

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 27 OUT OF 27 DISTRICTS

Data has not been presented where sample size was insufficient.

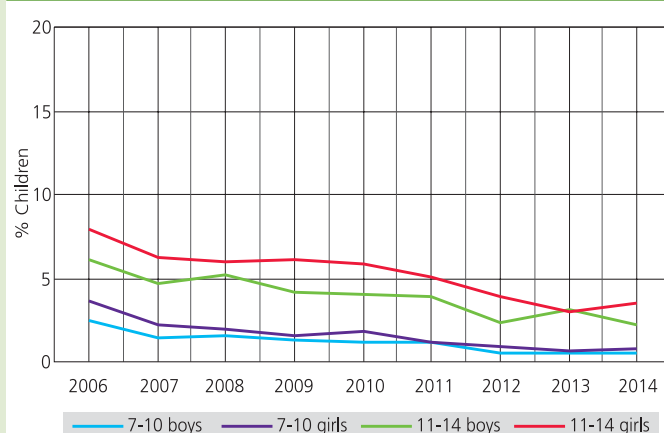
## School enrollment and out of school children

**Table 1: % Children in different types of schools 2014**

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	72.5	25.5	0.4	1.7	100
Age: 7-16 ALL	71.2	25.0	0.3	3.5	100
Age: 7-10 ALL	72.0	27.0	0.4	0.7	100
Age: 7-10 BOYS	68.0	31.1	0.3	0.6	100
Age: 7-10 GIRLS	76.1	22.6	0.6	0.8	100
Age: 11-14 ALL	74.2	22.6	0.3	2.9	100
Age: 11-14 BOYS	73.1	24.2	0.5	2.3	100
Age: 11-14 GIRLS	75.3	21.1	0.2	3.5	100
Age: 15-16 ALL	61.0	26.5	0.2	12.4	100
Age: 15-16 BOYS	61.4	26.2	0.1	12.4	100
Age: 15-16 GIRLS	60.6	26.8	0.3	12.4	100

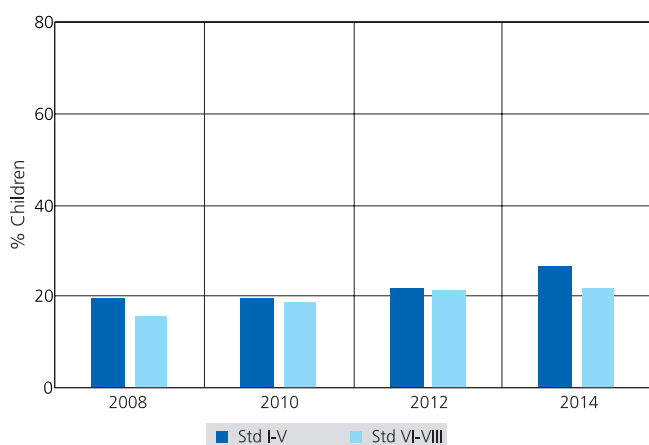
Note: 'Other' includes children going to madarsa and EGS.  
 'Not in school' = dropped out + never enrolled

**Chart 1: Trends over time  
 % Children out of school by age group and gender 2006-2014**



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% in 2006, 6.1% in 2009, 5.1% in 2011 and 3.5% 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	5.8	61.4	28.6										4.2	100
II	4.1		41.9	50.3									3.8	100
III	0.4		5.2	32.9	56.6								4.9	100
IV	0.6			6.4	30.9	56.5							5.7	100
V	5.7				35.4		53.0						5.9	100
VI	1.0				6.4	30.0	57.6					5.0	100	
VII	2.2			6.9			33.1	50.0	7.0	0.8			100	
VIII	1.6				7.7			37.6	49.0	4.0			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, 32.9% children are 8 years old but there are also 5.2% who are 7, 56.6% who are 9 and 4.9% who are older.

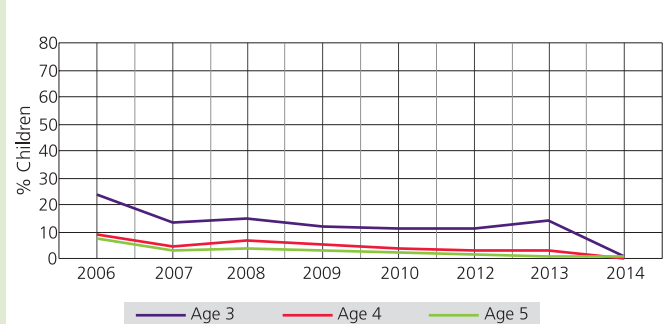
## Young children in pre-school and school

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

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	89.9	9.5				0.7	100
Age 4	78.6	21.2				0.2	100
Age 5	36.8	28.2	16.4	18.1	0.1	0.5	100
Age 6	6.9	8.5	55.5	27.9	0.5	0.7	100

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

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



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

Data has not been presented where sample size was insufficient.

## Reading

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

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	46.2	36.1	12.0	4.5	1.3	100
II	23.0	27.8	28.7	14.6	5.9	100
III	12.1	19.3	25.9	24.5	18.3	100
IV	7.1	15.2	20.7	24.2	32.8	100
V	4.3	8.9	15.1	24.5	47.2	100
VI	4.0	6.0	11.0	24.3	54.8	100
VII	3.4	4.1	9.6	18.7	64.2	100
VIII	2.7	3.7	6.5	16.6	70.6	100
Total	13.4	15.6	16.4	18.9	35.7	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 12.1% children cannot even read letters, 19.3% can read letters but not more, 25.9% can read words but not Std I level text or higher, 24.5% can read Std I level text but not Std II level text, and 18.3% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

## Reading Tool

**ಕಥೆ**

ಆಮೆ ಮತ್ತು ಮೊಲ ಒಳ್ಳೆಯ ಸ್ನೇಹಿತರು. ಒಂದು ದಿನ ಆಮೆ ಮತ್ತು ಮೊಲ ಸ್ಪರ್ಧೆ ಏರ್ಪಾಟು ಮಾಡಿಕೊಂಡವು. ಯಾರು ಮೊದಲು ಪಕ್ಕದ ಊರನ್ನು ತಲುಪುವರೋ ಅವರಿಗೆ ಬಹುಮಾನ ಎಂದು ಘೋಷಿಸಿದವು. ಮೊಲ ಕುಡುತ್ತಾ ಮುಂದೆ ಸಾಗಿತು. ಅರ್ಧ ಸಾಗಿದ ಮೇಲೆ ಮೊಲ ವಿಶ್ರಾಂತಿ ಪಡೆಯಲು ಬಯಸಿತು. ಅಲ್ಲೇ ಮರದ ಕೆಳಗೆ ನಿದ್ರೆ ಮಾಡಿತು. ಅಜ್ಜರಲ್ಲೇ ಆಮೆ ಬೇಗನೇ ಸಾಗಿ ಊರನ್ನು ತಲುಪಿತು. ಸ್ಪರ್ಧೆಯಲ್ಲಿ ಆಮೆ ಜಯಿಸಿದಾಗ ಮೊಲ ಸಜ್ಜೆ ಮೋಲೆ ಮಾಡಿ ಕುಳಿತುಕೊಂಡಿತು.

**ಸವ್ಯೂರಾ**

ಕಮಲೆಗೆ ಗುಲಾಜಿ ಹೂವು ಅಂದರೆ ಬಹಳ ಇಷ್ಟ. ಇದು ನೋಡಲು ಬಹಳ ಅಂದ. ಕಮಲೆಯ ಮನೆಯ ಅಂಗಳದಲ್ಲೆ ಬಣ್ಣ ಬಣ್ಣದ ಗುಲಾಜಿ ಹೂವುಗಳ ಅಂದವಾದ ತೋಟವಿದೆ.

**ಛಂದ**

ಎ ಬ ಐ  
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**ಪದ**

ಕೊಡ ಮಳೆ ಭರ  
ನಾರು ಮಳೆ ಭಯ  
ಜಾಣ ದಾರಿ ಛಡಿ  
ದೇವ ದೂರು

**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	91.7	96.5	92.7	78.4	86.7	80.0
2011	90.7	95.9	91.9	74.3	85.2	76.6
2012	89.0	93.2	90.0	72.7	77.5	73.7
2013	91.1	95.3	92.1	72.2	83.9	74.9
2014	74.1	84.9	77.2	66.4	75.4	68.9

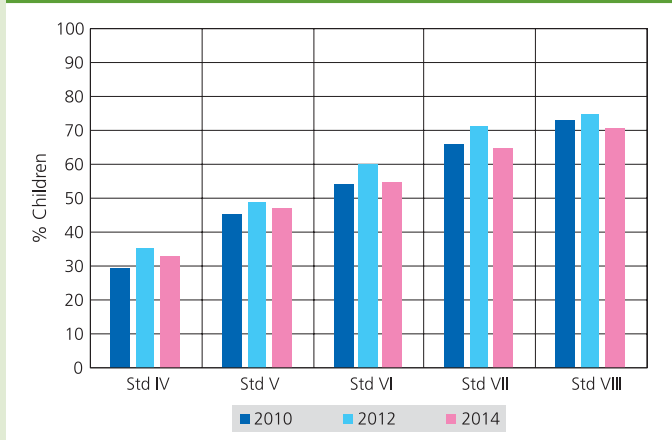
\* This is the weighted average for children in government and private schools only.

**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	58.5	67.2	60.1	42.9	55.1	45.1
2011	61.7	67.6	62.8	41.5	57.4	44.3
2012	59.8	71.7	62.3	47.2	54.6	48.5
2013	60.0	62.8	60.6	41.3	45.8	42.2
2014	55.3	63.0	57.2	45.7	53.5	47.3

\* 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	36.3	35.4	25.9	1.7	0.7	100
II	16.1	23.5	49.9	9.7	0.8	100
III	7.5	13.4	52.8	24.0	2.4	100
IV	3.5	10.9	45.6	28.2	11.8	100
V	2.8	6.3	37.2	33.6	20.1	100
VI	2.0	3.5	34.3	35.4	24.8	100
VII	1.9	2.9	33.4	32.8	29.0	100
VIII	1.1	2.3	31.2	28.4	37.0	100
Total	9.4	12.7	38.9	23.9	15.2	100

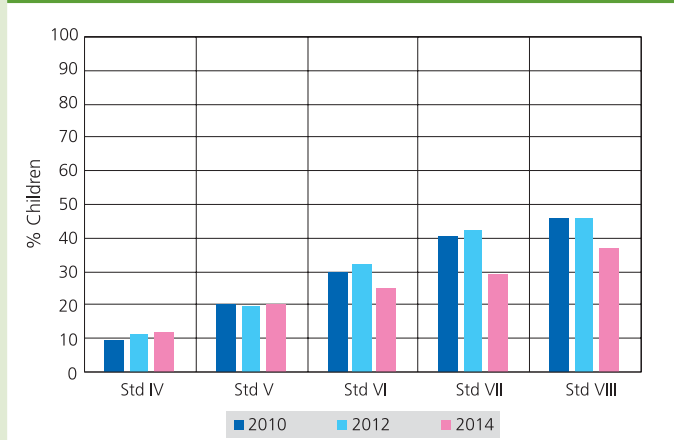
How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 7.5% children cannot even recognize numbers 1-9, 13.4% can recognize numbers up to 9 but not more, 52.8% can recognize numbers up to 99 but cannot do subtraction, 24% can do subtraction but cannot do division, and 2.4% can do division. For each class, the total of all these exclusive categories is 100%.

**Table 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	91.5	95.3	92.3	79.7	87.6	81.2
2011	92.7	94.8	93.2	76.5	88.0	78.9
2012	88.9	92.7	89.8	76.1	88.3	78.7
2013	93.2	97.4	94.3	75.6	86.9	78.2
2014	80.7	92.5	84.1	75.3	89.6	79.3

\* 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



## Math Tool

ಅಂಕ ಗುರುತಿಸುವಿಕೆ 1 ರಿಂದ 9		ನಿರಂತರ ಅಂಕ ಸಂಖ್ಯೆ ಗುರುತಿಸುವಿಕೆ 10 ರಿಂದ 99		ಕಳೆಯುವುದು		ಭಾಗಾಕಾರ
1	4	51	83	46 - 29	63 - 39	7) 879
7	3	37	65	47 - 28	45 - 17	6) 824
6	9	55	26	92 - 76	84 - 57	8) 985
5	2	91	43	52 - 14	66 - 48	4) 517
36	27					

5 ಅಂಕಗಳನ್ನು ಕೇಳಿ ಅವುಗಳಲ್ಲಿ 4 ಉತ್ತರಗಳು ಸರಿಯಾಗಿವೆ.

5 ಅಂಕ ಸಂಖ್ಯೆಗಳನ್ನು ಕೇಳಿ ಅವುಗಳಲ್ಲಿ 4 ಉತ್ತರಗಳು ಸರಿಯಾಗಿವೆ.

ಯಾವುದಾದರೂ 2 ಲೆಕ್ಕಗಳನ್ನು ಮಾಡಿ, ನಿರಂತರ ಉತ್ತರಗಳು ಸರಿಯಾಗಿವೆ.

ಯಾವುದಾದರೂ 1 ಮತ್ತು ಲೆಕ್ಕ ಮಾಡಿ. ಲೆಕ್ಕದ ಉತ್ತರ ಸರಿಯಾಗಿವೆ.

**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	42.2	54.9	44.5	18.7	26.5	20.1
2011	46.4	57.2	48.3	17.6	29.6	19.7
2012	48.9	66.4	52.5	17.4	31.3	19.9
2013	44.5	58.6	47.5	16.4	25.3	18.2
2014	35.7	53.3	40.1	16.7	33.2	20.2

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

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	54.0	17.5	18.6	7.9	2.0	100
II	35.7	20.3	24.5	13.7	5.9	100
III	23.1	23.9	26.1	17.3	9.6	100
IV	15.1	18.8	30.9	21.9	13.5	100
V	8.1	16.6	27.0	27.1	21.2	100
VI	5.6	11.0	24.4	28.2	30.8	100
VII	4.9	8.1	21.7	26.0	39.3	100
VIII	4.0	5.1	16.5	24.9	49.5	100
Total	19.5	15.4	23.8	20.6	20.7	100

How to read this table: Each cell shows the highest level in reading English achieved by a child. For example, in Std III, 23.1% children cannot even read capital letters, 23.9% can read capital letters but not more, 26.1% can read small letters but not words or higher, 17.3% can read words but not sentences, and 9.6% can read sentences. For each class, the total of all these exclusive categories is 100%.

**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	53.9	
II	66.1	
III	59.3	73.3
IV	64.3	73.5
V	68.5	78.7
VI	64.7	74.8
VII	65.3	73.5
VIII	63.7	78.1
Total	64.2	74.8

## 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	73.2	70.7	71.4	67.8
	Govt. + Tuition	5.5	7.0	5.0	5.1
	Pvt. no tuition	16.9	17.3	19.3	21.6
	Pvt. + Tuition	4.3	5.0	4.4	5.6
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	74.3	71.5	73.7	72.9
	Govt. + Tuition	7.2	6.7	4.9	5.2
	Pvt. no tuition	15.6	17.7	18.4	18.7
	Pvt. + Tuition	3.0	4.0	3.0	3.3
	Total	100	100	100	100

### English Tool



**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.	79.9	13.6	3.5	3.1	100
Std I-V	Pvt.	54.0	32.6	9.8	3.6	100
Std VI-VIII	Govt.	73.1	20.5	3.8	2.7	100
Std VI-VIII	Pvt.	35.7	38.1	21.5	4.8	100

## ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 27 OUT OF 27 DISTRICTS

Data has not been presented where sample size was insufficient.

### School observations

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

**Table 14: Number of schools visited 2010-2014**

Type of school	2010	2011	2012	2013	2014
Primary schools (Std I-IV/V)	113	106	117	121	121
Upper primary schools (Std I-VII/VIII)	656	675	639	590	591
Total schools visited	769	781	756	711	712

**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)	81.7	90.4	89.1	90.9	88.9
% Teachers present (Average)	92.9	92.6	93.7	90.1	89.5
Upper primary schools (Std I-VII/VIII)	2010	2011	2012	2013	2014
% Enrolled children present (Average)	70.9	85.2	83.1	83.9	84.6
% Teachers present (Average)	88.9	88.6	87.9	88.0	90.9

**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	84.6	84.8	84.5	87.6	82.5
% Schools where Std II children were observed sitting with one or more other classes	85.9	89.4	93.0	90.9	86.6
% Schools where Std IV children were observed sitting with one or more other classes	71.7	66.3	69.4	74.6	73.1
Upper primary schools (Std I-VII/VIII)	2010	2011	2012	2013	2014
% Schools with total enrollment of 60 or less	6.3	7.0	9.9	9.5	10.0
% Schools where Std II children were observed sitting with one or more other classes	73.5	81.4	82.9	82.6	79.1
% Schools where Std IV children were observed sitting with one or more other classes	31.2	29.9	35.2	32.8	32.1

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

### RTE indicators

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

**Table 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)	69.4	71.2	66.9	66.9	70.4
	Classroom-teacher ratio (CTR)	82.8	85.0	83.2	85.3	84.1
Building	Office/store/office cum store	72.1	74.0	76.2	81.1	78.7
	Playground	66.0	70.8	73.1	73.2	72.0
	Boundary wall/fencing	59.3	69.0	70.2	73.1	73.7
Drinking water	No facility for drinking water	17.3	11.7	12.8	15.2	12.7
	Facility but no drinking water available	7.0	6.5	6.0	4.7	6.1
	Drinking water available	75.8	81.9	81.3	80.1	81.2
	Total	100	100	100	100	100
Toilet	No toilet facility	5.6	6.0	2.3	1.7	1.6
	Facility but toilet not useable	56.0	49.9	38.3	32.4	38.2
	Toilet useable	38.4	44.2	59.5	66.0	60.2
	Total	100	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	18.2	10.9	8.2	7.6	6.2
	Separate provision but locked	31.1	32.8	28.3	23.4	30.3
	Separate provision, unlocked but not useable	18.9	15.2	9.5	9.4	8.4
	Separate provision, unlocked and useable	31.8	41.1	54.0	59.6	55.1
	Total	100	100	100	100	100
Library	No library	7.6	7.4	5.8	9.0	8.2
	Library but no books being used by children on day of visit	27.6	34.8	38.9	40.4	37.5
	Library books being used by children on day of visit	64.8	57.8	55.3	50.6	54.3
	Total	100	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	92.9	94.0	94.1	94.5	93.0
	Mid-day meal served in school on day of visit	96.0	97.9	98.5	98.3	98.9



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	745	93.4	4.0	2.6	707	94.6	3.4	2.0
Development grant	745	87.4	10.2	2.4	704	82.2	14.6	3.1
TLM grant	746	95.2	3.5	1.3	697	8.5	88.8	2.7

**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	734	85.0	12.1	2.9	697	88.8	8.2	3.0
Development grant	733	80.4	16.8	2.9	690	75.2	20.4	4.4
TLM grant	737	89.0	8.8	2.2	685	5.4	91.5	3.1

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

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

Type of activity		% Schools		
		Yes	No	Don't know
Construction	New classroom built	15.9	83.5	0.6
	White wash/plastering	55.0	43.6	1.5
Repair	Repair of drinking water facility	51.1	47.8	1.2
	Repair of toilet	46.7	52.3	1.0
Purchase	Mats, Tat patti etc.	33.8	64.4	1.8
	Charts, globes or other teaching material	62.5	36.2	1.3

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

% Schools which said they have an SMC	92.1
Of the schools that have SMC, % schools that had the last SMC meeting	
Before Jan 2014	2.9
Jan to June 2014	5.8
July to Sept 2014	88.3
After Sept 2014	2.9
% Schools that could give information about how many members were present in the last meeting	94.4
Average number of members present in last meeting	11

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.

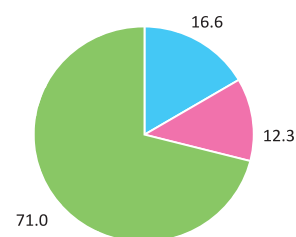
Name of Grant	Type of activity
School Maintenance Grant	For minor repairs and infrastructure maintenance. Eg. Repair of toilet, boundary wall, whitewashing
School Development Grant	For purchasing school and office equipment. Eg. Blackboards, sitting mats, chalks, duster
Teacher Learning Material Grant*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

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

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

CCE in schools	2013	2014
% Schools which said they have heard of CCE	99.4	97.6
Of the schools which have heard of CCE, % schools which have received materials/manuals		
For all teachers	74.3	82.1
For some teachers	23.3	16.6
For no teachers	1.1	1.2
Don't know	1.3	0.2
Of the schools which have received manual, % schools which could show it	93.7	88.6

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



■ % Schools which reported not having an SDP for 2013-14  
 ■ % Schools which reported having an SDP for 2013-14 but could not show it  
 ■ % Schools which reported having an SDP for 2013-14 and could show it