	6.3	3.4	2.1	5.4	7.6	4.8	18.1
2	10.0	17.4	45.0	39.2	22.1	12.7	8.4				17.5
3	4.4	5.2	10.7	28.1	37.0	21.4	11.5	8.6			15.0
4			3.1	13.3	24.2	31.8	20.2	15.3	10.9	7.1	14.4
5				2.9	8.5	21.1	29.0	17.5	9.3	8.0	10.5
6					1.8	8.1	21.2	25.5	20.1	15.5	9.7
7						1.5	6.8	21.2	29.1	30.4	8.9
8							0.8	6.5	23.0	34.2	5.9
Total	100	100	100	100	100	100	100	100	100	100	100

Nagaland

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	56.9	69.7	47.5	13.4	5.3	3.2	5.9	4.4	5.1	7.5	16.2
2	7.6	19.2	34.7	41.2	18.1	9.3					16.2
3	6.0	5.9	13.9	31.5	44.6	20.4	13.9	7.4			17.4
4	28.2	5.2	3.9	10.6	24.4	33.8	23.7	12.1	7.2		15.1
5	1.3			3.4	6.3	23.2	33.8	22.8	15.5	12.0	12.4
6					1.4	8.4	17.6	31.8	19.2	18.8	9.8
7						1.7	5.1	17.4	33.2	25.9	7.7
8								4.1	19.9	35.9	5.2
Total	100	100	100	100	100	100	100	100	100	100	100

Odisha

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	90.6	75.2	12.2	2.4	4.3	2.3	4.1	3.9	4.5	2.7	13.8
2	6.2	21.1	69.2	14.8							12.9
3	3.2	3.7	15.2	63.4	15.1	5.3					12.8
4			3.5	14.4	67.6	15.4					12.3
5				5.0	10.5	64.8	16.5	6.5		6.8	13.7
6					2.6	8.7	66.6	18.5	5.8	7.9	12.2
7						3.4	11.0	56.9	17.9	15.2	11.8
8							1.8	14.2	71.8	67.5	10.6
Total	100	100	100	100	100	100	100	100	100	100	100

Punjab

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	79.5	60.1	34.1	11.1	2.0	4.3	4.4	6.2	7.9	3.4	11.9
2	13.5	30.5	41.0	30.4	11.5						12.5
3	5.0	7.3	19.3	38.8	34.5	13.2					14.0
4	2.0	2.1	5.6	16.4	37.8	31.6	13.6				13.7
5				3.3	11.5	36.7	32.3	14.3			13.1
6					2.6	11.0	35.0	30.2	14.5	7.2	12.1
7						3.3	12.6	35.4	34.3	18.7	11.7
8							2.1	13.9	43.3	70.8	11.3
Total	100	100	100	100	100	100	100	100	100	100	100

Rajasthan

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	73.7	50.7	23.5	8.5	2.5	6.0	6.9	4.9	4.7	3.8	14.3
2	18.2	32.1	36.8	23.1	8.9						13.4
3	5.2	12.7	27.1	34.9	26.4	12.3					14.7
4	2.9	4.6	9.2	20.2	32.2	21.8	11.5	6.4			12.7
5			3.5	9.2	19.3	31.5	23.0	12.3	7.2	5.5	12.6
6				4.1	8.1	18.4	33.4	23.4	13.7	10.5	11.7
7					2.5	7.6	18.1	31.9	31.4	22.6	10.9
8						2.3	7.1	21.1	43.1	57.7	9.8
Total	100	100	100	100	100	100	100	100	100	100	100

Tamil Nadu

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	96.0	74.2	7.7	0.5	1.6	1.3	1.8	3.0	3.5	5.1	12.0
2	4.1	24.1	72.4	9.2							11.2
3		1.7	17.1	70.2	10.5						11.9
4			2.8	17.5	74.3	8.8					12.2
5				2.5	12.5	81.0	11.2				15.3
6					1.1	7.0	74.3	17.0			11.9
7						2.0	11.3	67.8	17.7	15.2	13.8
8							1.5	12.3	78.9	79.7	11.8
Total	100	100	100	100	100	100	100	100	100	100	100

Tripura

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	82.1	96.6	67.2	4.3	1.1	3.5	0.8	4.4	3.6	7.0	15.3
2	17.9	3.4	29.8	74.8	12.6						15.4
3	0.0		3.0	17.3	68.1	14.2					11.7
4				3.6	15.1	58.7	10.1				11.7
5					3.0	21.6	65.6	18.0			13.6
6						2.0	20.4	59.8	14.9		13.0
7							3.1	14.7	61.4	22.1	10.6
8								3.2	20.1	70.9	8.8
Total	100	100	100	100	100	100	100	100	100	100	100

Uttarakhand

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	80.9	63.1	26.9	7.7	2.5	6.7	5.8	9.4	10.1	6.8	14.0
2	14.5	30.3	47.3	25.9	6.8						13.2
3	4.6	6.6	19.7	40.5	24.9	9.1					12.6
4			5.0	18.4	41.4	27.9	8.8				13.3
5			1.1	6.6	18.4	37.8	30.3	11.1			13.6
6				0.9	5.3	14.4	37.1	29.8	13.9	10.1	12.6
7					0.8	4.1	12.8	31.1	30.8	21.5	10.1
8							5.1	18.6	45.2	61.7	10.5
Total	100	100	100	100	100	100	100	100	100	100	100

Uttar Pradesh

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	85.8	71.3	36.8	16.9	7.9	4.9	1.8	3.9	9.5	7.5	19.3
2	11.2	22.0	42.4	29.6	15.8	10.6	5.3				15.6
3	3.0	5.2	14.7	33.4	27.8	16.5	8.1	5.9			14.0
4		1.6	6.1	13.2	31.8	23.8	12.8	9.1			12.1
5				5.0	11.4	27.1	25.2	15.9	8.5	7.6	11.5
6				1.9	5.3	12.1	32.8	25.0	14.8	13.2	10.7
7						5.0	10.4	27.5	27.2	22.3	8.8
8							3.6	12.7	40.0	49.4	8.0
Total	100	100	100	100	100	100	100	100	100	100	100

West Bengal

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	90.5	69.8	32.4	10.0	4.0	4.8	6.9	4.0	4.2	7.6	15.7
2	6.5	24.9	47.3	26.3	9.0						12.1
3	3.0	5.3	16.2	42.7	26.9	10.7					12.0
4			4.2	17.5	43.4	30.2	11.7	5.0			13.4
5				3.5	15.3	40.4	34.3	14.8	5.8		14.2
6					1.5	11.9	35.8	33.7	17.2	12.4	12.9
7						2.0	10.5	31.3	35.8	29.0	11.1
8							0.8	11.1	37.0	51.0	8.6
Total	100	100	100	100	100	100	100	100	100	100	100

Sikkim

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	70.0	55.8	39.2	13.7	2.0	4.3	3.5	6.1	2.2	1.8	10.4
2	16.9	31.6	35.5	27.6	13.4						11.3
3	13.1	5.4	19.9	37.8	48.0	23.7	13.3				17.9
4		7.2	5.5	14.2	27.7	32.6	22.5	17.4	7.6	7.2	16.1
5				6.8	6.7	28.7	31.7	27.5	10.8	11.2	15.1
6					2.3	8.9	20.2	27.6	26.8	17.1	12.6
7						1.8	6.4	16.1	38.4	28.0	10.4
8							2.5	5.4	14.1	34.8	6.1
Total	100	100	100	100	100	100	100	100	100	100	100

Daman and Diu

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	89.6	95.5	6.5	0.2	2.0	2.5	1.5	0.2	3.3	0.0	10.2
2	3.7	4.6	85.9	5.6							10.6
3	6.7		7.6	86.2	11.1						13.4
4	0.0		0.0	7.3	86.0	11.7					11.2
5				0.7	0.9	83.6	9.6	5.0			14.0
6						2.2	86.8	18.4		9.8	14.6
7							2.2	71.1	19.8	25.1	13.3
8								5.3	76.9	65.1	12.8
Total	100	100	100	100	100	100	100	100	100	100	100

Dadra and Nagar Haveli

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	85.7	77.1	16.9	0.0	1.3	1.9	5.4	3.0	5.0	2.1	6.7
2	14.3	20.0	70.4	20.0							11.1
3	0.0	2.9	9.9	62.5	36.0						13.3
4			2.8	13.8	48.0	23.6					11.8
5				3.8	13.3	69.8	37.8	9.9			18.8
6					1.3	4.7	43.2	33.7	5.0	6.4	11.5
7							13.5	42.6	31.3	12.8	12.7
8							0.0	10.9	58.8	78.7	14.1
Total	100	100	100	100	100	100	100	100	100	100	100

Goa

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	69.6	97.5	44.1	3.9	0.8	3.9	0.7	0.7	0.0	1.3	12.1
2	0.0	2.5	52.7	51.3	5.5						11.4
3			3.3	41.2	52.2						10.5
4				3.6	38.0	54.4					11.1
5					3.6	39.0	53.6	8.6			13.0
6	30.4					2.7	42.1	54.5	10.9		15.9
7	0.0						3.7	34.2	47.6	14.9	13.2
8								2.0	41.5	83.8	12.8
Total	100	100	100	100	100	100	100	100	100	100	100

Puducherry

class	5	6	7	8	9	10	11	12	13	14	Total
	%	%	%	%	%	%	%	%	%	%	%
1	100	75.6	12.0	2.6	1.8	1.5	1.7	1.5	2.4	0.0	15.1
2	0.0	22.2	68.0	11.7							10.8
3		2.2	20.0	62.3	7.3						12.9
4		0.0	0.0	22.1	76.4	9.1					13.3
5				1.3	14.6	72.7	10.2				12.9
6					0.0	15.2	79.7	21.5			14.5
7						1.5	6.8	61.5	17.1	14.3	10.6
8							1.7	15.4	80.5	85.7	10.0
Total	100	100	100	100	100	100	100	100	100	100	100

Sample design of rural ASER 2012

Wilima Wadhwa

The purpose of rural ASER is twofold: (i) to get reliable estimates of the status of children's schooling and basic learning (reading and math 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 new questions are 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 have been repeated every year since 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 the sampled households information on assets like type of house, phone, television, etc was recorded. These questions were repeated in 2009 and in addition father's education was also recorded. ASER 2010, while retaining the core questions and questions on parents' education, household and village characteristics introduced for the first time higher level testing tools. Questions on critical thinking were introduced – these were based on simple mathematical operations that appear in Standard 5 textbooks. These were further refined and added to in ASER 2011.

ASER 2012 brings together elements from various previous ASERs. The core questions on school status and basic reading and arithmetic remain. In addition, parents' education, household and village characteristics continue to be surveyed. ASER 2012 brings back testing of reading and comprehension of English, that was first introduced in 2007 and repeated in 2009.

In 2005, 2007, and every year since 2009, ASER surveyors visited 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 with information provided by the school (such as grants information). School observations are also reported in ASER 2012. Beginning in 2010, school information is also collected on RTE indicators.

Finally, ASER 2012 continues the process of strengthening and streamlining started in 2008. Re-check 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. ASER 2012, in addition to incorporating all of the above, used phone-recheck on a large scale during the survey. During the survey, master trainers were called from a state specific call centre to get feedback on a daily basis.

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 adopted a rotating panel of villages rather than children. In ASER 2011, we retained the 10 villages from 2009 and 2010 and added 10 new villages. In ASER 2012 we dropped the 10 villages from ASER 2009, kept the 10 villages from 2010 and 2011 and added 10 more villages from the 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 were to be generated at the district level, the minimum sample size calculations had to start at the district level. The sample size is determined by the following considerations:

- Incidence of what is being measured in the population. Since a survey of learning has never been done in India, the incidence of what we are trying to measure is unknown in the population.[1]
- 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.

[1] For the rural sector we can use the estimates from a previous ASER to get an idea of the incidence in the population.

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 strata[2] is 384.[3] 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.[4] 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.[5] 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.[6] 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 verse.[7],[8]

In the selected villages, 20 households are surveyed. Ideally, a complete houselist of the selected village should have been made and 20 households selected randomly from it. However, given time and resource constraints a procedure for selecting households was adopted that preserves randomness as much as possible. The field investigators were asked to divide the village into four parts. This was 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 were asked to start at a central location and pick every 5th household in a circular fashion till 5 households were selected. In each selected household, all children in the age group of 5-16 were tested.[9]

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[2] Stratification is discussed below.

[3] 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).

[4] 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).

[5] 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.

[6] Of these 30 villages, 10 are from ASER 2010, 10 from ASER 2011 and 10 are newly selected in 2012. They were selected randomly from the same sample frame. The 10 new villages are picked as an independent sample.

[7] 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.

[8] 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.

[9] In larger villages, the investigators increased the interval according to a rough estimate of the number of households in each part. For instance, if a village had 2000 households, each part in the village would have roughly 500 households. Selecting every 5th household would leave out a large chunk of the village un-surveyed. In such situations, investigators were asked to increase the interval between selected households.

The survey provides estimates at the district, state and national levels. In order to aggregate estimates up from the district level households had to 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 of the 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 in the same 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 was 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 bias a since teachers may encourage testing the brighter children in class. Second, a household sample will generate an age distribution of children which 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 was done at the second stage. Finally, if we were to stratify on households with children in the 3-16 age group, 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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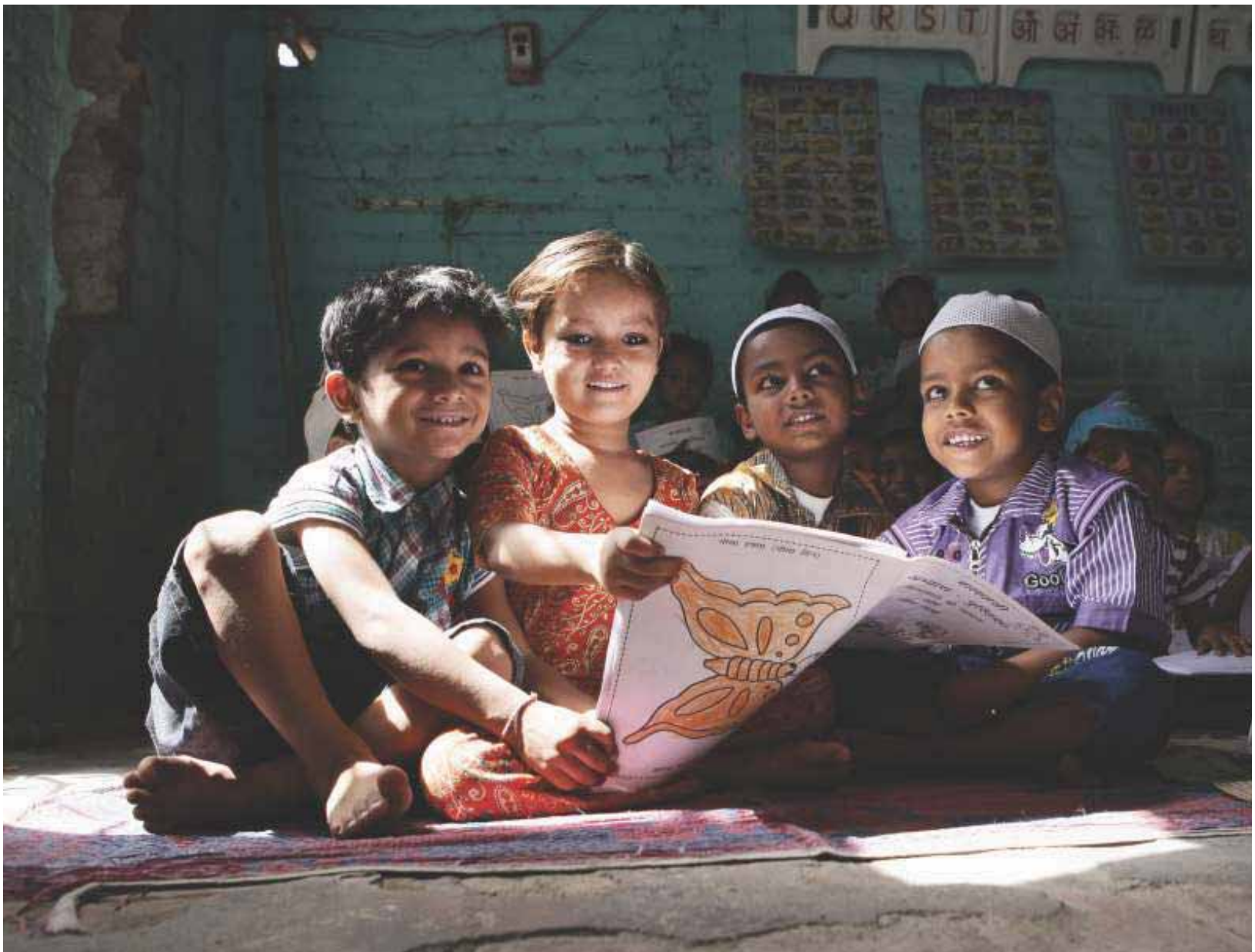
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