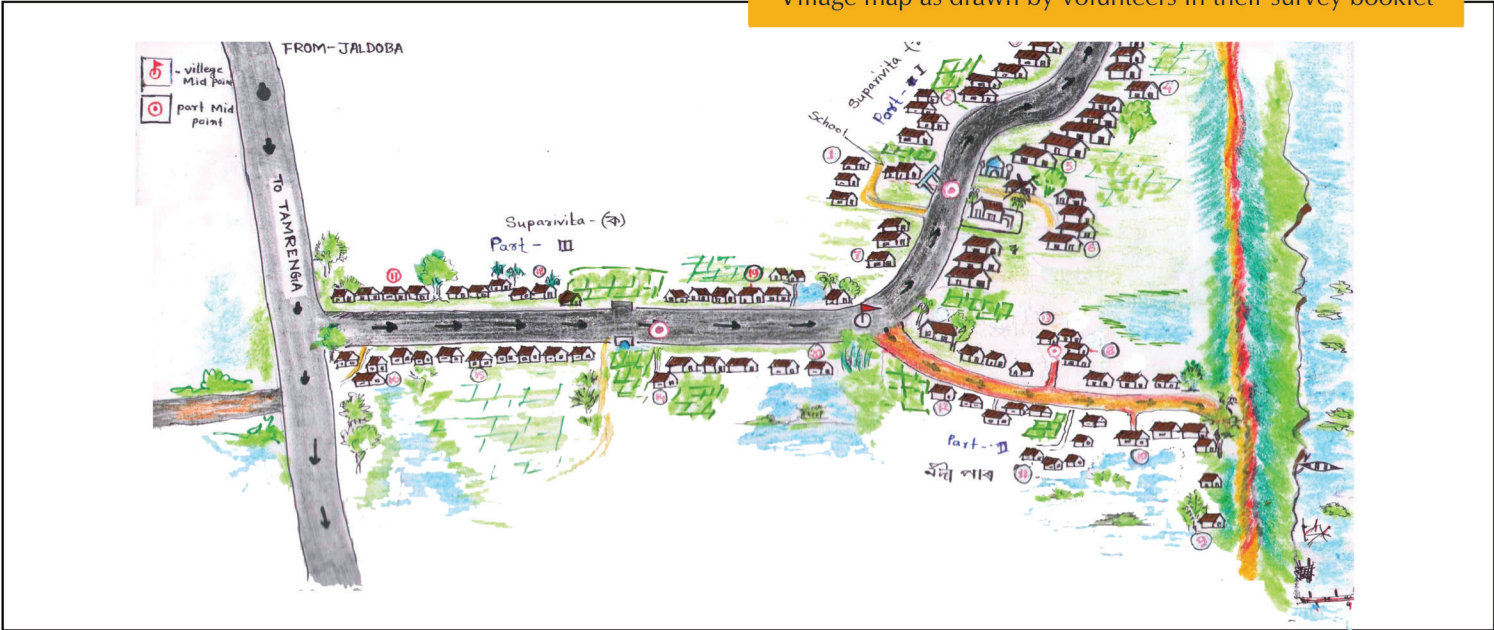




Assam

Village map as drawn by volunteers in their survey booklet



School enrollment

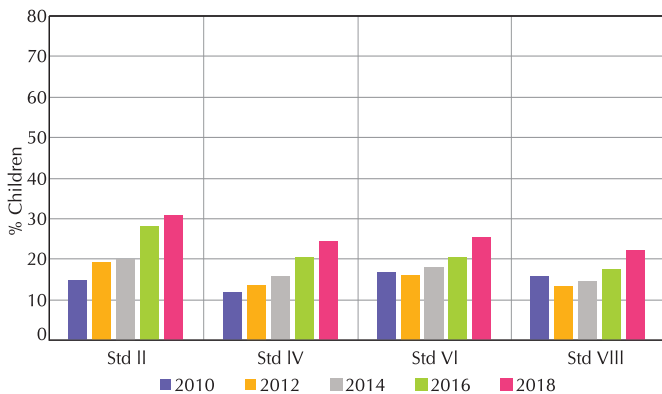
Table 1: % Children enrolled in different types of schools by age group and gender 2018

Age group	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	71.7	24.8	1.2	2.3	100
Age 7-16: All	70.1	24.4	1.4	4.2	100
Age 7-10: All	71.6	26.9	0.5	0.9	100
Age 7-10: Boys	68.6	29.8	0.6	1.1	100
Age 7-10: Girls	74.8	24.1	0.4	0.8	100
Age 11-14: All	71.4	23.2	1.9	3.6	100
Age 11-14: Boys	68.6	24.9	2.0	4.6	100
Age 11-14: Girls	74.0	21.6	1.8	2.6	100
Age 15-16: All	62.8	21.4	2.1	13.7	100
Age 15-16: Boys	59.2	21.0	2.2	17.7	100
Age 15-16: Girls	66.3	22.0	2.1	9.6	100

'Other' includes children going to Madarsa or EGS.

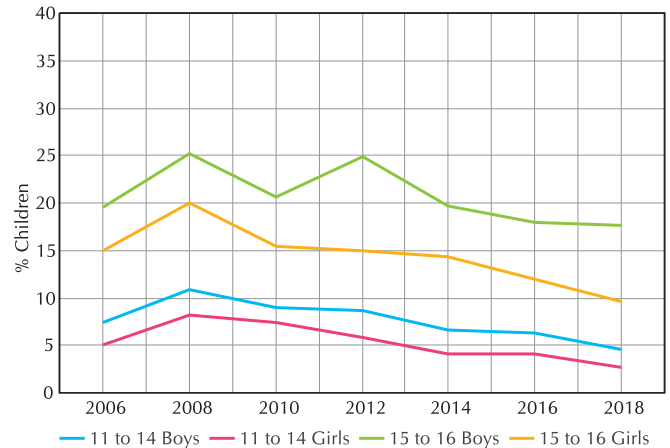
'Not in school' includes children who never enrolled or have dropped out.

Chart 2: Trends over time
% Children enrolled in private schools in Std II, IV, VI and VIII
2010, 2012, 2014, 2016 and 2018



The proportion of children going to private school often varies by grade. There are also changes over time. For example, in 2018 private school enrollment in Std II is 30.9% as compared to 22.3% in Std VIII.

Chart 1: Trends over time
% Children not enrolled in school by age group and gender
2006, 2008, 2010, 2012, 2014, 2016 and 2018



Each line shows trends in the proportion of children not enrolled in school for a particular subset of children. For example, the proportion of girls (age 15-16) not enrolled in school was 15% in 2006, 14.9% in 2012, and 9.6% in 2018.

Table 2: Age-grade distribution
% Children in each grade by age 2018

Std \ Age	≤5	6	7	8	9	10	11	12	13	14	15	16	Total
I	25.9	36.8	24.6	8.7	4.1							100	
II	3.2	11.9	33.9	33.3	9.7	5.2	3.0					100	
III	2.3	10.5	32.7	29.8	14.5	5.3	4.9					100	
IV	2.4	10.5	28.2	37.7	11.3	6.5	3.4					100	
V	2.6	7.4	34.8	32.9	15.1	5.2	1.9					100	
VI	2.4	9.6	25.4	42.8	14.0	5.8					100		
VII	2.2	6.1	33.4	39.7	12.8	5.8					100		
VIII	2.8	9.2	34.0	37.5	11.7	4.9					100		

This table shows the age distribution for each grade. For example, of all children in Std III, 32.7% children are 8 years old but there are also 10.5% who are 7, 29.8% who are 9, 14.5% who are 10, 5.3% who are 11, and 4.9% who are 12 or older.

Young children in pre-school and school

Table 3: % Children age 3-8 enrolled in different types of pre-schools and schools 2018

Age	Pre-school			School			Not in pre-school or school	Total
	Anganwadi	Govt LKG/UKG	Pvt LKG/UKG	Govt	Pvt	Other		
Age 3	70.5	1.5	4.7	1.6	0.4	0.1	21.4	100
Age 4	68.1	2.6	13.7	3.5	1.4	0.0	10.7	100
Age 5	40.5	4.4	22.3	21.9	6.6	0.0	4.3	100
Age 6	24.6	4.3	14.9	42.0	12.8	0.0	1.5	100
Age 7	12.7	8.4	6.9	50.5	21.1	0.2	0.2	100
Age 8	3.4	6.1	4.7	61.5	23.3	0.1	0.9	100



Data is not presented where sample size is insufficient.

Reading

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level
 All children 2018

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	36.0	37.3	16.8	6.2	3.8	100
II	14.0	29.5	31.8	14.3	10.5	100
III	7.6	22.6	28.2	21.7	19.9	100
IV	5.6	16.4	23.3	24.4	30.4	100
V	4.1	10.6	19.4	25.8	40.1	100
VI	2.8	7.7	15.7	26.4	47.5	100
VII	2.2	5.8	11.7	24.3	55.9	100
VIII	0.8	5.0	8.8	24.6	60.8	100

The reading tool is a progressive tool. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 7.6% cannot even read letters, 22.6% can read letters but not words or higher, 28.2% can read words but not Std I level text or higher, 21.7% can read Std I level text but not Std II level text, and 19.9% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

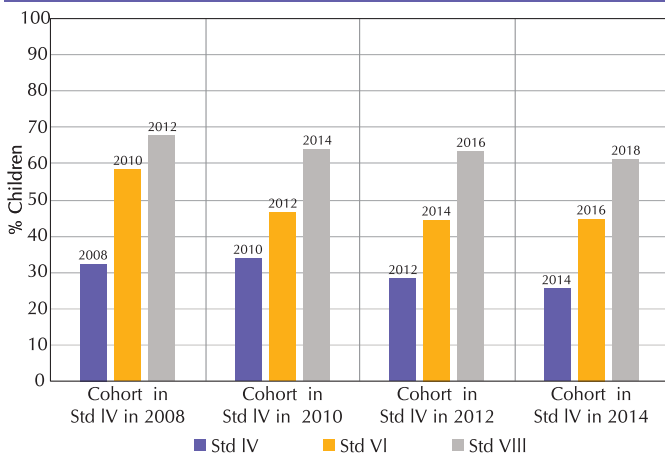
Table 5: Trends over time
 Reading in Std III by school type
 2012, 2014, 2016 and 2018

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	10.4	32.1	14.5
2014	10.7	35.2	14.8
2016	12.8	32.2	17.2
2018	14.4	35.4	20.0

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

The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Chart 3: Trends over time
 % Children who can read Std II level text
 Cohorts of children in Std IV in 2008, 2010, 2012 and 2014



This graph shows the progress of four cohorts from Std IV to Std VIII. For example, the first cohort was in Std IV in 2008, in Std VI in 2010, and in Std VIII in 2012. For this cohort, % children who could read Std II level text in Std IV (in 2008) was 32.3% and in Std VI (in 2010) was 58.4%. When the cohort reached Std VIII in 2012, this figure was 67.8%. The progress of each of these cohorts can be understood in the same way.

Reading Tool (Assamese)

Std II level text	Std I level text
<p>জেউতি আৰু মাইনু সখী। দুয়ো একেলগে খেলা-খুলা কৰে। এদিন দুয়োৰে আম খাবলৈ মন গ'ল। দুয়োৰে ঘৰত আমৰ গছ নাই। সেইবাবে দুয়োজনীয়ে গাঁৱত থকা আমৰ বাগিচালৈ গ'ল। সেই সময়ত বাগিচাৰ চকিদাৰজন আম গছৰ তলতে বহি আছিল। দুয়োজনীয়ে বাগিচাৰ চকিদাৰজনক সুধি গছৰ পৰা আম পাৰি খালে। আবেলি হোৱাৰ আগতে দুয়োজনীয়ে বং মনেৰে ঘৰলৈ উভতিল।</p>	<p>মমীৰ এজনী ছাগলী আছে। ছাগলীজনীৰ নাম মিঠু। তাইৰ দুটা পোৱালী আছে। এজনী চিকু আনজনী পিকু।</p>
<p>Letters</p> <p>ল ন ফ হ ট ধ শ ত জ চ</p>	<p>Words</p> <p>ফুল জাপি মৃগ মৃগ পানী খেল ধূপ কোৱা হাঁহা টকা ভাটো</p>

Table 6: Trends over time
 Reading in Std V and Std VIII by school type
 2012, 2014, 2016 and 2018

Year	% Children in Std V who can read Std II level text			% Children in Std VIII who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	33.3	52.9	36.4	66.2	77.6	67.8
2014	30.6	52.2	33.4	62.2	73.3	63.9
2016	32.2	61.1	37.8	62.4	68.1	63.4
2018	33.5	60.9	40.3	58.1	70.8	61.1

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



Data is not presented where sample size is insufficient.

Arithmetic

ASER learning assessments are conducted in the household. Children in the age group 5-16 are assessed. Assessments are conducted in 19 languages across the country. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level All children 2018

Std	Not even 1-9	Recognize numbers		Subtract	Divide	Total
		1-9	10-99			
I	30.9	41.7	19.6	2.9	4.9	100
II	11.0	36.6	32.8	15.4	4.3	100
III	5.8	27.7	36.9	22.8	6.9	100
IV	4.4	22.2	33.0	29.3	11.1	100
V	2.7	16.1	30.9	32.6	17.8	100
VI	1.7	10.8	33.3	33.2	21.0	100
VII	1.7	9.3	33.2	30.5	25.4	100
VIII	0.6	7.2	28.8	32.2	31.2	100

The arithmetic tool is a progressive tool. Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 5.8% cannot even recognize numbers 1-9, 27.7% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 36.9% can recognize numbers up to 99 but cannot do subtraction, 22.8% can do subtraction but cannot do division, and 6.9% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic Tool (Assamese)

সংখ্যা চিনাক্তকৰণ ১-৯	সংখ্যা চিনাক্তকৰণ ১০-৯৯	বিয়োগ	হৰণ
৩ ৭	৬৫ ৩৮	৪১ - ১০ = ৩১	৬৪ - ৪৮ = ১৬
১ ৪	৯২ ২৩	৮৪ - ৪৯ = ৩৫	৭৬ - ৩৬ = ৪০
৮ ২	৪৭ ৭২	৫৬ - ৩৭ = ১৯	৩১ - ১০ = ২১
৫ ৯	৫৪ ৮৭	৪৫ - ১৮ = ২৭	৫৩ - ২৪ = ২৯

Table 8: Trends over time Arithmetic in Std III by school type 2012, 2014, 2016 and 2018

Year	% Children in Std III who can do at least subtraction		
	Govt	Pvt	Govt & Pvt*
2012	15.1	39.9	19.8
2014	15.6	43.3	20.3
2016	19.8	50.0	26.6
2018	23.4	47.1	29.8

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

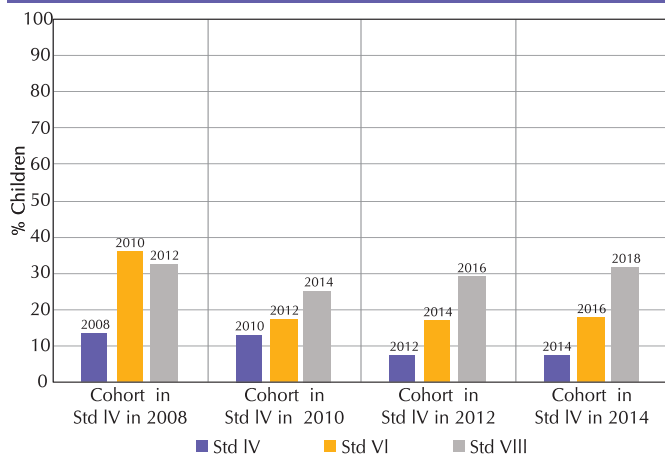
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 9: Trends over time Arithmetic in Std V and Std VIII by school type 2012, 2014, 2016 and 2018

Year	% Children in Std V who can do division			% Children in Std VIII who can do division		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2012	8.9	26.9	11.7	29.5	49.2	32.2
2014	9.0	30.3	11.8	21.7	43.8	25.0
2016	9.1	32.8	13.7	25.3	44.2	28.8
2018	14.4	28.2	17.8	28.1	42.9	31.5

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

Chart 4: Trends over time % Children who can do division Cohorts of children in Std IV in 2008, 2010, 2012 and 2014



This graph shows the progress of four cohorts from Std IV to Std VIII. For example, the first cohort was in Std IV in 2008, in Std VI in 2010, and in Std VIII in 2012. For this cohort, % children who were at division level in Std IV (in 2008) was 13.6% and in Std VI (in 2010) was 35.8%. When the cohort reached Std VIII in 2012, this figure was 32.3%. The progress of each of these cohorts can be understood in the same way.



Data is not presented where sample size is insufficient.

Basic reading and arithmetic

Table 10: Basic reading by age group and gender 2018

Age group	% Children who can read Std II level text		
	Male	Female	All
Age 8-10	25.0	26.8	25.9
Age 11-13	46.2	48.9	47.6
Age 14-16	65.0	68.2	66.7

Table 11: Basic arithmetic by age group and gender 2018

Age group	% Children who can do at least subtraction			% Children who can do division		
	Male	Female	All	Male	Female	All
Age 8-10	35.6	33.9	34.8	9.7	9.6	9.7
Age 11-13	54.5	51.2	52.8	22.3	20.6	21.4
Age 14-16	68.2	62.1	64.9	39.2	32.2	35.5

Beyond basics

These questions were asked only to children in the age group 14-16. For each task, the surveyor showed the visual and read out the question to the child. The exact answer given by the child was recorded. The results are reported only for those children who were able to do at least subtraction correctly.

Calculating time

যদি এই ছোৱালীজনীয়ে বাতি এই সময়ত শোৱে আৰু বাতিপুৰা এই সময়ত সাৰ পায়, তেন্তে ছোৱালীজনীয়ে মুঠ কিমান ঘণ্টা শোৱে?

Applying unitary method

যদি ১৫ লিটাৰ পানী ঢাফা কৰিবৰ বাবে ৩ টা ক্ৰবিন বড়ী (টেবলেট)ৰ প্ৰয়োজন হয়, তেন্তে ৩৫ লিটাৰ পানী ঢাফা কৰিবৰ বাবে কিমানটা ক্ৰবিন বড়ী (টেবলেট)ৰ প্ৰয়োজন হ'ব?

Financial decision making

এই ৫ খন কিতাপ এখন বজাৰৰ মূল্যন সোঁত পোৱা যায়। যদি আপুনি খোটেই ৫ খন কিতাপ কিনিব বিচাবে তেন্তে অতি কমেও কিমান টকা খৰচ কৰিব লাগিব?

সোঁকাম - ১ মূল্য তালিকা		সোঁকাম - ২ মূল্য তালিকা	
কিতাপৰ নাম	মূল্য	কিতাপৰ নাম	মূল্য
বিজ্ঞান	₹ 50	বিজ্ঞান	বিশেষ লাভ
গণিত	₹ 80	গণিত	₹ 299
চিন্তা	₹ 30	চিন্তা	টকা
ইংৰাজী	₹ 70	ইংৰাজী	
বুৰঞ্জী	₹ 40	বুৰঞ্জী	

Calculating discount

এইটো হ'ল এই টি-চাৰ্টটোৰ মূল্য আৰু এইটো ১০% শতাংশ (percent) বেহাই মূল্যত পোৱা যায়। যদি আপুনি এই টি-চাৰ্টটো কিনিব বিচাবে, তেন্তে কিমান টকা খৰচ কৰাৰ প্ৰয়োজন হ'ব?

Table 12: Of all children who can do subtraction but not division, % children who can correctly answer by age and gender 2018

Age	Calculating time			Applying unitary method			Financial decision making			Calculating discount		
	Male	Female	All	Male	Female	All	Male	Female	All	Male	Female	All
Age 14	35.8	26.6	30.7	36.4	31.2	33.5	19.1	17.7	18.3	16.0	14.7	15.3
Age 15	29.0	28.2	28.6	37.0	32.8	35.0	22.9	26.9	24.8	16.4	15.0	15.7
Age 16	38.2	34.2	35.7	27.2	35.3	32.1	21.5	14.5	17.3	23.1	18.4	20.2
Age 14-16	33.6	29.2	31.2	34.7	32.8	33.7	21.2	19.7	20.4	17.6	15.8	16.7

Table 13: Of all children who can do division, % children who can correctly answer by age and gender 2018

Age	Calculating time			Applying unitary method			Financial decision making			Calculating discount		
	Male	Female	All	Male	Female	All	Male	Female	All	Male	Female	All
Age 14	46.6	39.8	43.0	52.8	42.0	47.1	32.2	27.1	29.5	34.9	24.7	29.5
Age 15	40.2	36.9	38.5	46.8	44.8	45.8	30.6	30.0	30.3	39.5	31.9	35.7
Age 16	40.7	37.7	39.4	40.8	41.9	41.3	30.8	26.3	28.9	33.7	27.1	30.9
Age 14-16	42.7	38.3	40.5	47.3	43.0	45.2	31.3	28.0	29.7	36.2	27.8	32.1



School observations

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

**Table 14: Trends over time
Number of schools visited
2010, 2014, 2016 and 2018**

	2010	2014	2016	2018
Primary schools (Std I-IV/V)	503	567	663	597
Upper primary schools (Std I-VII/VIII)	16	30	38	117
Total schools visited	519	597	701	714

**Table 15: Trends over time
Student and teacher attendance on the day of visit
2010, 2014, 2016 and 2018**

All schools (Std I-IV/V and Std I-VII/VIII)	2010	2014	2016	2018
% Enrolled children present (Average)	69.0	70.8	72.1	72.9
% Teachers present (Average)	90.0	87.5	89.7	87.4

**Table 16: Trends over time
Multigrade classes
2010, 2014, 2016 and 2018**

All schools (Std I-IV/V and Std I-VII/VIII)	2010	2014	2016	2018
% Schools where Std II children were observed sitting with one or more other classes	43.8	58.9	58.5	52.2
% Schools where Std IV children were observed sitting with one or more other classes	41.0	55.4	53.7	46.5

School facilities

**Table 17: Trends over time
% Schools with selected facilities
2010, 2014, 2016 and 2018**

% Schools with		2010	2014	2016	2018
Mid-day meal	Kitchen shed for cooking mid-day meal	80.2	82.7	86.7	92.2
	Mid-day meal served in school on day of visit	67.3	61.7	70.8	64.0
Drinking water	No facility for drinking water	23.2	19.4	21.0	17.5
	Facility but no drinking water available	16.0	15.4	12.3	14.5
	Drinking water available	60.9	65.3	66.7	68.0
Total		100	100	100	100
Toilet	No toilet facility	19.1	8.0	3.6	3.1
	Facility but toilet not useable	47.8	33.3	34.8	75.7
	Toilet useable	33.1	58.7	61.7	21.2
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	52.2	22.8	11.9	13.3
	Separate provision but locked	18.5	19.0	18.3	62.3
	Separate provision, unlocked but not useable	15.6	11.3	15.6	8.6
	Separate provision, unlocked and useable	13.7	47.0	54.2	15.9
	Total	100	100	100	100
Library	No library	79.2	54.7	40.7	26.9
	Library but no books being used by children on day of visit	10.3	21.7	24.7	34.3
	Library books being used by children on day of visit	10.5	23.6	34.6	38.8
	Total	100	100	100	100
Electricity	Electricity connection			23.6	35.5
	Of schools with electricity connection, % schools with electricity available on day of visit			71.4	80.1
Computer	No computer available for children to use	98.3	97.7	98.9	93.5
	Available but not being used by children on day of visit	1.6	1.7	0.9	5.0
	Computer being used by children on day of visit	0.2	0.7	0.3	1.6
	Total	100	100	100	100



Data is not presented where sample size is insufficient.

Other school indicators

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

**Table 18: Trends over time
 % Schools with total enrollment of 60 or less
 2010, 2014, 2016 and 2018**

	2010	2014	2016	2018
All schools (Std I-IV/V and Std I-VII/VIII)	40.9	36.1	44.6	41.0

Table 19: Physical education and sports in schools 2018

% Schools with		All schools (Std I-IV/V and Std I-VII/VIII)
Dedicated time for physical education	Physical education period in the timetable	65.3
	No physical education period but dedicated time allotted	20.1
	No physical education period and no dedicated time allotted	14.6
	Total	100
Physical education teacher	Separate physical education teacher	3.9
	Other physical education teacher	62.3
	No physical education teacher	33.9
	Total	100
Playground	Playground inside the school premises	61.3
	Playground outside the school premises	18.2
	No accessible playground	20.6
	Total	100
Availability of any sports equipment		50.2
Supervised physical education activity observed on day of visit		29.8

**Table 20: School Management Committee (SMC) in schools
 2014, 2016 and 2018**

	2014	2016	2018
% Schools which reported having an SMC	97.8	98.5	96.2
Of all schools that have an SMC, % schools that had the last SMC meeting			
Before July	30.6	19.5	12.1
Between July and September	61.3	57.4	72.7
After September	8.1	23.1	15.2

