ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 22 OUT OF 22 DISTRICTS

Data has not been presented where sample size was insufficient.

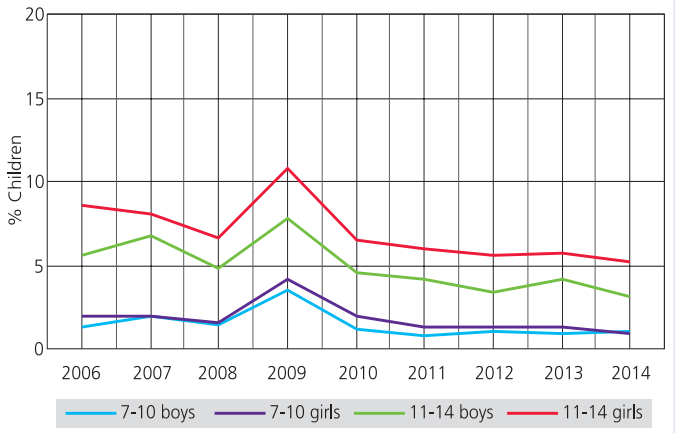
School enrollment and out of school children

Table 1: % Children in different types of schools 2014

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	60.7	36.7	0.3	2.4	100
Age: 7-16 ALL	60.2	34.8	0.3	4.7	100
Age: 7-10 ALL	57.8	40.9	0.3	1.0	100
Age: 7-10 BOYS	51.0	47.9	0.1	1.0	100
Age: 7-10 GIRLS	64.8	33.7	0.6	1.0	100
Age: 11-14 ALL	65.3	30.2	0.3	4.2	100
Age: 11-14 BOYS	60.7	36.0	0.1	3.2	100
Age: 11-14 GIRLS	70.1	24.2	0.6	5.2	100
Age: 15-16 ALL	52.5	30.6	0.3	16.6	100
Age: 15-16 BOYS	54.6	29.9	0.2	15.3	100
Age: 15-16 GIRLS	50.3	31.3	0.4	18.0	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 2006-2014



Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school was 8.6% in 2006, 10.8% in 2009, 6% in 2011 and 5.2% in 2014.

Chart 2: Trends over time
% Children enrolled in private schools in Std I-V and Std VI-VIII 2008, 2010, 2012 and 2014

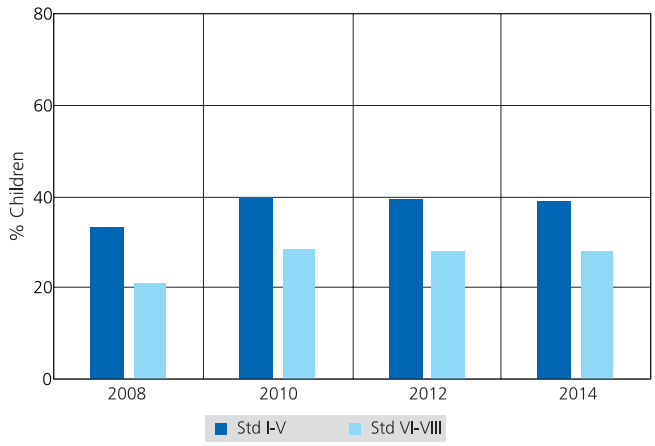


Table 2: Sample description
% Children in each class by age 2014

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	20.0	43.7	23.0	9.3	4.0								100
II	1.9	13.6	48.1	24.6	7.9	3.8							100
III	2.7		15.2	48.6	23.1	7.8	2.7						100
IV	3.0			15.9	45.7	24.6	8.2	2.6					100
V	2.9				13.7	46.5	23.8	10.4	2.8				100
VI	3.1					13.9	44.4	28.5	8.0	2.0			100
VII	3.1						12.5	50.2	23.1	9.0	2.0		100
VIII	1.5							12.5	52.7	27.3	5.9		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, 48.6% children are 8 years old but there are also 15.2% who are 7, 23.1% who are 9, 7.8% who are 10 and 2.7% who are older.

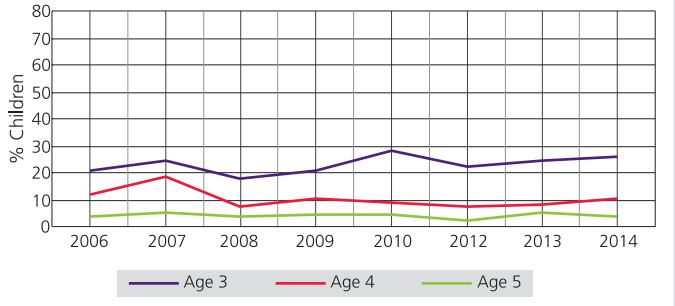
Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2014

	In balwadi or anganwadi	In LKG/ UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	65.5	8.6				25.9	100
Age 4	56.0	33.9				10.2	100
Age 5	15.5	7.2	34.1	39.1	0.4	3.7	100
Age 6	1.5	2.3	50.6	44.1	0.2	1.3	100

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

Chart 3: Trends over time
% Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2014**



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

*** To maintain comparability with previous years, combined estimates for Andhra Pradesh and Telangana have been presented.**

Data has not been presented where sample size was insufficient.

Reading

Table 4: % Children by class and READING level
All schools 2014

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	37.5	32.6	23.8	4.5	1.6	100
II	16.4	25.7	31.4	15.8	10.7	100
III	7.0	18.7	28.1	23.2	23.1	100
IV	4.3	10.7	20.8	25.1	39.1	100
V	2.1	6.2	14.5	21.0	56.3	100
VI	1.6	5.1	10.9	19.9	62.4	100
VII	0.9	3.1	7.6	16.7	71.8	100
VIII	0.7	1.8	4.7	13.5	79.4	100
Total	9.3	13.4	18.1	17.4	41.8	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 7% children cannot even read letters, 18.7% can read letters but not more, 28.1% can read words but not Std I level text or higher, 23.2% can read Std I level text but not Std II level text, and 23.1% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

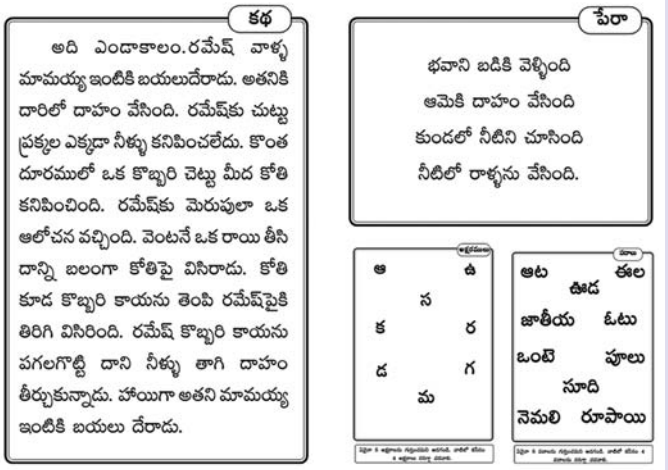


Table 5: Trends over time
% Children in Std II and III at different READING levels by school type 2010-2014

Year	% Children in Std II who can read at least letters			% Children in Std III who can read at least words		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2010	89.5	98.1	93.2	78.6	91.2	83.4
2011	91.9	97.7	94.3	81.6	91.8	85.3
2012	92.6	94.4	93.5	80.9	83.2	81.8
2013	82.8	96.8	88.6	76.3	92.3	82.3
2014	74.9	95.4	83.6	66.0	89.4	74.3

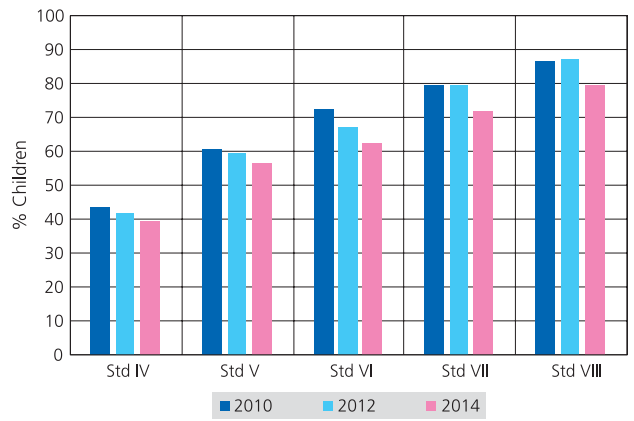
* This is the weighted average for children in government and private schools only.

Table 6: Trends over time
% Children in Std IV and V at different READING levels by school type 2010-2014

Year	% Children in Std IV who can read at least Std I level text			% Children in Std V who can read Std II level text		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2010	68.7	82.4	73.8	57.0	66.7	60.3
2011	68.2	86.6	74.4	57.0	67.4	60.0
2012	68.8	64.5	67.3	59.9	58.6	59.5
2013	67.8	82.0	72.3	54.5	66.8	58.0
2014	57.7	76.1	64.2	55.9	57.1	56.3

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

Chart 4: Trends over time
% Children who can READ Std II level text by class
All schools 2010, 2012 and 2014



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

First, in ASER, all children are assessed using the same tool. The highest level on this tool is the ability to read a Std II level text. ASER is a "floor" level test. It does not assess children using grade level tools. At the highest level, what ASER can tell us is whether a child can read at least Std II level texts or not.

Based on this tool, we can see that proportion of children who can read Std II level text increases as they go to higher classes. By Std VIII children have completed eight years of schooling and by this stage a very high proportion of children are able to read text at least at Std II level. This is true for every year for which data is shown. It is possible that some children are reading at higher levels too but ASER reading tests do not assess higher than Std II level.

However, what is also worth noting is how children at a given grade are doing in successive years. For example, this chart allows us to compare the proportion of children able to read Std II level texts in Std V for cohorts that were in Std V in 2010, 2012 and 2014.

Data has not been presented where sample size was insufficient.

Arithmetic

**Table 7: % Children by class and ARITHMETIC level
All schools 2014**

Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	30.9	25.1	41.5	2.1	0.4	100
II	10.4	17.9	53.8	16.6	1.3	100
III	4.3	8.4	49.4	32.1	5.8	100
IV	2.0	4.0	36.5	38.1	19.5	100
V	1.3	2.4	24.9	35.3	36.2	100
VI	0.9	1.5	23.2	31.4	43.0	100
VII	0.6	0.6	18.5	31.9	48.4	100
VIII	0.3	0.4	17.3	30.1	51.8	100
Total	6.8	7.9	33.6	26.9	24.9	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 4.3% children cannot even recognize numbers 1-9, 8.4% can recognize numbers up to 9 but not more, 49.4% can recognize numbers up to 99 but cannot do subtraction, 32.1% can do subtraction but cannot do division, and 5.8% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

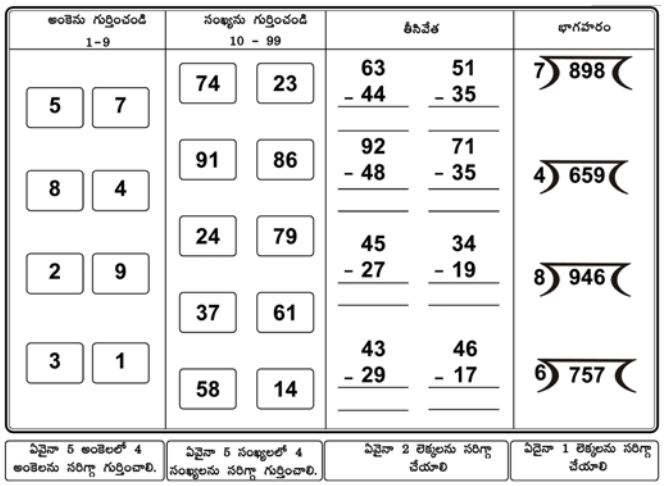


**Table 8: Trends over time
% Children in Std II and III at different ARITHMETIC levels by school type 2010-2014**

Year	% Children in Std II who can recognize numbers 1-9 and more			% Children in Std III who can recognize numbers 10-99 and more		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2010	94.0	98.3	95.8	85.4	92.7	88.2
2011	94.8	97.8	96.1	88.1	94.5	90.5
2012	95.6	99.2	97.2	87.1	96.5	90.9
2013	89.5	97.1	92.7	85.2	96.2	89.3
2014	83.6	97.8	89.7	82.4	96.1	87.3

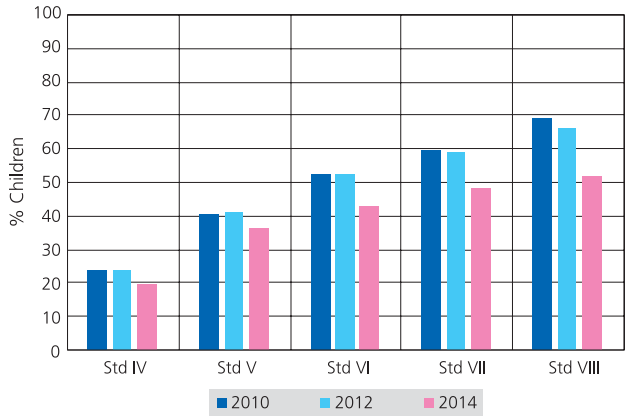
* This is the weighted average for children in government and private schools only.

**Table 9: Trends over time
% Children in Std IV and V at different ARITHMETIC levels by school type 2010-2014**

Year	% Children in Std IV who can do at least subtraction			% Children in Std V who can do division		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2010	60.2	78.8	67.2	36.1	48.9	40.5
2011	62.4	81.1	68.7	35.3	45.2	38.2
2012	62.6	76.8	67.8	37.0	50.4	41.2
2013	55.3	71.0	60.4	33.1	45.8	36.8
2014	51.5	68.6	57.6	35.1	38.4	36.2

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

**Chart 5: Trends over time
% Children who can do DIVISION by class
All schools 2010, 2012 and 2014**



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

First, in ASER, all children are assessed using the same tool. The highest level on this tool is the ability to do a numerical division problem (dividing a three digit number by a one digit number). In most states in India, children are expected to do such computations by Std III or Std IV. ASER is a "floor" level test. It does not assess children using grade level tools. At the highest level, what ASER can tell us is whether a child can do at least this kind of division problem.

Based on this tool, we can see that proportion of children who can do this level of division increases as they go to higher classes. By Std VIII children have completed eight years of schooling and by this stage a substantial proportion of children are able to do division problems at this level. This is true for every year for which data is shown. It is possible that some children are able to do operations at higher levels too but ASER arithmetic tests do not assess higher than this level.

However, what is also worth noting is how children at a given grade are doing in successive years. For example, this chart allows us to compare the proportion of children able to do division at this level in Std V for cohorts that were in Std V in 2010, 2012 and 2014.

Data has not been presented where sample size was insufficient.

Reading and comprehension in English

Table 10: % Children by class and READING level in ENGLISH All schools 2014

Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	39.7	12.9	19.4	21.7	6.4	100
II	20.0	14.5	22.4	21.9	21.2	100
III	13.1	11.1	25.1	26.2	24.5	100
IV	7.1	8.0	23.9	25.8	35.2	100
V	4.5	5.0	18.7	26.5	45.2	100
VI	3.1	3.8	16.8	22.8	53.6	100
VII	1.8	3.4	10.4	20.5	63.9	100
VIII	1.0	2.2	11.2	17.5	68.2	100
Total	11.8	7.8	18.7	23.0	38.7	100

How to read this table: Each cell shows the highest level in reading English achieved by a child. For example, in Std III, 13.1% children cannot even read capital letters, 11.1% can read capital letters but not more, 25.1% can read small letters but not words or higher, 26.2% can read words but not sentences, and 24.5% can read sentences. For each class, the total of all these exclusive categories is 100%.

English Tool

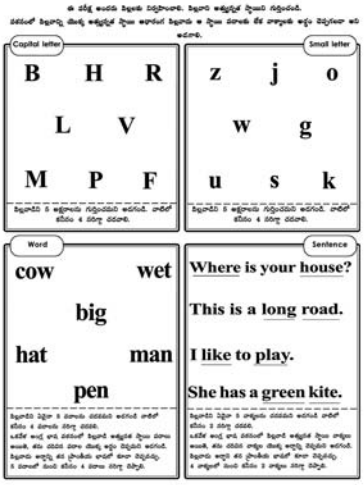


Table 11: % Children by class who CAN COMPREHEND ENGLISH All schools 2014

Std	Of those who can read words, % children who can tell meanings of the words	Of those who can read sentences, % children who can tell meanings of the sentences
I	54.0	
II	53.5	
III	57.6	58.3
IV	62.0	61.5
V	67.1	67.6
VI	65.1	72.6
VII	63.8	75.8
VIII	67.6	82.5
Total	61.2	69.1

Type of school and paid additional tuition classes (tutoring)

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

Table 12: Trends over time % Children in Std I-V and Std VI-VIII by school type and TUITION 2011-2014

Std	Category	2011	2012	2013	2014
Std I-V	Govt. no tuition	52.3	54.2	57.0	53.3
	Govt. + Tuition	9.7	6.7	6.0	7.2
	Pvt. no tuition	28.1	30.2	30.4	32.5
	Pvt. + Tuition	10.0	8.9	6.6	7.1
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	63.7	64.5	65.2	65.7
	Govt. + Tuition	9.1	7.0	7.9	5.6
	Pvt. no tuition	19.5	21.6	22.4	24.4
	Pvt. + Tuition	7.8	6.8	4.5	4.3
	Total	100	100	100	100

Table 13: TUITION EXPENDITURES by school type in rupees per month 2014

Std	Type of school	% Children in different tuition expenditure categories				
		Rs. 100 or less	Rs.101-200	Rs. 201-300	Rs. 301 or more	Total
Std I-V	Govt.	91.7	5.9	1.9	0.6	100
Std I-V	Pvt.	74.2	20.2	2.3	3.4	100
Std VI-VIII	Govt.	70.1	20.7	2.9	6.3	100
Std VI-VIII	Pvt.	49.6	40.5	4.4	5.5	100

ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 22 OUT OF 22 DISTRICTS

Data has not been presented where sample size was insufficient.

School observations

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

Table 14: Number of schools visited 2010-2014

Type of school	2010	2011	2012	2013	2014
Primary schools (Std I-IV/V)	475	510	523	482	479
Upper primary schools (Std I-VII/VIII)	157	132	126	134	165
Total schools visited	632	642	649	616	644

Table 15: Student and teacher attendance on the day of visit 2010-2014

Primary schools (Std I-IV/V)	2010	2011	2012	2013	2014
% Enrolled children present (Average)	72.4	75.2	75.5	75.2	75.9
% Teachers present (Average)	83.0	85.5	84.8	87.1	81.3
Upper primary schools (Std I-VII/VIII)	2010	2011	2012	2013	2014
% Enrolled children present (Average)	72.6	74.4	78.0	74.9	75.6
% Teachers present (Average)	82.7	77.0	79.6	80.9	78.4

Table 16: Small schools and multigrade classes 2010-2014

Primary schools (Std I-IV/V)	2010	2011	2012	2013	2014
% Schools with total enrollment of 60 or less	30.1	34.3	31.4	31.6	31.8
% Schools where Std II children were observed sitting with one or more other classes	62.9	63.6	62.6	65.3	60.9
% Schools where Std IV children were observed sitting with one or more other classes	53.9	58.7	57.2	58.6	51.9
Upper primary schools (Std I-VII/VIII)	2010	2011	2012	2013	2014
% Schools with total enrollment of 60 or less	12.2	10.1	9.6	13.5	15.2
% Schools where Std II children were observed sitting with one or more other classes	55.6	48.8	55.4	71.4	69.5
% Schools where Std IV children were observed sitting with one or more other classes	48.7	44.1	43.6	60.6	53.4

RTE indicators

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

Table 17: Schools meeting selected RTE norms 2010-2014

% Schools meeting the following RTE norms:		2010	2011	2012	2013	2014
PTR & CTR	Pupil-teacher ratio (PTR)	61.7	56.4	56.4	45.8	52.0
	Classroom-teacher ratio (CTR)	53.4	66.5	61.1	72.0	72.0
Building	Office/store/office cum store	64.5	70.5	61.6	64.5	67.3
	Playground	70.5	68.9	67.7	64.1	65.3
	Boundary wall/fencing	52.9	49.3	49.9	48.8	50.3
Drinking water	No facility for drinking water	22.8	23.1	18.7	17.7	16.2
	Facility but no drinking water available	12.4	16.2	15.0	17.2	22.6
	Drinking water available	64.8	60.8	66.3	65.1	61.2
	Total	100	100	100	100	100
Toilet	No toilet facility	23.4	24.6	15.6	18.8	13.0
	Facility but toilet not useable	38.1	42.0	36.8	26.1	22.7
	Toilet useable	38.6	33.4	47.7	55.1	64.3
	Total	100	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	53.1	39.9	32.6	38.7	28.4
	Separate provision but locked	9.2	10.2	12.2	8.1	8.7
	Separate provision, unlocked but not useable	12.3	21.8	17.0	10.3	8.7
	Separate provision, unlocked and useable	25.4	28.1	38.2	43.0	54.2
	Total	100	100	100	100	100
Library	No library	8.0	5.4	5.3	3.8	2.8
	Library but no books being used by children on day of visit	14.4	20.8	20.3	23.4	31.6
	Library books being used by children on day of visit	77.6	73.9	74.4	72.8	65.6
	Total	100	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	67.0	62.8	62.8	66.6	69.6
	Mid-day meal served in school on day of visit	99.2	99.1	98.3	97.7	99.5

Data has not been presented where sample size was insufficient.

School funds and activities

Table 18: % Schools that report receiving SSA grants - Full financial year

SSA school grants	April 2011 to March 2012				April 2013 to March 2014			
	Number of schools	% Schools			Number of schools	% Schools		
		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	644	97.2	0.8	2.0	639	94.4	3.3	2.4
Development grant	637	92.0	5.7	2.4	639	82.0	14.7	3.3
TLM grant	641	91.6	5.9	2.5	636	7.6	91.2	1.3

Table 19: % Schools that report receiving SSA grants - Half financial year

SSA school grants	April 2012 to date of survey (2012)				April 2014 to date of survey (2014)			
	Number of schools	% Schools			Number of schools	% Schools		
		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	616	79.6	15.8	4.7	632	54.0	42.3	3.8
Development grant	607	77.8	17.5	4.8	630	45.7	49.7	4.6
TLM grant	604	41.9	53.2	5.0	626	1.3	95.7	3.0

Note for Table 18 & 19: Grant information was not collected in ASER 2013.

Every year schools in India receive three financial grants. This is the only money over which schools have any expenditure discretion. Since 2009, ASER has been tracking whether this money reaches schools.

Name of Grant	Type of activity
School Maintenance Grant	For minor repairs and infrastructure maintenance. Eg. Repair of toilet, boundary wall, whitewashing
School Development Grant	For purchasing school and office equipment. Eg. Blackboards, sitting mats, chalks, duster
Teacher Learning Material Grant*	For purchasing teaching aids

* In 2013-14 and 2014-15 Government of India stopped sending money for this grant in most states.

Table 20: % Schools carrying out different activities since April 2013

Type of activity		% Schools		
		Yes	No	Don't know
Construction	New classroom built	17.6	82.2	0.2
Repair	White wash/plastering	49.6	49.8	0.6
	Repair of drinking water facility	43.4	55.9	0.8
	Repair of toilet	43.1	55.8	1.1
Purchase	Mats, Tat patti etc.	34.6	64.6	0.8
	Charts, globes or other teaching material	83.7	15.9	0.5

Table 21: Continuous and Comprehensive Evaluation (CCE) in schools 2013-2014

CCE in schools	2013	2014
% Schools which said they have heard of CCE	95.9	99.1
Of the schools which have heard of CCE, % schools which have received materials/manuals		
For all teachers	80.1	86.2
For some teachers	12.1	11.6
For no teachers	6.6	1.3
Don't know	1.2	0.9
Of the schools which have received manual, % schools which could show it	86.5	88.5

Table 22: School Management Committee (SMC) in schools 2014

% Schools which said they have an SMC	98.4
Of the schools that have SMC, % schools that had the last SMC meeting	
Before Jan 2014	1.0
Jan to June 2014	4.2
July to Sept 2014	74.7
After Sept 2014	20.2
% Schools that could give information about how many members were present in the last meeting	98.0
Average number of members present in last meeting	15

Chart 6: School Development Plan (SDP) in schools 2014