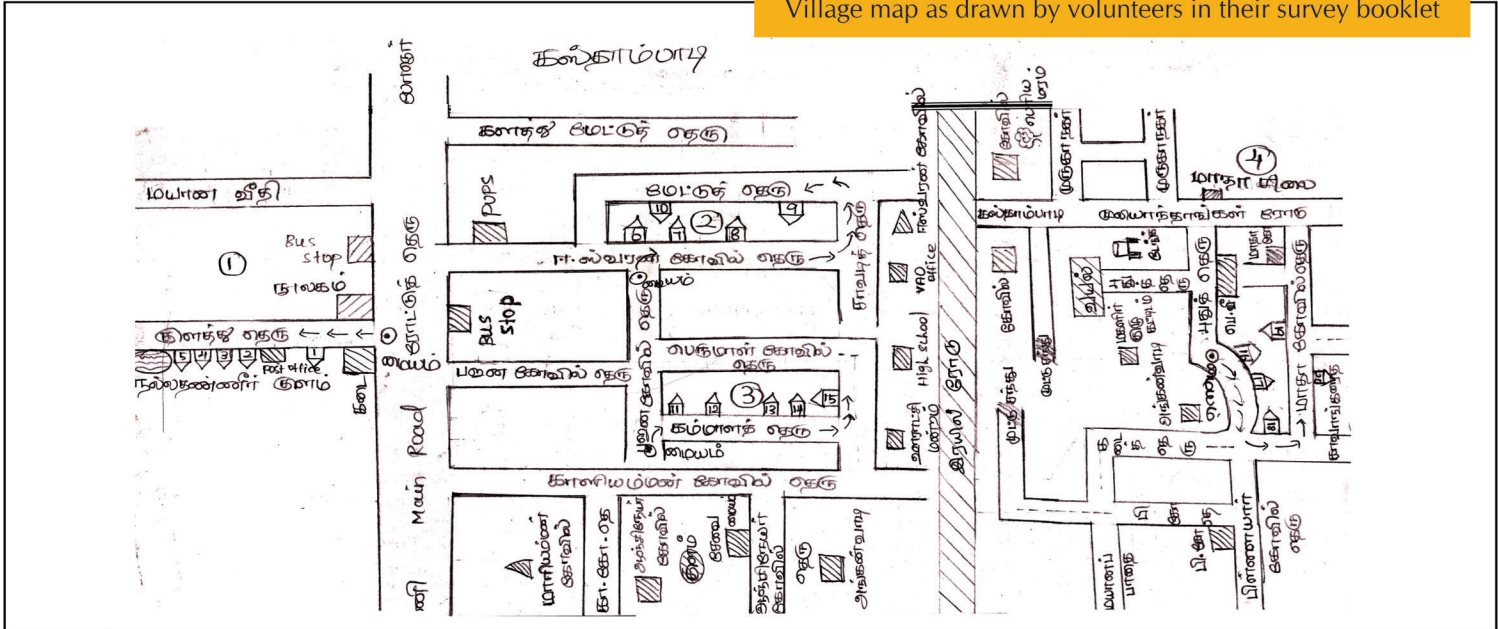




Tamil Nadu

Village map as drawn by volunteers in their survey booklet



School enrollment

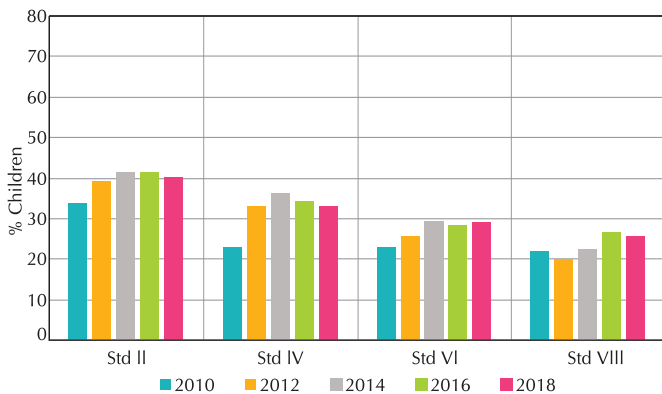
Table 1: % Children enrolled in different types of schools by age group and gender 2018

Age group	Govt	Pvt	Other	Not in school	Total
Age 6-14: All	67.4	32.1	0.2	0.3	100
Age 7-16: All	69.5	29.8	0.2	0.6	100
Age 7-10: All	64.4	35.4	0.1	0.0	100
Age 7-10: Boys	61.0	38.9	0.1	0.0	100
Age 7-10: Girls	67.8	32.0	0.1	0.0	100
Age 11-14: All	72.9	26.3	0.3	0.5	100
Age 11-14: Boys	70.2	28.8	0.2	0.8	100
Age 11-14: Girls	75.5	24.0	0.3	0.2	100
Age 15-16: All	73.9	23.7	0.1	2.3	100
Age 15-16: Boys	70.1	26.5	0.0	3.5	100
Age 15-16: Girls	76.9	21.5	0.2	1.4	100

'Other' includes children going to Madarsa or EGS.

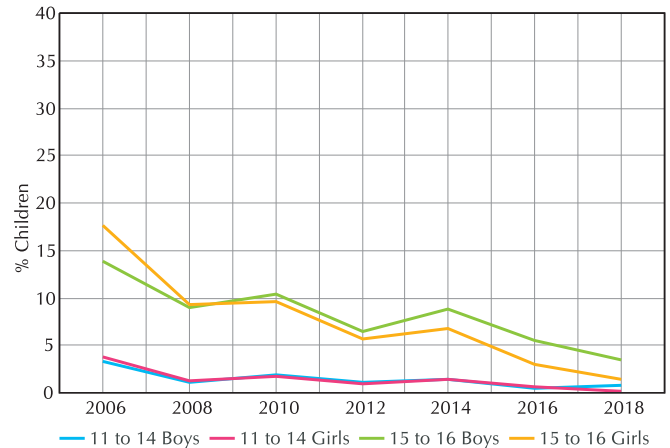
'Not in school' includes children who never enrolled or have dropped out.

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 40.1% as compared to 25.7% 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 17.6% in 2006, 5.7% in 2012, and 1.4% 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	32.8	56.8	7.8										2.5	100	
II	2.6	20.1	65.7	8.8										2.8	100
III	1.8	16.8	72.9	7.7										0.8	100
IV	2.1		20.0		68.2	8.9							0.7	100	
V	2.2			9.6		77.8	8.5						1.9	100	
VI	1.6				10.6		71.7	14.6					1.5	100	
VII	1.7					11.8		71.2	14.1				1.2	100	
VIII	2.3						10.3		78.4	7.9			1.1	100	

This table shows the age distribution for each grade. For example, of all children in Std III, 72.9% children are 8 years old but there are also 16.8% who are 7, 7.7% who are 9, and 0.8% who are 10 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	61.1	1.2	24.4	2.1	0.6	0.0	10.6	100
Age 4	42.6	1.9	47.2	1.9	2.5	0.0	3.8	100
Age 5	15.3	1.8	34.5	27.0	20.2	0.0	1.3	100
Age 6	1.4	0.1	4.1	51.3	42.9	0.1	0.2	100
Age 7	0.1	0.1	0.6	61.0	38.2	0.1	0.1	100
Age 8	0.2	0.0	0.3	61.6	37.8	0.1	0.0	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	41.1	39.8	15.5	2.2	1.4	100
II	13.8	29.8	39.7	13.0	3.7	100
III	6.4	17.1	39.8	26.5	10.2	100
IV	4.0	7.9	27.5	34.5	26.1	100
V	3.5	4.9	17.2	33.6	40.7	100
VI	1.1	3.7	11.5	28.6	55.1	100
VII	1.1	2.6	9.0	22.6	64.8	100
VIII	0.4	2.0	6.9	17.5	73.2	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, 6.4% cannot even read letters, 17.1% can read letters but not words or higher, 39.8% can read words but not Std I level text or higher, 26.5% can read Std I level text but not Std II level text, and 10.2% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

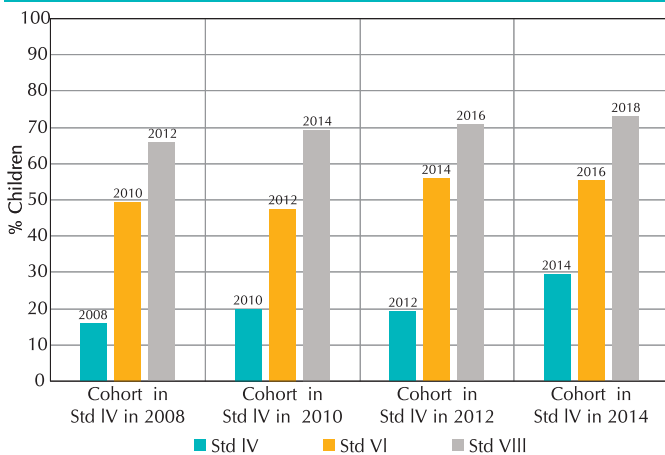
Table 5: Trends over time
 Reading in Std III by school type
 2012, 2014, 2016 and 2018

Year	% Children in Std III who can read Std II level text		
	Govt	Pvt	Govt & Pvt*
2012	8.5	8.4	8.4
2014	16.8	14.4	15.9
2016	20.2	13.5	17.7
2018	11.6	7.6	10.2

* 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 15.8% and in Std VI (in 2010) was 49.5%. When the cohort reached Std VIII in 2012, this figure was 65.8%. The progress of each of these cohorts can be understood in the same way.

Reading Tool (Tamil)

Std II level text

ஒரு ஊரில் ஒரு ஒழுது விவசாயி இருந்தான். அவரின் ஒழு ஒரு பாண்ட இருந்தது. அதில் அவர் தினமும் விட்டாறு தண்ணீர் கொண்டு வந்தார். ஒருநாள் அந்த பாண்டயில் ஒரு ஓட்டை விழுந்து விட்டது. என்ன செய்ய வேண்டும் யோசித்தான். அவர் தண்ணீர் கொண்டு வரும் பாண்டயில் பூ விதைகளை விதைத்தான். அந்த ஓட்டை பாண்டயிலிருந்து ஒழுதிய நீர்னால் அந்த விதைகள் செழவான வளர்ந்தன. அதுவான பூக்கள் மலர்ந்தன.

Std I level text

ஒரு புலி மாணவன் துரத்தியது. மான் வேகமாக ஓடியது. குகைக்குள் ஓடி மறைந்தது. புலி ஏமாந்து போனது.

Letters

கே ஊ ஓ
 ந ய
 கு த த
 ட ஈ

Words

கல் ஊர்
 மலை மாடு
 வளி தாய்
 மலை ஓயல்

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	30.2	30.6	30.3	65.3	67.6	65.8
2014	49.9	40.2	46.9	68.3	72.9	69.3
2016	49.4	37.0	45.3	71.2	70.1	70.9
2018	46.3	28.8	40.8	75.0	67.4	73.1

* 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	27.5	46.5	23.4	1.9	0.7	100
II	8.1	28.6	55.8	6.3	1.2	100
III	3.4	14.7	55.9	25.0	1.0	100
IV	1.3	7.3	41.6	43.5	6.3	100
V	1.1	3.8	32.2	37.4	25.4	100
VI	0.5	2.0	26.2	34.8	36.5	100
VII	0.4	1.6	22.9	31.7	43.4	100
VIII	0.2	0.6	22.9	26.2	50.2	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, 3.4% cannot even recognize numbers 1-9, 14.7% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 55.9% can recognize numbers up to 99 but cannot do subtraction, 25% can do subtraction but cannot do division, and 1% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic Tool (Tamil)

எனக்குத் தெரியாது 1-9	எனக்குத் தெரியாது 10-99	கழித்தல்	வகுத்தல்
3 7	65 38	41 64 - 13 - 48	7) 928
1 4	92 23	84 73 - 49 - 36	6) 769
8 2	47 72	56 31 - 37 - 13	8) 987
5 9	54 87	45 53 - 18 - 24	4) 519
எனக்குத் தெரியாது எனக்குத் தெரியாது கழித்தல்	எனக்குத் தெரியாது எனக்குத் தெரியாது கழித்தல்	கழித்தல் கழித்தல் கழித்தல்	வகுத்தல் வகுத்தல் வகுத்தல்

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	14.4	23.6	17.6
2014	20.4	31.2	24.3
2016	24.2	25.7	24.8
2018	23.6	30.0	25.9

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

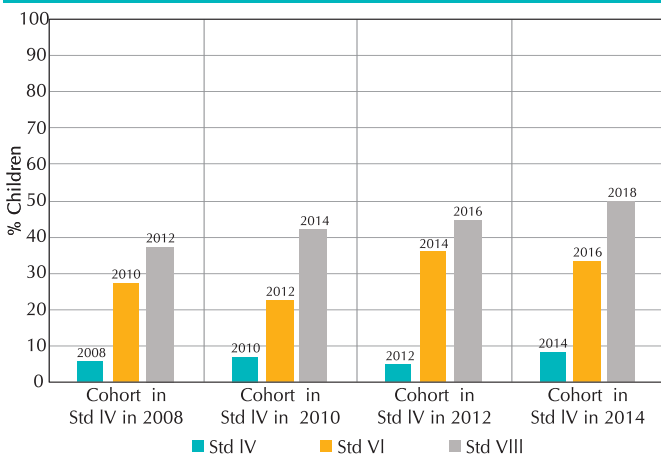
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private 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	9.6	22.4	13.1	35.7	43.2	37.2
2014	25.6	26.1	25.8	39.6	50.3	42.0
2016	21.4	21.1	21.3	42.6	51.0	44.8
2018	27.1	22.2	25.6	49.6	51.3	50.0

* 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 5.5% and in Std VI (in 2010) was 27.3%. When the cohort reached Std VIII in 2012, this figure was 37.2%. 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	22.4	32.4	27.6
Age 11-13	56.8	71.3	64.6
Age 14-16	80.0	87.8	84.4

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	44.7	50.4	47.7	11.3	12.8	12.1
Age 11-13	72.1	77.2	74.9	39.3	47.4	43.7
Age 14-16	78.3	84.9	82.0	56.8	64.5	61.1

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

இந்தச் சிறுமி இரவில் இத்தோத்தில் உறங்குகிறாள். பின், காலைவில் இத்தோத்தில் விழிக்கிறாள். எனில், அவள் உறங்கிய நேரத்தைக் கணக்கிடுக.

Applying unitary method

15 லிட்டர் தண்ணீரை சுத்திகரிக்க 3 குளோரின் மாத்திரிகைகள் தேவைப்படுகிறது எனில், 35 லிட்டர் தண்ணீரை சுத்திகரிக்க எத்தனை குளோரின் மாத்திரிகைகள் தேவைப்படும்?

Financial decision making

இங்கு குறிப்பிடப்பட்டுள்ள (படத்தைக் காட்டவும்) 5 புத்தகங்களும் இரண்டு கடைகளில் விற்கிறது. நீங்கள் இந்த 5 புத்தகங்களையும் வாங்க வேண்டும் என்றால், குறைந்தது எவ்வளவு செலவு செய்ய வேண்டும்.

கடை 1 விலையைப் பட்டியல்		கடை 2 விலையைப் பட்டியல்	
புத்தகத்தின் பெயர்	விலை	புத்தகத்தின் பெயர்	விலை
அறிவியல்	₹50	அறிவியல்	₹50
கவிதை	₹80	கவிதை	₹80
இந்த	₹30	இந்த	₹30
ஆர்வியல்	₹70	ஆர்வியல்	₹70
வகையா	₹40	வகையா	₹40

சிறப்பு சலுகை!!
5 புத்தகங்களின் விலை
₹ 299 மட்டும்

Calculating discount

இது இந்த ஆடைமீது விலை, மற்றும் இது 10 சதவீதம் தள்ளுபடியில் கிடைக்கிறது. நீங்கள் இந்த ஆடைமேல் வாங்க வேண்டுமெனில் எவ்வளவு செலவு செய்ய வேண்டும்?

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	39.7	38.5	39.1	50.3	48.5	49.4	30.4	27.4	28.9	22.4	17.7	20.1
Age 15	45.9	34.7	40.3	49.7	31.7	40.6	27.7	33.0	30.4	31.4	17.6	24.5
Age 16	44.9	35.5	38.9	32.2	28.4	29.8	28.6	35.6	33.0	34.5	13.9	21.4
Age 14-16	43.1	36.3	39.5	46.2	36.8	41.1	29.0	31.8	30.5	28.3	16.5	21.9

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	57.0	49.5	52.9	58.9	52.6	55.5	43.2	34.8	38.6	37.3	29.4	33.0
Age 15	56.1	52.6	54.0	60.6	53.3	56.1	43.1	42.8	42.9	36.3	36.5	36.4
Age 16	60.6	57.3	58.5	55.5	55.6	55.6	43.4	42.8	43.0	43.2	37.1	39.4
Age 14-16	57.9	53.4	55.2	58.3	53.9	55.7	43.2	40.3	41.5	38.9	34.5	36.3



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)	395	450	513	522
Upper primary schools (Std I-VII/VIII)	267	198	195	228
Total schools visited	662	648	708	750

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

Primary schools (Std I-IV/V)	2010	2014	2016	2018
% Enrolled children present (Average)	89.9	89.5	90.9	91.1
% Teachers present (Average)	86.5	91.7	91.8	93.9
Upper primary schools (Std I-VII/VIII)	2010	2014	2016	2018
% Enrolled children present (Average)	90.7	87.7	90.9	91.0
% Teachers present (Average)	79.9	87.8	85.8	91.4

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

Primary schools (Std I-IV/V)	2010	2014	2016	2018
% Schools where Std II children were observed sitting with one or more other classes	81.8	71.3	73.2	62.8
% Schools where Std IV children were observed sitting with one or more other classes	78.3	65.8	66.9	61.5
Upper primary schools (Std I-VII/VIII)	2010	2014	2016	2018
% Schools where Std II children were observed sitting with one or more other classes	76.2	64.6	65.5	66.7
% Schools where Std IV children were observed sitting with one or more other classes	69.5	62.5	57.2	58.5

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	96.7	97.5	97.9	96.2
	Mid-day meal served in school on day of visit	99.4	99.8	99.2	98.7
Drinking water	No facility for drinking water	12.8	9.9	10.7	9.7
	Facility but no drinking water available	6.7	10.3	7.0	10.1
	Drinking water available	80.5	79.8	82.4	80.2
Total		100	100	100	100
Toilet	No toilet facility	7.0	2.5	1.8	0.8
	Facility but toilet not useable	48.5	17.7	18.9	9.0
	Toilet useable	44.6	79.8	79.3	90.2
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	20.8	13.0	5.9	3.9
	Separate provision but locked	23.0	9.1	9.0	3.9
	Separate provision, unlocked but not useable	21.0	9.2	9.0	6.0
	Separate provision, unlocked and useable	35.1	68.7	76.2	86.2
	Total	100	100	100	100
Library	No library	20.9	13.5	15.7	16.2
	Library but no books being used by children on day of visit	21.3	34.2	23.7	31.4
	Library books being used by children on day of visit	57.8	52.3	60.6	52.4
	Total	100	100	100	100
Electricity	Electricity connection			97.7	97.9
	Of schools with electricity connection, % schools with electricity available on day of visit			95.3	94.5
Computer	No computer available for children to use	53.0	37.6	42.6	42.1
	Available but not being used by children on day of visit	17.6	35.4	24.4	28.6
	Computer being used by children on day of visit	29.4	27.1	33.1	29.3
	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
Primary schools (Std I-IV/V)	38.4	46.4	45.8	49.8
Upper primary schools (Std I-VII/VIII)	3.8	10.8	12.9	16.3



Table 19: Physical education and sports in schools 2018

% Schools with		Std I-IV/ V	Std I-VII/ VIII	All schools
Dedicated time for physical education	Physical education period in the timetable	78.9	89.7	82.2
	No physical education period but dedicated time allotted	15.6	9.9	13.8
	No physical education period and no dedicated time allotted	5.5	0.5	4.0
	Total	100	100	100
Physical education teacher	Separate physical education teacher	3.9	12.0	6.4
	Other physical education teacher	61.9	70.4	64.5
	No physical education teacher	34.1	17.7	29.1
	Total	100	100	100
Playground	Playground inside the school premises	71.3	76.2	72.8
	Playground outside the school premises	10.9	15.4	12.3
	No accessible playground	17.8	8.4	14.9
	Total	100	100	100
Availability of any sports equipment		70.2	80.9	73.5
Supervised physical education activity observed on day of visit		37.6	40.0	38.3



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

	2014	2016	2018
% Schools which reported having an SMC	95.4	96.0	95.1
Of all schools that have an SMC, % schools that had the last SMC meeting			
Before July	3.4	1.2	2.3
Between July and September	62.1	40.8	74.2
After September	34.5	57.9	23.5

