

# Annual Status of Education Report (Rural) 2014 and Trends Over Time: 2006-2014 North-East India

Provisional  
January 2015



## ASER 2014 - Rural

Annual Status of Education Report (Rural)

and

Trends Over Time: 2006-2014

North-East India

Date of publication: January, 2015

Cover photo: Soibam Nepola

Back cover: Jamy Nityan

Other photos: All photos taken by volunteers as they visited villages.

Also available on the ASER Centre website ([www.asercentre.org](http://www.asercentre.org))

THIS IS THE PROVISIONAL REPORT BASED ON DATA RECEIVED FROM STATES AND DISTRICTS BY DECEMBER 30, 2014. THE FINAL REPORT WILL BE AVAILABLE ON THE WEBSITE ([www.asercentre.org](http://www.asercentre.org)) ON AUGUST 1, 2015.

Published by:

ASER Centre,

B-4/54, Safdarjung Enclave,

Near Kamal Cinema,

New Delhi 110 029

Phone: +91-11-46023612



# Annual Status of Education Report (Rural) 2014 and Trends Over Time: 2006-2014 North-East India

Provisional  
January 2015

Annual Status of Education Report  
**असर ASER 2014** RURAL  
Facilitated by PRATHAM

Annual Status of Education Report  
**असर ASER 2013** RURAL  
Facilitated by PRATHAM

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

Annual Status of Education Report  
**असर ASER 2011** RURAL  
Facilitated by PRATHAM

Annual Status of Education Report  
**असर ASER 2010** RURAL  
Facilitated by PRATHAM

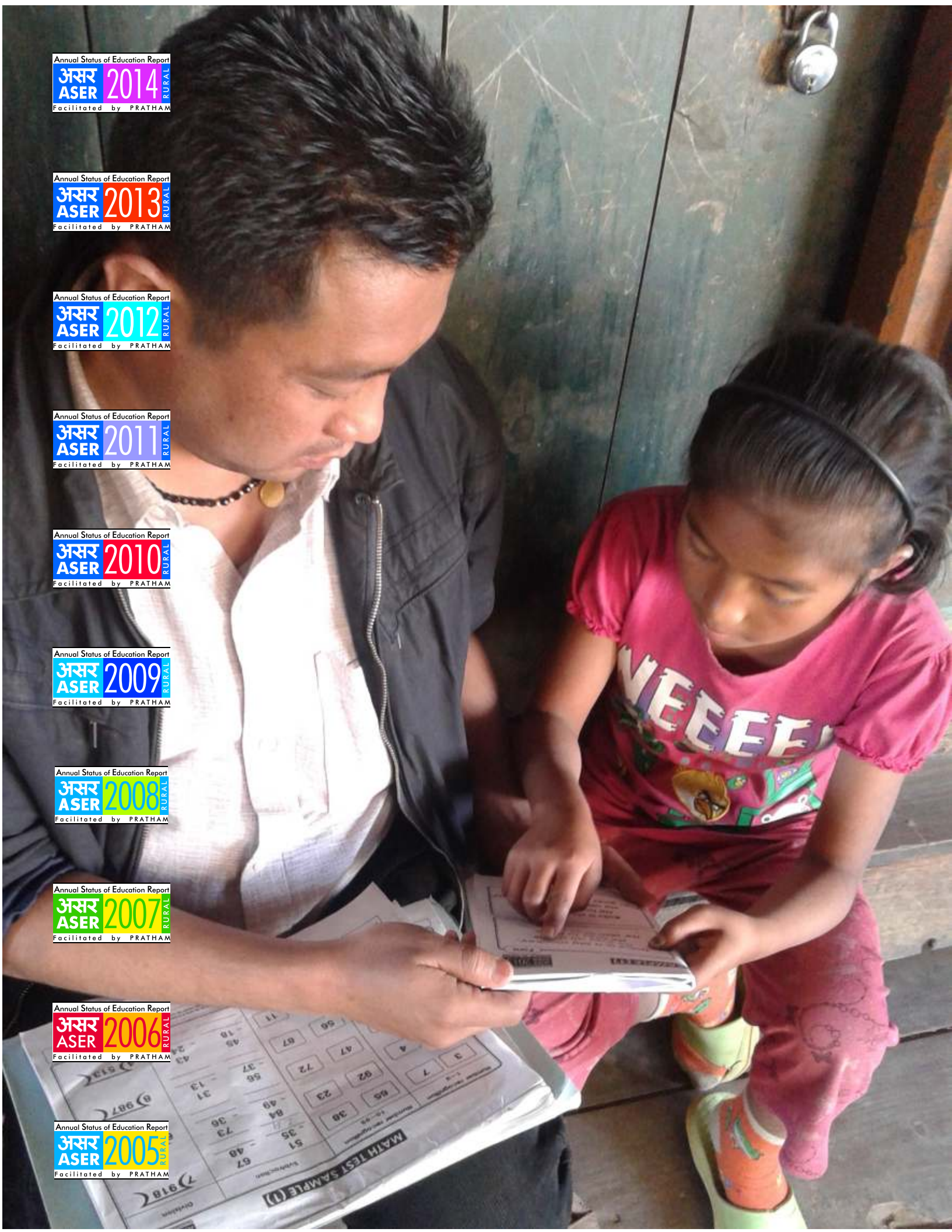
Annual Status of Education Report  
**असर ASER 2009** RURAL  
Facilitated by PRATHAM

Annual Status of Education Report  
**असर ASER 2008** RURAL  
Facilitated by PRATHAM

Annual Status of Education Report  
**असर ASER 2007** RURAL  
Facilitated by PRATHAM

Annual Status of Education Report  
**असर ASER 2006** RURAL  
Facilitated by PRATHAM

Annual Status of Education Report  
**असर ASER 2005** RURAL  
Facilitated by PRATHAM



# They reached the remotest villages of India

## ARUNACHAL PRADESH

Local Volunteers of Changlang, Dibang Valley, East Siang, Papum Pare, Tawang, Tirap, Upper Siang, West Kameng and West Siang

## ASSAM

Cosmos Club, Abhayapuri  
Destiny, Tinsukia  
District Institute of Education and Training, Barpeta  
District Institute of Education and Training, Cachar  
District Institute of Education and Training, Darrang  
District Institute of Education and Training, Dhemaji  
District Institute of Education and Training, Dhubri  
District Institute of Education and Training, Dibrugarh  
District Institute of Education and Training, Dima Hasao  
District Institute of Education and Training, Goalpara  
District Institute of Education and Training, Golaghat  
District Institute of Education and Training, Hailakandi  
District Institute of Education and Training, Jorhat  
District Institute of Education and Training, Kamrup  
District Institute of Education and Training, Karbi Anglong  
District Institute of Education and Training, Karimganj  
District Institute of Education and Training, Kokrajhar  
District Institute of Education and Training, Lakhimpur  
District Institute of Education and Training, Morigaon  
District Institute of Education and Training, Nagaon  
District Institute of Education and Training, Nalbari  
District Institute of Education and Training, Sivasagar  
District Institute of Education and Training, Sonitpur

## MANIPUR

Chingri Society, Ukhrul  
International Ministry Centre, Sagang, Churachandpur  
Justice, Unity, Peace and Security Organisation, Shikhong Bazar, Thoubal  
Kangchup Twikun Youth Organisation, Kangchup Twikun, Senapati  
Komlathabi Development Club, Komlathabi, Chandel  
Network of Economy and Welfare Service, Kumbi, Bishnupur  
Rural Initiative for Sustainability and Empowerment, Tamenglong  
The Youth Goodwill Association, Uripok, Imphal West

## MEGHALAYA

Capt. Williamson Memorial Government College, Baghmara  
Martin Luther Christian University (Shillong Campus), East Khasi Hills  
Thomas Jones Synod College, Jowai, Jaintia Hills  
Tura Government College Student Union, Tura  
Williamnagar Government College Student Union, Williamnagar  
Local Volunteers of Ri Bhoi and West Khasi Hills

## MIZORAM

Hmar Students' Association, Kolasib Joint Headquarter, Kolasib  
Hmar Students' Association, Sinlung Hills Joint Headquarter, Sakawrdai  
Mizo Students' Union, Mauchar Branch, Aizawl  
Param, Saiha  
Local Volunteers of Lunglei and Serchhip

## NAGALAND

Confederation of Chang Students' Union, Tuensang  
Nanglang Comprehensive Society, Longleng  
People's Agency for Development, Peren  
Zunheboto Range Students' Union, Zunheboto  
Local Volunteers of Dimapur, Kiphire, Kohima, Mokochung, Mon, Phek and Wokha

## SIKKIM

Gyalshing Government College, Gyalshing, West Sikkim  
Namchi Government College, Upper Kamrang, South Sikkim  
Rhenock Government College, Rhenock, East Sikkim  
Tadong Government College, Tadong, Gangtok, East Sikkim

## TRIPURA

Chetana Social Organisation, Kolai, Dhalai  
Kasturba Gandhi National Memorial Trust, Durga Chowdhury Para, West Tripura  
Organisation for Rural Survival, Belonia  
Sanghadip, Dharmanagar, North Tripura



# Supporters of ASER 2014

Accountability Initiative  
Chambal Fertilisers and Chemicals Limited  
CLP India Private Limited  
Gabriel India Limited (Solan and Nasik)  
Hazira LNG Private Limited  
Mahle Behr India Limited (Chakan-Khed, Pune)  
Spicer India Limited (Dharwad)  
Sunai Consultancy Private Limited (Nalanda)  
TATA Steel Limited  
The William and Flora Hewlett Foundation  
The World Bank

Abhijit Banerjee & Esther Duflo  
Abhinava Paliwal  
Akhilesh Richhariya  
Anup Mukerji  
Arvind Amin  
Ashish Ranjan Pandey  
Ashley Zlatinov  
Atul and Gauri Varadhachary  
Benjamin Maturana  
Deborah Hughes Hallett  
Devendra Kumar Sharma  
Dharm Pal Jat  
Dinesh Nagarwal  
Dr. Balwant Singh, Kusuma Trust (Sambalpur and Hardoi)  
Gajanan Sarode  
Gita Rao and Bhaskar Chakravorti  
Hari and Seema Johri  
Hariom Rai  
Iqbal Dhaliwal  
Jiayin Xie  
Kalyanmoy Chatterjee

Kuldeep Sharma  
Lant Pritchett  
Mahendra Singh Yadav  
Manoj Kumar Choudhary  
Marekh Khmaladze  
Michael Walton  
Nidhiya Menon  
Omprakash Varma  
Pawan Jaiman  
Poonya Ram Gurjar  
Pushpendra Sharma  
Rajesh Gurjar  
Ramkrishan Choudhary  
Ranjit Bhattacharyya  
Rishi Kumar  
Rishi Rajvanshi  
Rukmini Banerji  
Sakshi Kapoor  
Shammi Quddus  
Shipla Khanna  
Shobhini Mukerji  
Shomit Mitter  
Showrish Kudkuli  
Shradha Batra Mithal  
Sisir Debnath  
Sneha Das  
Srikanth Bhat  
Tuktuk Ghosh Kumar  
Upasana Roy  
Viplow Shivhare  
Pratham Team, Kota  
Rajasthan Team, Accountability Initiative  
Students of Harvard Kennedy School of Government

## Special thanks to

All India Students' Federation, Golaghat, Assam  
Kalang Kapili Integrated Development Society, Rajagaon, Morigaon, Assam  
North East Society for the Promotion of Youth and Masses, Dibrugarh, Assam  
Rajiv Gandhi University, Papum Pare, Arunachal Pradesh  
Rural Integrity Development Society, Dhubri, Assam  
Rural Resource Development Organisation, Aizawl, Mizoram  
Socio-Economic and Health Development Organisation, Bordoulguri, Darrang, Assam  
Socio-Economic Development Organisation, Dhemaji, Assam  
Uday Diganta Samaj Kalyan Society, Hailakandi, Assam  
Akash Kachari, Ph.D Scholar, Department of Zoology, Rajiv Gandhi University, Rono Hills, Doimukh, Arunachal Pradesh  
Akhilesh Roy, Dhubri, Assam  
Apurba Thakuria, SPO, Community Mobilisation, SSA, Assam  
Bhargab Choudhury, Bongaigaon, Assam  
Bhupen Sut, Secretary, Social Unity Keeper Association for All, Assam  
Bijaya Deka, Head of Department, Education, JN College, Boko, Assam  
Dr. Achom Darshan Singh, Research Associate, Faculty of Life Sciences, Rajiv Gandhi University, Rono Hills, Doimukh, Arunachal Pradesh

Dr. Ganeshwar Saharia, Chairman, State Resource Centre, Assam  
Dr. Melari Nongrum, Head of Department, Social Work, Martin Luther Christian University, Shillong, Meghalaya  
Dr. Loknath Sarma, Director, SCERT, Assam  
Dr. Sudip Kanta Basistha, NE Coordinator, Foundation for Ecological Security, Assam  
Jayanta Thakuria, Deputy Director, SCERT, Assam  
Jitendra Kumar, Secretary, Socio-Economic & Health Development Organisation, Assam  
Dr. Loknath Sarma, Director, SCERT, Assam  
Luit Gogoi, Dibrugarh, Assam  
Md. Umar Ali, Guwahati, Assam  
Prof. N. Mohendro Singh, Chief Advisor, Manipur State Panchayat Parishad, Manipur  
Mairembam Stelin Singh, Assistant Professor, Department of Zoology, Rajiv Gandhi University, Rono Hills, Doimukh, Arunachal Pradesh  
Rebati Mohan Kakati, SPO, TT Component, SSA, Assam

A very big and heartfelt thanks to Pratham state heads, Pratham accountants, Pratham state teams, all Master Trainers and all volunteers without whose hard work and dedication ASER 2014 would not have been possible. And finally, thanks to each and every child who interacted with us.

# Contents

■ List of partner institutions .....	1
■ Supporters of ASER 2014 .....	2
<b>1. Notes</b>	
■ Looking back and looking ahead .....	Madhav Chavan ..... 7
■ Turning a condition into a problem: ASER's successful first ten years ....	Lant Pritchett .....11
■ Bringing the education administration back in to the classroom .....	Yamini Aiyar .....13
■ ASER 2014 – Looking back .....	Amit Kaushik .....15
■ Ten years of ASER .....	M R Madhavan ..... 17
■ Can we fix the persisting crisis of learning? .....	Vimala Ramachandran ..... 19
■ The “ASER” of public finance .....	Anit Mukherjee ..... 21
■ Do private tuitions improve learning outcomes? .....	Ambrish Dongre ..... 23
■ Government vs private schools: Have things changed? .....	Wilima Wadhwa ..... 25
■ Links between reading and other skills: What does ASER tell us? .....	Ashok Mutum, Savitri Bobde, Ketan Verma ... 28
■ The gap years .....	Rukmini Banerji ..... 32
<b>2. About the Survey and Frequently Asked Questions</b>	
■ The why, what and how of ASER .....	36
■ Overview of the ASER survey process .....	42
■ Sample ASER formats .....	43
■ What to do in a village? .....	48
■ What to do in each hamlet/section? .....	49
■ How to sample households in a hamlet? .....	50
■ What to do in each household? .....	51
■ ASER 2014 - Reading tasks .....	54
■ How to test reading? .....	55
■ ASER 2014 - Arithmetic tasks .....	56
■ How to test arithmetic? .....	57
■ ASER 2014 - English tasks .....	58
■ How to test English? .....	59
■ What to do in a school? .....	61
■ ASER 2014 - Training .....	65
■ ASER 2014 - Monitoring & Recheck .....	67
■ From 2005 to 2014: Evolution of ASER .....	68
■ Frequently asked questions about ASER .....	70
<b>3. Maps</b>	
■ Partner institutions .....	80
■ Enrollment in private schools .....	81
■ Std V Reading .....	82
■ Std V Arithmetic .....	82

4. ASER 2014 (Rural) Findings .....	83
5. India .....	87
6. Arunachal Pradesh.....	98
7. Assam .....	110
8. Manipur .....	122
9. Meghalaya .....	134
10. Mizoram.....	146
11. Nagaland.....	158
12. Sikkim.....	170
13. Tripura .....	182
14. Annexures	
Annual Status of Education Report (Rural) 2014	
■ Sample description .....	196
■ Village infrastructure and household characteristics.....	197
■ Age-class composition of children in sample 2014 .....	198
■ Sample design of rural ASER 2014 .....	Wilima Wadhwa .....203
■ Annual Status of Education Report (ASER) and National Achievement Surveys (NAS): A Comparison .....	206
Trends Over Time: 2006-2014	
■ Note on reading Trends Over Time: 2006-2014 .....	210
■ Sample description over time.....	212
■ Household characteristics over time.....	214
■ Mother's schooling over time.....	217
■ Father's schooling over time.....	218
■ Class-wise composition of children in sample over time .....	219





Notes on ASER 2014



# Looking back and looking ahead

Madhav Chavan<sup>1</sup>

This tenth ASER is in a way summary of what we have observed over the tenures of UPA I and II. It is also a baseline for the new government and what it has to deal with.

So, what did happen over the last ten years? The Parliament had unanimously passed the Constitutional amendment to make education a fundamental right under the NDA government. The government changed in 2004 and one of the first steps of the new Prime Minister was to declare imposition of a 2% cess to raise additional funds for elementary education. Subsequently a non-lapsable Prarambhik Shiksha Kosh was created to ensure that the income from the cess did not get used for anything but elementary education. Sarva Shiksha Abhiyan that had started under NDA was continued with substantial increases in funding every year as the income from the cess grew with increasing wealth in India. Although there were many competing demands from other social sector schemes, the funds available for elementary education increased substantially.

In 2005, when the first ASER survey was conducted, 93.4% 6 to 14 year olds were found to be enrolled in schools. The 2005 ASER also reported that the proportion of Std 4 children who could read a Std 2 text was 47%.

Looking at those figures it seemed pretty clear to us that improving basic learning achievements in reading, writing, and math was the main big challenge before India. There was no disagreement about improving the quality of learning but the question was how. The education establishment led by NCERT rejected our assessment method and our suggestions for improving basic learning achievement as minimalist. Its own holistic National Curriculum Framework was ready and from here on the Ministry of Human Resource Development left the quality aspects to the NCERT while the administration itself focused its annual work plans on building schools, hiring teachers and creating other facilities. NCF2005 did not go too far beyond creation of textbooks, although it must be admitted they are good. A Reading Cell created within NCERT made no impact on children's reading in any state and year after year ASER kept on reporting that basic learning levels were low. Just when it seemed like the ASER results were getting repetitive, the Right to Education Act was passed (in 2009) and suddenly things began to change. In ASER 2010 we first noticed that the proportion of children in private schools was growing and learning levels had begun to decline. But the Ministry of Human Resource Development officially neither recognized ASER nor did it accept its findings as far as learning levels were concerned. Over the last two years it has been claiming that learning levels have improved marginally although they are low.

Well into the second decade of this century, the Ministry of Human Resource Development did not really take interest in learning achievements. Its sole focus was on provisions, inputs and infrastructure. The thinking seemed implicitly linear; first all infrastructure needs have to be taken care of and then quality issues can be addressed. Unfortunately, in states where infrastructure issues were not severe, there too states followed the MHRD cue and did nothing significant about basic learning levels.

It is quite clear that SSA was really designed to take care of infrastructure and little else. How far did the strategy of focusing on infrastructure succeed in its goals?

On November 24, 2014, Mr. C.P. Narayanan, Member of Parliament, Rajya Sabha, asked a set of questions. The first three out of five were: "(a) whether all the children in the age group of 6 to 14 years in the country are enrolled in schools; (b) how many of them are able to avail free educational facilities extended by Government; (c) whether there are sufficient Government schools in all the States to cater to them".

The response from the Minister for Human Resource Development is recorded as, "The census 2011 estimated 20.78 crore children in the 6-13 age group. In 2013-14 enrolment in elementary schools was 19.89 crore children in 14.49 lakh elementary schools, including 13.79 lakh government and government aided schools providing free education." Clearly, the government has avoided answering part (b) specifically and implied that

---

<sup>1</sup> CEO-President, Pratham Education Foundation



children in 13.79 lakh or 95% of the schools are getting free education. But, it appears that the number 13.79 lakh government and aided schools is incorrect. According to the government's own DISE 2013-14, the number would be 10.94 lakh government schools + 60,000 aided schools, or about 11.5 lakh schools run or aided by governments.

The correct answer, based on DISE 2013-14, to sub question (b) would be that out of 19.89 crore children enrolled in elementary schools, 12.1 crore were in government schools and 1.1 crore in aided schools. Thus 13.2 crore children receive free education and the remaining approximately 6.7 crore (34%) children rich or poor pay for their education (of these about 47 lakh go to unrecognized schools).

The private sector is no more just a small group of education providers. According to DISE, 39% of India's urban and rural children go to private schools (ASER 2014 estimates that 31% of rural children go to private schools) including government aided schools. If you add to this number, government school children who go to private tutors, especially in the eastern states of India, the proportion of children accessing private schooling or tutoring inputs will rise to just under 50%.

Many Members of Parliament have been raising questions about schooling and education. The responses from the government often do not present a picture that will make sense in the spirit of the question. Perhaps it is time the government came out with a full statement about what it perceives as the four or five key issues in elementary education and how it expects to address them.

Responding to another question in Lok Sabha on November 26, 2014 from Mr. Kinjarapu Ram Mohan Naidu and others about plans to provide schools, the government said that it has sanctioned 2.04 lakh primary schools and 1.59 lakh upper primary schools around the country since 2002. Published DISE results say that until October 2013, 1.62 lakh primary schools and 77,000 upper primary schools have been built since 2002.

In yet another response to a question by Mr. Rahul Kaswan in the Lok Sabha on July 16, 2014 about learning achievements, the government states: "The reasons for low-level achievement include, inter-alia, the non-availability of professionally trained teachers and adverse Pupil Teacher Ratios (PTR) at the school level." How plausible is this explanation? DISE data indicate that between 2006-07 and 2013-14, there was a net increase of 10 lakh government school teachers over and above the previously existing 36 lakh primary and upper primary teachers. So, we have 3.63 lakh new schools sanctioned and 10 lakh new teachers.

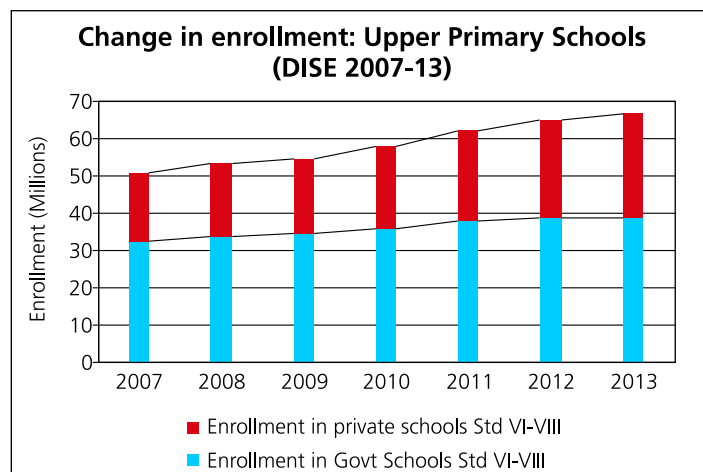
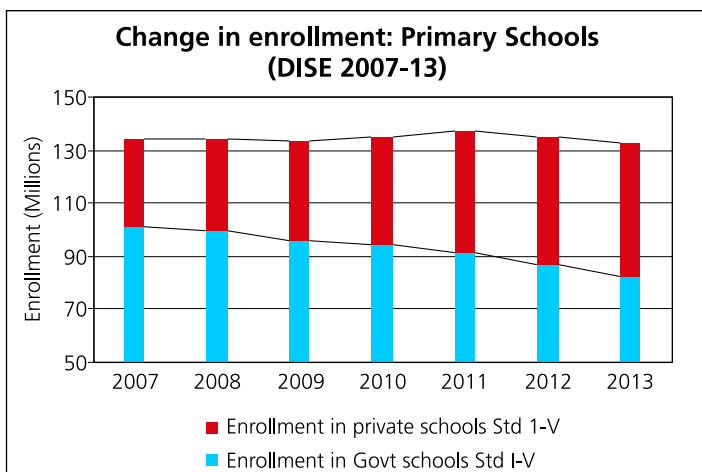
So, how adverse is the Pupil Teacher Ratio at this point?

Nationally, DISE reports that PTR has dropped from 36 children per teacher in 2005 to 25 children per teacher in 2013 in primary schools. In upper primary schools, the PTR has dropped from 39 in 2005 to 17 in 2013.

Excepting Bihar and Uttar Pradesh, where PTRs for primary and upper primary are reported to be 38 and 23, and 41 and 34 respectively, every other state has achieved an extremely favorable PTR. The hilly states have one teacher for less than 15 or in some cases 10 children. School by school there may be variations in the pupil-teacher ratios. But that is a problem for the administration to solve - to ensure that these teachers are properly distributed across schools.

So in reviewing the evidence, it is clear that the Ministry of Human Resource Development and SSA, and state governments have done rather well in providing key inputs, building infrastructure and hiring teachers. They focused on it and achieved it.

But the paradox of the last ten years is that while governments spent money on building schools and hiring teachers by the lakhs, and also provided free textbooks, uniforms, and mid-day meals, the net enrollment in government schools went down and enrollment in private schools went up sharply, especially in the primary stage. Between 2007 and 2013, according to DISE, total enrollment in primary schools peaked in 2011 at 137 million while the upper primary enrollment has grown from 51 million to about 67 million. During this period enrollment in government schools (Std. 1-8) declined by about 11.7 million, from 133.7 million to 121 million. In contrast, the enrollment in private schools went up by 27 million, from 51 million to 78 million.



There could be several reasons for why parents have been choosing private schools over government schools in spite of free textbooks, uniforms, mid-day meals but the government has certainly contributed to this change in a big way by neglecting to act on poor learning levels.

In 2012 the Planning Commission emphasized learning outcomes and things began to change again. The Ministry of Human Resource Development started talking about learning achievements and NCERT seems to have fallen in line although their reports in the published National Assessment Survey are as opaque as before and only intelligible to experts.

This is the scenario when the new government has taken over. The question again is, what will be the strategy of the new government? The Prime Minister has already declared a goal for toilets in every school. According to ASER 2014, only 6% government schools do not have toilets but an additional 28.5% do not have toilets that are usable. 18.8% Schools do not have girls' toilets and 26% have girls' toilets that are not usable or were locked. So, meeting this target should be relatively simple given the Prime Minister's national level high profile thrust.

On the learning achievement side, the new government has continued the policy of focus on learning achievements but the problem again is one of the strategy. Will it again have a linear thrust? The *Padhe Bharat Badhe Bharat* sub-scheme of SSA has set an outcome goal of 85% children in Std 1 and 2 reaching specified learning indicators in 2016-17. That is two academic years from now. Building the basic foundations well is laudable but what about the older children who have big deficits in basic skills? Is there a good reason why basic learning achievements should not be stressed at higher standards simultaneously?

Currently, in most states, teachers who teach Std 3 to 8 have no clearly stated or focused learning goals to achieve except completing the syllabus. The Right to Education Act, if anyone wants to take it seriously, says it is the duty of the teachers to assess each child's learning ability and provide additional instruction as required. It also says that an out of school child who is enrolled directly to her age-appropriate grade has a right to special training to be "on par" with other children in the class. The assumption in writing the law was that all children in school have achieved grade level abilities and that out of school children joining these classes will have to catch up. The problem is that the grade-level capabilities are not defined in a measurable way and it is obvious looking at ASER or even NAS results that all children are not at the same level. In fact they are well below what would be expected of them. The government has admitted several times that learning levels are low but there is no measure of how low compared to any set standard. But the idea is quite clear: that those who lag behind have a right to be helped to catch up.

Is it the Ministry's view that the children in higher grades can read and comprehend what they read? The humiliation of Himachal and Tamil Nadu standing 72nd and 73rd in PISA among 74 participants, higher only than Kyrgyzstan cannot be forgotten no matter what excuses NCERT came up with.

We live in a country that has achieved near universal enrollment, built enough schools, and has appointed teachers and academic support staff. In the same country, we have children in higher grades who cannot read well and cannot comprehend what they read. It is also clearly visible that a large proportion of children are leaving government schools and seeking other options including supplemental help over and above school. It is incomprehensible why governments (past and perhaps the present too) have been unwilling to tackle this learning crisis head on?

Remedial learning is something Indian education experts have frowned on. In the meanwhile, a hundred million children have gone through the schools in the last decade without basic reading and math skills. The experts were busy working out holistic ideals with not a clue about how to get them on the ground. The Government of India, under the influence of these experts, took a long time to move to a learning outcomes orientation and stopped well short of what is urgently needed.

It is time to cover the huge backlog in basic skills created by the neglect of at least the last decade. Pratham's experience is that children in Std 3 or higher can learn to read with proficiency and learn the basics of arithmetic quite quickly. Continuing with reading, writing, thinking, speaking exercises focused on deeper comprehension leads to enhanced levels of confidence and understanding. This helps a child to reach a threshold beyond which she can be a more independent learner, less dependent on the teacher. Or, it may be said that the 'chalk and talk' methods can then give way to better teacher-student interactions. A strategy for acceleration of pace in improving learning outcomes across schooling years is urgently needed.

Ground level evidence shows that the achievement of high levels of reading and math proficiency in Indian schools is not something that should take decades. If we simplify matters and focus on the key areas to build a platform for higher learning, it can be achieved in less than five years within the limits of current human and financial capacities.

The Padhe Bharat Badhe Bharat initiative to create a base for reading, writing, and math fluency is a good step. However, it is yet to be seen if it will succeed as envisaged. Pick up is quite slow. Given the achievement in hiring teachers and creating infrastructure over the last decade, the Government of India and the state governments are still moving at the old pace of business as usual. Now acceleration is not only possible but also critically necessary.

The child population in India has started to decline and the demography will change dramatically over the next twenty years. Unfortunately, the predominant thinking about India's economic advance has been and continues to be centered on the investment of financial capital. That limitations of human capital at the base of the pyramid could be big hurdle in India's economic advancement is not expressed or felt strongly, either in industry or among policymakers. Perhaps 50% of India going to private schools will provide enough human capital for the economic engine. Where is the urgency to get the rest better educated to meet the challenges of the future?

As we complete ten years of ASER, the Government of India deserves to be congratulated on its achievements in infrastructure over the last decade. The expansion of infrastructure and facilities has led to larger numbers of children transitioning to the upper primary stage and beyond. But its neglect of learning outcomes has definitely contributed to a growing divide in every village and community between those who access private schools or tutors, and those who do not. Further neglect and slow pace of change will be more disastrous educationally, socially, and politically.



# Turning a condition into a problem: ASER's successful first ten years

Lant Pritchett<sup>1</sup>

In the late 1960s a political scientist, Matthew Crenson, went to Gary Indiana to study the workings of municipal government. One characteristic of Gary Indiana at the time was that it stank, badly, and the air pollution was terrible. As the location of a major US Steel plant the whole city smelled of sulfur and on bad days the air was visibly thick with particulates. Yet in his year-long study of the operation of local government - attending meetings, interviewing officials, examining agendas - the fact that the city had terrible air and stank badly just never once happened to come up. His book on this research was sub-titled "The Politics of Non-Decision Making."



The myth is that the policy making process consists of a group of people called "policy makers" (both politically elected and appointed officials and top administrative officers) who make decisions involving choosing among alternatives to address problems. In this formulation, influencing policy for the better consists of providing policy makers with better information about alternatives, such as providing evidence (perhaps even "rigorous" evidence) that this program or policy design provides "more bang for the buck" than the other. But this narrative, while charming, misses the main point: what is on the policy making agenda as a problem - and how that problem is constructed - have their own dynamics that may determine outcomes much more than "choices among alternatives."

How does one turn a fact into a policy problem? There are three steps, all illustrated in the case of ASER and learning outcomes in Indian schools.

First, one has to establish what the factual conditions really are in a way that can create a concrete and specific discourse about a problem that can be communicated to create a common formulation. Before ASER people might have asserted that learning wasn't good in Indian schools, but the framing of the issue wasn't concrete or specific (in which of many possible ways wasn't it good?) and hence could not lead to sustained communication. So, once every few years the government released (or didn't) a report on learning, or some academic or NGO would release a study (e.g. the PROBE report), but there was no sustained communication about learning results around which coalitions for action could build.

This first step is not easy as often powerful players - in particularly the existing providers of public schooling - had no interest in there being a commonly accepted set of facts about learning quality. And particularly they had no interest in losing control over the establishment and framing of those facts. But now, ten years into ASER, there is a massive body of assessments that have definitively broken the monopoly over the measurement of learning that the GOI attempted to maintain. Obviously the ASER itself, carried out at massive scale (over half a million children each year), at a district level of representation (not to be dismissed as not relevant India-wide), and repeated year after year after year convinced all who were convincible that mastery of basic reading and arithmetic skills was not only not universal among school goers, but often not even widespread. This has been supplemented by the use of the ASER instrument by others as in the India Human Development Survey; by the

<sup>1</sup> Professor of the Practice of International Development, Harvard Kennedy School of Government

more psychometrically sophisticated tools at grades 4, 6 and 8 in the Education Initiatives study across 18 states; by the participation of the states of Himachal Pradesh and Tamil Nadu in the PISA study; by large scale longitudinal studies in Andhra Pradesh. All of these, with different instruments and angles, tell a similar factual story of a learning crisis in India.

As with the example of Gary Indiana, it does not suffice that the facts about a condition be widely accepted, one still has to turn a "condition" into a "problem." In a country like India, with its limited economic, political and administrative resources there are many negative factual conditions that do not get onto the policy agenda as problems. Even once there is consensus on the facts, there are two more steps.

The next step is to convince people that the condition is not inevitable, that it is a fact but not a "fact of life." A condition can only become a problem if there is an idea of a solution (but importantly, not vice versa, having a solution is not sufficient to create a problem). As the old joke goes: "Everyone talks about the weather but no one does anything about it." No one did anything about it because there was nothing you could do. As the advocates of climate change have shown, one can turn even the weather into something people frame not as a condition but as a problem - something one can do something about.

Many have attempted to prevent the condition of low learning in Indian schools from becoming a problem by denying there was anything that could be done about it. This often took the very popular tack of blaming the victims by asserting that various types of children were just "uneducable." The fact that India had "first generation learners" or that India was just a "poor country" or that parents weren't interested in education became excuses to accept the fact that learning outcomes stank without that condition becoming a policy problem.

Finally, perhaps the hardest part of putting and keeping a problem on the policy agenda is to prevent the displacement of a real outcome-oriented solution by a set of "solutions" of the type government bureaucracies love - more inputs. Once low learning is accepted as a factual condition and it becomes a problem that people are willing to attempt to address, the tendency is to quickly turn the problem into a neatly implementable package of pre-cooked "solutions" and make the problem the lack of the solution. With that "problem into lack of solution" sleight of hand accomplished, policy makers can go back into implementation mode.

This is obviously the challenge facing India today. The education bureaucracy, and some parts of the education movement, want the lack of identifiable, easily quantifiable, bureaucratically controllable inputs to be way in which the problem of education is framed. The whole education information system that has been mounted, the District Information System for Education, which the official bureaucracy is happy to label the "Report Card" on schools is a perfect example. The "report card" for each state has 817 pieces of information - and not one of them, not one, is about learning. Under the section "Performance Indicators" the DISE Report Card provides data like percent of schools with a boundary wall, percent with a kitchen shed. While these might be related to learning performance of students they are not the same as learning, and goals for meeting infrastructure targets are not goals for reaching learning targets. The Right to Education legislation doesn't in fact provide the right to education at all. It provides the right to attend a school. Whether that school actually provides an education - that apparently is not how some advocates want the problem framed. They want to define a "quality" school as one with a set of inputs and that is that.

The challenge of the next ten years of ASER is clear: keep everyone's eyes on the prize of improving learning outcomes for India's children.

# Bringing the education administration back in to the classroom

Yamini Aiyar<sup>1</sup>

In the last year, Accountability Initiative's crew of researchers has interviewed over 60 local education administrators in Bihar (district, block, cluster and school officials in charge of actual implementation) to capture their perspectives on the constraints to children's learning in elementary schools. Administrators viewed the challenge of learning primarily as a consequence of circumstances outside their control. These included *poor policy* – the Right to Education's no detention policy was frequently cited; *poor administration* from above – dual pay scales for teachers, poor allocation of tasks that took time away from teaching and the mid day meal were common reasons that took away attention from quality teaching in schools; *parents* who had little interest in what their children did in school; and *students* who rarely attended schools.<sup>2</sup>

And expectedly, the solutions to this challenge too lay outside of the administrator's domain of influence. "*Agar sarkar chahe to bahut kuch ho sakta hai*" sums up how most administrators viewed the learning problem.<sup>3</sup> As we pressed on with our interviews, we discovered that most local level administrators viewed themselves as mere cogs in a wheel over which they had no control. In fact when pushed, most interviewees referred to themselves as "post officers" and "reporting machines" with little role to play in decision-making. As one block official said, "*Humari awaaz kaun sunta hai*". No surprise then that education administrators consider the solution to the greatest challenge that they face every day when they get to work as something they can do precious little about. And, this is not a problem unique to Bihar. As we discovered when conducting similar interviews in other states, education administrators across the country have a similar perspective.

How does such an atmosphere prevail? In a recently completed paper with my co-author Shrayana Bhattacharya, I explore this question through what we have described as the "post office phenomenon" among block education officers (BEO).<sup>4</sup> Our analysis is based on a time-use study and a series of interviews that we conducted between December 2012 and May 2013 with block education officers in one block each in Andhra Pradesh, Himachal Pradesh, Maharashtra and Bihar.

By design, the BEO is expected to manage multiple tasks from monitoring compliance, to managing human resources, providing academic support to schools and engaging the community in school related functions. Unsurprisingly therefore, given the range of activities expected, the block is a place of frenzied activity. BEOs spend much of their day in routine tasks - visiting schools, attending meetings, completing paper work and dealing with visitors.

Seems reasonable? Except that these daily tasks are rarely planned. BEOs usually start their day with phone calls from their district bosses informing them of new "government orders" received and the tasks they have to perform. As a result each day is spent executing unplanned tasks rather than fulfilling the tasks they were hired for. During our study, Bihar's BEOs were busy implementing orders to organize camps for uniform and scholarship distribution. In Himachal Pradesh, BEOs were busy managing exams while Andhra Pradesh's BEOs were implementing teacher recruitment orders. During this time, none of the officers found any time to respond to reports received or needs expressed by those who visited the blocks. In fact, it was common for HMs and village elders who visited the block officers to raise concerns about their schools to be asked to wait while BEOs completed their district specified tasks.

In responding to these orders, the entire block office appeared to be geared toward implementing schemes rather than responding to the needs of the school. In fact "learning" related activities found almost no place in the daily activities of the block office for the time period of this study. And BEOs appear to have shaped their roles as being mere rule followers and data gatherers rather than active agents of administration. In other words, they are no more than "post officers". In 2014, Accountability Initiative's researcher started a similar exercise

<sup>1</sup> Director, Accountability Initiative (AI), Centre for Policy Research. Since 2010, AI has been implementing a survey called PAISA that tracks fund flows and decision-making systems in elementary education. Parts of the PAISA survey are implemented in partnership with ASER. This article draws on new research being implemented by AI and reflects the work of many colleagues.

<sup>2</sup> These interviews were conducted as part of a wider research study by Accountability Initiative researchers (Ambrish Dongre, Vincy Davis, Ashish Ranjan, Dinesh Kumar and Seema Muskan) to understand the implementation of an experimental program called "Mission Gunnvata" aimed at improving learning in elementary schools that was rolled out in 2013 in the state. The study findings will be ready in the summer of 2015.

<sup>3</sup> My colleague Vincy Davis was quick to point out the irony of those within the "sarkar" referring to the "sarkar" in third person!

<sup>4</sup> Aiyar, Yamini and Bhattacharya, Shrayana (2015) "The Post Office Paradox: A Case Study of the Education Block Level Bureaucracy", Accountability Initiative Working Paper Series, [www.accountabilityindia.in](http://www.accountabilityindia.in)

with cluster resource officers and headmasters in Bihar. Preliminary results suggest a very similar pattern in their time use. No surprise, then, that local administrators consider the learning challenge as something that can be resolved only *if* someone other than themselves takes action.

In our analysis, Bhattacharya and I trace the persistence of this “post officer” syndrome to the organizational design of the education administration, which has served to entrench a culture where hierarchy dominates understandings of performance. This in turn further entrenches a sense of powerlessness and apathy within the local administration.

To explain, as the PAISA surveys have repeatedly highlighted, decision-making systems within the education system are concentrated within the higher levels of the administration leaving local level administrators little by way of actual authority. This creates a sense of powerlessness amongst officers. As one interviewee said, “*The Prabhari or HM comes here and I have no answer on what has happened to their request or problem. I have to send them to the district office or ask them to wait till I hear anything. I feel bad. I have no power to give them anything, but I don’t know what happened to their case either*”. The hierarchical culture that this top-down decision-making system creates also ensures that higher levels of authority rarely provide block officers with information on progress over decisions and feedback on information provided by them. Nor do they consult lower authorities when allocating tasks. Thus local officers rarely fully comprehend the reasons why they are expected to perform tasks and inevitably reduce even the most complex of tasks to rules and orders received. For instance, when block officials were asked to describe their role vis-a-vis school committees, most described their role as that of communicating new rules and guidelines to HMs. Ensuring that committees function in a manner that enables effective parental engagement with the school is simply not on their agenda.

In this hierarchical, order driven work culture, officials understand “performance” entirely on the basis of responsiveness to orders rather than responding to school level needs. As one respondent in Bihar said “*As long as you keep sending data and as many forms as possible, you are a good worker here*”. Mandal level staff in Andhra Pradesh agreed. “*Our job is focused on filing perform well, we honestly don’t know what happens after we collect this information*”.

Consequently, the entire local bureaucracy waits for orders to be received and as for the rest, they view their jobs, in the words of a cluster resource center coordinator, as “*complete rest in comfortable conditions*”. After all, why work when the system doesn’t demand it! And in this world, focusing on school needs and identifying solutions to the learning problem is simply not something that local administrators can do.

Those skeptical of an average administrator’s intent to do their job would suggest that such claims of apathy and powerlessness are an excuse - yet another strategy to shirk effort and responsibility. Those sympathetic to the burdens of last mile work conditions would suggest that we are witnessing how hierarchical organizations predicated on rule-following norms stimulate and sustain an atmosphere of administrative apathy, thereby legitimizing unresponsiveness on the part of the administration. Irrespective, as Bhattacharya and I argue, it is our contention that effective governance is incumbent on the extent to which training and management of local state administration tackles how administrative line agents understand their roles and make meaning of their own identity as block “officers”. And any effort at implementing policy aimed at improving learning must necessarily confront this everyday reality of India’s local education administration.

As the policy debate on improving learning outcomes in India gathers pace, the issue of the how the local administration is organized, motivated and incentivized to do its job is going to matter significantly. Back in 2005, when ASER first made headlines, the challenge was to push India’s education policy toward acknowledging the problem of outcome failures. This has changed. The 12th Five Year Plan adopted in December 2012 and recent policy documents of the Ministry of Human Resource Development recognize the outcomes problem and explicitly articulate learning improvements as the stated goal for education policy. Between 2013 and 2014 many state governments introduced experimental programs aimed at improving learning in schools. The government of India too launched the nationwide quality focused *Padhe Bharat Badhe Bharat* in 2014 along with a number of state level learning assessment programs. But for all of these efforts to be sustained and scaled up, they need to be embedded in the day-to-day functioning of the local administration - after all, it is these administrators who ultimately implement reforms. India’s learning challenge is as much a challenge of governance as it is of pedagogy. We need to bring governance back into the debate and ensure that every education administrator is incentivized to place her gaze firmly within the four walls of the classroom.



# ASER 2014 – Looking back

Amit Kaushik<sup>1</sup>

Ten years ago, an ambitious and audacious idea was floated – why not have a people’s audit of government expenditure on education and produce a report for the common man? In a conversation shortly after the 2% Education Cess was introduced in 2004, I recall Madhav (Chavan, co-founder and CEO of Pratham) first proposing the concept, arguing that the people had a right to know where the Cess was being spent, and how effective it really was. At the time, I was with the Ministry of Human Resource Development (MHRD) and grappling with the concept of the *Prarambhik Shiksha Kosh* (PSK), a non-lapsable fund we were trying to convince the Finance Ministry to create, in order to ensure that Cess revenues remained with MHRD to support elementary education. In that context, Madhav’s idea seemed like a good one, but I had no inkling then of the scale at which he was proposing to execute it.

When it was finally carried out, the Annual Status of Education Report (ASER) 2005 covered some 490 districts and 3.3 lakh children, who were tested by volunteers from all walks of life, at home, in school, on the streets and in the fields, and just about everywhere in between. Today the scale and scope of the reports have widened significantly, but for a first time exercise, it was bold and unparalleled in scale; quite simply, nobody had ever attempted anything like it before. Most striking of all was its intent, captured by the “Preamble” to the report. *“We, people of India, from different states and regions, speaking different languages, sat with our children and looked within, inside our homes, at our villages, into our schools, and prepared this report for ourselves, to build a better India”*.<sup>2</sup> This was what set ASER apart from donor-funded or government surveys - it was a report of the people, by the people, for the people.

In 2004, *Sarva Shiksha Abhiyan* (SSA), the government’s programme for universalising elementary education, was in its third year of implementation. Our concerns in MHRD at the time were primarily around provisioning and ensuring that all children were enrolled in school, in order to meet the first goal of the programme, viz., all children in school/EGS centre/bridge course by 2003. It was already evident that the 2003 enrolment milestone had not been met, and all our efforts were thus concentrated on catching up. When the findings of ASER 2005 were shared with us, some days before the formal release of the report, it was heartening to learn that the survey had estimated that just over 93% children of the appropriate age group were enrolled in school; this accorded well with the data being reported by the states, and seemed to indicate that SSA was having a successful impact on the ground.

The focus of most of the debate after ASER 2005 was more on the national enrolment figures; learning levels had also been tested, and the results did not fully match either popular perception, or the available NCERT data. Later reports, treating the question of enrolment as more or less settled, have emphasised learning levels of children, testing among other things, to see where they stand, and exploring the differences, if any, between public and private schools. These reports have also examined the availability of facilities in schools vis-à-vis those mandated by the Right to Education Act, and collected some basic economic information about households, such as possession of mobiles and TVs, etc.

The numbers coming out of the ASER 2005 survey also validated the results of another study commissioned by government and carried out by IMRB.<sup>3</sup> The latter study estimated that some 1.34 crore or 6.94% children were then out of school, which approximated the ASER estimates of 1.4 crore or 6.6%. The importance of the ASER results lay of course, in the fact that unlike the IMRB exercise which had been funded by government, they were an independent and non-partisan estimation. While the IMRB report could conceivably be questioned as a “government statistic”, the results of ASER were not so easily open to multiple interpretations. Both the IMRB report and ASER 2005 were used extensively by government to provide evidence of the impact and effectiveness of its universalisation programme, at least in terms of improved enrolment figures.

While the enrolment data emerging from ASER has generally been viewed as encouraging, this has not always been the case with figures related to learning. NCERT and several state governments disputed many of the findings, questioning both the methodology and the process adopted to determine learning outcomes. In some cases, the hostility extended to actively banning Pratham from working with their schools, a challenge the latter overcame by working directly with village communities instead.

<sup>1</sup> Practice Head, Education & Skills Development, IPE Global Pvt Ltd.

<sup>2</sup> Pratham Resource Centre, Mumbai, Annual Status of Education Report (ASER) 2005 – Rural, 2006.

<sup>3</sup> <http://bit.ly/1xCn3RO> accessed 31.12.2014

Somewhere around the fifth ASER report, a suggestion was made that perhaps there should be fewer reports; possibly one report every 2-3 years instead of a regular annual publication. Many others who work in this sector no doubt shared my relief that this was one suggestion Pratham did not accept. An annual ASER exercise and report have now become an integral part of the education landscape, serving to educate and inform stakeholders in the system and the public at large.

What impact has ASER had on the Indian education environment? First, just the introduction of the concept of a “people’s audit of education” was a game changer in itself; the People’s Report on Basic Education (PROBE) was a one-off exercise and had not, at the time, been repeated, nor was it anything like ASER in its scope. ASER reports have regularly held up a mirror to society, informing us of how much (or how little) our children have gained in terms of improved education levels, access to better schooling, and removal of inequities. Note that its original purpose has not changed - ASER is still aimed at anyone who has an interest in education, not just policy makers or academics or other standard stakeholders in the system.

Second, the single most significant finding of ASER year after year has been the fact that learning levels across the country, whether in public or private school, have not improved. Clearly, even after spending crores of rupees on delivering a Right to Education, our efforts have not succeeded as well as they should have; the policy prescription for shifting attention away from inputs to outcomes could not be clearer.

Third, and directly as a result of the above finding, ASER has succeeded in bringing the issue of learning centrestage; from a focus on ensuring that children are enrolled in school and that adequate infrastructural and teaching facilities are provided to them, the debate has now moved to a place where inputs are assumed, but the interest is in outcomes. For the first time, the 12th Five Year Plan acknowledged that “there is a need for a clear shift in strategy from a focus on inputs and increasing access and enrolment to teaching learning process and its improvement in order to ensure adequate appropriate learning outcomes”,<sup>4</sup> explicitly agreeing that a more-of-the-same approach focused only on provisioning will not necessarily work. While there will always be discussion around methodological approaches and whether ASER follows this or that method as opposed to others, the fact is that successive ASER reports have compelled us all to sit up and take notice of what is really happening inside schools.

Additionally, ASER has pushed both the central and state governments into commissioning their own assessments and analyses of the status of education in their schools, often in a move to defend policy and/or practice. In many cases, these assessments do not produce the same results as ASER, partly since they are not comparable in terms of what is measured and who is covered, and there is often much controversy and hand wringing over the discrepancies. Yet it is a moot point if such assessments would today be considered so essential if public perception had not been influenced so profoundly by ASER.

Fourth, ASER has been successful in highlighting an important trend in school enrolment - from only 16% children enrolled in private schools when ASER 2005 was carried out, the percentage has increased to nearly 30% in the last report. Present trends seem to indicate that this number will increase to 50% by the end of the current decade. Given that this increase has taken place in *rural* areas, where much of the money spent on SSA and other programmes has been concentrated, this is not an encouraging development, and is one that merits serious reflection on the part of policy makers.

What should one now expect after a decade of this exercise? Ideally, the annual reports should continue to raise the uncomfortable questions that they do today. Perhaps there is now a case for a somewhat more sophisticated analysis of learning; not necessarily one that substitutes for say, a PISA or TIMSS, but one that develops a more rigorous indigenous model of assessment, feeding even more closely into policy making and thus potentially making a difference to learning in schools. For there is no doubt that unless we get this piece right, any illusions of benefiting from a “demographic dividend” in the future are unlikely to be realised.

Personally, I would also like to see greater dissemination of the results of the report, not just at the time of its release, but continuously through the year. Pratham and ASER Centre have of course, been disseminating the results at district and State levels all these years, but what we need in this country is a continuous and sustained debate about the education of our children. Data from ASER is used regularly by the media to illustrate their reports; perhaps the next question to ask could be around ways to deepen this engagement in order to keep a discussion going.

Whatever direction the report takes in the coming years, ASER can rightly claim the credit for having changed, over the course of the last decade, the manner in which school education is discussed and understood in India; for that one achievement alone, Pratham deserves our thanks.

---

<sup>4</sup> Planning Commission, Government of India, Twelfth Five Year Plan (2012-2017) – Faster, More Inclusive and Sustainable Growth, Vol III, 2012.

# Ten years of ASER

M R Madhavan<sup>1</sup>

I am happy to see that ASER has completed the tenth consecutive year of its annual survey. ASER has made a great contribution to the discussions on our primary education policy. It has been successful, at least to some extent, in shifting the policy discourse from measuring inputs to asking for outcomes. Indeed, the fact that even in Parliament, over a dozen questions were asked about learning levels, testifies to the impact of these surveys.

It may be a bit disheartening to see the survey results every year and find that there is little improvement in learning levels among school children in India. On a few parameters, these surveys show that the overall learning levels have deteriorated over the years. This has happened despite a significant increase in government expenditure on school education and the enactment of the Right to Education Act.

However, it is in such a situation that a survey such as ASER is valuable. It shifts the focus from measuring how much the government is spending on education to whether children are learning. It also highlights the need to look at learning outcomes and not just at input norms such as availability of classrooms, teachers etc. After all, these inputs are means to an end, and unless we measure the desired outcome, we do not know the impact of the process being used.

The ASER survey also points out some fundamental problems with our public discourse. We have seen vigorous debate in the media on the curriculum in school text books. Recently, there was a debate related to whether the third language to be learnt can be a foreign language such as German. All these debates seem irrelevant when one finds that half the children in the fifth standard cannot read a simple story. It appears absurd to discuss the contents of text books if children are unable to acquire the basic skills to read them. And the third language debate is surreal if they cannot read even one language. The ability to read is the foundation on which all education rests. If this foundation does not exist, there is no point in debating the content and structure of the curriculum. The story is even bleaker when it comes to numerical skills. The ASER surveys tell us that three-fourths of all children in the fifth standard cannot do simple division.

If India has to reap its demographic dividend and grow out of poverty, it has to enable its next generation to pick up the requisite skills to work in a globalising economy. This cannot happen unless they have the basic ability to read, write and do arithmetic. The ASER surveys tell us that we have a long way to go in these areas, and that our education policy has to first focus on bridging this gap. That there is hardly any improvement on these indicators over the last decade is a pointer to how misplaced our elementary education policy continues to be.

I do not know how difficult it is to bridge this gap. Pratham says that its Read India campaign can do this work for Rs 30,000 per year per village. Given that there are about six lakh villages in the country, the total cost according to this estimate is about Rs 2,000 crore. Even if this estimate is off by a factor of 10, availability of public funding does not appear to be the constraint as Rs 20,000 crore is less than 0.2% of GDP. Currently, we spend over Rs 1 lakh crore per year of public funds on primary education every year, so it should not be too difficult to restructure these funds or to augment the amount to ensure that the basic skills are built. So where does the problem lie? My guess is that there is limited appreciation of the problem within the government and the urgency needed to address this.

A quick look at the answers given to parliamentary questions over the last couple of years - by both the previous government and the current one - reveals the attitude of the government towards this issue. While the previous government dismissed the ASER reports as "cursory assessments", the current government has called it "a study without a robust methodology". Talk about ostriches and sand.

This brings me to what I think ASER should do in the years ahead. I believe that the work has been well begun but is by no means complete. While it is important to continue to measure the progress of learning levels, it is equally important to have a greater level of public discussion on the topic. This can be done only through a

---

<sup>1</sup> President, PRS Legislative Research, New Delhi

vigorous campaign of dissemination of the results coupled with discussions on its importance and ways to fix the problem.

While the ASER survey measures outcomes in basic education, we need outcome based evaluation of many other social welfare parameters. For example, the government has launched the Swachh Bharat Abhiyan, which includes a campaign to build more toilets. The outcome desired is to reduce open defecation, which is a key element towards improving health and nutrition indicators. Building toilets is a necessary but not sufficient condition; increasing usage of toilets may involve several other variables including availability of water and solid waste disposal, cultural and social factors etc. The final outcome, that of percentage of people who defecate in the open, needs to be tracked in order to evaluate progress in the scheme. One can think of similar outcome parameters across a range of areas (incidence of disease rather than vaccination coverage, crop yield rather than fertiliser use etc.) that should supplement the current measurement of outlays and outputs.

One hopes that the government starts measuring outcomes on a regular basis. It does conduct surveys such as those done by the National Sample Survey Organisation (NSSO) and the National Family Health Survey (NFHS) which measure outcomes. However, most of these surveys are not conducted on an annual basis; for example, the last NFHS was for 2005-06, and the next one is for 2014-15. Even data on unemployment or poverty rates is collected by NSSO only once every five years. We need data at more frequent intervals to assess the effectiveness of various policy measures.

In the absence of the government system responding to this need, civil society groups could act as an independent audit system for the effectiveness of government programmes. Large scale surveys on various outcome parameters could help bring focus on the progress and effectiveness of various interventions. ASER has built the skills needed to conduct these surveys and could perhaps, help other groups conduct surveys in other sectors.

I shall conclude with expressing my deep admiration for the work done by ASER. I would urge them to continue to expand their work, both in terms of creating greater public awareness on education outcomes and in creating (or supporting) outcome surveys on other social and economic areas.



# Can we fix the persisting crisis of learning?

Vimala Ramachandran<sup>1</sup>

It is hard to believe that this is the tenth cycle of learning assessments done by Pratham and ASER, and even harder to believe that not much has changed on the ground. The government continues to count inputs and put out numbers of children enrolled in school and completing school, and argue that a lot has changed in Indian schools. Yet, year after year in mid-January there is a wake up call. There have been many more alarm bells – assessments done by NCERT, Educational Initiatives and several smaller studies tell us that our children are not learning. The nagging question is: why is it so difficult to ensure that our children learn?

I was recently part of two studies – one on inclusion and exclusion in schools and classrooms, the other a national study on the working conditions of school teachers. We met with teachers and administrators. We observed schools and classrooms over a one-week period. In most states I asked teachers and teacher union leaders why our children are not learning. I also asked them how many teachers send their own children or grand children to government schools. There was a sense of denial – most teachers and administrators did not agree that children are not learning. But almost all of them said they sent their own children to private schools because they believed that their children would get “better” education there. They had little faith in government schools and the reasons they cited ranged from English medium to excessive non-teaching duties of government school teachers. In a few states teachers said that all kinds of children enrol in government schools to avail of incentives and mid-day meals. A few of them admitted that the classroom is so diverse that it is difficult for teachers to teach so many levels at the same time. The discussion went round in circles and neither the teachers nor administrators and researchers could identify the reasons for poor learning, or what can be done to turn the system around and make it accountable for learning.

This has led to a sense of disquiet, a feeling of helplessness that is all pervading. It is like a group of blind people trying to describe an elephant by touching different parts of the body. Here are some of the issues that were identified:

One, our system expects teachers to teach to the curriculum, finish the syllabus within a time frame – regardless of whether the children in the class are learning or not. Teachers are not able to address the learning needs of every child – as a result they throw up their hands and teach those who are able to keep pace. Two other issues contribute to this – prevalence of multi-grade classrooms across the country and frequent absence of teachers and students. As a result the majority of children fall behind – and become passive spectators in the classroom. As time goes by the cumulative burden of non-learning just accumulates till the children reach a point where they are just unable to comprehend what is going on in class.

Two, there is no school level monitoring of teaching-learning processes and actual teaching time. Almost all the monitoring is confined to inputs – enrolment, mid-day meals, distribution of incentives and so on. Institutions created to provide on-site school level academic support have become data gathering instruments. These institutions are also staffed with people who may not have the skills or the aptitude for on-site teacher capacity building. Post RTE mechanisms like Continuous and Comprehensive Evaluation (CCE) have been reduced to a series of formats that teachers are expected to fill out. In one state I asked the teachers about CCE and several of them said that they just fill out the forms without actually conducting the activities with children. Administrators admit that they follow instructions from above and that they are not educators who can develop systems that can monitor children’s learning. They need help and that too hands-on help to develop an effective monitoring system.

Three, there is a huge social distance between teachers and students in government schools. In the last few decades the middle classes and the not-so-poor have walked out of government schools and prefer to send their children to private schools. Those left behind are poor, migrant wage labourers; the most marginalised social groups and girls from the not-so-poor families. The inclusion / exclusion study that we did clearly brought out the innate prejudices and stereotypes that teachers carry with them into the school. Many of them actually believe that some children cannot learn or that they are not motivated to learn. They blame the family and the community. Most importantly, teachers complain that parents are not able to help their children with their studies. I must hasten to add that the situation in the majority of the low cost private schools may not be very different when it

---

<sup>1</sup> Professor, Teacher Management and Development at the National University for Educational Planning and Administration, New Delhi

comes to learning. Yet, there is a perception among government school teachers that their wards and parents do not value education and learning.

Four, educators and pedagogy experts blame rote learning – the practice of memorising information. There is a large body of people in the education field who squarely blame our system of teaching and learning and believe that a more child-centric and experiential learning process could reverse the trend. Several states, starting with Karnataka and Tamil Nadu introduced Activity Based Learning – a method that was pioneered by Rishi Valley Education Centre. While there is considerable evidence showing that this has definitely energised classrooms and enabled children to learn at their own pace, there is still little evidence to show that this has indeed improved learning when the ABL method is adopted on a large scale.

Five, in the wake of Teacher Eligibility Tests (introduced after RTE) and the high proportion of candidates who fail to clear the examination – there are people who argue that subject knowledge is poor among our teachers. They point out that it is the quality of teacher – her/his mastery over subjects, pedagogic skills and aptitude to teach that is perhaps responsible for poor learning. Many of them argue that people enter the teaching profession as a last resort – when they have no other option. They point to the Polish educational reform process and argue that the single most important factor is teacher knowledge and aptitude. However, others argue that teacher salaries have gone up since the fifth and sixth pay commission and it is wrong to say that the teaching profession is less prestigious in terms of salary and working conditions. These people believe that over time more qualified people will enter the profession and that the TET has already made a difference.

Six, there is yet another group of experts who believe that the no-detention policy that ensures children are promoted from one grade to the next is the reason why the school system is not made accountable for the learning of children. Coupled with age-appropriate enrolment, the very essence of schooling is negated when children are pushed up without any guarantee of learning. They argue that the Right to Education is not limited to the right to be enrolled, but to be taught and to learn.

Seven, educational researchers point out that the number of actual teaching days is low and that teachers have many non-teaching duties. Effectively the time a child spends in actual teaching-learning activity is low. Despite a clear policy since 1965 to facilitate sub-region specific school calendar and timings, teachers unions have stalled any move to introduce localised time planning.

Many other problems – big and small – are cited. Some are to do with teachers, others with the supervisory and monitoring systems and still more are about parents and children. The fact is that we, as a society, as an education community and as administrators have become numb and insensitive to the all-pervading learning crisis. There are so many factors that have contributed to this crisis and we really do not know where to start reforming the education system. Surveys like ASER have forced us to confront the problem and acknowledge its seriousness. However, surveys and research studies have not shaken our administrators enough to sit down and see what can be done to overhaul the education system.

Where does one start?

It is time that a diverse group of people – including political leaders and administrators – come together to brainstorm and develop a roadmap for systemic reform. It can be done – provided there is political will, administrative readiness and social pressure. The quality of education is essentially about learning. It is not about brick and mortar or about toilets and water. Infrastructure is perhaps easiest to fix – what is proving difficult is the daily process of teaching and learning, the everyday practice of teachers in the classroom and the cumbersome process of striking a balance between monitoring and support.

Can ASER initiate a nation-wide dialogue? Is this the next big challenge it can address in the coming ten years?

# The “ASER” of public finance

Anit Mukherjee<sup>1</sup>

It was a hot, humid morning in Kishanganj as the sun rose over the rice fields in the first week of June of 2008. It was my first visit to north Bihar to see firsthand the Read India campaign conducted on a statewide scale by Pratham. The choice of location was deliberate: as per the ASER Report that year, Kishanganj and Araria, the neighbouring district, were at the bottom of the pile as far as reading and math scores of children in the state were concerned. Something was very wrong in the way the public education system was functioning, and I wanted to understand what it might be.

As a researcher in public finance, my work focused on the system of allocation and expenditure of government funds for Sarva Shiksha Abhiyan, the universal elementary education program in India. I was intrigued by the fact that a state like Bihar was receiving more money for elementary education than it ever got in the past, yet the learning levels of children were abysmally low. New schools were being built, classrooms were being added to existing ones, teachers were being appointed, programs for out-of-school children were being rolled out across the state, but the children were not learning. It seemed very far from the conventional wisdom among policy makers that more money translates into better outcomes, which was clearly not the case.

My ‘mission’ was simple - I was to observe Pratham’s ‘summer camps’ and provide a status report with recommendations for future action. However, nothing prepared me for the enormity of the challenge, the mindboggling logistics, the scale of human resource mobilization, and most importantly, the sheer commitment of tens of thousands of volunteers who were the heart and soul of the effort which reached over a million children in the state. But it was not only the volunteers who were committed – even teachers who were jaded by their years in a system which did not reward innovation and performance seemed to have been energized. Even in the middle of the summer recess, teachers came to open the school gates at seven in the morning where they would be met by eager children waiting for lessons to begin.

The objective of the summer camp was simple: provide support to children who cannot read at the level that is expected of them according to their grade. With a few weeks of intensive reading lessons over the summer when the schools are closed for holidays, the children will be prepared when the new textbooks are distributed after the schools reopen in July. It seemed an impossible task – some of the children in standard 2 and 3 did not even recognize basic alphabets, while some in standard 4 barely managed to read words! How would such diversity in learning be addressed in such a short time?

Thankfully, I was proved wrong. As I trekked through rice fields, unpaved roads and broken culverts to get to schools few government inspectors ever visited, I saw the same energy and commitment from the volunteers and teachers. A rigorous randomized evaluation of the summer camps showed that there was significant improvement in reading and mathematics levels as a result of the support. More importantly, the gains were visible even two years after the summer camp ended. It seemed fairly obvious how our school system could deliver what it is expected to – helping children to attend school and learn well.

More than half a decade and a few billions of dollars of taxpayers’ money later, however, we are no closer to solving the riddle of low levels of learning across government schools in India. Soon after my visit to Bihar, the Right to Education Act was passed in 2009 which set infrastructure and teacher norms for every school in the country. Unfortunately, all these were in terms of inputs without any learning target. Maybe as a consequence, ASER 2013 provided evidence that the proportion of children in Standard 5 who could read Standard 2 texts in government schools was actually *falling*, especially in poorer, more populous states. Coupled with the rise in the share of children enrolled in private schools, the ASER findings are a serious indictment not only of the delivery of public education, but also of the method of financing of public education per se.

---

<sup>1</sup> IDRC Fellow, Center for Global Development, Washington D.C.

Why is it that higher public expenditure on elementary education has not improved levels of learning? One explanation from my experience with the summer camps in Bihar and five years of the PAISA survey<sup>2</sup> is that after a certain threshold of inputs is reached, increasing levels of learning has very little to do with money. It requires system-wide upgrades and not marginal improvements. It requires a fresh look at norms and standards, monitoring mechanisms and data systems, assessing learning needs of each individual child and tailoring the curriculum to be more aligned with the capacity and level of the teaching-learning process. Some of these require investment in teacher quality, data systems and evaluation mechanisms, while others are intrinsically linked to administrative capacity and commitment. This leads us to the final point: can we target public finance to incentivize and reward performance? As the tens of thousands of teachers and volunteers of Read India would testify, the task is not all that difficult. If there are clear goals, strategies, support and monitoring, significant gains in learning can be achieved at relatively low cost. The only requirement is that the public delivery system be flexible enough to respond to the needs of the children, the community and the school. When public finance addresses learning needs and rewards performance, its “ASER” will be significant in the years to come.

---

<sup>2</sup> PAISA surveys track allocation and utilization of public expenditure for elementary education. It is a joint initiative of the Accountability Initiative, ASER Centre and the National Institute of Public Finance and Policy. The PAISA reports are available at [www.accountabilityindia.in](http://www.accountabilityindia.in)



# Do private tuitions improve learning outcomes?

Amrish Dongre<sup>1</sup>

Despite increased attention to school based learning over the past decade by policy makers, the learning levels of children in the Indian education system have remained consistently low and have, in fact, declined over the past 8 years. The latest Annual Status of Education Report (ASER) shows that only 41% of children in the age group of 6-14 can read a standard 2 text (ASER 2013). Consequently, critical and rigorous analysis of policies surrounding provision of school-based education has received much-deserved attention (see Muralidharan (2013) for a detailed discussion). In the process, the role of additional educational inputs provided by households, such as private tutoring, has remained neglected.

Private tutoring is defined as fee-based tutoring that provides supplementary instruction to children in academic subjects that they study in the mainstream education system. This phenomenon, also referred to as 'shadow education', is widespread across many developing countries, including India (Bray, 2007). As per the latest ASER (ASER 2013), approximately one-fourth of children enrolled at elementary level (Std. 1 to 8) in rural India attend private tuitions. Parents and students pay, on average, Rs 170 per month, amounting to slightly above Rs 2000 per annum to attend these tuitions (Wadhwa, 2014). Despite large numbers of students attending private tuition and substantial private expenditure on it, the manner, nature, pedagogic characteristics and effects of private tutoring has escaped scholarly attention (Majumdar, 2014).

Assessing impact of private tuition on learning outcomes of school children

Finding a difference in learning outcomes of those who attend tuition and those who don't, and attributing it to private tuitions is misleading. Part or all of the difference in learning outcomes might be due to different characteristics of children who attend tuition. There are observable and unobservable differences between the two groups of children, which make it difficult to figure out the effect of tuition, if any. To give an example, ASER data indicates that children belonging to richer households are more likely to attend tuitions. Richer households are also likely to provide more support to a child in the form of other material inputs. Data also shows that children of more educated parents are more likely to attend private tuition, and more educated parents are also in a position to help the child with studies. This makes it difficult to disentangle the effect of tuition from the effect of other material inputs, or from the effect of having educated parents.

One way to disentangle the effect of tuition from the effect of inter-household factors on learning outcomes is to utilise variation in tuition status of children within a household (Dongre and Tewary, 2014).<sup>2</sup> To give a simplistic example, suppose there are two children in a household. One attends private tuition, the other doesn't. Then, the difference in the learning outcomes of these two children would be attributed to private tuition since all other observable and unobservable factors at the household or village level affecting learning outcomes (such as income of the household, parental education, parent's taste for education, socio-economic amenities in the village) are same for both children. But this technique doesn't eliminate the problem completely since it can't control unobservable child-specific differences such as motivation, intelligence, dedication etc. Again to give a simple example, let's assume that the more motivated among the two children opts for private tuition. Then better learning outcomes are partly the result of higher motivation. But our approach would ascribe it to tuitions alone, thus over-estimating the effect of private tuitions.<sup>3</sup>

We use ASER data for 2011 and 2012 to carry out this exercise. A unique feature of this dataset is availability of learning outcomes for reading and math, and information on whether the child attends private tuition. The dataset also has information about whether the child attends government or private school, age and gender of the child, class in which the child is studying, both parents' age and education, and availability of certain household amenities (such as electricity, toilets, whether house is pucca). The data is representative of rural

<sup>1</sup> Fellow at Centre for Policy Research (CPR), New Delhi and Senior Researcher, Accountability Initiative, Centre for Policy Research, New Delhi. A modified version was earlier published on the webpage of Accountability Initiative and Ideas for India.

<sup>2</sup> Our approach is similar to that used by French and Gandhi-Kingdon (2010). In technical terms, this approach is referred to as household fixed effects. The complete paper is available at <http://www.accountabilityindia.in/article/working-paper/2735-impact-private-tutoring-learning-levels-evidence-india>

<sup>3</sup> We have also accounted for age and gender of the child, grade in which the child is studying, and type of school (government or private) attended, in the analysis. Factoring in gender implies that gender differentials between children in a household (say, if the parents focus more on the education of the male child) cannot explain the effect of tuition. Factoring in school type captures the fact that parents might enrol more 'studious' or 'motivated' or 'intelligent' children in private schools. Hence, unobservable factors such as motivation are captured to some extent; yet, the possibility of bias can't be ruled out.

areas across the country. The number of sampled children in the age group of 6-14 years is close to half a million, which is a major advantage of the dataset.<sup>4</sup>

### **Tuition has a large, positive effect on math and language test scores**

The results show that attending private tuition has a large positive effect on test scores of math and language (separately or combined) for students in the age-group of 6-14 years. The effect is as large as an additional year of education or the effect of attending a private school instead of a government school. Interestingly, tuitions are more beneficial for children who are more disadvantaged, and have lower learning levels. For example, the effect of tuition is almost twice as high for children enrolled in government schools, compared to those who are enrolled in private schools. Similarly, children whose parents are less educated or children who stay in non-*pucca* households benefit more from tuitions. We also analyse the effect of tuition on test scores separately of 6-10 year old children. The results remain unchanged.

There is significant variation in the prevalence of private tuition across states. In ASER 2013, states like West Bengal and Tripura have 67-69% children at elementary level attending private tuition, while the corresponding figures for Bihar and Odisha are 40-50%. We find that the effect of tuition is higher in these states compared to the effect at the all-India level.

Why do private tuitions have a positive effect on learning outcomes? One straightforward explanation is that those who attend tuition spend more time studying. Though ASER doesn't capture time spent at tuitions, analysis of India Human Development Survey (IHDS) data indicates that those who attend tuition spend, on average, 9 hours in tuitions. That would mean 1.5 extra school days per week. Another explanation could be remedial teaching in the sense that tutors might be making some efforts to identify the child's weakness, and teach accordingly. Maybe private tutoring exclusively focuses on regular mock tests and exam preparation. Finally, as Dr. Wadhwa points out in the ASER report, the link between incentives and accountability – *if someone is paying for a service, the onus is on the service provider to deliver, because the consumer can always 'vote with her feet'*.

#### References

ASER Centre (2011). Annual Status of Education Report, New Delhi

ASER Centre (2012). Annual Status of Education Report, New Delhi

ASER Centre (2013). Annual Status of Education Report, New Delhi

Bray, Mark. 2007. The Shadow Education System: Private Tutoring and Its Implication for Planners. UNESCO: International Institute for Educational Planning, Paris

Dongre, Ambrish and Vibhu Tewary. 2014. 'Impact of Private Tutoring on Learning Levels: Evidence from India', AI Working Paper Series, *Accountability Initiative*, New Delhi.

French, Rob and Gandhi-Kingdon, Geeta. 2010. The Relative Effectiveness of Private and Government Schools in Rural India: Evidence from ASER Data. DOQSS Working Paper No. 10-03, Institute of Education, University of London

Majumdar, Manabi. 2014. The Shadow School System and New Class Divisions in India. Working Paper Series, TRG Poverty & Education, Max Weber Stiftung.

Muralidharan, Karthik. 2013. Priorities for Primary Education Policy in India's 12<sup>th</sup> Five Year Plan. India Policy Forum 2012-13. Vol. 9, pp1-46

Wadhwa, Wilima. 2014. Private Inputs into Schooling: Bang for the Buck?, ASER 2013.

---

<sup>4</sup> For details, refer to the ASER reports.

# Government vs private schools: Have things changed?

**Wilima Wadhwa<sup>1</sup>**

This is the 10<sup>th</sup> year of ASER and two major trends emerge clearly. First, there has been a steady increase in private school enrollment; and second, learning levels are not improving. In fact, learning levels that seemed to be “stuck” till 2010, took a nosedive thereafter. While there is a lot of variation across states, these trends hold more or less across the country.

Private school enrollment stood at around 18.7% in 2006 and has steadily crept up to 30.8% in 2014. This upward trend is seen in states with low as well as high private school enrollment. For instance, it has doubled in low private school states like Odisha, Madhya Pradesh and Chhattisgarh during this period. On the other hand, in Uttar Pradesh where it was high to begin with (30.3% in 2006), it has crossed the 50% mark in 2014.

In addition, about a fourth of all children in rural India pay for private tutors. At the All India level, this number has remained steady across government and private schools. The interesting thing, however, is that the incidence of private tuition is much higher in states with low private school enrollment. For instance, in Odisha and Bihar, almost 50% children pay for additional help. In West Bengal this number is as high as 70%. As a result, the percentage of children with some private inputs in their schooling has increased from about 40% to 48%.

The second trend that is clearly visible is the lack of improvement in learning levels. The percentage of children in Std. 5 who could read a Std. 2 level text was 53.1% in 2006. While there was a lot of variation across states, till about 2010, at the All India level there was not much change in learning levels. In 2010, this figure was at 53.7% - India was in a “Big Stuck”.<sup>2</sup> After 2010, however, learning levels even at the All India level declined and the percentage of readers in Std. 5 fell to 47% in 2013, rising marginally to 48.1% in 2014. Given the variation across states, for All India levels to actually fall, it must be the case that most large states witnessed a decline in learning levels during this period.

If we look at government and private schools separately, the fall in learning levels appears to come mostly from government schools. Between 2006 and 2010, the percentage of children who could read a Std. 2 level text in Std. 5 in government schools fell slightly from 51.4% to 50.7%. Private schools posted learning gains during this period with the percentage of readers rising from 60.8% to 64.2%. However, after 2010, learning levels in government schools plummeted to a low of 41.1% in 2013, recovering slightly to 42.2% in 2014, while those in private schools remained more or less steady – 63.3% in 2013 and 62.5% in 2014. A learning gap of 9.8 percentage points in 2006 doubled to 20.3 percentage points in 2014!

This seems to be the aha moment – the picture is clear! Parents are shifting their children from government to private schools because the latter provide better learning outcomes. This is a perfectly plausible story and seems to be completely consistent with the data. However, therein lies a fallacy. Comparing learning outcomes of children in government schools with those in private schools is not comparing apples with apples. It is a well-established fact that household and other characteristics of private school children are very different from those of government school children. Since learning levels depend not only on the characteristics of a child's school but also on her own characteristics and those of her household, attributing all the observed differences in learning levels to differences in schools is incorrect. This is the self-selection problem and therefore these other factors have to be controlled for in order to make a fair comparison.

In the ASER 2009 report, my analysis to disentangle the effect of other factors from that of private schools on learning outcomes, had shown that for Std. 1-5, the learning gap of 8.6 percentage points between government and private schools reduces to 2.9 percentage points once the child's own, her parents' and her household characteristics are controlled for. This meant that 2/3rd of the learning differential between government and private schools could be attributed to factors other than the type of school.

---

<sup>1</sup> Director, ASER Centre, New Delhi

<sup>2</sup> This phrase was originally coined by Prof. Lant Pritchett.

A similar analysis was done for states and there was considerable variation there. In the case of reading in the local language, in many cases most of the learning differential disappeared once other factors were controlled for. This was the case in Uttarakhand, Chhattisgarh, Madhya Pradesh, Maharashtra, Andhra Pradesh, and Tamil Nadu. In the case of Madhya Pradesh, the difference was actually reversed – once other factors are controlled for, government schools performed better than private schools. In the case of Andhra Pradesh and Tamil Nadu, where government schools had higher learning levels to start with, the gap widened once other factors were taken into account.

However, in 2009, the gap between government and private schools was much smaller. As discussed above, this gap has more than doubled in the last 5 years. Does this mean that the contribution of private schools has gone up? In 2014, the difference between government and private schools in the proportion of Std. 1-5 children who can read a Std. 1 level text is 17.9 percentage points. Once we control for the child's other characteristics, this difference falls drastically to 5.1 percentage points. This constitutes a fall of 72% in the learning gap as compared to a fall of 66% in 2009. In other words, in 2014, factors other than school-type are responsible for a *larger* proportion of the learning gap between government and private schools than was the case in 2009.

State-wise analysis of the ASER 2014 data shows that controlling for other factors reduces the government-private school learning gap considerably in all states. In the case of Punjab, Gujarat, Maharashtra, Andhra Pradesh and Karnataka, the difference is reversed with government schools outperforming private schools once household and parental characteristics are controlled for. In Kerala and Tamil Nadu, where government schools were better than private schools to start with, the difference widens, once other factors are taken into account.

So now we have a puzzle. More and more children are moving to private schools with the learning gap widening between government and private schools; and yet a smaller proportion of this gap is actually attributable to private schools themselves! How do we resolve this puzzle? If other characteristics are contributing more to learning outcomes, then that seems to be the obvious place to start.

Among the child's own characteristics we control for age, gender, tuition and the number of siblings. Incidence of tuition has remained steady at about 25% for both government and private school children. The number of siblings has a negative impact on learning outcomes. More siblings could mean less attention from parents or more work at home for girls, leaving less time for schoolwork. Census 2011 shows a 24% increase in rural households since 2001. But the rural population increased only by 12% over the same period, implying a fall in average household size. Poorer households tend to be larger with higher dependency ratios. Children of such households are also more likely to go to government schools. If the size of such households is coming down, this could be contributing to a better learning environment at home. But then again, this effect is likely to be more operative for private school children who come from smaller households to start with.

We control for the education level of both the mother and father. The more educated the parents, the higher the probability that the child will perform well in school. Between 2009 and 2014, the proportion of parents with no schooling has fallen for both government and private school children. However, the gap between them has increased. In 2009, 55.6% children in government schools had mothers who had never been to school, as compared to 40.8% children in private schools. The corresponding figures for 2014 are 53.3% and 36.7%. Similarly, in 2009, 34% children in government schools had fathers who had never been to school, as compared to 19.1% children in private schools. The corresponding figures for 2014 are 31.1% and 15.6%.

The gap at the upper end of the distribution is even larger. In 2009, 3.2% children in government schools had mothers with more than 10 years of schooling as compared to 10.8% children in private schools. The corresponding figures for 2014 are 4.1% and 15.6%. Similarly, in 2009, 11.2% children in government schools had fathers with more than 10 years of schooling as compared to 24.7% children in private schools. The corresponding figures for 2014 are 12.2% and 29.6%.

What the above figures imply is that while parental educational indicators are improving for both types of children, the home environment for private school children has improved much more than for government school children. This is also probably due to the fact that some educated parents of children who were in government school in 2009, have shifted their children to private schools. So in 2014, private schools were drawing their children from a more educated population of parents than in 2009. Not surprising, therefore, that a larger proportion of the learning gains can be attributed to the home environment of these children.



What about affluence? Private school children typically come from richer households who can afford to pay the additional school fees. Richer households tend to be smaller, allowing parents to devote more attention to their children; they are likely to have mothers who don't have to go to work and can therefore spend more time with their children; they can afford to pay for supplemental learning aids for their children; etc. For all these reasons, as well, private school children may perform better than government school children.

Since 2008, ASER has collected information on household assets. Since income information is hard to collect and often unreliable when available, household assets work as good proxies for affluence. As in the case of parental education, households of both government and private school children are richer in 2014 as compared to 2009. But again, the gap between the two is increasing. Other than electricity connection and mobile phones, all the other indicators have improved more for private school children than for government school children. And in the case of these two indicators, even in 2009 more than 75% private school households had an electricity connection and a mobile phone. Therefore, here again private schools are drawing their pupils from a richer pool than they were in 2009.

So before we start jumping on the private school bandwagon, a couple of points need to be kept in mind. First, not only are parents paying to send their children to private schools, they are also working harder to make sure their children perform better in these schools. Second, while private schools do deliver better outcomes – the gap narrows but does not disappear – even they are not producing learning outcomes that are anywhere near grade level competency. So then the question is: How much “Bang for the Buck” should parents demand from private schools?

However, the real tragedy in this is the situation of government school children. Every year the government spends a huge amount of money on public education. Yet, learning levels have been declining every year since the RTE was introduced in 2010, and were stagnant before that. Between 2010 and 2012, India's elementary education allocations increased by 23% from Rs. 119 billion to Rs. 147 billion. Expenditure, however, has not kept pace with these increased allocations. In 2011, 62% of the SSA allocation was spent as compared to 70% in 2010.<sup>3</sup> Maybe that is why SSA allocations have increased only marginally this year. But one of the items that the government has decided to do away with is the TLM grant – this was the Rs. 500 per teacher per year grant that teachers could use towards teaching and learning material like charts, globes, books, etc.<sup>4</sup>

Maybe the government in its infinite wisdom knows something we don't. But if children graduate primary school without being able to read, what do we expect them to learn in middle school? And, if they join the labor force at the end of Std. 8, with automatic promotions up to that point, will the quality of our labor force be good enough to reap the demographic dividend and fuel “Make in India”?

---

<sup>3</sup> Accountability Initiative, Do Schools Get Their Money? PAISA Report, 2012.

<sup>4</sup> The TLM grant has been cut in most states.

# Links between reading and other skills: What does ASER tell us?

Ashok Mutum, Savitri Bobde, Ketan Verma<sup>1</sup>

The ASER survey has been measuring the fundamental skills of children across rural India for a decade now. Every year, children in the age group of 5 to 16 years are assessed in basic reading and numeracy. These skills are important precursors to learning in higher grades and hence are assessed in all ASER surveys.

In addition, we have included some 'bonus' tasks each year to assess something more than just the basic skills. In different years these have included as basic comprehension, general knowledge, telling time, money-related tasks and other everyday tasks like reading a calendar, menu card etc.

The main objective of assessing 'beyond basics' was to understand the linkages between basic and higher level skills. The idea was to explore what more the 'story' level readers can do in language and arithmetic. Does reading the ASER 'story' mean only decoding or do children read with understanding? How important is reading with respect to other skills like problem solving and numerical operations?

To accomplish this objective, ASER has assessed various competencies over the years. Table 3 given at the end of this article summarises these additional competencies that have been assessed.

This article explores the linkages between reading levels and basic comprehension,<sup>2</sup> numerical operations and problem solving<sup>3</sup> through the 'bonus' tasks administered in ASER 2006 and ASER 2007. For the sake of brevity, we will limit the discussion to those children who we categorize as readers, i.e. those who can read a Grade 2 level text ('story' level children).

## How did we assess comprehension and problem solving?

In 2006, comprehension tasks were introduced for the first time in ASER. More elaborate comprehension tasks were included in ASER 2007. Problem solving tasks were included in ASER 2007. Figures 1, 2 & 3<sup>4</sup> explain these tasks and the administration procedures for comprehension and problem solving respectively.

**Fig. 1 Sample of the comprehension task included in ASER 2006**



Meenu is the youngest member of her family. She has an elder brother and an elder sister. Meenu is seven years old and studies in Std 2. They own several buffaloes and goats. Meenu's mother is very busy all day taking care of the household and animals. Meenu's brother and sister help their mother whenever they can. All the children have fun with the animals.

Meenu's father works in the post office of a nearby village. He goes to the post office every morning. There he fills his bag with letters and goes out to deliver them. Sometimes Meenu also go with her father. She sits at the back of the bicycle. Meenu enjoys going with her father to deliver letters to people. Some people ask her to read their letters aloud. Some people even want their letters to be written by Meenu. Meenu thinks she should also work in a post office when she grows up.

Q.1. Who all are in Meenu's family?

Q.2. What does Meenu do with her father?

## What does ASER test in basic reading and numeracy?

In reading, children are asked to read letters, simple two-letter words with one or two *matras*, and strings of sentences which are categorized in two levels: a paragraph and a story. The paragraph has 4 sentences and roughly 20 words at Grade 1 level of difficulty. The story has 8 to 10 sentences and approximately 60 words at Grade 2 level of difficulty. The numeracy test includes number recognition (one digit as well as two digit numbers) and basic number operations required in subtraction and division. These operations correspond to Grade 2 and Grade 3/4 level of difficulty respectively.

## Administration process of the comprehension task in ASER 2006

Children who successfully read the ASER story were asked to read another story (longer than ASER story) at Grade 3 level.

Children were also asked to read and orally answer two questions based on this story.

<sup>1</sup> Assessment Unit, ASER Centre, New Delhi

<sup>2</sup> By basic comprehension, we refer to the ability to answer fact retrieval questions based on a text. ASER cannot test higher level comprehension because the nature of the text does not lend itself to questions assessing higher level comprehension.

<sup>3</sup> By basic problem solving we refer to the ability to understand a simple word problem in math and solve it.

<sup>4</sup> As with basic ASER reading assessment, the 'bonus' tasks are administered in the local language.

**Fig. 2 Sample of the comprehension tasks included in ASER 2007**



**Administration process of the comprehension tasks in ASER 2007**

All children in the the age group of 5 to 16 were asked to read a paragraph.

Two fact retrieval questions based on this paragraph were read out to the child. The child was asked to answer the questions orally.

Same procedure was followed for the story.

**Administration process of the problem solving tasks in ASER 2007**

All children in the age group of 5 to 16 were asked to solve 2 subtraction word problems. These were read out one by one by the surveyor to the child. The child could answer the questions orally or in writing.

Both the subtraction word problems were currency related operations with Rs. 50/- (2-digit with borrowing).

**Fig. 3 Sample of the problem solving task included in ASER 2007**



**Paragraph**

She likes to read books.  
 She likes a good story.  
 She has many books.  
 She has read all of them.

Q.1. How many books has Sheela read?  
 Q.2. What does Sheela like to do?

**Story**

It was the rainy season. The sky was full of clouds. There was a cool breeze blowing. Aman was eager to play on a swing. His older brother got a thick rope. They tied it on the tree and made a swing. A lot of children joined them and they all started playing. They played till it became dark.

Q.3. What did Aman's older brother get?  
 Q.4. How did they make the swing?

Q.1. You have Rs.50. From that you buy a pair of shoes for Rs.35. How much money is left with you now?  
 Q.2. You have Rs.50. From that you buy sweets for Rs.28. How much money is left with you now?

**What did we find?**

*Does a child who can read a story also understand it?*

The ASER tool has often been criticized as a tool that only assesses decoding and not reading in its entirety (i.e. reading with comprehension). But is it possible for a child to read the ASER 'story' fluently without understanding it?

Both in ASER 2006 and 2007 we find that if a child is at 'story' level then she is also likely to make some meaning of the story. In ASER 2006, 89% of 'story' level children of Grade 5 could answer both fact retrieval questions based on the Grade 3 level story. (In 2006, comprehension questions on Grade 2 level story were not asked). A similar trend was observed in ASER 2007, where 85% of 'story' level children in Grade 5 could successfully answer both fact retrieval questions based on the story. In addition, 8% children could answer only one question. This implies that more than 90% children in Grade 5 are reading with some basic understanding. This number increases to 97% for Grade 8 children (refer to Chart 1).

This evidence strongly corroborates the conclusion that if children are reading the ASER 'story' fluently then they are not merely decoding; the majority of them read it with understanding.

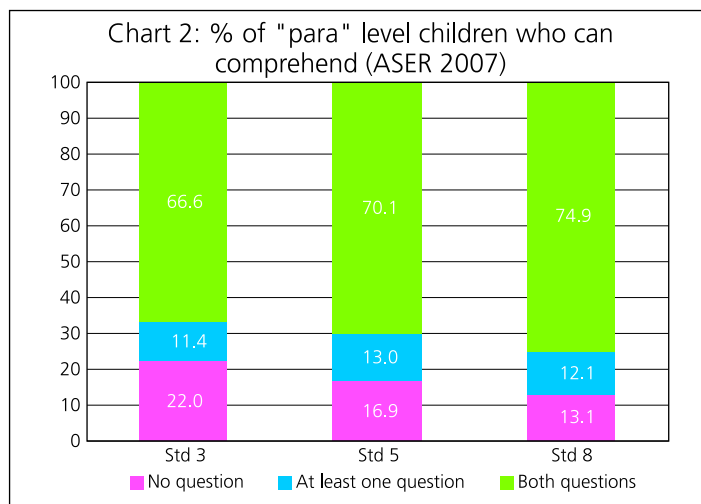
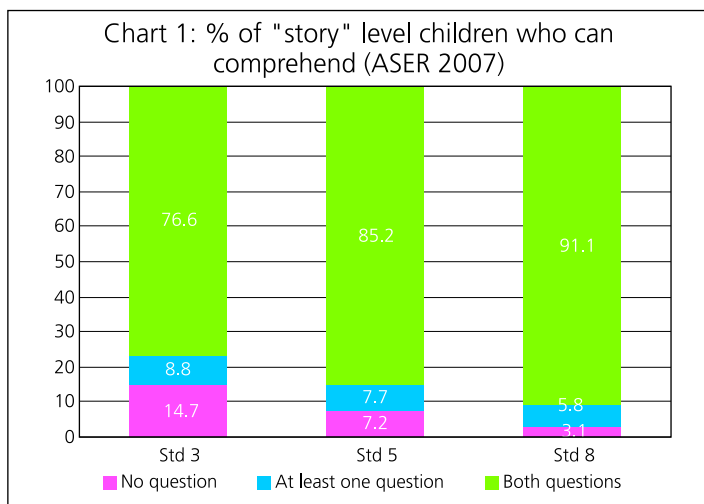
In addition, the 2006 results also demonstrate that children's reading ability is not limited to a 60-word Grade 2 level text, since the majority of 'story' readers could also read a Grade 3 level text and answer two questions based on it. Based on this data, we can conclude that children who are at 'story' level in ASER reading tasks can also read texts at a slightly higher level with understanding.

*Does the above finding hold true for children who can read a paragraph?*

It is important to see if children who can read shorter text ('paragraph') demonstrate the same results with respect to comprehension. Can we term these paragraph level children as 'readers'? Are they at the same level of comprehension as their story level peers? How different are these two ASER levels with respect to the ability to read with understanding?

From ASER 2007 data, we see a marked difference in the performance of 'paragraph' level children. 85% of 'story' level children in Grade 5 were able to answer both fact retrieval questions correctly. This percentage drops to 70% for 'paragraph' level children of the same grade (refer to Charts 1 & 2). A similar difference can be seen among younger children (Grade 3) and older children (Grade 8). Expectedly, one can also see that as children progress to higher grades, their ability to comprehend increase.

This demonstrates a strong, albeit expected link between children being able to read the ASER story and make meaning of it.



*Do story level children also perform better in arithmetic?*

Similar to the link between reading and comprehension, a strong relationship can be observed between reading the ASER story and basic skills in arithmetic. The data from ASER 2007 shows that there is a significant increase in the ability to solve numerical division operations among children whose ability to read is higher (story level vs paragraph level vs word level vs letter level children) (refer to Table 1). Children's ability to do numerical division vary enormously by reading level. For instance, 65% 'story' level children in Grade 5 can also divide. This number drops to 16% for para level children.

Table 1: % Children who can do numerical division, according to reading ability - ASER 2007				
Grade	'story' level	'paragraph' level	'word' level	'letter' level
3	38.9	7.7	1.8	0.8
5	64.7	15.9	5.0	2.3
8	79.3	28.4	9.3	9.9

Similar trends are visible for the problem solving tasks: 81% of 'story' level readers could do both problem solving questions correctly compared to 49% 'paragraph' level children (refer to Table 2). This finding is particularly interesting because the children were not required to read the word problems to solve them. These word problems were read out by the surveyors.

Table 2: % Children who can do both questions (Q1 & Q2) of the problem solving tasks (word problems) correctly, according to reading ability - ASER 2007				
Grade	'story' level	'paragraph' level	'word' level	'letter' level
3	66.0	38.1	13.7	7.3
5	81.3	49.0	24.1	17.8
8	90.3	63.9	39.6	34.9



## Conclusion

We know that children who can read the ASER story are not just decoding. They are reading with some basic understanding of the text. This strong correlation, observed in both 2006 and 2007, is the reason that comprehension has not been included in the ASER basic reading tool since 2007.

Expectedly, 'story' level children are also better at arithmetic and basic problem solving. If a child can read, she is more likely to be able to solve numerical operations and also understand a word problem and solve it correctly.

The above findings re-emphasise the fundamental importance of children learning to read. Being able to read at the 'story' level seems to be significantly correlated to the attainment of both comprehension skills and other skills for different subjects. This evidence has directed our approach to developing 'beyond basics' assessments. In the past few years, ASER Centre has developed and implemented a variety of assessments for different subjects and higher grades. We have assessed reading in these assessments and these links have been re-validated.

Given the low and varied learning levels of rural India across grades and the importance of reading, irrespective of the subject or the level, reading tasks should be an integral part of any assessment, whether at primary level or higher.

No.	Domain	Description	Details	Target population	Years
1	Reading & Comprehension (Fact Retrieval)	Child was asked to read a Grade 3 level text and was also asked to read and orally answer two questions based on this text.	In all Indian languages & English	Children who could read Grade 2 level text fluently	ASER 2006
2		Child asked to read Grade 1 level text ("paragraph"), then based on this text, 2 fact retrieval questions were read out to the child and the child had to answer orally. Same was done with the Grade 2 level text.		All children: age 5 to 16	ASER 2007
3	Arithmetic	Child asked to read two word problems - one on subtraction (2 digits) and the other on division (3 digits divided by 1 digit). Child could answer orally or in writing.	In all Indian languages & English	Only to those children who could read Grade 2 level text fluently	ASER 2006
4		Child asked to solve word problems with currency operations with (Rs 50) Child was asked orally. Child could answer orally or in writing.		All children: age 5 to 16	ASER 2007
5	Applied arithmetic and everyday tasks	Child asked to tell time with visual images of clocks and to use actual currency notes to solve oral word problems.	In all Indian languages & English	All children: age 5 to 16	ASER 2008
6		Child asked to solve basic questions using visual image of calendar & menu cards (in word problem format). Also do computations for area and estimation tasks (visual images and word problems that are read out to the child).		Children in Grade 5 or above or age 10 or above if out of school	ASER 2010
5	English: Reading & Comprehension	Child asked to recognize English letters, read simple words, basic sentences. Child also asked to say meanings of the words and sentences read.	English as a second language	All children: age 5 to 16	ASER 2007, ASER 2009, ASER 2012, ASER 2014

# The gap years

Rukmini Banerji<sup>1</sup>

There is a strange gap in India involving young people in the age group fourteen to eighteen. The Right to Education (RTE) Act guarantees free and compulsory education up to the age of fourteen. The Juvenile Justice Act 2000 for the care and protection of children (Section 26) prohibits the employment of children below the age of eighteen. So, what do we know about this age group? As a country how are we dealing with those who are over fourteen but still below eighteen? What do we expect of them?

The Census of India 2011 indicates that there are anywhere from 20 to 25 million persons in each single year age in this bracket. Rough calculations suggest that the population in the fourteen to eighteen age group is close to 100 million. From DISE report cards we know that the size of the cohort enrolled in Std. VIII is increasing each year (from 11.3 million in 2004-05 to 21.4 million in 2013-14).<sup>2</sup> In most states, more children are staying in school till Std. VIII.<sup>3</sup>

Moving into secondary school, we can see that a growing number of young people are appearing for board exams each year. For example, in Bihar in 2004, half a million students took the Std. X Bihar state board exams (66% passed). By 2014, this number had gone up to 1.34 million (with a pass percentage of 73%). Another example, in Maharashtra in 2012, 1.49 million students took the board exam (81% passed). In 2014, this number had increased to 1.55 million (with a pass percentage of 88%). The change over ten years in this regard is massive and significant for a variety of reasons. These trends are the natural outcome of the big push for universalizing elementary education. An increasing number of young people are moving through the education system and completing more years of schooling.

What does “moving through the education system” entail? Much of the focus of the last ten years of ASER has been on children in primary school and on their ability to read and do basic arithmetic - the fundamental building blocks of learning. This decade long ASER data set can help shine a spotlight at the point of exit from the compulsory stage of the education system, i.e. Std. VIII. Some interesting facts emerge from this data. The proportion of children currently not enrolled in school (age 11-14) has dropped from 9% (in 2006) to less than 5% (in 2014). But for older children (age 15-16), the same figure started out much higher (21.2% in 2006) and has decreased much less over time (16.6% in 2014).<sup>4</sup>

The ASER measurement of reading is a very basic one. ASER 2014 numbers suggest that even today about a quarter of all children enrolled in Std VIII have difficulty reading a simple text at the Std II level of difficulty, and close to half still cannot do a division problem.<sup>5</sup> For 15-16 year olds, the comparison of basic reading and math levels for those who are in school and those who are not currently enrolled is quite stark. For the currently enrolled, the percentage of those who can read at Std II level (or higher) is almost 85%. But of those who are also 15-16 years old but not currently in school, only 36% can read a Std II level text. In math, 50% of those still in school can do division (and more); but barely 10% of those who are not in school can do so.

Underlying the ASER data, there are at least two interrelated trends that are even more worrying. First, the basic ability of Std VIII children in 2014 seems to be lower than that of children who were in Std VIII in 2008 or 2009 (Figure 1). Second, if we track different cohorts of children moving through the education system (from Std V to Std VIII) across different years we see that the learning trajectories are very flat. This means that if you did not

---

<sup>1</sup> Director, ASER Centre, New Delhi

<sup>2</sup> See state report cards from the District Information System for Education (DISE) for different years, available at [www.dise.in](http://www.dise.in). The numbers vary considerably from state to state. During the period 2004-05 to 2013-14, enrolment in Std. VIII increased from 1.46 million to 1.93 million in Maharashtra and from 1.10 to 1.24 million in Tamil Nadu. But in states such as Bihar and Rajasthan, the increase was massive. During the same period, Std. VIII enrolment increased from 0.53 million to 1.93 million in Bihar and from 0.82 million to 1.26 million in Rajasthan.

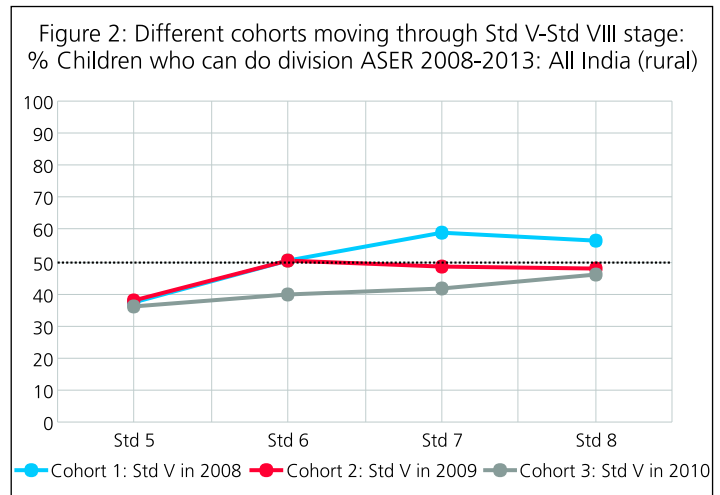
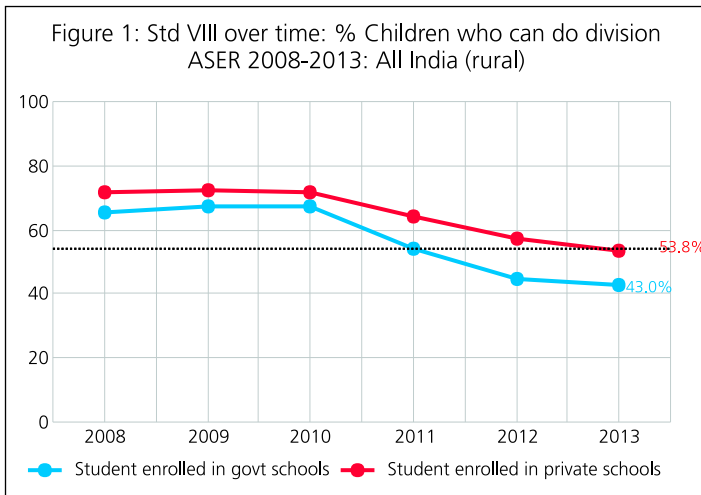
<sup>3</sup> Using DISE data to construct artificial cohorts for all India numbers, we can see that in 2005-06, there were 21.

3 million children in Std. V. In 2008-09, the size of the cohort in Std. VIII was 15.1 million (a “survival” rate of 71%). The same exercise for the cohort that moved from Std. V in 2010-11 (24.7 million) to Std. VIII in 2013-14 (21.4 million) shows a “survival” rate of 87%.

<sup>4</sup> The ASER figures for girls in the age group 15-16 who are currently not enrolled in school has dropped from 22.6% (ASER 2006) to 17.3% (ASER 2014).

<sup>5</sup> In several other ongoing studies being conducted by ASER Centre focused on middle and secondary schools, we find that there is a section of children who cannot read fluently and hence have difficulty doing pen and paper tests. These studies are being carried out in Nalanda in Bihar, Satara in Maharashtra, Hardoi in UP and in Sambalpur in Odisha. More details are available on [asercentre.org](http://asercentre.org).

learn the basic skills by Std V, chances are low that you will pick up these skills in later years (Figure 2).<sup>6</sup> So despite an increase in the number of years spent in school, basic capabilities as measured by the ability to read and to do arithmetic remain stagnant, at least for some children.



Several recent studies on student achievement in India provide more substance and depth to our understanding of where children are as they complete Std VIII.<sup>7</sup> In summarizing the key findings from these studies, it would be fair to say that overall many students are able to do tasks that are based on rote learning and textbook content. But the ability to apply knowledge or skills to different contexts is much weaker. These weaknesses are at least in part due to the fact that teaching-learning practices in Indian classrooms do not focus much on activities that enable students to learn how to express opinions, solve problems or develop independent critical thinking skills.

The main driving force in Indian secondary schools seems to be successful performance in examinations rather than any other learning outcomes. There is growing evidence that large numbers of children, especially in the eastern part of the country are seeking help from outside school sources to supplement “learning” especially in upper primary grades. The massive coaching industry in the secondary sector is thriving and visible everywhere – and all of these efforts are geared to ensure and reinforce successful exam taking.

What happens if you leave school before getting to the Std X board exam stage? Or if you leave after Std VIII? Can you get back into the mainstream education system and resume studying? The simple answer is no. There are open schooling opportunities available but if one of the reasons behind your leaving school was that you were struggling with academic content, then having to cope with it alone in an open school setting hardly solves your problem. Second chance programs are few and far between and are also geared towards exam taking, with very few that link to further learning opportunities beyond the terminal stage of examinations.

What if children in this age group wish to start working? There are educational and age requirements for entry into most vocational skilling programs. Job placements are not possible before age eighteen. In any case, very few skilling programs ensure work placements and hardly any can promise permanent entry into jobs in the organized sector. The reality of India is that the vast majority of the population works in the unorganized sector.<sup>8</sup> That is where most young people will end up as well. However hardly any research has examined what kind of knowledge or skills help improve productive capacity in the unorganized sector. Further, the entire architecture of the education system assumes that with sufficient years of schooling and appropriate certifications via examinations along the way, young people will enter the organized employment sector. The fact that the reality is really quite different does not seem to have made any dent either on how school education is organized or on how educational and occupational aspirations of students and parents are formed.

<sup>6</sup> Economists Lant Pritchett and Karthik Muralidharan have made this point using data from their studies as well.  
<sup>7</sup> National Achievement Survey (Cycle 3) Std VIII report indicates that in reading comprehension, children did better on the “locate information” tasks as compared to the tasks that involved interpreting, inferring or evaluating. In math, data handling questions were easier to do than those which involved ratios, proportions or mensuration. Several studies done by ASER Centre/Pratham ([www.asercentre.org](http://www.asercentre.org)) and Educational Initiatives come to very similar conclusions. See <http://www.ei-india.com/Isa-projects/>.  
<sup>8</sup> According to the National Commission for Enterprises in the Unorganized Sector, “the total employment in the Indian economy in 2004-05 was 456 million of which 393.2 million was in the informal sector. Of these unorganized sector workers, agriculture accounted for 251.7 million and the rest 141.5 million are in the non-agricultural sector.” See [http://nceuis.nic.in/Challege\\_in\\_Employment\\_in\\_Development\\_in%20India.pdf](http://nceuis.nic.in/Challege_in_Employment_in_Development_in%20India.pdf)

As a country we were quick to dismiss our encounter with the PISA (Program for International Student Assessment). But perhaps we threw the baby out along with the bath water. OECD countries use student performance in PISA assessments to understand how well prepared (or not) fifteen year olds are for the world of work and for life after school. It is true that the assessment tasks in the PISA tests may be closer to the kinds of curriculum and pedagogy common in schools in European and other developed countries. It is also true that most students in such countries will move into jobs in the organized sector. We can decide that the PISA framework is not appropriate for us. But have we given serious thought to the skills and knowledge that our young people are going to need to negotiate the life that lies ahead of them?

So here is where we are. We have close to 100 million young people who neither “fit” easily into the education system, nor are they prepared adequately for the world beyond. Simply universalizing the provision of secondary schooling does not address the challenge we have on hand. Simply providing inputs and building infrastructure to channel children into the next stage of education is not sufficient for what young people need. In primary school, we have seen that the age-grade structure of curriculum and teaching leaves many children without even the basics. We know that the methods we use in our schools are not effective for teaching children how to apply what they know to what they see. Our children can do tasks that involve rote learning but cannot apply themselves in new and different contexts. For both secondary schooling and skilling, we should not simply construct institutions or design systems that are unable to deliver what we want.

But what is it that we really want for our young people? What knowledge and what skills do we think our young people must have to face the world as they leave school? What is it that the country needs to do to ensure that every young person has the opportunity to fully explore their capability to learn and to realize their full productive capacity? Why is there no national debate on this critical question? When will we think about where we want our young people to end up, and work backwards to ensure that our children are well prepared to take advantage of the opportunities that are available?

Perhaps it is on this gap that the next version of ASER should shine the spotlight.





About the Survey  
and  
Frequently  
Asked  
Questions

# The why, what and how of ASER

The Annual Status of Education Report (ASER) survey is the largest citizen-led, annual household survey in education in India. Surveyors record whether sampled children aged 3 to 16 years are enrolled in school. They also assess children aged 5 to 16 years orally in basic reading and arithmetic. ASER collects data for a representative sample of children from every state and almost every rural district in India. On average, ASER reaches over 560 districts each year, surveying an average of 650,000 children in more than 16,000 villages across the country (30 randomly sampled villages are surveyed per district) to generate estimates of learning outcomes at the district, state and national levels.

A unique feature of ASER is that in each district, a local institution/organisation conducts the survey. Every year, close to 25,000 volunteers from over 500 organisations participate in conducting the ASER survey, making it one of the largest participatory exercises in the country. By participating in ASER in their district, people contribute to a massive and important national effort. ASER was launched in 2005 and has been done every year since then. 2014 is the tenth year of ASER.

The ASER initiative emerged out of a set of interrelated events, experiences and opportunities. This note contains some background information that may be useful for understanding the context and purpose of ASER. The objective of the note is to explain major influences on the design, content and implementation of ASER over the years.

## **Pratham's<sup>1</sup> early work in primary education**

In the first decade of our work with children in rural and urban communities across India, we noted that both communities and governments were preoccupied with the visible challenges in education: those of inputs, access, and provisions. The less visible but deeper issue of children's learning was 'felt' but not clearly articulated in educational debates and discussions. In many states, more than 90% of children in the age group of 6-14 years were already enrolled in school. But there was no concomitant focus on children's learning either in policy or in practice. As a consequence, there was no clear nationwide agreement on learning goals or how measurement of learning should be done in elementary education. In fact, in many quarters within the education establishment in India, there was active resistance to the notion of defining learning in measureable terms and at times to the very idea of assessment as well.

In our work in communities and schools, we found that surprisingly large numbers of children in primary grades were struggling with early reading and basic arithmetic. We too were struggling to deal with this problem. We needed to be able to accelerate children's pace of learning if they were to have a real and meaningful opportunity to complete primary schooling. One of the big learnings from this phase of our work was the realisation of the fundamental importance of early reading. Without learning to read, a child could not propel herself or himself further in the education system.

Large scale pilots within Pratham led to three important developments. First, we designed a series of simple reading tasks that helped Pratham instructors gain an understanding of their children's reading level and also helped them to track children's progress. These tools were easy and quick to administer, and the results were easily understood by teachers, administrators, and parents.

Second, an unintended consequence of using this tool was that it seemed to help parents, especially illiterate or poorly schooled parents, understand what reading entailed. This demystification of 'learning' enabled parents to understand the goal of the reading interventions and to support their children's learning. The use of the tool with communities created awareness and led to mobilisation. Given the assessment tool's simplicity, it also worked well when taken to scale and across different contexts.

The third development was the evolution of a pedagogical package by Pratham. The model included methods, materials and measurement that helped children (especially those above the age of 7-8) learn to read quickly. Within the Pratham network, this method came to be called 'L2R' (Learning to Read). Like the reading assessment tool, instruction using the L2R package was possible on a large scale, both inside schools (by teachers) and also in the community (with community volunteers). Pratham's experiences in the period 2002-2005 indicated that if reading was a problem, some solutions were attainable fairly quickly.<sup>2</sup>

<sup>1</sup> Pratham is one of the largest non-governmental organisations working in education in India. Pratham's mission is "every child in school and learning well". ASER Centre (the organisation that facilitates the ASER survey) is the autonomous research and assessment unit of Pratham.

<sup>2</sup> Many impact evaluations have been carried out on the effectiveness of Pratham's instructional programs. See the website of J-PAL (Abdul Latif Jameel Poverty Action Lab) for details.

## **The political and economic context**

The broader political and economic landscape in India in the first decade of the new century was also a factor that influenced the birth of ASER. At the national level, the UPA government had come into power in 2004. In its initial policy pronouncements, the new government spoke of “outlays to outcomes”<sup>3</sup> and annual reports of outcomes for the different social sectors were proposed.<sup>4</sup> Despite this rhetoric, hardly any central government department was able to provide annual reports on outcomes. The central Ministry of Human Resource Development continued to produce annual reports focused on inputs, access and provisions as well as financial reports on allocations and expenditures. Periodically it also produced reports on student achievement in government schools.<sup>5</sup>

The allocations for elementary education, however, saw a significant increase from the financial year 2004-05, after the Union government imposed a 2 percent education cess for elementary education. The cess is a earmarked ‘tax-on-tax’ that is used exclusively to finance elementary education. Over the years it has been allocated partly towards the Sarva Shiksha Abhiyan (SSA) and partly towards the Mid Day Meal scheme.

These background contextual conditions were important in leading us to think about generating an outcome-based annual report in education that could push public discourse and action towards focusing on learning outcomes and not just on schooling inputs and provisions.

## **Decision to do an annual status of education report across India**

Whether or not children go to school is a visible phenomenon. Parents, communities, the public - everyone can see children going to school (or not). But what happens in school is more “invisible”. The usual assumption is that if a child is going to school, the child must be learning. Based on Pratham’s experiences in urban and rural communities we knew that it was important to now look at learning. With parents, especially those who are not literate or do not have much schooling, there is a need to make it possible for mothers, fathers and family members, and people in the community, to see what is meant by learning. To understand what is meant by learning, and for people to grasp it, there is an urgent need to demystify “learning” and make it “visible”.

From our work in villages across India from 2002 onwards, we had seen how generating village report cards with local participation helped to bring the issue of learning alive and make it visible in the community. A simple set of tasks (that later came to be known as the ASER tools) in reading and math were used. The assessment was done child by child and hamlet by hamlet. It was done in the community in children’s homes. It was simple, so many people participated. The assessment caused a great deal of conversation among the adults about whether children could read or do arithmetic, and why or why not. Once all children in the village were assessed, a village meeting was convened wherein the results of the assessment were discussed. In village after village, we observed that previously, there had never been any discussion on children’s learning. Once the problem became visible then taking action was simply the next step. Pratham team members offered to share their knowledge and experience of how to teach children basic reading and arithmetic if local volunteers would come forward. The process of assessment to action seemed straightforward.

Could the dynamics that we saw at the village level that led easily from assessment to action be replicated at the district, state or national level? The decision to do an annual survey of education across India was taken on October 2, 2005. It was a Sunday. In 2005, the decision to do a nationwide exercise – ASER – was a leap of faith, an ambitious adventure to find out if people of India were ready to look beyond schooling and focus on learning.

## **Developing tools for assessing learning: Early reading and basic arithmetic**

One of the first tasks for doing a nationwide assessment was to define what we meant by learning – especially learning in the early grades. By this time, our accumulated experience from years of working with children and our understanding of the available research on reading made us realise that reading was a fundamental skill. So the foundation skills for literacy acquisition in early grades such as recognising letters, reading simple words and reading Grade 1 and Grade 2 level connected text were of central focus in our assessments. Similarly, number

<sup>3</sup>See for example the Budget Speech given by the then Finance Minister, P. Chidambaram, on February 28, 2005. Available at <http://indiabudget.nic.in/ub2005-06/bs/speecha.htm>

<sup>4</sup>See the then President of India, Smt. Pratibha Devisingh Patil’s address to the Joint Session of 15th Lok Sabha in New Delhi on June 4, 2009. Available at <http://pib.nic.in/newsite/erelease.aspx?relid=49043>

<sup>5</sup> <http://mhrd.gov.in/documents/term/140>, <http://mhrd.gov.in/documents/term/142>

recognition and basic numerical operations seemed to be the first important building blocks which anchored other capabilities in arithmetic.

Across the world, most achievement tests are pen-and-paper tests administered to children in groups, typically in school. But this approach is not feasible if a child is a beginning reader or struggling to read, as it requires him/her to read and comprehend instructions and then carry out the required tasks. Early reading is therefore best assessed one-on-one with individual children in an oral format.<sup>6</sup> To minimise the reading demand on children and to maintain a standard approach, the arithmetic assessment was also designed to be administered individually in an oral format.<sup>7</sup>

We wanted both reading and arithmetic tasks to assess basic skills. We used textbooks as the main source of guidance on content in developing the ASER assessments, given that regardless of the state, school system, or curriculum framework,<sup>8</sup> teaching-learning activities in Indian classrooms are heavily dependent on and driven by textbooks,<sup>9</sup> and most teachers are mindful of 'finishing the textbook' by the end of the school year.

Language and arithmetic textbooks for early grades across all major Indian states were analysed as part of the preparation for ASER. These analyses indicated that in all states, children are expected to be able to read simple sentences in the regional language by the end of Grade 1 and basic text of 8-10 lines by the end of Grade 2. In arithmetic, all state textbooks expect children to be able to do a two digit numerical subtraction problem with borrowing by Grade 2. Three digit by one digit numerical division is expected of children in Grade 3 in some states and Grade 4 in others.

We knew that simply being in school was not a guarantee of learning these skills. So right from the first year, ASER looked for answers to the following questions: Are children enrolled in school? Are they able to read simple Grade 1 and Grade 2 level text? Can they recognise numbers and do basic arithmetic operations?

By design ASER is a 'floor' test: the purpose is to judge whether children are at or below a specific level (Grade 2 level for reading and Grade 3/Grade 4 level for arithmetic). The objective is not to administer grade appropriate assessments but rather to gauge early reading and arithmetic ability. As a result, the same tool is administered to all children regardless of age or grade.<sup>10</sup>

### **Deciding the target population: Generating district level estimates**

Each year, state governments submit annual work plans to the central government (SSA - Annual Work Plans) in order to access funds earmarked for elementary education. These plans are the basis on which financial allocations are made by the central government to the states. Annual work plans are made at the district level and then aggregated into state plans. Presumably, information available at the district level can provide useful inputs into the annual planning process. While information on enrollment and access is readily available at district and sub-district levels in India, there was no current information on children's learning available at district, state or national levels within the government that could inform the annual planning process.

Given this information gap we decided that ASER would generate estimates for enrollment and learning at the district level. Sampling was designed to ensure that ASER estimates were representative at this level. Generating district level estimates requires much larger sample sizes than state or national level estimates. For this reason, even major government surveys such as the National Sample Survey (NSS) generate estimates that are representative only at the state level, not at the district level. For example, estimates of poverty in India are available only at the state level. To be able to generate reliable district level estimates, ASER samples 30 villages

---

<sup>6</sup> Typically this is how assessments of early reading ability are administered, e.g. the Early Grade Reading Assessment (USAID) and the Dynamic Indicators of Basic Literacy Skills (DIBELS, University of Oregon Center on Teaching and Learning).

<sup>7</sup> To solve numerical problems in the arithmetic tool, the child can use paper and pencil.

<sup>8</sup> The education system in India is embedded in India's federal system of government with centre, states and local governments each having specific roles and responsibilities. Typically the central government makes the overarching law or policy framework, and states are responsible for framing and implementing specific rules, systems and procedures within this framework.

<sup>9</sup> As in many other countries, India has a National Curriculum Framework for elementary education. State governments develop textbooks based on the guidelines laid down in the National Curriculum Framework. Currently, there are examinations at Grade 10 and Grade 12 levels in India, although the Grade 10 exam is becoming optional in many states. These examinations influence teaching and learning practices in lower grades as well. All schools are affiliated to specific examination 'boards'. These can be national boards (the Central Board of Secondary Education and the Indian Certificate of Secondary Education being the main national boards) or state boards. Most schools are affiliated to state examination boards. Each school system uses the textbooks that are mandated for the board that they are affiliated to.

<sup>10</sup> For ASER 2014, tools were prepared and administered in 19 languages including English.



from each rural district. This means that a total of more than 16,000 villages are sampled and visited every year, more than twice the number of villages in the NSS sample for rural India.

### **Deciding where assessments should be done: Household survey**

In-school assessment of learning outcomes is the standard practice in developed countries. In these countries, typically all children are in school, and all schools are listed and fall under the jurisdiction of some national or provincial authority. Since a universal list of schools exists, it is possible to draw a sample from this list. And since all children are accounted for, it is possible to sample children, whether by age or by grade, nationally or provincially.

However, this may not be the case in many developing countries, for several reasons. India is a case in point.

- *School attendance varies:* Although a lot of information is available on school enrollment, there is very little systematic and reliable measurement of attendance. Measuring attendance is harder to do on an ongoing basis in a reliable way. In India, all measurement of school attendance (including ASER) has noted huge variations in school attendance across states - ranging from 90% on a random day in schools in south India to close to 50% in schools in some northern states. School-based assessments of student learning will leave out non-attending children. It is possible that such children have lower learning levels.
- *Children currently not enrolled in school:* Although the proportion of children in India who are currently not enrolled in school is relatively small in India these days, they too need to be accounted for when we look at a representative sample of all children. Those who are currently not enrolled in school include two types of children: those who have never been enrolled and those who were in school but have dropped out. Children leave school for a variety of reasons. One of those reasons is not being able to cope with school. Often the disengagement with school begins with not attending and eventually it leads to dropping out. This is more common among older children. Data about such children (those who were never enrolled and those who have dropped out) and their learning levels can provide a lot of information about what needs to be done to design “second chance” programs to help them return to the education system. Doing a school-based assessment will exclude these children.
- *Children attend different types of schools:* In India, for example, children are enrolled in different types of government schools and a wide range of private schools - many of which are not recognised by the government<sup>11</sup> and hence may or may not be included in official lists. Nationally, in rural India, the proportion of children of elementary school age who go to private schools is close to 30% and rising each year. This proportion varies from 5% to 60% in different states. A school-based assessment would not include children enrolled in the vast majority of unlisted private schools (especially low-cost schools). By not including such children we would be leaving out increasing proportions of school-going children. In addition, a household survey is independent of government permissions, etc. and thus, it is free of any hurdles and easier to be executed by citizens.

A representative sample of ALL children must be drawn from ALL children (i.e. children enrolled in government schools, children enrolled in private and other schools, children not currently enrolled in school and children who do not attend school regularly). Therefore, in contexts such as India, to get a representative sample of ALL children, drawing a sample based on household surveys and subsequently administering the assessments in the household is the only possible option. For these reasons it was decided that ASER would be a household survey. Globally, ASER is perhaps one of the largest assessments of learning done outside the school.

### **Ensuring citizen participation in ASER: Using volunteers**

In contexts where a large proportion of parents may not have been to school, people often do not have a clear or practical understanding of what ‘learning’ entails. This is further compounded by several other factors. First, typically inputs, access and provisions are measured but outcomes are not. Second, often the practice of using empirical evidence to understand current status and to inform further action is rare. Third, learning goals are not clearly articulated or publicised. These factors strengthen the common assumption that if children are in school, they must be learning.

---

<sup>11</sup> Recent government statistics indicate that about 2% children go to unrecognised schools.

Since 'schooling for all' was well understood by policymakers, planners, practitioners and parents even in 2005, it was time to shift the focus to 'learning for all'. We felt that one important way to achieve wider awareness about the issue of learning would be through the participation of a broad-based cross-section of people around the country. Widespread involvement of local citizens in conducting the assessment in each district in India was therefore crucial to the architecture of ASER. But this had important implications for several aspects of ASER's design and implementation:

- *Simplicity of the assessment tool and administration protocol:* Widespread participation of citizens in almost 600 districts implied a massive scale for training and implementation. Therefore the process needed to be relatively straightforward in terms of actual testing of children (process as well as time taken for each child and each subject) as well as the time required to complete a sampled village. The assessment tools and administration protocol have been designed keeping in mind the fact that ASER is a household survey. There are constraints to what can be assessed in the community or in the household.
- *Volunteer model:* Large-scale participation has important cost implications. More than 25,000 volunteers participate in ASER each year. Volunteers usually come from ASER partner organisations in each rural district of India; these organisations are usually universities, colleges, NGOs or self-help groups but could also be other kinds of formal and informal organisations. They are trained, mentored and monitored by around 1,000 Master Trainers. ASER volunteers reach 600,000 to 700,000 children annually in 15,000 to 16,000 villages. They are remunerated only for travel and other actual costs. Hence the ASER survey is truly a citizen-led initiative. Training for ASER takes 2-3 days. During training, one day is spent in actually practicing elements of the survey process and the testing of children in nearby communities. The actual ASER survey is conducted over two days with a pair of surveyors assigned to one sampled village. This is usually done over a weekend.
- *Stringent quality control:* The ASER process in the field has several layers of measures for ensuring quality control. During the actual field survey, the Master Trainers monitor the work of surveyors by visiting villages on the days of the survey. After village data collection is completed, the survey sheets are subjected to a thorough desk review including phone calls to randomly selected households to cross-check that the survey was actually done. After the survey is completed, the Master Trainers visit a minimum of 4 to 8 villages in each district to do a field recheck. ASER Centre also carries out an "external" recheck across states. All of this information from the monitoring and recheck process is used to decide if any villages need to be resurveyed or dropped from the data set for not meeting quality standards.

To summarise, the ASER approach differs in fundamental ways from that of other large-scale learning assessments. The guiding principles of the model can be summarised as 1) household-based assessment, so as to include ALL children – those in government schools, private schools, and not in school; 2) assessment of children's mastery of basic reading and arithmetic, rather than grade level competencies, using tools that are simple to administer and easy to understand; 3) involvement of 'ordinary people', rather than experts, in conducting the assessment and disseminating the results; and 4) generation of estimates at district, state, and national levels, so as to facilitate local level discussions, planning and action.

## **Taking stock**

The landscape for elementary education in India, especially at the policy level, has changed considerably in the last ten years. The Right to Education Act that came into effect in 2010 firmly establishes norms for inputs and infrastructure. The Twelfth Five Year Plan document that was finalised in late December 2012 outlines the need to focus on learning outcomes in elementary school years and why assessment and measurement are critical to understanding what needs to be done. The UPA government in its last years and the new BJP government have both stressed the importance of building solid foundations in the early grades (especially in Std 1 and 2). While the RTE focuses primarily on schooling, other policy statements from the government (at central and state levels) suggest that India is beginning to look beyond schooling to issues of learning.

On the assessment front, in the last two years almost all states have carried out state-wide large scale assessments of children's learning. The national surveys of student achievement are also improving in technical terms. It is fair to say that awareness and acceptance of the "learning crisis" in the Indian school system is now widespread both within the government and outside. It is also clear that the fundamental and critical importance of

“reading” as a skill is acknowledged. Many state governments are carrying out learning improvement programs for students in primary and upper primary grades.

We would like to believe that ASER contributed significantly to these changes in the fabric of education policy and practice in India.

### Readings on ASER:

- See the section on the ASER Centre website - ASER Survey key documents <http://www.asercentre.org/?p=157>
- Banerji, R. (2013). “The Birth of ASER”. *Learning Curve* Issue XX. Azim Premji Foundation publication. [http://img.asercentre.org/docs/Publications/Other%20publications/banerji\\_p85\\_birtofaser\\_learningcurvexxaug2013.pdf](http://img.asercentre.org/docs/Publications/Other%20publications/banerji_p85_birtofaser_learningcurvexxaug2013.pdf)
- Banerji, R., Bhattacharjea, S., Wadhwa, W. (2013). “Annual Status of Education Report”. Special Issue of *Research in Comparative and International Education* on ‘The Globalization of Assessment: A forum on international tests of student performance’ (Vol 8, No.3, 2013) [http://img.asercentre.org/docs/Publications/Other%20publications/aser\\_rcie\\_fullversion.pdf](http://img.asercentre.org/docs/Publications/Other%20publications/aser_rcie_fullversion.pdf)
- Banerji, R. (2013), “From Schooling to Learning: ASER’s Journey in India”. In Sir M. Barber and S. Rizvi (Eds.), *Asking More: The Path to Efficacy*. London: Pearson, November 2013. <http://efficacy.pearson.com/the-urgent-challenge/asking-more-the-path-to-efficacy/>
- Banerji, R., Chavan, M. (2013). “The Bottom Up Push for Quality Education in India”. In H. Malone (Ed.), *Leading Educational Change Global Issues, Challenges, and Lessons on Whole-System Reform*. New York: Teachers College Press

### Technical papers related to ASER:

- Ramaswami, B., Wadhwa, W. (2010). “Survey Design and Precision Estimates of ASER”. ASER Centre working paper. [http://img.asercentre.org/docs/Aser%20survey/Technical%20Papers/precisionofaserestimates\\_ramaswami\\_wadhwa.pdf](http://img.asercentre.org/docs/Aser%20survey/Technical%20Papers/precisionofaserestimates_ramaswami_wadhwa.pdf)
- Vagh, S. B. (2009). “Validating the ASER Testing Tools: Comparisons with Reading Fluency Measures and the Read India Measures”. [http://img.asercentre.org/docs/Aser%20survey/Tools%20validating\\_the\\_aser\\_testing\\_tools\\_\\_oct\\_2012\\_\\_2.pdf](http://img.asercentre.org/docs/Aser%20survey/Tools%20validating_the_aser_testing_tools__oct_2012__2.pdf)
- Banerji, R., Bobde, S. (2013). “Evolution of the ASER English Tool”. In V. Berry (Ed.), *English Impact Report: Investigating English Language Learning Outcomes in Primary School in Rural India*. London: British Council. [http://www.britishcouncil.in/sites/britishcouncil.in2/files/english\\_impact\\_report\\_2013.pdf](http://www.britishcouncil.in/sites/britishcouncil.in2/files/english_impact_report_2013.pdf)

# Overview of the ASER survey process

The ASER survey in a village is completed in two days by a team of two volunteers. The first day of the survey is a school day (mostly Saturday) and the second a holiday (mostly Sunday).

The following is a step-wise overview of the survey process.

A team of two surveyors goes to the assigned village. Once in the village, the surveyors *meet the village head (sarpanch)* and do the following:

- Explain what ASER is.
- Give the village head the 'Letter for the Sarpanch' and ask him/her for permission to survey the village. The letter briefly describes the what, how and why of ASER.

The surveyors *walk around the village* and do the following:

- Make a map of the village in consultation with local residents, and clearly indicate important landmarks and the pattern of habitations on the map. (refer to page 37 for a sample).
- Fill up the Village Information Sheet based on their observations. The Village Information Sheet captures the availability of basic facilities such as schools, banks etc. in the village (refer to pages 38 and 39 for a sample).

The surveyors *go to the government school* (the Std. 1-7/8 school having highest enrollment, if available, else the government primary school (Std. 1-4/5) having the highest enrollment) in the village and do the following:

- Meet the Head Master or the senior-most teacher, and explain to him/her what ASER is.
- Give him/her the 'Letter for the Head Master' and ask him/her for permission to make observations in the school. The letter briefly explains what ASER is and the objective of the school observation part of the survey.
- Collect information about the school and record it in the School Observation Sheet, which contains questions to capture the implementation of RTE norms and other indicators in the school (refer to pages 42-45 for a sample).

The surveyors *randomly select 20 households* to survey. They do the following:

- Divide the map into 4 sections in case of a continuous village, or randomly select 4 hamlets in case of a discontinuous village having discontinuous hamlets.
- Select 5 households from each hamlet/section using the 'every 5th household rule'. Therefore a total of 20 households in the village are surveyed.

In each sampled household, the surveyors do the following:

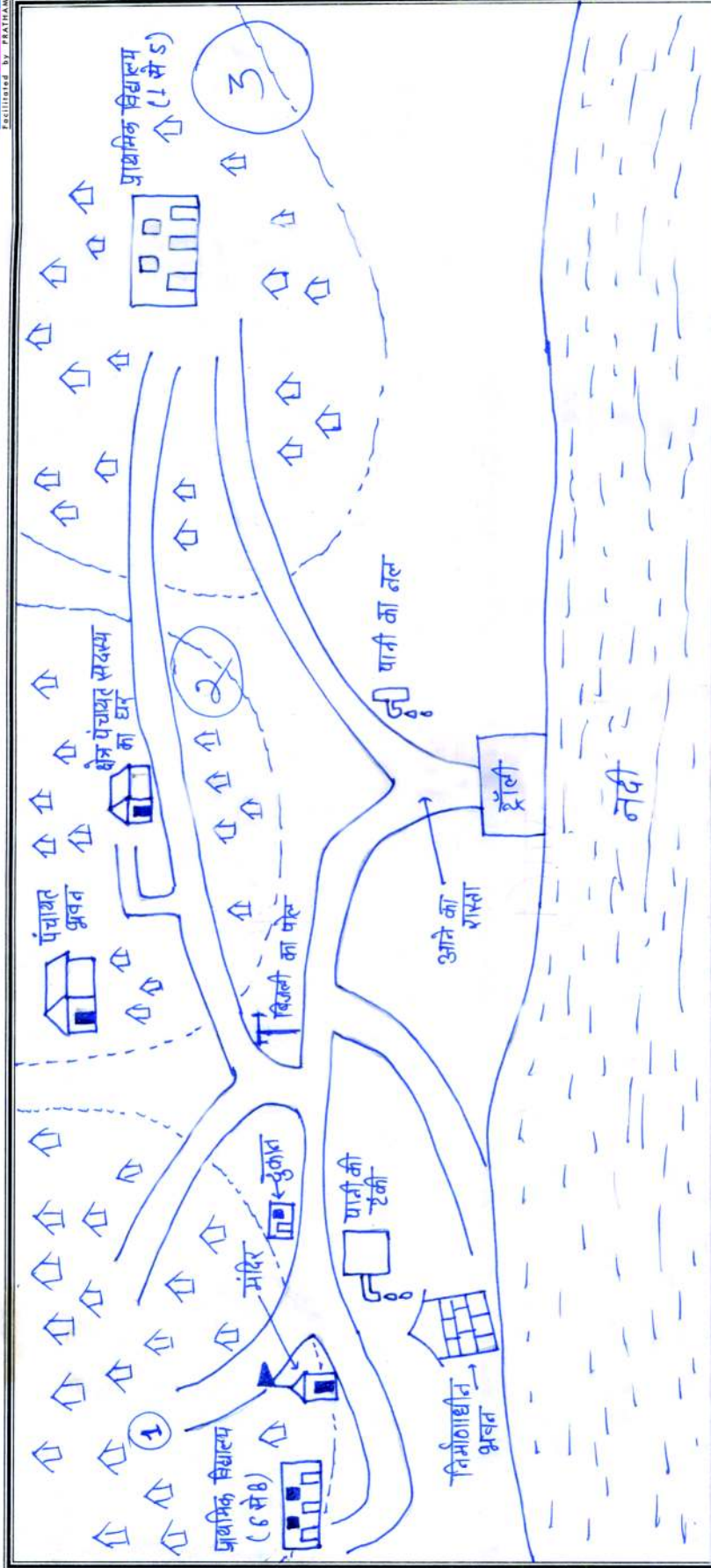
- Record information about the enrollment of children in the age group of 3-16 years, including the type of schools the children attend.
- Assess the basic reading, arithmetic and English levels of children in the age group of 5-16 years using the ASER testing tools.
- Record information about household assets. (Refer to pages 40 and 41 for a sample household survey sheet.)

After all 20 households are surveyed, the surveyors fill up the Village Compilation Sheet and submit the completed survey booklet to the ASER Master Trainer.



# Village map

## गाँव का नक्शा:



## नक्शा बनाने के निर्देश

- सर्वेक्षण किए जा रहे गाँव के विभिन्न हिस्से/मुहल्लों को दर्शाएँ।
- प्रत्येक हिस्से/मुहल्ले को नक्शे पर नंबर दें।
- मुख्य स्थान जैसे कि - विद्यालय, स्वास्थ्य केंद्र, आंगनवाड़ी, मंदिर, मस्जिद, नदी, सड़क, बस स्टैंड, पंचायत भवन, दुकान आदि को दर्शाएँ।
- गाँव का भ्रमण करने के दौरान नक्शे पर दी गई सभी जानकारी की गाँव के लोगों से पुष्टि करें।

गाँव के नक्शे पर मुख्य सड़कों/गलियों/रास्तों को स्पष्ट रूप से चिन्हित करें

# Sample village information sheet - English

## VILLAGE INFORMATION SHEET



Name of state:	MADHYA PRADESH	Name of block:	DAMOH
Name of district:	DAMOH	Name of village:	MACONDO
Surveyors' names:		1. RAHUL KUMAR	
		2. PUSHPA SINGH	
Date of survey:	13/09/2014	Day of survey:	SATURDAY
Please tick (✓) the relevant box		Did you see the following facilities/services in the village yourself? (Tick Yes/No based on your own observation)	
BASIC SERVICES	Pucca road leading to the village?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
	Electricity connection in the village?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
	Post office in the village?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
	Bank (any type) in the village?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
	Govt. Ration/PDS shop in the village?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
	Govt. Primary/Sub Health Centre in the village?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
	Private health clinic in the village?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
	Computer centre/internet café in the village?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
	Equipment/facility using solar energy (private/public) in the village?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
SCHOOLS	Govt. Primary School (Std. 1 to 4/5) in the village?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
	Govt. Upper-primary School (Std. 1 to 7/8) in the village?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
	Govt. Secondary School (Std. 1 to 10) in the village?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
	Govt. School (Std. 6 to 8/10/12) in the village?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
	Private school in the village?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
	Pre-school (Anganwadi/Balwadi/LKG/UKG/Nursery) in the village?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO



# Sample household survey sheet - English

## ASER 2014 - HOUSEHOLD SURVEY SHEET

HH No: 12 State: MADHYA PRADESH District: DAMOH Block: DAMOH Village: MACONDO

Full name of family head: LAKSHMAN SINGH Surveyors' names: 1. RAHUL KUMAR 2. PUSHPA SINGH

Total number of members in the HH who eat from the same kitchen: 8 Respondent's name: MEGHA SINGH Date of survey: 14/09/2014

HH No: 12 State: MADHYA PRADESH District: DAMOH Block: DAMOH Village: MACONDO

Surveyors' names: 1. RAHUL KUMAR 2. PUSHPA SINGH Date of survey: 14/09/2014

Day of survey: SUNDAY Start time of survey: 2:18 PM

Annual Status of Education Report  
**ASER 2014**  
Facilitated by: **TRATIAM**

Serial no	Child information (for age 3-16)		For age 3-6		For age 5-16										Father's background information			
	Mother's name (Children age 3-16 regularly living in the household)	Name of child (Children age 3-16 regularly living in the household)	Age	Sex	Pre-school children (Age 3-6)	In school children (Age 5-16)	Out of school children (Age 5-16)	Tuitions	Does the child go to the surveyed school?	In which language is the child taught in school?	Language in which the child is tested in reading?	Which sample no. was used to test the child (1/2/3/4)?	Reading (✓ the highest level ONLY)	Math (✓ the highest level ONLY)	English (✓ the highest level ONLY)	Age	Has the father ever attended school?	If attended school, then which Std. completed?
1	MEGHA	AMIT	4	M	✓	Never enrolled	Drop out	Does the child take any paid tuition class currently?	Yes	Hindi	HIN 1	Beginner	Beginner	Beginner	32	✓	8	
2	POONAM	SONIA	10	F	✓	Government	Drop out	Yes	✓	Hindi	HIN 1	Beginner	Num Recg 10-99	Subtraction	Can say	40	✓	
3	POONAM	SEEMA	12	F	✓	Private	Drop out	Yes	✓	Hindi	HIN 2	Beginner	Num Recg 1-9	Num Recg 10-99	Can say	40	✓	
4						Govt/AE, other												
5						Madarsa												
6						Never enrolled												
7																		
8																		
<b>Total</b>																		

MOTHER'S BACKGROUND INFORMATION		Does anyone in the HH know how to use a computer?	
Sl. no.	Mother's name	Has the mother ever attended school?	If attended school, then which Std. completed?
1	MEGHA	✓	10
2	POONAM	✓	
3			
4			

HOUSEHOLD INDICATORS (Tick the appropriate column)		Does anyone in the HH completed 12th Std?*		End time of survey	
Type of house	Electricity connection (look at fittings)	TV in the household	Reading material (other than school textbooks)	Yes	No
Kutcha	Yes	Yes	Yes		
Semi Kutcha	Yes	Yes	Yes		
Pucca (with walls and roof of brick and cement)	Yes	Yes	Yes		

Does anyone in the household have a mobile phone?  Yes  No

If yes, what is the mobile number? 955583xx-xx

End time of survey: 2:48 PM

# Sample school observation sheet - English

## ASER 2014 - SCHOOL OBSERVATION SHEET



Name of school: GOVERNMENT PRIMARY SCHOOL MALONDO Name of village: MALONDO State: MADHYA PRADESH  
 Block: DAMOH District: DAMOH

**INSTRUCTIONS:** Visit any government school (Std. 1 to 7/8) in the village. If there is no school in the village which has classes from Std. 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 4/5. If there is no government school in the village with classes from Std. 1 to 4/5 then do not visit any school. Meet the Head Master (in the absence of the HM, meet the senior most teacher) of the school. Documents required: Register with enrollment details of children.

Arrival time in school 11:05 AM	From which Std. to which Std.? (tick any one) <input checked="" type="checkbox"/> Std. 1 to 4/5 <input type="checkbox"/> Std. 1 to 6/7/8 <input type="checkbox"/> Others	Respondent information Name: <u>AKSHAY KUMAR</u> Designation (Tick): <input checked="" type="checkbox"/> HM <input type="checkbox"/> Teacher Phone number: <u>98939xxxx</u>	Date of survey 13/09/14	Day of survey SATURDAY	Surveyors' names 1. <u>RAHUL KUMAR</u> 2. <u>PUSHPA SINGH</u>
------------------------------------	--	--	----------------------------	---------------------------	---

1. CHILDREN'S ENROLLMENT AND ATTENDANCE	Std.1	Std.2	Std.3	Std.4	Std.5	Std.6	Std.7	Std.8	2. OFFICIAL MEDIUM OF INSTRUCTION IN THE SCHOOL	3. TEACHERS	Number appointed (Ask)	Number present (Observe)
Children's enrollment (Take from register yourself). If more than 1 section, write the total.	20	30	15	26	31				1. HINDI	Head Master (Do not include acting HM)	1	1
Children's attendance today*	18	24	12	22	21				2.	Regular Govt. Teachers (Do not include Head Master)	4	3
									3.	Para-teachers	0	

\*Note: Take a headcount of children present. If more than one class is seated together, ask the children of each class to raise their hands separately and then count accordingly. If more than 1 section, do headcount in all sections and write the total.

4. CLASSROOM OBSERVATIONS			5. MID-DAY MEAL		6. FACILITIES OBSERVATION	
Tick the relevant box	Std. 2	Std. 4	Tick the relevant box	Yes	No	Total number of pucca rooms in the school excluding toilets (count yourself and write)
Observe (If more than 1 section, choose any 1)	Yes	No	Was mid-day meal served in the school today? (Ask)			Total number of rooms being used for teaching today (count yourself and write)
Are the children of this Std. sitting with children from any other Std.?	<input checked="" type="checkbox"/>		Is there a kitchen/shed for cooking mid-day meal? (Observe)	<input checked="" type="checkbox"/>		Did you see an office/store/office-cum store?
Is there a blackboard for this class?	<input checked="" type="checkbox"/>		Did you see food being cooked in the school? (Observe)	<input checked="" type="checkbox"/>		Did you see a playground?
If yes, could you easily write on the blackboard?	<input checked="" type="checkbox"/>		Did you see any evidence of the meal being served to the children today (Look for evidence like dirty utensils or meal brought from outside)? (Observe)	<input checked="" type="checkbox"/>		Did you see library books in the school?
Apart from textbooks, did you see any other TLM (e.g. other books, charts on the wall, board games etc.) in the room?	<input checked="" type="checkbox"/>					If yes, did you see library books being used/read by children?
Where is the class seated? (tick one)	<input checked="" type="checkbox"/> Classroom					Did you see a handpump/tap?
	<input type="checkbox"/> Verandah					If there is a handpump/tap, could you use it to drink water?
	<input type="checkbox"/> Outdoor					If there is no handpump/tap or it is not usable, did you see drinking water available?
						Did you see a complete boundary wall or fencing?
						Did you see computers to be used by children in the school?
						If yes, did you see children using computers?



**7. TOILETS (by observation)**

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Boy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Common	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teacher	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Note: If there is more than 1 toilet of a particular type, then take information of the toilet in a better condition.

**8. CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)**

Have you heard about Continuous and Comprehensive Evaluation/CCE? (Ask)

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

If yes,

How many teachers in this school have received a Continuous and Comprehensive Evaluation manual or format? (Ask)

All	<input type="checkbox"/>	Some	<input checked="" type="checkbox"/>	None	<input type="checkbox"/>	Don't know	<input type="checkbox"/>
-----	--------------------------	------	-------------------------------------	------	--------------------------	------------	--------------------------

If manual or format was received, ask the respondent to show it

Could you see a Continuous and Comprehensive Evaluation manual or format in the school? (Ask and observe)

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

**11. SCHOOL GRANT INFORMATION (SSA)** (Ask the HM. If the HM is absent, then ask the senior most teacher)

Who gave the information about grants? (tick any one)	<input checked="" type="checkbox"/> HM	<input type="checkbox"/> Regular Teacher	<input type="checkbox"/> Para-teacher
Does the school have 2 or more SSA passbooks?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	Don't know <input type="checkbox"/>

**12A. SSA ANNUAL SCHOOL GRANT**

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

	April 2013 to March 2014			April 2014 to Date of Survey		
	Did you get the grant?			Did you get the grant?		
	Yes	No	Don't know	Yes	No	Don't know
School Maintenance Grant (SMG)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Development Grant (SDG)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Grant (TLM) (for all teachers)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Classroom Grant	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

School Maintenance Grant (SMG)

School Development Grant (SDG)

Teacher Grant (TLM) (for all teachers)

New Classroom Grant

**9. SCHOOL MANAGEMENT COMMITTEE (SMC)**

Currently is there a School Management Committee (SMC) for this school? (Ask)

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

If yes, then when was the last meeting of the School Management Committee (SMC) held? (Ask)

23/08/2014 (dd/mm/yyyy)

How many members attended the last meeting? (Ask and write the number)

8

**10. SCHOOL DEVELOPMENT PLAN (SDP)**

Was a School Development Plan (SDP) made for your school in 2013-14? (Ask) (Do not include DISE format as SDP)

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

If yes, then could you see the School Development Plan yourself? (Ask and observe)

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

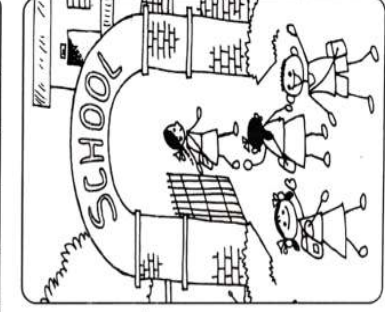
**12B. ACTIVITIES CARRIED OUT IN SCHOOL**

Which of the following activities were undertaken since April 2013? (tick the relevant box)

	Yes	No	Don't know
Construction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Repair	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Purchase	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Departure time from school

12:15 PM





# What to do in a village?

**The following pages contain standardised step-wise instructions for doing the ASER survey. ASER surveyors are given a manual containing these instructions and are trained on the procedures outlined below.**

**Objective:** To map the village to facilitate random selection of households, and to collect basic information about the village.

Refer to page 37 for a sample village map and pages 38-39 for sample Village Information Sheets. Refer to page 313 for information on sampling.

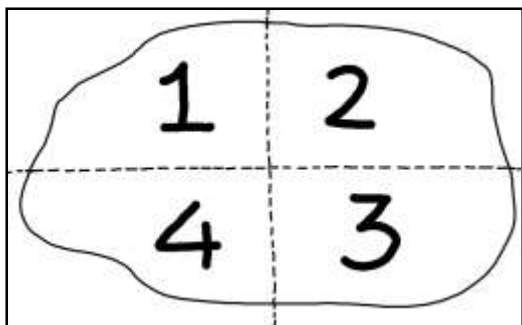
Information about 20 households, randomly selected from the entire village, is to be collected. A map of the village is made to facilitate this process. To begin mapping the village, walk around the village and talk to the villagers.

- Understand the location of different hamlets/sections and important landmarks in the village.
- As you walk around the village, fill out the Village Information Sheet. Mark 'yes' or 'no' for each facility listed, based on your observations.

## How to draw the map?

- **Rough map:** Make a rough map to show the pattern of habitations in the village. Use the help of local people to identify landmarks – temples, mosques, rivers, schools, bus stops, *panchayat bhavans*, shops etc. – and indicate them on the map. Mark the main roads/streets/paths in the village prominently on the map.
- **Final map:** Once everyone agrees that the rough map is a good representation of the village, and it matches your experience of walking around the village, copy it on to the map sheet given to you in the survey booklet.

## How to mark and number hamlets/sections on your map?



### 1. Continuous village

**If the village has continuous habitations:**

- Divide the entire village into 4 sections geographically.
- Assign each section a number. Write the number on the map. (See the example to the left.)
- Select 5 households from each section. (The procedure for household selection is explained in the next section.)

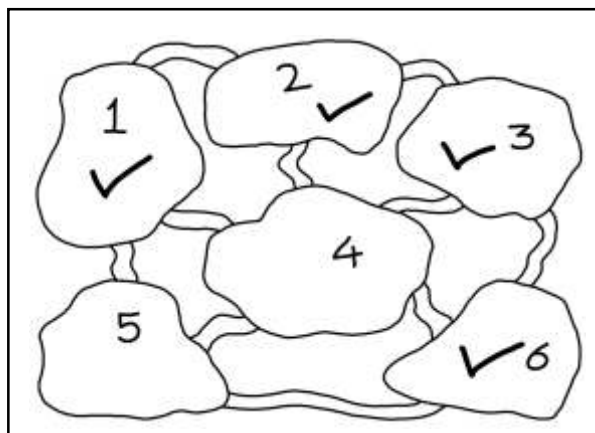
### 2. Village with hamlets/sections

**If the village has discontinuous hamlets/sections:**

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

**If the village has:**

- **2 Hamlets/Sections:** Divide each hamlet/section into 2 parts and select 5 households from each part.
- **3 Hamlets/Sections:** Select 7, 7 and 6 households from each of the 3 hamlets/sections 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 hamlet/section. On the map, tick the hamlets/sections chosen for the survey. (See the example to the right.)



# What to do in each hamlet/section?

**Objective:** To randomly sample households from each hamlet/section by applying household selection rules.

Use the following procedure to select 5 households from each of the 4 hamlets/sections in the village.

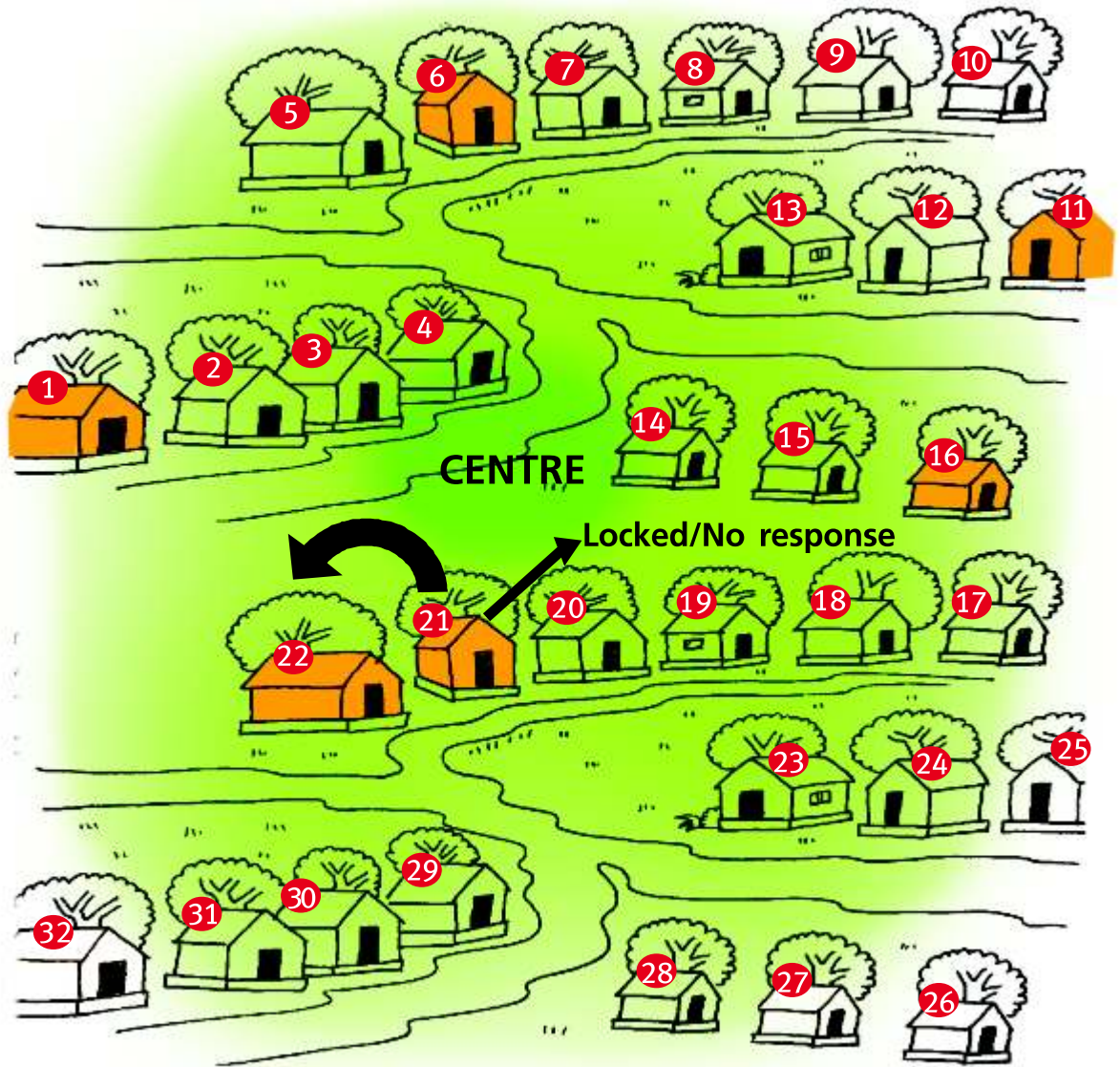
- Go to the central point of the first hamlet/section.
- Survey the first household to your left. After surveying this household, skip the next 4 households and survey the 5th one. While selecting households, count only those dwellings that are residential. Count every door or entrance to a house from the street as a household.
- If you reach the end of the hamlet/section before 5 households are sampled, go around again using the same 'every 5<sup>th</sup> household rule'. If a surveyed household gets selected again, then go to the next/adjacent household. Continue until you have 5 households from the hamlet/section. (Refer to page 48 for a visual representation of the 'every 5<sup>th</sup> household rule'.)
- 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.

## What to do in case of

- 1. Households with multiple kitchens:** In each house, ask how many kitchens or *chulhas* there are. **If there is more than one kitchen in a household, select the kitchen from which the respondent's<sup>1</sup> family eats.** Survey only those individuals who regularly eat from the selected kitchen. After completing the survey in this house, proceed to the next house using the 'every 5<sup>th</sup> household rule' (counting from the next house on the street, not from the next kitchen/*chulha*).
  - 2. Households with no children:** If there are no children in the age group of 3-16 years in the selected household but there are inhabitants, include that household in the survey. Note down information about the name of the head of the household, total number of members in the household, household assets, name of the respondent and mobile number of the household. Write the number/name of the hamlet/section (as indicated on the map) from which the house has been selected. Also record whether anyone in the household has passed Std. 12 and whether anyone knows how to use a computer. **Such a household is counted as one of the five surveyed households in each hamlet/section but no information about mothers or fathers need be collected.**
  - 3. Closed houses:** If the selected house is locked or if no adult respondent is available, note that down on your Village Compilation Sheet (at the end of the survey booklet). **This household does not count as a surveyed household. Do not record this household's information in the survey sheet.** Move to the next/adjacent house.
  - 4. No response:** If a household refuses to participate in the survey, record that household on your Village Compilation Sheet in the 'no response' box. **This household also does not count as a surveyed household. Do not record this household's information in the survey sheet.** Move to the next/adjacent house.
- Stop after you survey 5 households in the hamlet/section. Now move to the next selected hamlet/section. Follow the 'every 5<sup>th</sup> household rule' again to select 5 households in this hamlet/section. In this manner, survey 5 households from each of the 4 hamlets/sections and therefore survey a total of 20 households in the village.
  - If the village has less than 20 households, then survey all the households in the village.
  - Ensure that you go to households only when children are likely to be at home: after school hours and/or on a holiday/Sunday.

<sup>1</sup>Respondent = An adult who is present in the household during the survey and is 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?

**Objective:** To record basic information about the children and adults living in a household in the household survey sheet.

*Refer to pages 40-41 for sample household survey sheets.*

While surveying households, 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. Note down information in the household survey sheet as described below for each of the 20 sampled households. Use one household survey sheet per household.

## 1. General information

- **Household (HH) Number:** Write down the household number in every household survey sheet. Write '1' for the first household surveyed, '2' for the second household surveyed and so on until '20'.
- **Total number of members in the HH who eat from the respondent's kitchen:** Ask the respondent and write down the total number. If there are multiple kitchens/*chulhas* in the household, remember to include only those members who eat regularly from the respondent's kitchen.
- **Note down the following:**
  - o Respondent's name: Respondent is an adult who is present in the household during the survey and provides you with information.
  - o Hamlet/Section no. (from the map) and/or name of hamlet/section from which the household is selected.

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

**In the household survey sheet, note down information only about individuals who regularly live in the sampled household and eat from that household's kitchen.**

Collect information from the sampled household about all children aged 3-16 years who regularly live in the household and eat from that household's kitchen. Ask the members of the household to help you identify these children. All such children should be included in the survey, even if their parents live in another village or if they are the children of the domestic help in the household.

### What to do in case of

1. **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 the age group of 3-16 years gets left out of the survey. Often older children are shy and hesitant to be tested. Be sensitive about this issue.
2. **Children who are not at home during the time of the survey:** If there are children who regularly live in the household but are not at home during the time of the survey, include them in the survey and note down their information in the household survey sheet. If possible, ask family members to send for such children so that you can test them. If the children do not come immediately, make a note of that household and revisit it after surveying the other households. If there are children who regularly live in the household but are out of the village on the day of the survey, for e.g. children visiting relatives, write down their information even if you cannot test them.
3. **Children who are relatives but live in the sampled household on a regular basis:** INCLUDE these children because they live in the household on a regular basis. But do not note down information about their parents if they do not live in this household.
4. **Children who do not live in the household on a regular basis:** DO NOT INCLUDE children who do not regularly live in the household, even if they belong to the respondent's family, 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 as they do not regularly live in the sampled household.



**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 is divorced, and the child's stepmother (father's present wife) is living in the household, include the stepmother as the child's mother. Note down the mother's age and schooling information in the box 'Mother's Background Information'.

### Children:

After identifying which children to survey, collect the following information for each sampled child. Remember, one row of the household survey sheet is to be used for each child.

- **Child's name, age, sex:** The child's name, age and sex is to be filled for all children selected for the survey. For female children write 'F' and for male children write 'M'.
- **Children aged 3-6 years:** The first block, 'Pre-school children (Age 3-6)', is to be filled up only for children aged 3 to 6 years. On the household survey sheet, note down whether such children are attending an *Anganwadi* (ICDS), *Balwadi*, nursery/LKG/UKG, etc. If the child is not going to any *Anganwadi*, pre-school, etc., put a tick under 'Not going', under the section 'Pre-school children (Age 3-6)'.
- **Children aged 5-16 years:** The remaining blocks of information are to be filled ONLY for children aged 5-16 years.

**For in-school children (currently enrolled in school):** Note down the child's current schooling status and Std. If the child goes to pre-school, use the following terms to fill up the 'Std.' column:

'NUR' for nursery, 'LKG' for LKG, 'UKG' for UKG, 'AW' for *Anganwadi*, 'BW' for *Balwadi*.

**For out-of-school children (who are currently not enrolled in school):**

- If the child has never been enrolled in school, put a tick under 'Never enrolled'.
- If the child has dropped out of school, put a tick under 'Drop out'.

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

Also note the actual year when the child left school. For example, if the child dropped out in 2007, write '2007'.

**For all children (aged 5-16 years):**

- Ask the respondent if each of the sampled children aged 5-16 years attends tuition (meaning paid classes outside school). If yes, ask how much the parents pay for each child's tuition per month.

If the respondent cannot tell you the payment made per month, leave the box blank.

If a child takes more than one paid tuition class, then add the payment for all the classes (per month) and write the total amount paid for the child's tuition classes per month.

- Also ask whether each child attends the specific government school which you have surveyed or will survey. Do not ask this question for children who are not currently enrolled in school.
- All children in this age group are to be tested in basic reading, arithmetic and English. Irrespective of the children's age, follow the same testing procedure for all children so as to keep the process uniform.

**Father's background information:** Ask for the age and schooling information of the child's father. Note down this information only 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 is divorced, and the child's stepfather (mother's present husband) is living in the household, include the stepfather 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 make observations, note down what is reported by household members only and not by others. In case of assets such as TV and mobile phone, ask whether it is there in the household and whether it is owned by the household. This information is collected in order to link children's learning levels to the household's economic conditions.

- **Type of house the child lives in:** Types of houses are categorised 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.
  - **Kutchra House:** The walls and roof are made of material other than those mentioned above, like unburnt bricks, bamboos, mud, grass, reeds, thatch, loosely packed stones, etc.
  - **Semi-Kutchra house:** A house that has fixed walls made up of pucca material and roof made up of material other than those used for pucca houses.
- **Motorised 2-wheeler:** Ask the respondent and mark 'yes' if the household owns a motorised 2-wheeler such as a motorcycle or scooter, otherwise mark 'no'.
- **Electricity in the household:**
  - Mark 'yes' or 'no' by observing if the household has wires, electric meters and fittings, bulbs etc.
  - If there is an electricity connection, ask whether the household has had electricity any time on the day of your visit (not necessarily while you are there). Mark 'yes' or 'no' accordingly.
- **Toilet:** Mark 'yes' or 'no' by observing if there is a constructed toilet in the house. If you are not able to observe, then ask.
- **Television:** Mark 'yes' or 'no' by observing if the household has a television. If you are not able to observe, then ask. It does not matter whether the television is in working condition.
- **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 'no'.
- **Reading material**
  - **Newspaper:** Mark 'yes' if the household subscribes to a daily newspaper, otherwise mark 'no'.
  - **Other reading material:** This includes story books, magazines, religious books, comics etc. but does not include calendars and school textbooks. If the aforementioned reading material is available, mark 'yes', otherwise mark 'no'.
- **Other questions for the household:**
  - Mark 'yes' under the corresponding question if anyone (apart from the mother(s) and father(s) whose background information has already been recorded earlier) in the household has completed Std.12, otherwise mark 'no'.
  - Mark 'yes' under the corresponding question if anyone in the household knows how to use a computer, otherwise mark 'no'.
  - If the household has a mobile phone, mark 'yes' under the corresponding question and note the mobile number in the next column, otherwise mark 'no'. Please tell the household members that the mobile number of the household is collected only for the purpose of recheck and shall not be used for any other purpose.

**If you do not get an answer for a question in the household survey sheet, leave the corresponding column blank.**

Remember to thank households for their participation.

# ASER 2014 – Reading tasks



All children were assessed using a simple reading tool. The reading test has 4 sections:

- 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 6 words. These words (or their equivalent) are in the Std 1 textbooks 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 textbooks of the states.

Story

**A big tree stood in a garden. It was alone and lonely. One day a bird came and sat on it. The bird held a seed in its beak. It dropped the seed near the tree. A small plant grew there. Soon there was another tree. The big tree was happy.**

Para

**Rani likes her school. Her class is in a big room. Rani has a bag and a book. She also has a pen.**

Letter

e    d    w  
s    c  
g    h    z  
i    q

Word

hand    star  
          bus  
cat      book  
day      few  
          old  
sing     bold

Sample: English basic reading test\*

Similar tests developed in all regional languages

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

While developing these tools in each regional language, care is taken to ensure

- Comparability with previous years' tools with respect to word count, sentence count, type of words 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 of words and context, established 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.

# How to test reading?

**START  
HERE**

## PARAGRAPH

Show the child the 2 paragraphs in the testing tool. Ask her to read either of the 2 paragraphs. Let her choose the paragraph herself. If she does not choose, give her any one paragraph to read. Listen carefully to how she reads.

The child is not at the **'Paragraph'** level if she:

- Reads the text like a string of words, rather than a sentence.
- Reads the text haltingly and stops often.
- Makes **more than 3 mistakes** in reading the text.

*If the child is not at the **'Paragraph'** level then ask her to read the words.*

The child is at the **'Paragraph'** level if she:

- Reads the text like she is reading sentences, rather than a string of words.
- Reads the text fluently and with ease, even if she reads slowly.
- Reads the text with **3 or fewer than 3 mistakes.**

*If the child is able to read the paragraph, then ask her to read the story.*

## WORDS

Ask the child to read any 5 words from the word list.

Let her choose the words herself. If she does not choose, then point out any 5 words to her.

The child is at the **'Word'** level if she reads at least **4 out of the 5** words with ease.

*If the child is at the **'Word'** level, then ask her to read the paragraph again and then follow the instructions for paragraph level testing.*

*If the child can correctly and comfortably read at least 4 out of 5 words but is still struggling to read the paragraph, then mark her at the **'Word'** level.*

*If the child is not at the **'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 the **'Story'** level if she:

- Reads the text like she is reading sentences, rather than a string of words.
- Reads the text fluently and with ease, even if she reads slowly.
- Reads the text with **3 or fewer than 3 mistakes.**

*If the child can read the story, then mark her at the **'Story'** level.*

*If the child is not at the **'Story'** level, then mark her at the **'Paragraph'** level.*

## LETTERS

Ask the child to recognise any 5 letters from the letter list.

Let her choose the letters herself. If she does not choose, then point out any 5 letters to her.

The child is at the **'Letter'** level if she correctly recognises at least **4 out of 5** letters with ease.

*If the child is at the **'Letter'** level, then ask her to read the words again and then follow the instructions for word level testing.*

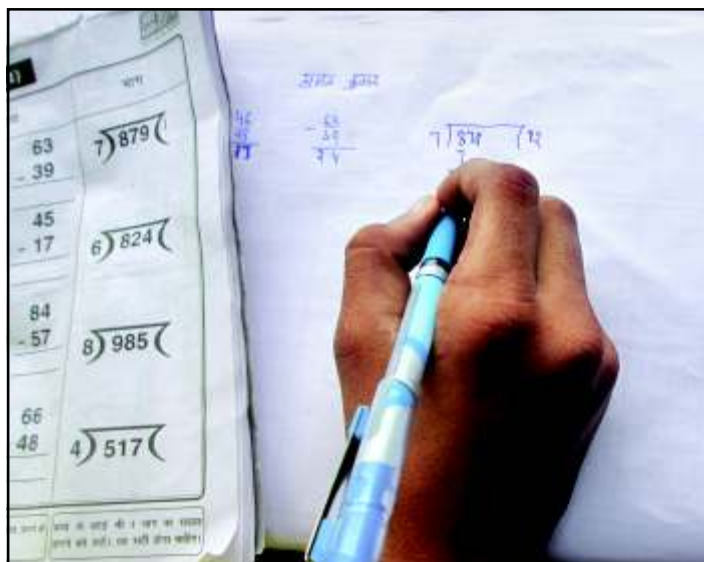
*If the child can recognise at least 4 out of 5 letters but cannot comfortably read the words, then mark her at the **'Letter'** level.*

*If the child is not at the **'Letter'** level (cannot recognise at least 4 out of 5 letters chosen), then mark her at the **'Beginner'** level.*

**ON THE HOUSEHOLD SURVEY SHEET, MARK THE CHILD AT THE HIGHEST LEVEL SHE CAN REACH.**



# ASER 2014 – 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 from 1 to 9.
- Number recognition 10 to 99: Randomly chosen numbers from 10 to 99.
- Subtraction: 2 digit numerical subtraction problems with borrowing.
- Division: 3 digit by 1 digit numerical division problems.

Number recognition 1-9	Number recognition 10-99	Subtraction		Division
5    7	74    23	$\begin{array}{r} 63 \\ - 44 \\ \hline \end{array}$	$\begin{array}{r} 51 \\ - 35 \\ \hline \end{array}$	$7 \overline{) 898}$
8    4	91    86	$\begin{array}{r} 92 \\ - 48 \\ \hline \end{array}$	$\begin{array}{r} 71 \\ - 35 \\ \hline \end{array}$	$4 \overline{) 659}$
2    9	24    79	$\begin{array}{r} 45 \\ - 27 \\ \hline \end{array}$	$\begin{array}{r} 34 \\ - 19 \\ \hline \end{array}$	$8 \overline{) 946}$
3    1	37    61	$\begin{array}{r} 43 \\ - 29 \\ \hline \end{array}$	$\begin{array}{r} 46 \\ - 17 \\ \hline \end{array}$	$6 \overline{) 757}$
58    14				
Ask the child to recognize any 5 numbers. At least 4 must be correct.	Ask the child to recognize any 5 numbers. At least 4 must be correct.	Ask the child to do any 2 subtraction problems. Both must be correct.		Ask the child to do any 1 division problem. It must be correct.

Sample:  
Arithmetic  
test

# How to test arithmetic?

## SUBTRACTION 2 digit with borrowing

START  
HERE

The child is required to solve 2 subtraction problems. Show her the subtraction problems. Ask her to choose a problem. If she does not choose, point out any one problem to her.

Ask her what the numbers are, then ask her to identify the subtraction sign.

If she is able to identify the numbers and the sign correctly, ask her to write and solve the problem. If the solution is incorrect, give her another chance to solve the problem.

Irrespective of whether the first subtraction problem is answered correctly, ask her to choose and attempt the second problem following the same testing procedure.

*If the child **cannot do both** subtraction problems correctly, then ask her to identify the numbers from 10 to 99.*

*Even if the child does only 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 her choose the numbers herself. If she does not choose, then point out any 5 numbers to her. If she correctly identifies at least **4 out of 5** numbers, then mark her at the '**Number Recognition (10-99)**' level.

If the child is not at the '**Number Recognition (10-99)**' level (cannot correctly identify at least 4 out of 5 numbers chosen), then ask her to identify numbers from 1 to 9.

## NUMBER RECOGNITION (1-9)

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

If she correctly identifies at least **4 out of 5** numbers, then mark her at the '**Number Recognition (1-9)**' level.

If the child is not at the '**Number Recognition (1-9)**' level (cannot identify at least 4 out of 5 numbers chosen), then mark her at the '**Beginner**' level.

## DIVISION 3 digit by 1 digit

The child is required to solve 1 division problem. Show her the division problems and ask her to choose one. If she does not choose, point out any one problem to her.

Ask her to write and solve the problem.

If she solves the problem and calculates **both the quotient and remainder** correctly, then mark her at the '**Division**' level.

If she makes a mistake, give her another chance to attempt the same problem.

If the child is unable to solve the division problem correctly, mark her at the '**Subtraction**' level.

THE CHILD MUST SOLVE THE ARITHMETIC PROBLEMS AT THE BACK OF THE HOUSEHOLD SURVEY SHEET.

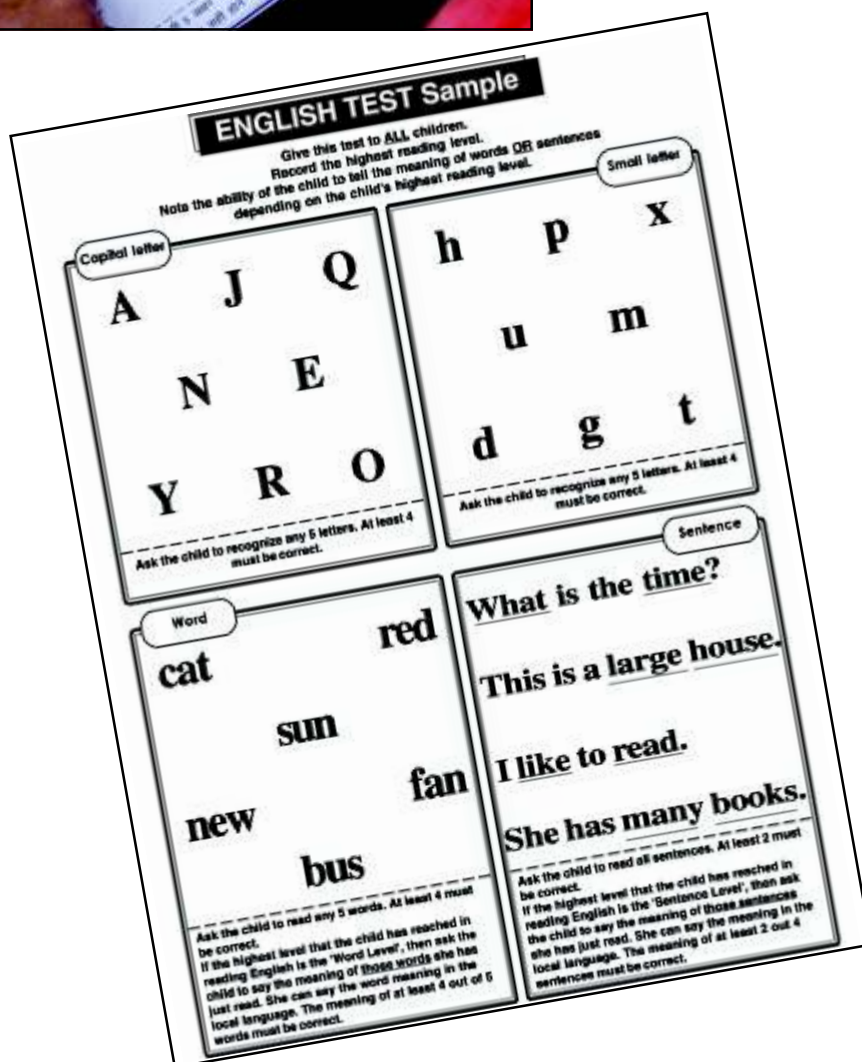
ON THE HOUSEHOLD SURVEY SHEET, MARK THE CHILD AT THE HIGHEST LEVEL SHE CAN REACH.

# ASER 2014 – 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 for meaning of the read words in her 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 introductory English textbooks of the states. After reading, the child is asked to say the meaning of the read sentences in her local language.



Sample:  
English  
test

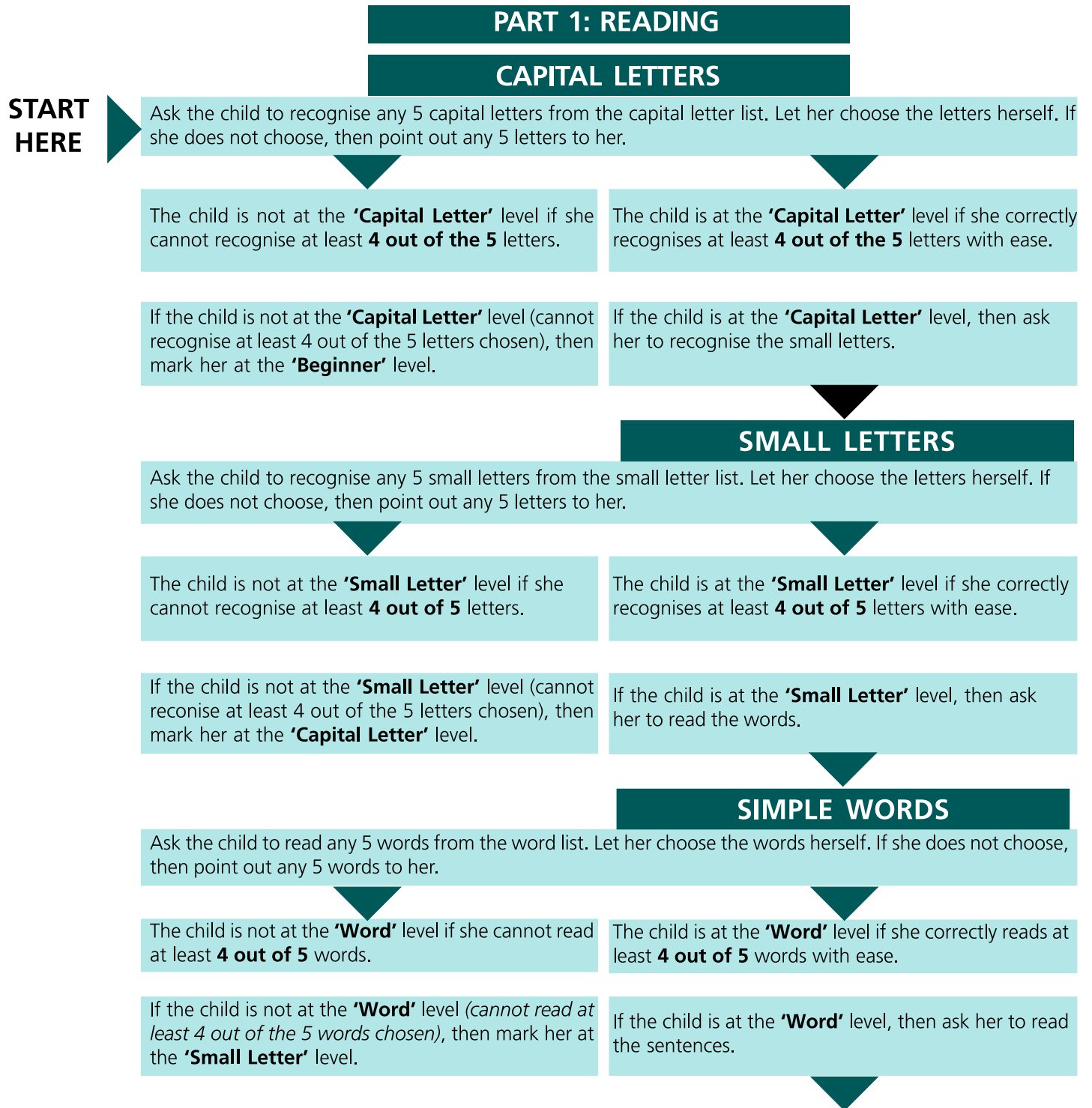
While developing these tools in English, care is taken to ensure

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

# How to test English?

There are 2 parts in the English testing process: Reading and Meaning.

- First administer the reading test and mark the highest reading level of the child.
- Then administer the meaning test. **This is only for children who are marked at the 'Word' or 'Sentence' levels in the English reading test.**



Continued on the next page...



## EASY SENTENCES

Ask the child to read all 4 of the given sentences.

The child is not at the **'Sentence'** level if she:

- Cannot read at least **2 out of 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 the **'Sentence'** level if she:

- 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 reads slowly.

If the child is not at the **'Sentence'** level, then mark her at the **'Word'** level

AND

Ask her to tell you the meaning of the words she has read correctly, as described below.

If the child is at the **'Sentence'** level, then mark her at the **'Sentence'** level

AND

Ask her to tell you the meaning of the sentences she has read correctly, as described below.

## PART 2 : MEANING

For **WORD LEVEL CHILDREN**

For **SENTENCE LEVEL CHILDREN**

### WORD MEANINGS

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

### SENTENCE MEANINGS

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 words if she correctly tells you the meaning of at least 4 of the read words. She can tell you the meaning of the words by:

- Saying the correct meaning in her local language
- OR
- Pointing to an object to explain the meaning of the word, for eg., pointing to her father to explain the meaning of 'man' or pointing to something red to explain the meaning of 'red'.

The child knows the meaning of the sentences if she correctly tells you the meaning of at least 2 of the read sentences. She can tell you the meaning of the sentences by:

- Saying the correct meaning in her local language
- OR
- Explaining the meaning of at least the main underlined words in the sentence. For eg., for the sentence 'What is the time?', she is at least able to say '*kyalkitna*' and '*samay/waqt*'.

**Note: Do not ask the meaning of the main underlined words by pointing at them.**

If the child can correctly tell you the meaning of **at least 4** of the words, then mark under **'Can say'** in the 'Word Meaning' column.

If the child cannot correctly tell you the meaning of **at least 4** of the words, then mark under **'Cannot say'** in the 'Word Meaning' column.

If the child can correctly tell you the meaning of **at least 2** of the sentences, then mark under **'Can say'** in the 'Sentence Meaning' column.

If the child cannot tell you the meaning of **at least 2** of the sentences, then mark under **'Cannot say'** in the 'Sentence Meaning' column.

Note: If the child is marked at the **'Word'** level, then ask her for only word meanings.

If the child is marked at the **'Sentence'** level, then ask her for only sentence meanings.

**ON THE HOUSEHOLD SURVEY SHEET, MARK THE CHILD AT THE HIGHEST LEVEL SHE CAN REACH.**

# What to do in a school?

**Objective:** To record information about children's enrollment and attendance, teachers' appointment and attendance, school facilities, grants etc.

*Refer to pages 42-45 for a sample School Observation Sheet.*

## General instructions

- Visit a Std. 1 to 7/8 government school in the village. If there is no such school in the village, then visit a Std. 1 to 4/5 government school. If there is more than one Std. 1 to 4/5 government school, choose the school with the highest total enrollment of children. If there is no school for at least Stds.1 to 4/5 in the village, do not visit any school. In the top left box of the School Observation Sheet, tick according to the school type.
- Meet the Head Master (HM). If the HM is not present, meet the senior-most teacher. Explain the purpose and importance of ASER to the respondent and give him/her the 'Letter for the Headmaster'. Be very polite. Assure the respondent and teachers that the name of the school would not be shared with anybody.
- Ask the respondent for his/her phone number for the purpose of recheck.
- Note the time of entry, date and day of visit to the school.
- Ask the respondent for the enrollment register or any official document for the enrollment figures in that school.

## 1. Children's enrollment & attendance

- Ask for the enrollment registers of all the standards and use them to fill up enrollment information. If a standard/class has many sections, then note the total enrollment for that class.
- Go to the classrooms/areas where children are seated and note down their attendance information class-wise by counting the children yourself. Children are often found seated in mixed groups. You may need to seek the teachers' help to distinguish children class-wise. Ask children from each Std. to raise their hands. Count the number of raised hands and accordingly fill up the attendance information 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 in classes with many sections: Take a headcount of the individual sections, add them up and write down the total attendance for that class.

## 2. Official medium of instruction in the school

- Note down the official language used as the medium of instruction.
- If the school has more than one official medium of instruction, note all of them in the box provided.

## 3. Teachers

- Ask the respondent and note down the number of teachers appointed. Acting HM counts as a regular teacher. HM on deputation in the surveyed school counts as an HM. The number of regular government teachers does not include the HM.
- Observe how many HMs/teachers are present and note down the number.
- If the school has para-teachers, record their number separately. (Definition of a para-teacher: A para-teacher is a contract teacher with a pay scale different from 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 count NGO volunteers as teachers.

#### 4. Classroom observations

**This section is for Std. 2 and Std. 4 only.** If there is more than one section for a standard, then randomly choose one to observe. You may need to seek teachers' help to distinguish children class-wise as children from more than one class may be seated together.

**Observe the following and fill accordingly.**

- Seating arrangement of children: Are two or more classes sitting together in the same classroom or is a single class sitting separately?
- Is there a blackboard where the children are sitting? If yes, could you write on it easily?
- Were any teaching material other than textbooks available, like charts on the wall, board games etc.? Material painted on the walls of the classroom is not considered teaching material.
- Where are children sitting (in the classroom, in the verandah or outside)?

#### 5. Mid-Day Meal (MDM)

- Ask the respondent whether the mid-day meal was served in the school on the day of the survey.
- Observe if there is a kitchen/shed for cooking the mid-day meal.
- Observe if any food is being cooked in the school.
- Observe whether the mid-day meal was served in the school today (Look for evidence, such as dirty utensils). Mark accordingly.

#### 6. Facilities observation

Observe whether each of the listed facilities is available in the school and accordingly mark your answers for each corresponding question.

- Observe and count the total number of pucca rooms (excluding toilets). Also observe and count the total number of pucca rooms used for teaching on the day of the survey.
- Observe if there is an office or store or office-cum-store. Tick under 'Yes' if at least one is present.
- Observe if there is a playground. (Definition of a playground: An area within the school premises with a level playing field and/or school playing equipment like slides, swings etc.)
- Observe if there are library books in the school (even if kept in a cupboard). If yes, observe if children are using these books at the time of the survey.
- Observe if there is a handpump/tap. If yes, check whether you could drink water from it. If there is no handpump/tap or you could not drink water from it, check whether drinking water is available in any other form.
- Observe if the school has a complete boundary wall or complete fencing (with or without a gate).
- Observe if there are computers in the school for the children's use. If yes, observe if children are using the computers at the time of the survey.

## **7. Toilets**

- 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 or 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 is unlocked, note whether it is 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 the school has more than one toilet in any category, then record information about the toilet that is in better condition for that category.

## **8. Continuous and Comprehensive Evaluation (CCE)**

- Ask the respondent if he/she has heard about CCE.
- If he/she has not heard about CCE, then do not ask the next question and proceed to Section 9.
- If he/she has heard about CCE, then ask how many teachers have received a CCE manual/format.
- If CCE manual/format has been received, ask the respondent to show you the CCE manual/format and tick accordingly.

## **9. School Management Committee (SMC)**

- Ask the respondent if currently there is an SMC for the school.
- If there is an SMC for the school, then ask when the last meeting of the SMC was held.
- Ask how many members attended the last meeting of the SMC.

## **10. School Development Plan (SDP)**

- Irrespective of the answers to the SMC question, ask whether a School Development Plan (SDP) was made for the school in 2013-14.
- If yes, ask the respondent to show you the SDP and tick accordingly. Do not include the DISE format as an SDP.

## **11. School Grant Information (Sarva Shiksha Abhiyan (SSA) Grants)**

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

- The information for this section should be taken from the HM. In the absence of the HM, ask the senior most teacher present. Tick the designation of the person who is asked for grants information (HM/Regular teacher/Para-teacher).
- In case of schools with classes from 1 to 7/8, there may be separate Head Masters 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 box (Yes/No/Don't know).



## **12A. SSA Annual School Grant**

Ask the respondent about the grants very politely. If he/she refuses to answer or is hesitant to answer this section, do not force him/her and move on to Section 12B.

If the school has two or more SSA passbooks, collect information pertaining to the primary section (Std. 1 to 4/5) only.

Ask for information about four SSA grants – School Maintenance Grant (SMG), School Grant or School Development Grant (SDG), Teacher Grant or Teacher Learning Material (TLM) and New Classroom Grant. For each grant, information for two separate time periods is required: Financial Year 2013-14 (1st April 2013 to 31st March 2014) and Financial Year 2014-15 (1st April 2014 till date of survey).

- For each grant, first ask if the school received the grant for 2013-14 (April 2013 to March 2014). Mark the answer under the appropriate column (Yes/No/Don't know).
- If yes (the school received the grant), ask if the full amount was spent, and mark the answer as follows.
  - o Mark 'Yes' only if the full amount was spent.
  - o Mark 'No' if nothing was spent or less than the full amount was spent.
  - o Mark 'Don't know' if the respondent is not aware whether the full amount was spent.
- Now ask the same questions for the remaining three grants.

Once you have asked about all four grants for Financial Year 2013-14, repeat this entire process for the period 1<sup>st</sup> April 2014 till the date of the survey.

## **12B. Activities carried out in school (since April 2013)**

The activities are categorised into construction, repair and purchase.

Ask if each of the listed activities has been undertaken since April 2013 (construction of new classroom(s), white wash/plastering, repair of drinking water facility, repair of toilet, etc) and tick the appropriate box (Yes/No/Don't know).

# ASER 2014 – Training

The ASER survey is conducted in almost every rural district in India with the help of local organisations and institutions including universities and colleges, non-governmental organisations, self-help groups, youth clubs, government departments, District Institute of Education and Training (DIET) colleges, etc. On average ASER reaches over 560 districts each year, surveying an average of 650,000 children in more than 16,000 villages across the country. For ASER volunteers to succeed in this endeavour, they need to be trained rigorously.

A notable feature of ASER 2014 was ASER's partnership with 243 DIETs across 12 states. DIETs provide academic training and resource support to teachers and schools in their districts. These institutions are also responsible for the in-service and pre-service training of teachers, as well as the professional development of the education department staff at the block and district level who in turn support schools through monitoring and mentoring. The ASER-DIET partnership provided a unique opportunity to involve close to 14,000 future teachers in assessing the learning levels of children in rural India. The district-level training workshop for the survey offered DIET students an opportunity to understand the ASER survey process, tools, and the importance of building a child-friendly environment before testing, as well as fundamental concepts of assessment and how to communicate the findings of a simple assessment.

The ASER training process gives volunteers the skills needed to survey a village, assess children's learning levels reliably and record the information accurately. ASER Centre follows a rigorous three-tier training model that consists of:



Standardisation in training and survey is extremely important in order to ensure that the data collected is reliable and valid across districts and states. For this purpose, ASER Centre ensures that the guidelines and instructions for the trainings delivered at all three tiers are kept clear and consistent so that each participant is able to conduct the survey identically.

**Tier I: National Workshop:** Each year the ASER survey begins with a 6-day national workshop. This year the national workshop brought together nearly 100 people – the core team, ASER state teams from across the country, representatives from NGOs, participants from other countries, interested independent researchers, and others. The training was held at the Pratham PACE Centre in the Khultabad block of Aurangabad, Maharashtra, from 1<sup>st</sup> to 6<sup>th</sup> August. It comprised of 4 days of classroom sessions and 2 days of field visits to nearby villages. The main objective of the national workshop is to orient all participants and thoroughly train the ASER state teams on the tools, procedures, and processes for the entire survey. Participants' understanding is evaluated through quizzes and mock trainings.

Key features of the national workshop include:

- **Classroom sessions:** These are designed to provide a theoretical understanding of the survey process, quality control processes, financial planning for the survey, etc. Manuals, role plays, group work, energizers, and Power Point Presentations are used to make the classroom sessions effective and engaging.
- **Field visit:** One day of the national workshop is devoted to practicing carrying out the actual survey. One additional field day is devoted to rechecking\*\* the villages surveyed on the first field visit day. The two field

\* ASER Centre hires Master Trainers in each district for the entire survey period. Two Master Trainers are responsible for the successful execution of the complete survey in each district, including quality control processes.

\*\* Rechecks are conducted in the surveyed villages to ensure that the survey was conducted properly.

visit days are extremely useful for the participants to get hands-on experience of doing the survey and recheck.

- **ASER quiz:** A comprehensive quiz is administered in order to ensure that every participant understands the ASER survey content and process. Post training, additional sessions are organised to fill the learning gaps identified through the quiz results.
- **Mock training:** One day of the national workshop is devoted to mock trainings on the survey process. Participants are informed in advance about their topics. Mock training sessions are organised to gauge participants' training ability and assist them in improving the same. Participants are assessed by experienced ASER trainers and personalized feedback is given to each participant. This session prepares the participants to lead and deliver trainings in the next tier more efficiently and confidently.
- **Clarification and feedback:** At the end of the classroom and field sessions in the national workshop a short feedback and clarification round is conducted to provide additional support, close any gaps and ensure participants' complete understanding of the subject.
- **Energizers:** Energizers are used to enhance audience engagement during or in between classroom sessions. They make good ice-breakers for people attending the national workshop for the first time, creating a more participative and positive learning environment.
- **State planning:** The national workshop is also a time to finalize the roll-out plans for each state, including identification of partners, plans for state-level trainings and calendars for execution of the survey. Experience of the previous years' ASER survey is reviewed, people requirements are identified, partner lists are drawn up, tentative timelines are made, and detailed budgeting is done.

**Tier II: State-level Training:** These trainings are conducted in every state just before the district-trainings. The national training process is replicated in the state-level trainings. The main objective of this training is to prepare the Master Trainers as lead trainers so that they can successfully train the volunteers in their own districts. State-level trainings are also scheduled for 5 to 6 days with 3 to 4 days of classroom sessions and 2 days of field visits. More than 900 Master Trainers participated in ASER 2014.

The structure of state-level trainings is kept as close as possible to that of the national training. State level trainings too have five major components: classroom sessions, field visits, mock trainings, quizzes and district-level planning.

Performance in mock trainings, field visits and quiz results are analysed to identify under-confident Master Trainers, who are either replaced, re-trained and/or provided with additional support during district trainings. It is mandatory for all participants to be present on all days of the training. Any participant who is not present for all sessions of the training cannot qualify as a Master Trainer for ASER.

**Tier III: District-level Training:** The district-level training is the last tier of the training for the ASER survey. The Master Trainers, trained in the state-level training, now train the volunteers who are to conduct the survey in the villages. The district-level training is typically a three-day workshop. Like state-level trainings, key elements of district trainings include classroom sessions, field practice sessions and a quiz. Typically, in most districts, volunteers scoring low on the quiz are either replaced or are paired with stronger volunteers to carry out the survey. After the district-level training, the survey is conducted by a team of two volunteers in each village.

**Monitoring of trainings:** Specific steps are taken to ensure that key aspects of training are implemented across all state-level and district-level trainings.

- State-level trainings are usually attended and monitored by the head of the Pratham program in the state as well as members of the central ASER team.
- To support district-level activities of ASER including district-level training, in most states, a call centre is set up to monitor and support ASER teams. A trained call centre person interacts with Master Trainers on a daily basis to ensure that they complete all basic processes during training, survey and recheck.
- In all district-level trainings, records are maintained for each ASER volunteer. These records contain attendance data for each day of training and quiz marks of all volunteers. The data in this sheet is used extensively for volunteer selection for the ASER survey.

*For a more detailed report on ASER 2014 training, please visit [www.asercentre.org](http://www.asercentre.org)*

# ASER 2014 – Monitoring & Recheck

Monitoring and recheck activities are an integral part of the ASER process. Each year ASER processes are reviewed and concerted attempts are made to improve the quality of the data collected.

The monitoring-recheck system in ASER 2014 comprised three processes:

**Call Centre Monitoring:** Almost all states had a 'call centre' which made phone calls to all districts at every stage of the survey process - before and during district-level trainings, during the survey and during the recheck period. Information regarding the progress of these processes was collected during the calls. This helped to identify domains or locations requiring immediate corrective action or additional support from the ASER state teams.

**Field Monitoring:** The ASER survey in each district was led by at least two Master Trainers who underwent training at the state level. Part of their responsibility is to 'monitor' surveying teams who require additional support during the actual field survey. Approximately 70% of districts in ASER 2014 had a 2 weekend survey, i.e. half the villages (15 villages out of 30) were surveyed over one weekend and the other half (remaining 15 villages) were surveyed over the second weekend. Due to this phasing of the survey, Master Trainers were able to monitor at least 4 villages in a district over the 2 weekends.

**Recheck:** Information collected during the ASER survey is verified at various levels in a process known as 'recheck'. In ASER 2014, there were three levels of rechecks. The first level was done by Master Trainers immediately after the village survey. Second, sample-based rechecks were conducted by ASER state team members. A third level involved ASER Centre teams who moved across states to do cross-checks and field verification of data. In addition, an external recheck was also conducted in 9 states across India by select organisations in each state.

The following are details of recheck activities conducted in ASER 2014:

- *Desk and Phone Recheck by Master Trainers:* On the completion of the survey in a district, the Master Trainers conducted desk rechecks of the survey booklets received for all the surveyed villages. In addition, the Master Trainers telephoned at least 8 out of 20 surveyed households in each village. These procedures enabled quick identification of villages which were not surveyed correctly. These villages were then rechecked in person by the Master Trainers.
- *Field Recheck by Master Trainers:* Based on the information collected from the desk and phone rechecks, villages were identified for field recheck. In each such village, 50% of all surveyed households were rechecked. This process involved verification of the key parameters of the survey – sampling, selection of children and testing.
- *Field Recheck by Others:* Senior staff from NGO partners, professors from college partners and other Pratham and ASER staff conducted additional field rechecks where it was required.
- *Field Recheck by ASER State Teams:* Based on the performance of the Master Trainers and the surveyors, the ASER state teams also rechecked some selected villages.
- *Cross-State Field Rechecks:* Finally as the last stage to strengthen the quality control process, ASER state team members switched states and conducted a cross-state recheck. Some districts were chosen purposively and others were selected randomly. The process of the recheck was the same as the Master Trainer field recheck.
- *External Recheck:* In ASER 2014, colleges and NGOs across India conducted a field recheck in randomly selected districts and villages that were surveyed. This external recheck was conducted in Assam, Gujarat, Haryana, Jharkhand, Karnataka, Madhya Pradesh, Mizoram, Tamil Nadu and Uttar Pradesh.

In all, approximately 56% of villages surveyed in ASER 2014 were either field monitored or field rechecked by Master Trainers, ASER State Teams and others.

For a more detailed report on the quality control framework of ASER 2014, please visit [www.asercentre.org](http://www.asercentre.org)



# From 2005 to 2014: Evolution of ASER<sup>1</sup>

ASER 2005	ASER 2006	ASER 2007	ASER 2008	ASER 2009
<p><b>Age group 6-14</b></p> <p><b>Children were asked:</b></p> <ul style="list-style-type: none"> <li>■ Enrollment status</li> <li>■ Type of school</li> </ul> <p><b>Children also did:</b></p> <ul style="list-style-type: none"> <li>■ Reading tasks</li> <li>■ Arithmetic tasks</li> </ul> <p>School visits</p> <p><b>Sampling:</b> Randomly selected 20 ASER 2005 villages</p>	<p><b>Age group 3-16</b></p> <p><b>Children were asked:</b></p> <ul style="list-style-type: none"> <li>■ Enrollment status</li> <li>■ Type of school</li> </ul> <p><b>Children 5-16 also did:</b></p> <ul style="list-style-type: none"> <li>■ Reading tasks</li> <li>■ Arithmetic tasks</li> <li>■ Comprehension tasks</li> <li>■ Writing tasks</li> </ul> <p>Mother's education Mothers were also asked to read a simple text</p> <p><b>Sampling:</b> Randomly selected 20 ASER 2005 villages 10 new ASER 2006 villages</p>	<p><b>Age group 3-16</b></p> <p><b>Children were asked:</b></p> <ul style="list-style-type: none"> <li>■ Enrollment status</li> <li>■ Type of school</li> <li>■ Tuition status</li> </ul> <p><b>Children 5-16 also did:</b></p> <ul style="list-style-type: none"> <li>■ Reading tasks</li> <li>■ Arithmetic tasks</li> <li>■ Comprehension tasks</li> <li>■ Problem solving tasks</li> <li>■ English tasks</li> </ul> <p>Mother's education School visits</p> <p><b>Sampling:</b> Randomly selected 10 ASER 2005 villages 10 ASER 2006 villages 10 new ASER 2007 villages</p>	<p><b>Age group 3-16</b></p> <p><b>Children were asked:</b></p> <ul style="list-style-type: none"> <li>■ Enrollment status</li> <li>■ Type of school</li> </ul> <p><b>Children 5-16 also did:</b></p> <ul style="list-style-type: none"> <li>■ Reading tasks</li> <li>■ Arithmetic tasks</li> <li>■ Telling time</li> <li>■ Currency tasks</li> </ul> <p>Mother's education</p> <p>Household characteristics Village information</p> <p><b>Sampling:</b> Randomly selected 10 ASER 2006 villages 10 ASER 2007 villages 10 new ASER 2008 villages</p>	<p><b>Age group 3-16</b></p> <p><b>Children were asked:</b></p> <ul style="list-style-type: none"> <li>■ Enrollment status</li> <li>■ Type of school</li> <li>■ Tuition status</li> <li>■ Pre-school status (Age 5-16)</li> </ul> <p><b>Children 5-16 also did:</b></p> <ul style="list-style-type: none"> <li>■ Reading tasks</li> <li>■ Arithmetic tasks</li> <li>■ English tasks</li> </ul> <p>Mother's education Father's education Mothers were also asked to read a simple text</p> <p>Household characteristics Village information School visits</p> <p><b>Sampling:</b> Randomly selected 10 ASER 2007 villages 10 ASER 2008 villages 10 new ASER 2009 villages</p>

<sup>1</sup>For more information on the evolution of ASER over the years, visit [www.asercentre.org](http://www.asercentre.org)

ASER 2010	ASER 2011	ASER 2012	ASER 2013	ASER 2014
<p><b>Age group 3-16</b></p> <p><b>Children were asked:</b></p> <ul style="list-style-type: none"> <li>■ Enrollment status</li> <li>■ Type of school</li> <li>■ Tuition status</li> </ul> <p><b>Children 5-16 also did:</b></p> <ul style="list-style-type: none"> <li>■ Reading tasks</li> <li>■ Arithmetic tasks</li> <li>■ Everyday math tasks</li> </ul> <p>Mother's education Father's education Mothers were also asked to dial a mobile number</p> <p>Household characteristics Village information School visits</p> <p><b>Sampling:</b> Randomly selected 10 ASER 2008 villages 10 ASER 2009 villages 10 new ASER 2010 villages</p>	<p><b>Age group 3-16</b></p> <p><b>Children were asked:</b></p> <ul style="list-style-type: none"> <li>■ Enrollment status</li> <li>■ Type of school</li> <li>■ Tuition status</li> </ul> <p><b>Children 5-16 also did:</b></p> <ul style="list-style-type: none"> <li>■ Reading tasks</li> <li>■ Arithmetic tasks</li> </ul> <p>Mother's education Father's education</p> <p>Household characteristics Village information School visits</p> <p><b>Sampling:</b> Randomly selected 10 ASER 2009 villages 10 ASER 2010 villages 10 new ASER 2011 villages</p>	<p><b>Age group 3-16</b></p> <p><b>Children were asked:</b></p> <ul style="list-style-type: none"> <li>■ Enrollment status</li> <li>■ Type of school</li> <li>■ Tuition status</li> </ul> <p><b>Children 5-16 also did:</b></p> <ul style="list-style-type: none"> <li>■ Reading tasks</li> <li>■ Arithmetic tasks</li> <li>■ English tasks</li> </ul> <p>Mother's education Father's education</p> <p>Household characteristics Village information School visits</p> <p><b>Sampling:</b> Randomly selected 10 ASER 2010 villages 10 ASER 2011 villages 10 new ASER 2012 villages</p>	<p><b>Age group 3-16</b></p> <p><b>Children were asked:</b></p> <ul style="list-style-type: none"> <li>■ Enrollment status</li> <li>■ Type of school</li> <li>■ Tuition status</li> <li>■ Tuition fees</li> </ul> <p><b>Children 5-16 also did:</b></p> <ul style="list-style-type: none"> <li>■ Reading tasks</li> <li>■ Arithmetic tasks</li> <li>■ English tasks</li> </ul> <p>Mother's education Father's education</p> <p>Household characteristics Village information School visits</p> <p><b>Sampling:</b> Randomly selected 10 ASER 2011 villages 10 ASER 2012 villages 10 new ASER 2013 villages</p>	<p><b>Age group 3-16</b></p> <p><b>Children were asked:</b></p> <ul style="list-style-type: none"> <li>■ Enrollment status</li> <li>■ Type of school</li> <li>■ Tuition status</li> <li>■ Tuition fees</li> </ul> <p><b>Children 5-16 also did:</b></p> <ul style="list-style-type: none"> <li>■ Reading tasks</li> <li>■ Arithmetic tasks</li> <li>■ English tasks</li> </ul> <p>Mother's education Father's education</p> <p>Household characteristics Village information School visits</p> <p><b>Sampling:</b> Randomly selected 10 ASER 2012 villages 10 ASER 2013 villages 10 new ASER 2014 villages</p>

# Frequently asked questions about ASER

*Every year as the ASER process rolls out and as ASER findings are disseminated, people ask many questions. This note is an attempt to answer the most frequently asked questions. These have been grouped under four main categories – design and sampling, tools and testing, implementation and impact.*

The following questions are addressed in the following pages.

## **About design and sampling**

1. Why does ASER test children at home and not in school?
2. What is the sample size of ASER? How does this compare with other large-scale surveys?
3. Why does ASER aim to generate district level estimates?
4. Why does ASER select 30 villages per district and 20 households per village? How are the villages selected?
5. Why is Census 2001 still being used as the sampling frame?
6. What happens if a village no longer exists, or has become an urban area?
7. What happens if a new state or district is created?
8. How can I find out which villages have been surveyed?
9. Do the ASER estimates for a district also apply to individual villages in that district?
10. Who designed this sampling strategy?
11. Why is ASER done every year?
12. Why is only one government school visited in a sampled village?
13. Why is ASER not done in urban areas?

## **About tools and testing**

14. Why does ASER only assess reading and arithmetic?
15. What are the guidelines that are followed in developing the reading and arithmetic assessment tools?
16. Are the reading assessments comparable across different languages?
17. Why does ASER test children individually and in an oral format?
18. During the test administration, why does the ASER assessment of reading begin at the Grade 1 passage level? Why does the ASER assessment of arithmetic begin at the Grade 2 subtraction level?
19. Why does the arithmetic testing process not include addition or multiplication?
20. Why are all children in the age group 5 to 16 assessed with the same tools? Why does ASER not assess children at their grade level?
21. During assessment, are all children given the same arithmetic and reading tool?
22. What do we know about the reliability and validity of the ASER assessments?

## **About implementation**

23. Why does ASER use volunteers? Are the volunteers capable and well trained to do the survey?
24. Who funds ASER?

## **About impact**

25. What impact has ASER had?
26. Has ASER had an impact in other countries as well?

## About design and sampling

### 1. Why does ASER test children at home and not at school?

The ASER survey generates estimates of schooling and basic learning status for ALL children in rural India in the age group of 5-16 years. This includes children enrolled in different types of schools (government, private, and other kinds) as well as children not currently enrolled in school.

The first problem with school-based testing is that there is no complete list of all schools in the country. In particular, there are many low-cost private schools which are not found on any official list. Without a complete list of all schools, it is not possible to select an unbiased sample of schools. The second problem with school-based testing is that not all children are in school. Some have dropped out of school, others are absent from school on the day of the survey, and some have never been enrolled. Testing in school would mean that these children would not be included.

ASER tests children at home so as to include all these different kinds of children. Household based testing is the only way to ensure that ALL children are included, especially in the Indian context.

### 2. What is the sample size of ASER? How does this compare with other large-scale surveys?

ASER aims to generate district level estimates of children's schooling status, basic reading and arithmetic. On average, ASER reaches over 560 rural districts. In each district, 30 villages are randomly sampled and in each sampled village, 20 households are randomly selected. This gives a total of  $30 \times 20 = 600$  households in each rural district. Depending on the exact number of districts surveyed, between 320,000 and 350,000 households across the country are sampled for each year's ASER. In every surveyed household, all children in the age group of 3-16 years are surveyed and all children aged 5-16 are tested in basic reading and arithmetic. An average of 650,000 children are surveyed across the country each year.

The NSS Survey conducted by the Government of India's National Sample Survey Office<sup>1</sup> is the main source of official data for estimating poverty, employment and for other socioeconomic indicators. The ASER sample of households is larger than the NSS sample for rural India. The 68th round of the NSS Consumer Expenditure Survey, done from July 2011 to June 2012, sampled a total of 100,957 households, of which 59,129 were rural households. In contrast, ASER 2014 sampled a total of 341,070 rural households.<sup>2</sup>

### 3. Why does ASER aim to generate district level estimates?

Most official statistics in India produce estimates only at the state and national level. Even poverty estimates in India, obtained from the National Sample Survey Office, are available only at state or regional level, not at district level. However, planning and allocation of resources is often done at the district level. For example, in elementary education, annual work plans are made at the district level. While information for enrollment, access and inputs is available annually for each district, estimates of children's learning are neither available at the district level, nor are they available annually. For these reasons ASER aims to provide learning estimates at the district level each year.<sup>3</sup>

### 4. Why does ASER select 30 villages per district and 20 households per village? How are the villages selected?

The sampling strategy used enables ASER to generate a representative picture of each district. Almost all rural districts are surveyed in ASER each year. The estimates obtained are then aggregated (using appropriate weights) to the state and all-India levels. The sample size is 600 households per district.

---

<sup>1</sup> previously known as the National Sample Survey Organisation.

<sup>2</sup> In comparison, the third round of the National Family Health Survey done in 2005-06 sampled 50,236 rural households and the India Human Development Survey done in 2005-06 sampled 26,734 rural households.

<sup>3</sup> ASER district level estimates for each year are available on the ASER Centre website ([www.asercentre.org](http://www.asercentre.org)). Estimates are also produced at the divisional level (a division is a group of districts within a state, thus divisional estimates are at a level of aggregation between district and state level). Divisional estimates are published in the ASER report.



In each year's ASER, the 30 villages surveyed in a district comprise 10 villages from the previous year's survey, 10 more from two years ago, and 10 new villages selected from the Census village directory using PPS. The 20 old villages and 10 new villages give us what is known as a "rotating panel" of villages, which generates more precise estimates of change. Having a rotating panel of villages means that every year some old and some new villages are included, which ensures that there is both continuity and change in the sample from previous years.

### **5. Why is Census 2001 still being used as the sampling frame?**

For ASER, we need the following information: name of the village, number of households, village population and block name. While a lot of information from Census 2011 has been released, not all of the information needed for ASER sampling is in the public domain. Hence ASER still uses Census 2001 as the sampling frame.

### **6. What happens if a village no longer exists, or has become an urban area?**

Every year ASER Centre generates the ASER village list from the village directory of the Census 2001. This village list is final. This is to maintain randomness of the sample, which is important in order to obtain reliable estimates. However, every year there are certain situations in which replacement villages are required, such as when a village is affected by floods or other natural disasters, or when it has been reclassified as a town. In such cases, ASER Centre provides the name of a replacement village.

### **7. What happens if a new state or district is created?**

ASER uses the Census 2001 Village Directory to sample villages. Since 2001, many new districts have been created. We have incorporated some of these when the state administration has been able to provide us with a complete list of tehsils, blocks and villages in the newly constituted districts. In addition, information on household population for all the villages is also necessary. When this information has been made available we have used it as the frame for sampling in the new districts. However, the newly constituted districts cannot be compared with the original district they have been carved out from. Therefore, estimates of the new districts are not combined to compare with those of the original district.

Between 2005 and 2013, no new state was created in India. In June 2014, Andhra Pradesh was divided into Telangana and Andhra Pradesh. The two new states have different state administrations and hence cannot be compared with the original state they were carved out from. In the ASER 2014 Report, therefore, we are presenting estimates for 2014 for the two new states and trends over time for the original state of Andhra Pradesh. The reason for doing the latter is that the two states are very new and there was hardly any change in administration when the survey went into the field in October 2014. Also, 2014 marks the 10<sup>th</sup> year of ASER and trends over the last 10 years are being presented for all major states.

### **8. How can I find out which villages have been surveyed?**

This information is not in the public domain: the ASER village list is confidential and is not shared with anyone. In all large-scale surveys and research studies, it is standard practice to maintain the confidentiality of respondents. This means that any information that could enable someone to identify particular individuals, households, or villages is removed. This includes village names, respondent names, and so on.

### **9. Do the ASER estimates for a district also apply to individual villages in that district?**

No, they do not. ASER estimates for a district are representative at the district level, and provide a snapshot of children's schooling and learning status for the district as a whole. The data collected for a village is only from 20 randomly selected households. This sampling is not representative of the village. The situation in individual villages may be different.

### **10. Who designed this sampling strategy?**

The ASER sampling strategy was designed in consultation with experts at the Indian Statistical Institute, New Delhi. Inputs were also received from experts at the Planning Commission of India and the National Sample Survey Office (NSSO).

---

<sup>4</sup> From Census 2011, the village directory with block identifiers and household population is not yet in the public domain.

### **11. Why is ASER done every year?**

ASER is done every year for several reasons. First, in addition to presenting district, state and national level estimates each year, ASER also presents trends over time. Comparable measurements have to be done periodically in order to see how the situation is changing. The ASER measurement is done annually because government plans and allocations for elementary education are made every year. If children's learning outcomes are to improve, then evidence on how much children are learning needs to be taken into account during the process of review and planning each year.

Second, longer gaps between assessments can have serious implications for children currently in school. It is well known that falling behind in school often leads to dropping out altogether. If several years go by between assessments, opportunities are lost to take rapid corrective action in order to ensure that children who are falling behind are able to catch up.

Third, it takes time to shift the focus from schooling to learning. When ASER began in 2005, the issue of children's learning was rarely discussed. But after ten years of ASER, the topic of children's learning is very much on the national agenda.

### **12. Why is only one government school visited in a sampled village?**

ASER is a household survey and children are surveyed and tested at home. This is done so as to capture all children – those who are enrolled in government schools, private schools or some other kinds of schools, as well as those who are not enrolled in school. However, to report on basic infrastructure and attendance, one government school is visited in every sampled village. In the case of multiple eligible schools in the village the instruction given to volunteers is to visit the largest government school having primary classes.

Sampling of schools is not done for a variety of reasons. First, there is not a reliable sampling frame available for all schools. Second, creating a list of schools and sampling from it is not feasible given the time constraints and varied backgrounds of the volunteers.

It is for these reasons that we state quite clearly that the school tables are based on school observations. However, since ASER covers all rural districts of India, the number of schools visited is quite large and enough to provide reliable estimates at the state level.

### **13. Why is ASER a rural survey and not an urban one?**

To do an urban ASER survey, there are several areas in which additional preparatory work needs to be done on methodology and measures. First, more research is needed on the appropriate sampling methodology for urban areas (these would include mega cities, metros as well as district and block towns), including the question of where to draw a sample from. In the case of rural India, the Census village directory provides a complete list of all villages in the country. This provides the sampling frame for ASER (the official 'master list' from which a sample of villages is drawn). But in the case of urban India, populations are less stable, and therefore city-level 'master lists' of possible sampling units are often less reliable. For example, they may exclude unrecognised slums and homeless persons. This means that sampling may be biased and may exclude the most marginalised populations – precisely those populations where children's learning is likely to be poorest.

More work also needs to be done to develop tools that assess higher levels of learning. The current ASER tools are 'floor' assessments of basic reading and arithmetic. Testing such basic levels of mastery may not be useful in urban contexts, where the number and variety of schooling options is far greater, children stay in school longer, and children's acquisition of early reading and arithmetic abilities is likely to be higher. The use of higher level tools may in turn require a different implementation strategy, since testing will require more time and more skill.

Finally, there is the issue of what to do with an urban report and how to fit the evidence into a policy and planning process so that it can lead to action. For rural areas, ASER information can be integrated into the annual planning process at the district and state levels. Urban planning especially for elementary education is not as straightforward, especially for urban locations with diverse governance structures.

Nevertheless, ASER Centre has done an Urban Ward census of five low income wards in the cities of Jaipur, Delhi, Patna, Mysore and Hyderabad in 2010-11 and 2014. The reports may be found on the ASER Centre website.<sup>5</sup>

## About tools and testing

### 14. Why does ASER only assess reading and arithmetic?

Since its inception, Pratham's work has focused on literacy and arithmetic acquisition. Since the early years of our work we noted that a surprisingly large number of children in primary grades were struggling with reading and basic arithmetic. Difficulties in these two domains prevent children from acquiring further skills that are built on the foundational skills of fluent reading, number recognition and basic arithmetic ability. The weak foundation also impacts performance in other subject areas. Such difficulties adversely impact children's later academic outcomes. Given these important considerations and given the fact that no estimates for learning for early grades were available in India at the time, the assessment of early reading and basic arithmetic ability came to be the primary focus of the ASER survey.

### 15. What are the guidelines that are followed in developing the reading and arithmetic assessment tools?

By design ASER is a 'floor' test which aims to evaluate children's early reading and basic arithmetic ability<sup>6</sup>. The reading and arithmetic assessments, first used in 2005, were developed taking into account the state-mandated curriculum for each state. The content of the reading assessment (i.e. the selection of words, the length of sentences and reading passages) was aligned to the Grade 1 and 2 level textbooks in each state. At the letter level, recognition of single letters is assessed.<sup>7</sup> At the word level, simple one and two syllable words, commonly used every day and appropriate for Grade 1 are included. In the development of Grade 1 and 2 level passages, orthography-specific indicators such as the use of simple letters, secondary representations of letters, and conjoint letters have been considered along with sentence and passage length. Vocabulary used in the reading passages is aligned to the state-mandated curriculum for appropriateness. In addition, since ASER 2010 we have also calculated the type-token ratios<sup>8</sup> for the reading passages as an additional index to ensure comparability across test forms.

The ASER arithmetic assessment measures children's foundational skills in numeracy such as one and two digit number recognition and the ability to perform basic arithmetic operations such as subtraction (with borrowing) and division (three digit by one digit division). The highest level of the arithmetic assessment is aligned to Grades 3 or 4 of the state-mandated curriculum.<sup>9</sup>

### 16. Are the reading assessments comparable across different languages?

The ASER reading tool is available in 19 languages including English. The ASER reading assessments do not strive to be comparable across languages. The objective is to develop a tool that assesses the most basic foundation skills for literacy acquisition, i.e. letter recognition, the reading of simple words and reading words in connected text that are of Grade 1 and Grade 2 level for each language. Consequently, the inference based on the ASER reading assessment is not about comparing performance across different languages but to evaluate children's level of reading in relation to the state-mandated curriculum for Grades 1 and 2.

---

<sup>5</sup> [www.asercentre.org/p/64.html](http://www.asercentre.org/p/64.html)

<sup>6</sup> There is a test development framework document that is available on request.

<sup>7</sup> Secondary forms of letters and conjoint letters are not usually part of the Grade 1 curriculum in most states and hence are not assessed in the ASER reading test.

<sup>8</sup> The type-token ratio indexes the lexical diversity of a text. It is calculated by obtaining a ratio of the total number of unique words in the text (types) to the total number of words in the text (tokens). A higher type-token ratio indexes greater lexical diversity, which is important in the measurement of fluency, as children who read passages with many repetitive words (lower type-token ratio) are likely to have an easier time and read faster than children who read passages that are more lexically diverse (higher type-token ratio) and who have to decode a greater number of different words in the passage.

<sup>9</sup> Three digit by one digit numerical division is expected of children in Grade 3 in some states and Grade 4 in other states.

### **17. Why does ASER test children individually and in an oral format?**

Over the last decade, reading has come to be recognised as an important skill. The assessment of reading, especially for those who are learning to read, can only be done orally and for each child individually. Assessments of early reading ability in other countries are also administered in this format.<sup>10</sup> A typical pen-and-paper test of comprehension assumes that the child can read. A pen-and-paper test is not a viable option for a child who is a beginning reader or a struggling reader as it places additional cognitive demands on the child to read and comprehend instructions. In ASER, to minimise the cognitive demands of reading and comprehending instructions and to maintain a standard administration approach, both the reading and the arithmetic assessment are administered individually in an oral format.<sup>11</sup>

### **18. During the test administration, why does the ASER assessment of reading begin at the Grade 1 passage level? Why does the ASER assessment of arithmetic begin at the Grade 2 subtraction level?**

The content of the ASER assessments is aligned to Grades 1 and 2 for reading and Grades 1, 2, and 3 or 4 for arithmetic. Since the same assessments are also administered to children in Grade 3 or higher,<sup>12</sup> an adaptive testing approach is used. Administration of the reading test begins at the Grade 1 passage level and the administration of the arithmetic test begins at the Grade 2 subtraction level. If the child is able to perform these tasks, he/she is given the task at the next level, i.e. Grade 2 passage for reading and Grade 3/4 level division for arithmetic. If the child does not perform to a satisfactory standard, he/she is given the task at the lower level, i.e. simple words for reading and two digit number recognition for arithmetic. Hence, the level of the task administered is adapted to match the child's ability level. In this administration format each child attempts only two or three tasks for each assessment instead of all four tasks, making the assessment quicker to administer without compromising the objective of identifying the child's reading and arithmetic level.

### **19. Why does the arithmetic testing process not include addition or multiplication?**

Pratham's large scale experience of working with children indicates that when children are given all four basic numeric operations (addition, subtraction, multiplication and division), practically every child who can do subtraction (2 digit operations with borrowing) can also do addition with carry over. A similar trend was observed in division and multiplication. These trends were also observed in preparatory work done for the ASER survey and in other data collection efforts.

### **20. Why are all children in the age group of 5 to 16 years assessed with the same tools? Why does ASER not assess children at their grade level?**

The objective of the ASER survey is to ascertain whether or not children have attained early foundational skills in reading and arithmetic. This is irrespective of age or grade level. It is not designed to be a grade-appropriate assessment; it is designed to provide an understanding of school-aged children's early reading and basic arithmetic ability. Hence the same tools are used for the entire age range.

### **21. During assessment, are all children given the same arithmetic and reading tool?**

Two ASER volunteers visit each sampled village to conduct the survey. Each team is given four samples of the reading and arithmetic tool. Investigators are asked to administer the first sample to the first child tested in each household, followed by the second sample for the second child, and so on for additional children. Since children often gather around when the testing is being done, one volunteer does the testing and the other engages the other children in conversation or some other activity.

<sup>10</sup> For example the Early Grade Reading Assessment (EGRA) and the Dynamic Indicators of Basic Literacy Skills (DIBELS, developed by the University of Oregon Center on Teaching and Learning).

<sup>11</sup> However, children are given a paper and pencil to solve the subtraction and division problems in the arithmetic assessment.

<sup>12</sup> In ASER 2013, for example, 76% of all children tested were in Grade 3 or higher.



## 22. What do we know about the reliability and validity of the ASER assessments?

Reliability is the consistency with which a test measures any given skill and thereby enables us to consistently distinguish between individuals of differing ability levels. Given that the ASER assessments evaluate mastery at different reading and arithmetic levels, reliability here is the consistency of the decision-making process. Validity indicates whether the test measures what it purports to measure – in other words, is the inference based on the ASER reading assessment about children’s mastery or non-mastery of basic reading ability valid? Is the inference based on the ASER math assessment about children’s mastery or non-mastery of basic math ability valid?

Three studies were conducted to explore the question of reliability and validity of ASER measurements. The findings from these studies provide favourable empirical evidence for the reliability and validity of the ASER assessments. The findings indicate (a) substantial reliability of decisions across repeated measurements, i.e. consistency in the level assigned to a child assessed by the same examiner on two different occasions, and (b) satisfactory inter-rater reliability, i.e. consistency in the level assigned to a child assessed by different examiners.<sup>13</sup>

In 2010, an impact evaluation study of Pratham’s Read India program was conducted by Abdul Jameel Poverty Action Lab (J-PAL). In this evaluation, the measurement of children’s learning outcomes included several literacy and arithmetic assessments including the ASER reading and arithmetic assessments. This allowed us to correlate children’s performance on the ASER assessments with the additional assessments of reading and arithmetic. This empirical study provided compelling evidence for the validity of the ASER assessments.<sup>14</sup>

## About implementation

### 23. Why does ASER use volunteers? Are the volunteers capable and well trained to do the survey?

ASER is a citizens’ initiative, implemented by partner organisations in every rural district across the country. One of the major aims of the survey is to generate awareness and mobilise people around the issue of children’s learning. The entire design of ASER thus revolves around the fact that it aims to reach and involve ‘ordinary people’ rather than experts. All tools and procedures are designed to be simple to understand, quick to do, and easy to communicate.

Procedures for ensuring the quality of data have evolved over several years. Typically ASER volunteers are given 3 days of training. One of these days is spent practicing all ASER steps and procedures in the field. The ‘practice’ day is a critical part of the training process. It is during this session that trainers can assess how well volunteers have understood the actual process of what is to be done in a village. At the end of the training, a quiz is conducted to ensure that volunteers have understood the key elements of ASER. Based on the volunteers’ participation in classroom sessions, performance in the field practice session and scores in the quiz, decisions on how to pair volunteers for the survey are made. If a volunteer’s performance is found to be weak during the training, he/she may not be eligible to do the ASER survey. In addition, ASER Master Trainers monitor some volunteers on the field during the survey. Often, volunteers identified as somewhat weak are accompanied to the field by the Master Trainers so as to clarify doubts and ensure that volunteers adhere to ASER survey rules. After the survey, Master Trainers execute three important quality control processes. First, they conduct a desk check of all survey booklets to ensure that all survey sheets are filled completely. Second, they conduct a phone recheck wherein they phone 8-10 households in each village in their district to ensure that the volunteers actually visited these households and surveyed them. Third, they conduct field rechecks of some villages wherein they visit surveyed households to confirm whether all information has been correctly filled and all children tested according to the ASER procedure. In ASER 2014, for example, more than half of all surveyed villages were either monitored or rechecked or both.

---

<sup>213</sup> The full paper is available at <http://www.asercentre.org/p/113.html>

<sup>14</sup> The main findings from the study of validity of the ASER assessments are summarised here: For reading, there was a very strong association between children’s performance on the ASER reading assessment and the concurrently administered assessment of early reading ability modelled on the Early Grade Reading Assessment (EGRA). EGRA is a timed assessment of fluency in reading letters, words, and passages and its score notes the total number of letters or words read correctly in a minute. While the ASER is a short test requiring children to read 5 letters or 5 words at the letter and word level respectively, the EGRA comprises 52 letters and 52 words on the Letter and Word Reading Fluency subtests respectively. Despite these differences in test length, administration, and scoring procedures, a high level of consistency was noted across the ASER reading assessment and the EGRA in classifying children at the ‘nothing’, ‘letter’, and ‘word’ level. For instance, children who were categorised at the ‘letter’ level were more likely to correctly identify 4 or more letters on the EGRA. In addition, fluency rates of children classified at the ‘letter’ level were found to be lower than the fluency rates of children classified at the ‘word’ or higher levels. The ASER arithmetic assessment was also found to be (a) strongly correlated with the paper-and-pencil mathematic assessment used in this evaluation and (b) more closely correlated with the paper-and-pencil mathematic assessment than with the assessments of literacy. These findings provide favourable evidence for validity.

## **24. Who funds ASER?**

ASER is a citizens' initiative, designed by Pratham/ASER Centre<sup>15</sup> and implemented each year by partner organisations in almost all rural districts. Approximately 25,000 volunteers participate in ASER each year. People who conduct ASER each year donate their time to ASER and are compensated only for their local travel and food costs. The ASER survey receives support from a variety of sources including foundations, development agencies and corporates. A substantial portion of the funding also comes from individuals. Each year the names of the partner organisations and sources of support are listed in the ASER report. ASER does not receive funding from any government institution.

## **About impact**

### **25. What impact has ASER had?**

In 2005, when ASER began, most people from parents to governments were concerned with getting children into school. The assumption was that if children are in school, they must be learning. Today, the fact that large proportions of children are not learning even the basics is widely recognised. For example, ASER has been cited in major Government of India documents such as the XI and XII Five Year Plan and the Economic Survey of India. Many state governments are now implementing their own learning assessments, and some are implementing programs aimed at improving learning outcomes. Media coverage of ASER in international, national, regional and state media, in both English and regional languages, is enormous and growing each year. In the last few years, questions have been raised in Parliament about children's learning. Every year increasing numbers of government teacher training colleges are participating in the ASER survey. Overall, ASER has had a major influence in bringing the issue of learning to the centre of the stage in discussions and debates on education in India.

In addition, the ASER model is increasingly being recognised on global education platforms. In the lead up to the establishment of the post 2015 Millennium Development Goals, members of the extended ASER network in many countries have made concerted efforts to ensure that indicators of learning and not just schooling are included in the new MDGs. ASER and ASER-like initiatives are mentioned in documents of Global Monitoring Report brought out by UNESCO and the Learning Metrics Task Force (coordinated by Brookings Institution and UNESCO Institute of Statistics). The work of ASER and similar initiatives are cited in documents related to new versions of PISA (PISA for development). And the importance of large-scale community-based assessment carried out by citizens is beginning to be recognised in international policy and advocacy circles as a viable alternative to other existing assessment models.

A great deal remains to be done to ensure that every child in India is in school and learning well. But the first step is for the problem to be recognised. The second step is to have reliable evidence on the nature and extent of the problem. Only then can workable solutions be found.

### **26. Has ASER had an impact in other countries as well?**

Yes, it has. The simplicity of ASER's tools and processes coupled with the rigour of its sampling methodology and low cost makes it an interesting option for many countries with contexts similar to India. The ASER methodology has spread organically to several other countries, all of which follow the same set of basic guiding principles while adapting the model to their own context. There is an ASER in Pakistan, conducted since 2008. The initiative is called Uwezo in East Africa (Kenya, Tanzania, Uganda), where it has been implemented since 2009. The Beekungu initiative began in Mali in 2011 and Jangandoo in Senegal in 2012. Mexico conducted the Medición Independiente de Aprendizaje in one state in 2014. Nigeria is getting ready to do a pilot soon. Several other countries in Asia, Africa and South America have expressed interest in learning more about the model.

---

<sup>15</sup> ASER Centre is an autonomous research and assessment unit of Pratham.





The image features a central graphic of a blue document with a yellow paperclip at the top left corner. The document has a pink shadow underneath it. The background is a repeating pattern of the text "Annual Status of Education Report" in a light gray font. The text "The National Picture" is written in white, serif font across the center of the blue document.

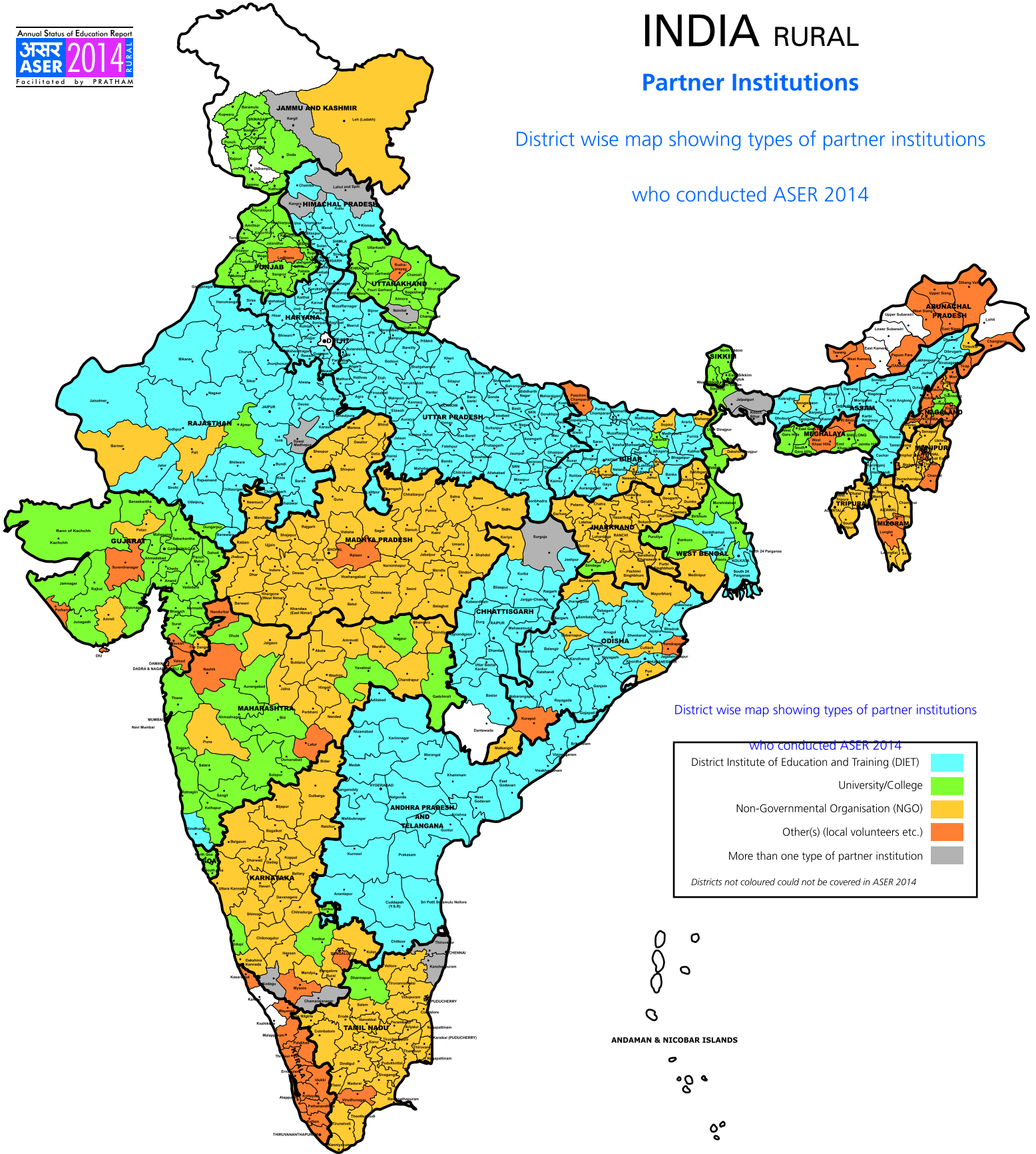
# The National Picture



# INDIA RURAL

## Partner Institutions

District wise map showing types of partner institutions  
 who conducted ASER 2014



District wise map showing types of partner institutions

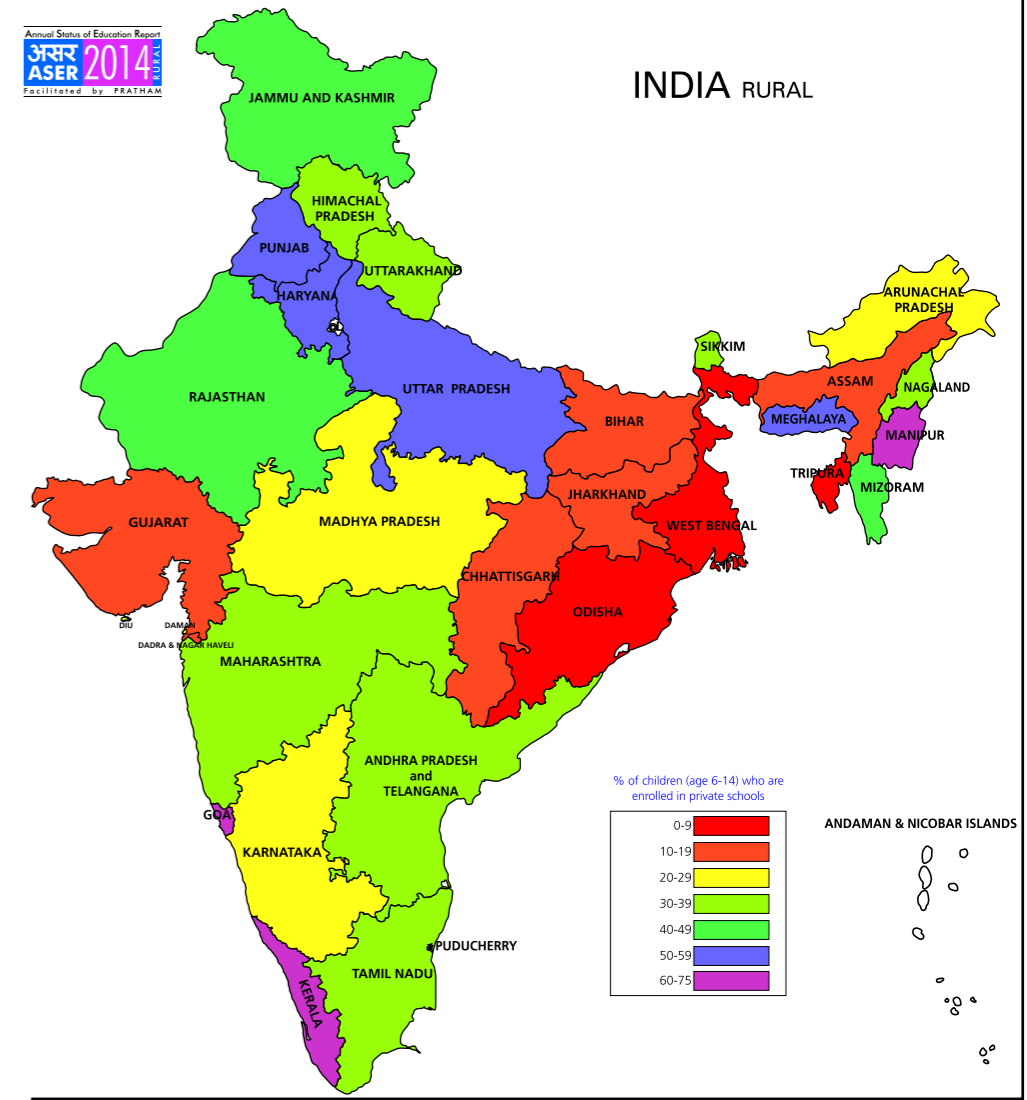
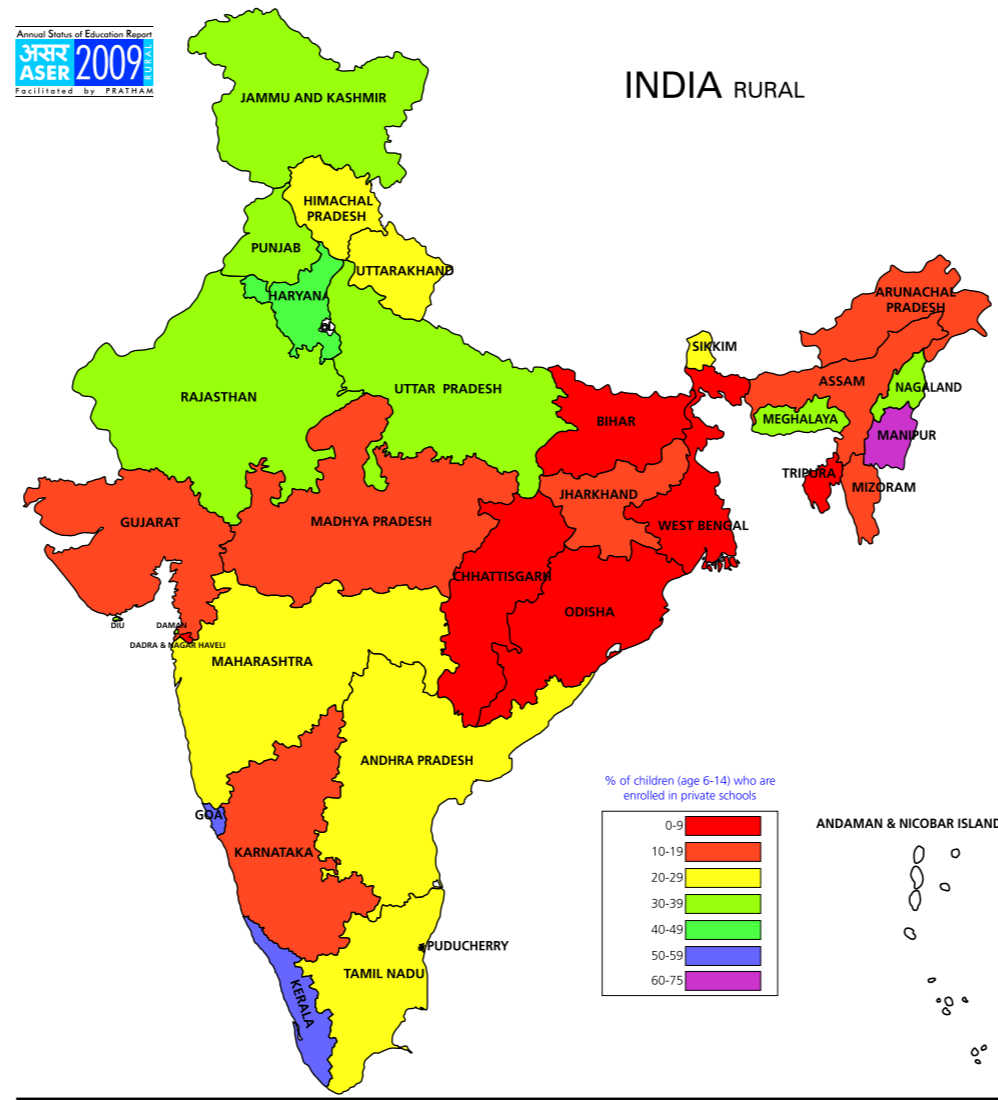
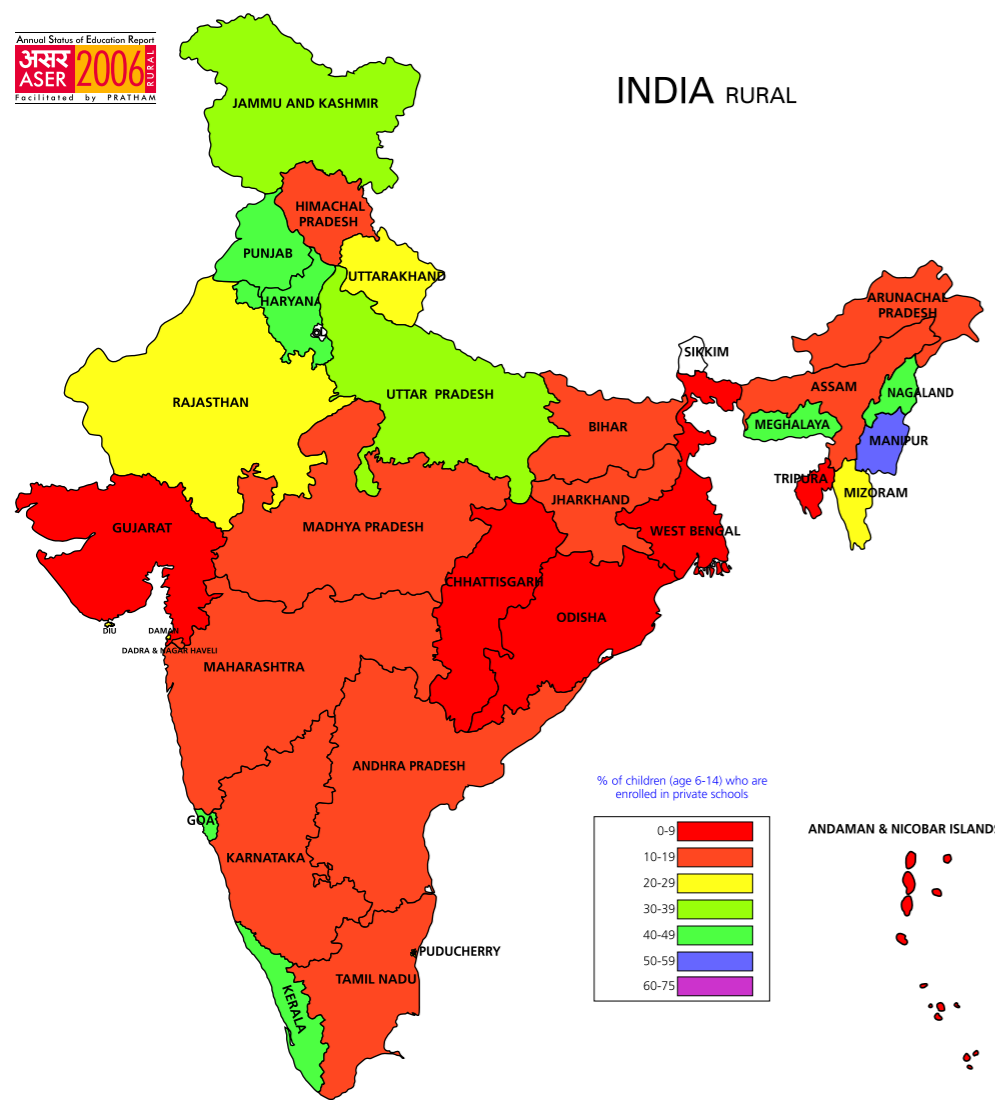
who conducted ASER 2014

District Institute of Education and Training (DIET)	Light Blue
University/College	Green
Non-Governmental Organisation (NGO)	Yellow
Other(s) (local volunteers etc.)	Orange
More than one type of partner institution	Grey

*Districts not coloured could not be covered in ASER 2014*

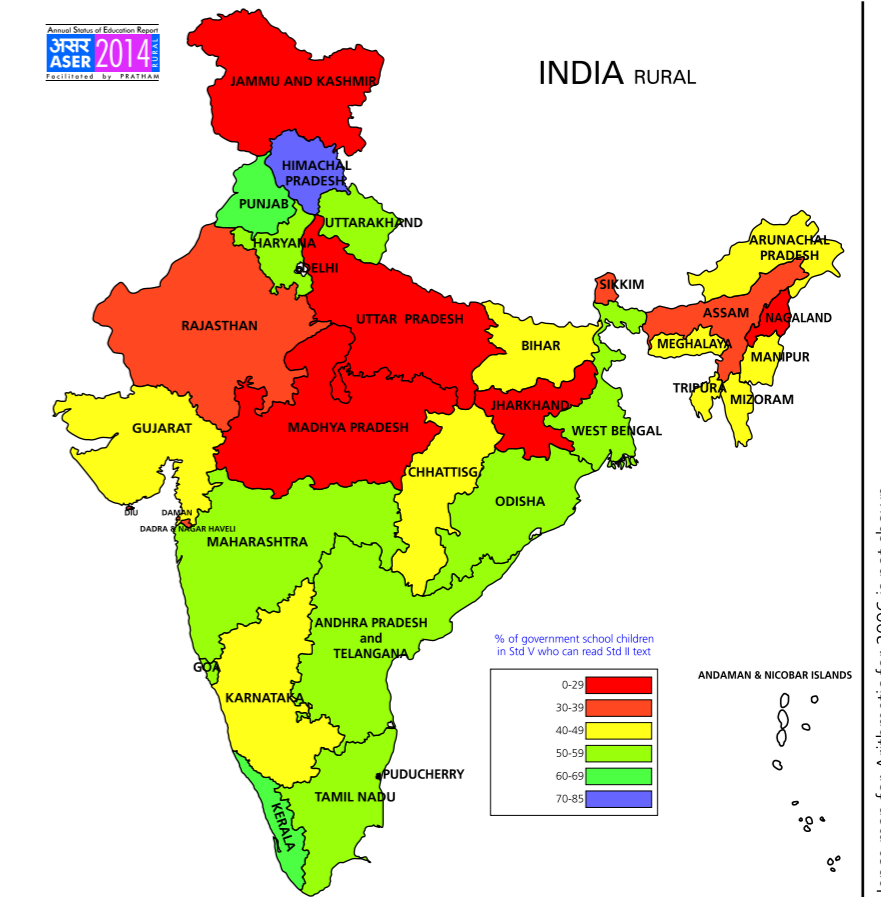
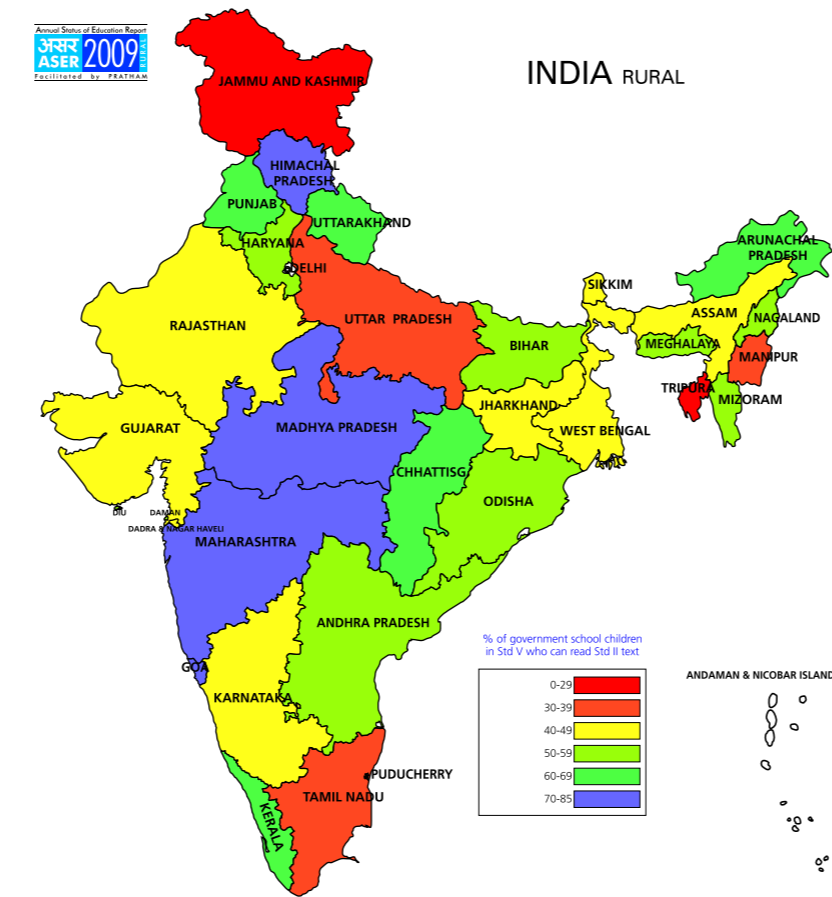
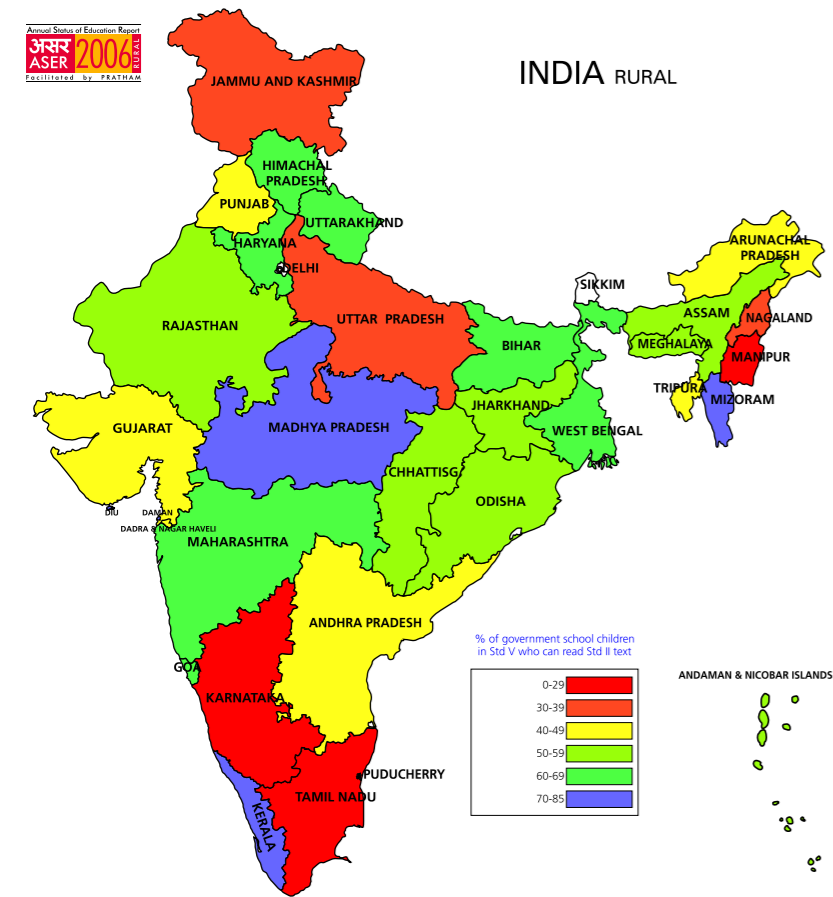
Maps may not be accurate or to-scale. These are mere representations.  
 The National Survey and Mapping Organization of India had not released separate maps for Andhra Pradesh and Telangana at the time the report went to print.

## Enrollment in private schools: Statewise maps showing % of children (age 6-14) who are enrolled in private schools

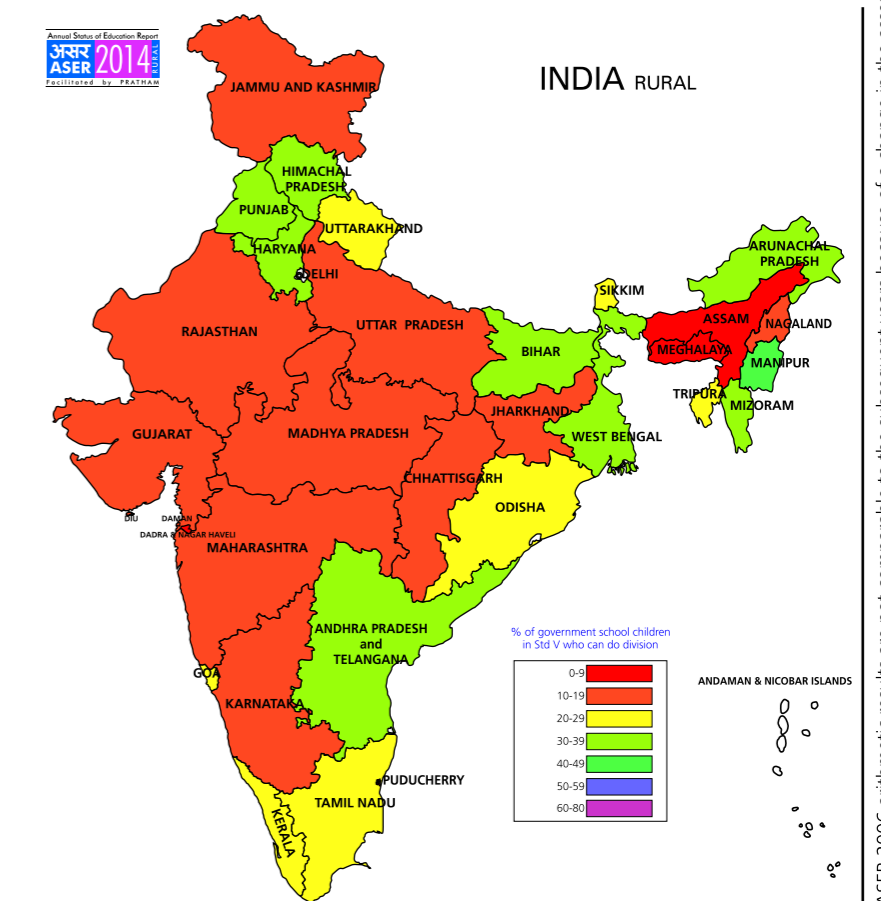
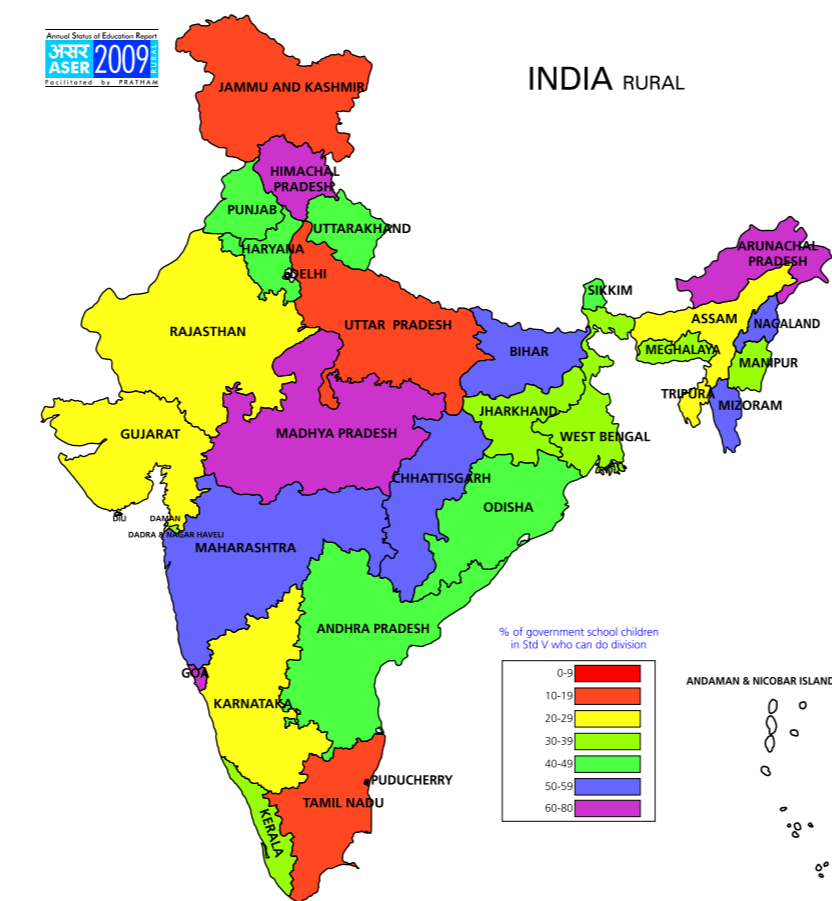
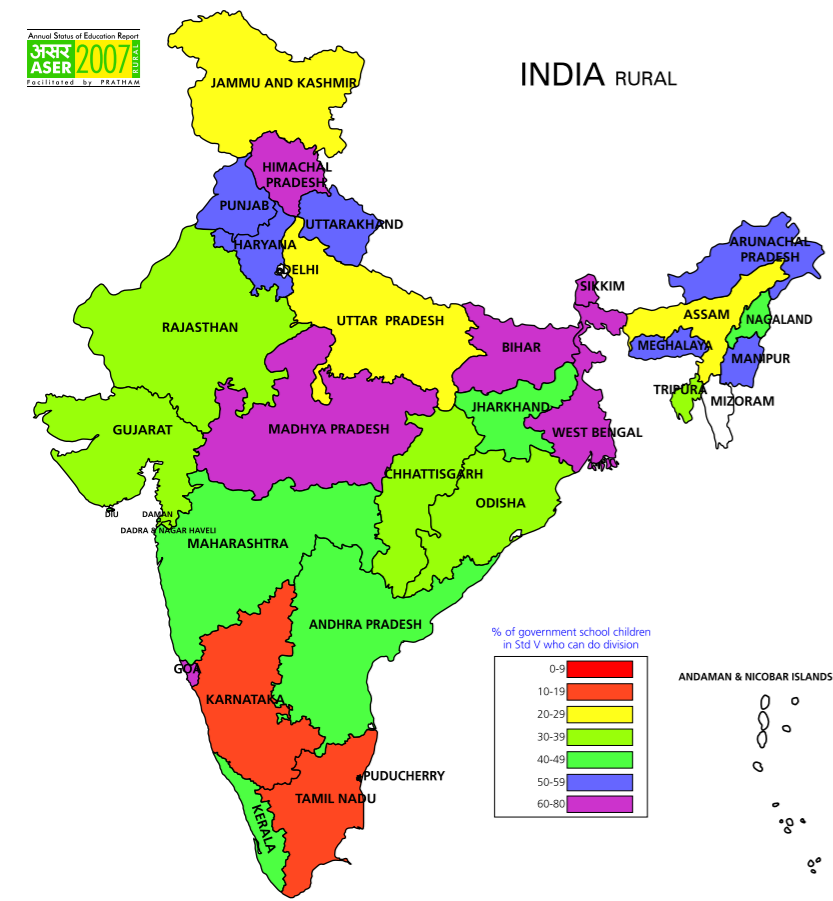


Maps may not be accurate or to-scale. These are mere representations.  
The National Survey and Mapping Organization of India had not released separate maps for Andhra Pradesh and Telangana at the time the report went to print.

## Std V Reading: Statewise maps showing % of government school children in Std V who can read Std II level text



## Std V Arithmetic: Statewise maps showing % of government school children in Std V who can do division



ASER 2006 arithmetic results are not comparable to the subsequent years because of a change in the assessment tool. Hence map for Arithmetic for 2006 is not shown. Maps may not be accurate or to-scale. These are mere representations. The National Survey and Mapping Organization of India had not released separate maps for Andhra Pradesh and Telangana at the time the report went to print.

# ASER 2014 (Rural) Findings

**ASER 2014 reached 577 rural districts across India. The survey was carried out in 16,497 villages, covering 341,070 households and 569,229 children.**

**2014 is the sixth year in a row that enrollment levels are 96% or higher for the 6-14 age group. The proportion of children currently not in school remains at 3.3%.**

- India is close to universal enrollment for the age group 6-14, with the percentage of children enrolled in school at 96% or above for six years in a row.
- Nationally, the percentage of children out of school (age group 6-14) remains at 3.3%, the same as the figure last year.
- In some states the proportion of girls (age group 11-14) out of school remains greater than 8%. These states are Rajasthan (12.1%) and Uttar Pradesh (9.2%)
- Although enrollment levels are very high for the age group covered by the Right to Education Act (i.e. 6 to 14 years), the proportion of 15 to 16 year olds not enrolled in school is substantial. Nationally, for rural areas, 15.9% of boys and 17.3% of girls in this age group are currently out of school.

**The proportion of children enrolled in private schools has increased slightly from last year.**

- In 2014, 30.8% of all 6-14 year old children in rural India are enrolled in private schools. This number is up slightly from 29% in 2013.
- As in previous years, in each age group, a higher proportion of boys go to private schools as compared to girls. In 2014, in the age group 7-10 years, 35.6% of boys are enrolled in private schools as compared to 27.7% of girls. For the age group of 11-14 years, 33.5% of boys are in private schools as compared to 25.9% of girls.
- Compared to similar figures in 2013, there has been an increase in private school enrollment in almost all states. The only exceptions to this are Gujarat, Maharashtra, Uttarakhand, Nagaland and Kerala.
- Five states in India now have private school enrollment rates in the elementary stage that are greater than 50%. These are Manipur (73.3%), Kerala (62.2%), Haryana (54.2%), Uttar Pradesh (51.7%), and Meghalaya (51.7%).

**Reading levels remain low and unchanged.**

- Overall, the situation with basic reading continues to be extremely disheartening in India. In 2014, in Std III, only a fourth of all children can read a Std II text fluently. This number rises to just under half in Std V. Even in Std VIII, close to 75% children can read Std II level text (which implies that 25% still cannot).
- Some very small improvements in reading are visible in the last few years. For example, the proportion of Std V children who can read at least a Std II level text has inched upwards from 46.8% in 2012 to 47% in 2013 and to 48.1% in 2014. 38.7% of Std III children could read at least a Std I level text in 2012. This number is slightly higher at 40.2% in 2014.
- In some states, reading levels have improved since last year. For example, in 2014 a higher proportion of children in Std V in Himachal Pradesh, Haryana, Bihar, Odisha and Karnataka can read at least a Std II level text than was the case last year. Tamil Nadu shows major gains in reading over last year for Std V.
- Looking at trends over time, in many states the reading status of children is largely unchanged. However in some states, like Bihar, Assam, Jharkhand, Chhattisgarh, Madhya Pradesh and Maharashtra there are visible declines in reading levels over the last 5-6 years.



### **Math continues to be a serious and major source of concern.**

- The All India (rural) figures for basic arithmetic have remained virtually unchanged over the last few years. In 2012, 26.3% of Std III children could do a two digit subtraction. This number is at 25.3% in 2014. For Std V children, the ability to do division has increased slightly from 24.8% in 2012 to 26.1% in 2014.
- There are other trends which are quite worrying. For example, the percentage of children in Std II who still cannot recognize numbers up to 9 has increased over time, from 11.3% in 2009 to 19.5% in 2014.
- Similarly, the ability to do division among Std VIII students has been dropping since 2010. The proportion of Std VIII students who could correctly do a three digit by one digit division problem was 68.3% in 2010. This number has dropped to 44.1% in 2014.
- Few changes are visible since last year (except in Tamil Nadu where there are improvements). However looking over a five to eight year period, it is clear that math levels have declined in almost every state. Karnataka and Andhra Pradesh are the exceptions where the situation has been more or less the same for the past several years.

### **Ability to read English is unchanged for lower primary grades.**

Assessments of basic English have been carried out in 2007, 2009, 2012 and 2014.

- Children's ability to read English is relatively unchanged in lower primary grades. In 2014, about 25% of children enrolled in Std V could read simple English sentences. This number is virtually unchanged since 2009.
- However, a decline is visible in upper primary grades. For example, in 2009, 60.2% of children in Std VIII could read simple sentences in English but in 2014, this figure is 46.8%.
- In 2014, of those who can read words (regardless of grade), roughly 60% could explain the meanings of the words read. Of those who can read sentences, 62.2% in Std V could explain the meaning of the sentences. Depending on the class, the ability to say the meaning (of words and sentences) was higher in previous years.

### **School observations**

**ASER 2014 visited 15,206 government schools with primary sections. Of these 8,844 were primary schools and 6,362 were upper primary schools which also had primary sections.**

### **Teacher and child attendance show no major changes from last year.**

- In 2014, ASER data indicates that 71.4% of enrolled children in primary schools and 71.1% of enrolled children in upper primary schools were present on the day of the visit. In 2013, these figures were 70.7% in primary schools and 71.8% in upper primary schools.
- As in previous years, children's attendance varies considerably across the country. States like Himachal Pradesh, Punjab, Uttarakhand, Gujarat, Maharashtra, Karnataka, Andhra Pradesh, Kerala and Tamil Nadu have attendance levels that range from 80 to 90%. But in states like Uttar Pradesh, Bihar, West Bengal, Jharkhand, and Madhya Pradesh, attendance rates are much lower and range from 50 to 60%.
- Trends over time show that children's attendance both in primary and upper primary schools was higher in 2009 as compared to 2014. In 2009, attendance was at 74.3% in primary schools and 77% in upper primary schools.

- Since 2009, there has been a small decrease in the attendance rates of teachers. For primary schools, in 2014, 85% of appointed teachers were present in school on the day of the visit as compared to 89.1% in 2009. The 2014 figure for teacher attendance in upper primary schools is 85.8% as against 88.6% in 2009.

**The proportion of “small schools” in the government primary school sector continues to grow.**

- Of the government primary schools visited in 2014, over one third are “small schools” with a total enrollment of 60 children or less.
- In 2009, the percentage of government primary schools visited that were “small” was 26.1%.

**For the most part, improvement in school facilities continues.**

- The percentage of schools complying with RTE mandated pupil-teacher ratios has increased from 45.3% last year to 49.3% in 2014. In 2010, this figure was 38.9%.
- Nationally, as far as office/store, playground, boundary wall and kitchen shed are concerned, progress is visible from year to year.
- With respect to drinking water provision and availability, drinking water was available in 75.6% of the schools that were visited. In 2010, this figure was 72.7%. In four states (Bihar, Uttar Pradesh, Gujarat and Himachal Pradesh), drinking water was available in more than 85% of schools.
- ASER records whether toilets are available and useable on the day of the visit. Since 2010, there has been significant progress in the availability of useable toilets. Nationally in 2014, 65.2% of schools visited had toilet facilities that were useable. In 2013, this figure was 62.6% and in 2010, it was 47.2%). The proportion of schools visited where girls’ toilets were available and useable has gone up from 32.9% in 2010 to 53.3% in 2013 to 55.7% in 2014. In four states, more than 75% of schools visited had useable girls’ toilets. These states are Gujarat, Kerala, Himachal Pradesh and Haryana.
- There is a small increase in the availability of computers in the schools visited. The 2014 figure stands at 19.6%, as compared to 15.8% in 2010. Several states stand out in this regard. In Gujarat, 81.3% of schools visited had computers; this number was 89.8% in Kerala, 46.3% in Maharashtra and 62.4% in Tamil Nadu.
- The proportion of schools with library books has increased substantially, from 62.6% in 2010 to 78.1% in 2014. In about 40.7% of schools that were visited, children were seen using library books as compared to 37.9% in 2010.



India





ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 577 OUT OF 585 DISTRICTS

Data has not been presented where sample size was insufficient.

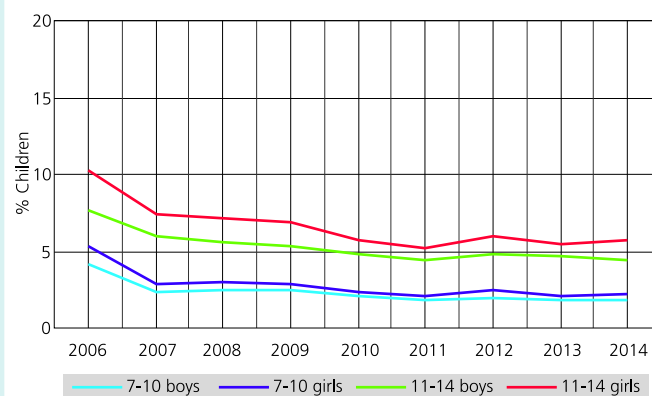
## School enrollment and out of school children

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

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	64.9	30.8	1.0	3.3	100
Age: 7-16 ALL	63.0	30.5	1.0	5.6	100
Age: 7-10 ALL	65.1	31.8	1.1	2.0	100
Age: 7-10 BOYS	61.5	35.6	1.1	1.8	100
Age: 7-10 GIRLS	68.9	27.7	1.2	2.2	100
Age: 11-14 ALL	64.4	29.8	0.9	5.0	100
Age: 11-14 BOYS	61.3	33.5	0.8	4.4	100
Age: 11-14 GIRLS	67.5	25.9	1.0	5.7	100
Age: 15-16 ALL	53.8	28.9	0.7	16.6	100
Age: 15-16 BOYS	52.9	30.7	0.5	15.9	100
Age: 15-16 GIRLS	54.6	27.2	0.9	17.3	100

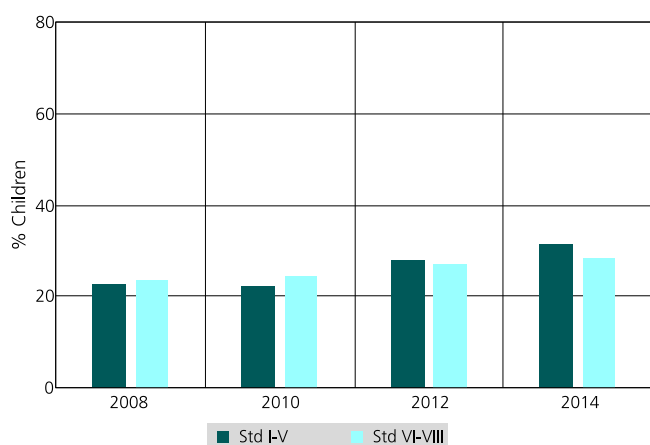
Note: 'Other' includes children going to madarsa and EGS.  
 'Not in school' = dropped out + never enrolled

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



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 10.3% in 2006, 6.8% in 2009, 5.2% in 2011 and is 5.7% 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	23.2	41.8	21.5	8.1	5.4								100
II	3.8	14.4	39.6	27.7	6.6	5.0	2.9						100
III	3.8	14.0	40.8	23.9	11.0	6.6						100	
IV	4.7		15.2	34.2	31.4	7.0	7.5					100	
V	5.8			10.0	42.6	24.0	11.6	6.0					100
VI	4.2			14.2	34.4	33.1	8.5	5.7					100
VII	5.5			10.3	41.9	27.2	10.5	4.6					100
VIII	4.4			15.1	39.3	30.5	7.9	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, 40.8% children are 8 years old but there are also 14% who are 7, 23.9% who are 9, 11% who are 10 and 6.6% who are older.

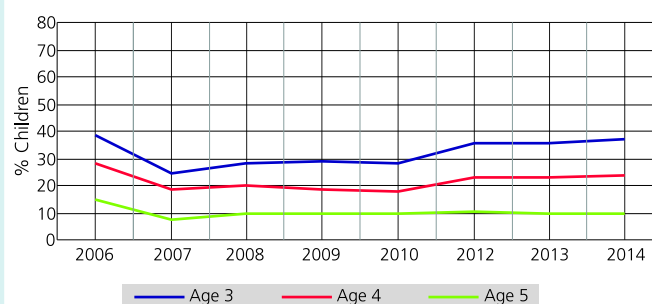
## Young children in pre-school and school

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

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	54.0	9.0				37.1	100
Age 4	52.8	23.8				23.4	100
Age 5	21.6	17.1	31.9	18.6	1.0	9.7	100
Age 6	5.6	9.3	54.3	25.0	1.1	4.7	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	48.6	30.2	12.1	4.5	4.5	100
II	25.7	31.6	19.6	11.0	12.2	100
III	14.9	25.0	20.0	16.6	23.6	100
IV	8.4	17.5	17.9	18.9	37.4	100
V	5.7	12.8	14.3	19.1	48.1	100
VI	3.5	9.0	10.9	17.8	58.8	100
VII	2.6	6.2	8.1	15.4	67.7	100
VIII	1.8	4.5	6.2	12.8	74.6	100
Total	15.1	17.9	13.9	14.3	38.9	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 14.9% children cannot even read letters, 25% can read letters but not more, 20% can read words but not Std I level text or higher, 16.6% can read Std I level text but not Std II level text, and 23.6% 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	86.6	93.9	88.3	73.7	83.8	75.8
2011	80.1	92.6	83.5	64.6	81.5	68.7
2012	75.2	90.6	79.9	55.9	77.6	62.0
2013	71.5	89.9	77.1	55.4	80.2	62.4
2014	67.5	88.2	74.5	52.1	78.1	60.2

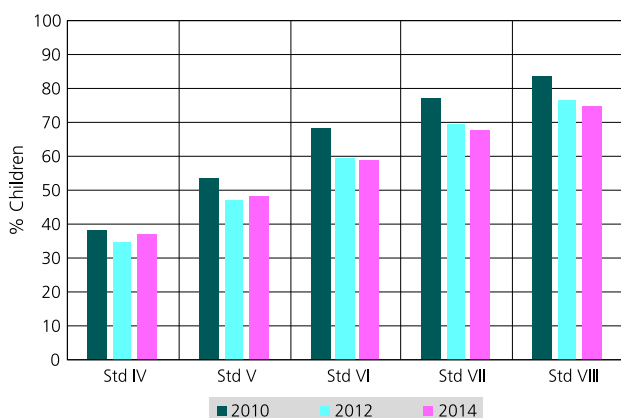
\* This is the weighted average for children in government and private schools only.

**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	65.5	76.2	67.7	50.7	64.2	53.7
2011	55.8	73.9	60.0	43.8	62.7	48.3
2012	50.5	70.1	55.7	41.7	61.2	46.9
2013	50.3	74.2	56.6	41.1	63.3	47.0
2014	49.2	73.1	56.3	42.2	62.5	48.1

\* 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	42.4	33.9	19.3	3.4	1.1	100
II	19.5	36.5	31.2	9.9	2.8	100
III	10.0	29.4	35.3	18.0	7.4	100
IV	5.3	21.2	33.3	24.1	16.1	100
V	3.9	15.4	30.1	24.5	26.1	100
VI	2.3	10.5	29.2	25.8	32.2	100
VII	1.7	7.5	28.5	24.4	37.8	100
VIII	1.3	5.4	26.1	23.2	44.1	100
Total	11.8	20.8	29.0	18.6	19.8	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 10% children cannot even recognize numbers 1-9, 29.4% can recognize numbers up to 9 but not more, 35.3% can recognize numbers up to 99 but cannot do subtraction, 18% can do subtraction but cannot do division, and 7.4% can do division. For each class, the total of all these exclusive categories is 100%.

## Math Tool

अंक पहचान 1-9	संख्या पहचान 10-99	घटाव	भाग
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		

सबसे से सही की 3 संख्या पहचानने की कोशिश करें।  
 सबसे से सही की 4 संख्या पहचानने की कोशिश करें।  
 सबसे से सही की 2 घटाव की कोशिश करें।  
 सबसे से सही की 1 भाग का प्रश्न हल करने की कोशिश करें।

**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	86.6	94.0	88.3	71.3	82.7	73.8
2011	82.0	93.3	85.1	61.1	79.6	65.7
2012	79.3	94.1	83.8	54.1	79.5	61.2
2013	78.0	92.6	82.4	53.7	81.1	61.4
2014	74.9	91.8	80.6	51.6	80.7	60.7

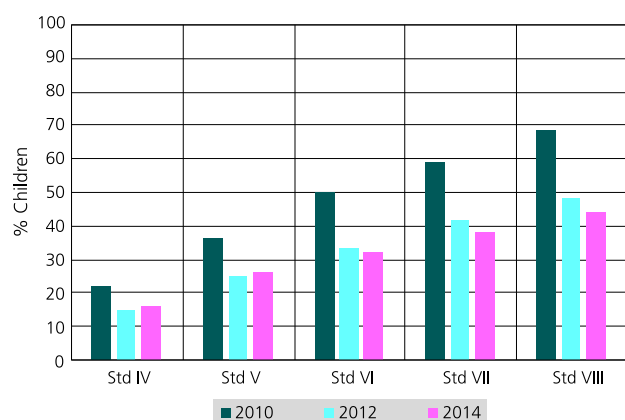
\* This is the weighted average for children in government and private schools only.

**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	55.1	67.7	57.7	33.9	44.2	36.2
2011	44.4	62.5	48.5	24.5	37.7	27.6
2012	36.2	59.3	42.3	20.3	37.8	24.9
2013	33.9	61.3	41.1	20.8	38.9	25.6
2014	32.3	59.3	40.3	20.7	39.3	26.1

\* 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	56.5	15.5	14.8	10.2	3.0	100
II	38.3	19.4	20.8	13.8	7.7	100
III	26.9	19.1	24.6	17.9	11.5	100
IV	18.1	16.4	25.5	22.4	17.6	100
V	13.3	13.7	23.9	25.2	24.0	100
VI	8.7	10.4	23.3	26.3	31.4	100
VII	6.5	8.4	20.2	26.2	38.8	100
VIII	4.7	6.5	17.7	24.4	46.8	100
Total	23.0	13.9	21.3	20.4	21.4	100

How to read this table: Each cell shows the highest level in reading English achieved by a child. For example, in Std III, 26.9% children cannot even read capital letters, 19.1% can read capital letters but not more, 24.6% can read small letters but not words or higher, 17.9% can read words but not sentences, and 11.5% 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**

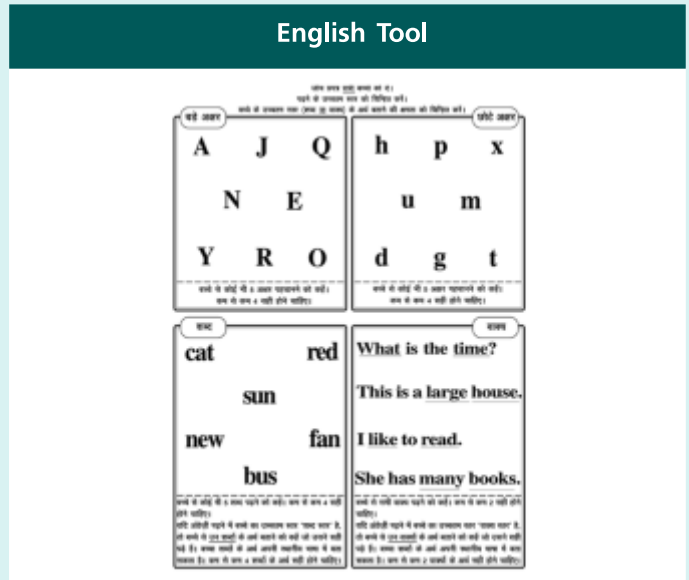
Std	Of those who can read words, % children who can tell meanings of the words	Of those who can read sentences, % children who can tell meanings of the sentences
I	62.1	43.1
II	59.4	46.9
III	60.1	57.3
IV	60.9	59.5
V	60.9	62.2
VI	60.5	64.8
VII	60.7	66.3
VIII	59.4	68.2
Total	60.5	63.2

## 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	58.0	55.8	54.9	52.2
	Govt. + Tuition	15.6	15.3	15.7	15.7
	Pvt. no tuition	20.6	22.4	22.5	24.0
	Pvt. + Tuition	5.7	6.5	6.9	8.1
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	53.8	53.1	52.1	50.7
	Govt. + Tuition	20.1	19.3	20.1	20.2
	Pvt. no tuition	20.3	21.6	21.8	22.6
	Pvt. + Tuition	5.8	6.0	6.0	6.4
	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.	61.9	28.5	5.9	3.7	100
Std I-V	Pvt.	33.6	35.5	15.5	15.4	100
Std VI-VIII	Govt.	37.4	42.6	11.1	9.0	100
Std VI-VIII	Pvt.	21.8	36.1	19.8	22.3	100



Data has not been presented where sample size was insufficient.

## Performance of states

**Table 14: Private school enrollment and learning levels 2014**

State	Private school % Children (Age 6-14) in private schools	Std V: Learning levels				Std VII: Learning levels		
		% Children who CAN READ a Std II level text	% Children who CAN DO at least SUBTRACTION	% Children who CAN READ ENGLISH SENTENCES	Of those who can read English sentences, % children who CAN TELL MEANINGS of the sentences	% Children who CAN DO DIVISION	% Children who CAN READ ENGLISH SENTENCES	Of those who can read English sentences, % children who CAN TELL MEANINGS of the sentences
AP + Telangana	36.7	56.3	71.5	45.2	67.6	48.4	63.9	75.8
Arunachal Pradesh	24.5	44.4	74.8	52.3	76.7	39.1	67.9	74.6
Assam	17.3	33.5	38.9	17.8	53.4	20.6	34.7	61.8
Bihar	12.0	48.1	53.2	18.7	54.5	52.7	33.9	53.2
Chhattisgarh	17.8	52.4	39.3	10.7	58.6	22.6	21.5	60.1
Gujarat	13.3	46.6	41.7	9.8	54.8	27.9	26.7	69.8
Haryana	54.2	68.1	74.8	50.4	67.5	60.6	63.1	74.6
Himachal Pradesh	35.2	75.2	76.1	53.4	55.9	55.5	68.6	70.4
Jammu and Kashmir	48.1	38.7	62.9	52.2	61.6	32.3	71.0	65.6
Jharkhand	18.0	34.4	44.0	14.6	60.1	39.1	30.9	54.8
Karnataka	25.5	47.2	53.7	21.2	78.7	29.0	39.3	73.5
Kerala	62.2	66.8	71.3	68.5	81.1	52.7	80.0	87.1
Madhya Pradesh	21.4	34.1	31.0	9.6	54.5	24.1	18.3	43.9
Maharashtra	36.9	53.5	41.0	21.5	54.8	28.3	38.9	63.3
Manipur	73.3	66.6	85.3	79.4	74.1	67.0	92.8	80.1
Meghalaya	51.7	58.3	60.9	59.6	64.7	29.2	78.5	78.2
Mizoram	40.0	52.1	87.4	52.5	59.9	77.7	79.9	76.1
Nagaland	38.9	41.6	80.4	62.6	74.6	50.6	85.7	86.8
Odisha	8.5	51.9	47.3	22.9	55.3	36.2	39.7	61.7
Punjab	49.5	66.5	69.1	50.8	65.9	54.5	66.7	77.4
Rajasthan	42.1	46.7	45.9	15.2	50.7	42.3	32.6	56.1
Sikkim	31.3	43.4	78.2	64.4	81.8	55.2	87.3	92.9
Tamil Nadu	31.9	46.9	63.2	33.1	72.3	38.0	48.7	77.5
Tripura	9.1	45.5	58.2	26.6	77.7	38.4	58.7	67.0
Uttarakhand	37.5	60.6	54.4	32.0	69.3	40.3	44.1	71.7
Uttar Pradesh	51.7	44.7	46.7	21.1	53.5	37.0	34.1	59.7
West Bengal	8.8	53.2	56.1	24.2	68.6	33.6	32.2	71.9
<b>All India</b>	<b>30.8</b>	<b>48.1</b>	<b>50.5</b>	<b>24.0</b>	<b>62.2</b>	<b>37.8</b>	<b>38.8</b>	<b>66.3</b>

## ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 577 OUT OF 585 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 15: Number of schools visited 2010-2014**

Type of school	2010	2011	2012	2013	2014
Primary schools (Std I-IV/V)	8419	8516	8774	8682	8844
Upper primary schools (Std I-VII/VIII)	5821	5857	5888	6042	6362
Total schools visited	14240	14373	14662	14724	15206

**Table 16: 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)	72.9	71.0	71.4	70.7	71.4
% Teachers present (Average)	87.1	87.2	85.2	85.5	85.0
Upper primary schools (Std I-VII/VIII)	2010	2011	2012	2013	2014
% Enrolled children present (Average)	73.4	72.0	73.1	71.8	71.1
% Teachers present (Average)	86.4	86.7	85.4	85.8	85.8

**Table 17: 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	27.3	30.0	32.3	33.1	36.0
% Schools where Std II children were observed sitting with one or more other classes	55.2	58.2	62.6	63.0	62.8
% Schools where Std IV children were observed sitting with one or more other classes	49.0	53.0	56.5	55.9	56.8
Upper primary schools (Std I-VII/VIII)	2010	2011	2012	2013	2014
% Schools with total enrollment of 60 or less	2.7	5.3	6.3	7.1	7.2
% Schools where Std II children were observed sitting with one or more other classes	54.0	57.4	58.7	60.0	59.8
% Schools where Std IV children were observed sitting with one or more other classes	41.6	45.4	46.1	47.2	48.4

### 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 18: Schools meeting selected RTE norms 2010-2014**

% Schools meeting the following RTE norms:		2010	2011	2012	2013	2014
PTR & CTR	Pupil-teacher ratio (PTR)	38.9	40.8	42.9	45.3	49.3
	Classroom-teacher ratio (CTR)	76.2	74.3	73.7	73.8	72.8
Building	Office/store/office cum store	74.1	74.1	73.5	76.3	76.7
	Playground	62.0	62.8	61.1	62.4	65.3
	Boundary wall/fencing	51.0	53.9	54.7	56.3	58.8
Drinking water	No facility for drinking water	17.0	16.7	16.7	15.2	13.9
	Facility but no drinking water available	10.3	9.9	10.3	11.1	10.5
	Drinking water available	72.7	73.5	73.0	73.8	75.6
	Total	100	100	100	100	100
Toilet	No toilet facility	11.0	12.2	8.5	7.2	6.3
	Facility but toilet not useable	41.8	38.9	35.2	30.2	28.5
	Toilet useable	47.2	49.0	56.4	62.6	65.2
	Total	100	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	31.2	22.7	21.4	19.3	18.8
	Separate provision but locked	18.7	15.0	14.2	13.6	12.9
	Separate provision, unlocked but not useable	17.2	18.7	16.4	13.9	12.6
	Separate provision, unlocked and useable	32.9	43.7	48.1	53.3	55.7
	Total	100	100	100	100	100
Library	No library	37.4	28.7	24.1	22.9	21.9
	Library but no books being used by children on day of visit	24.7	29.1	32.2	36.4	37.4
	Library books being used by children on day of visit	37.9	42.2	43.8	40.7	40.7
	Total	100	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	82.1	83.7	84.3	87.0	88.1
	Mid-day meal served in school on day of visit	84.6	87.5	87.0	87.2	85.1



Data has not been presented where sample size was insufficient.

## School funds and activities

**Table 19: % 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	14305	86.5	7.4	6.2	14953	79.6	15.1	5.3
Development grant	14165	79.0	13.9	7.1	14870	67.5	26.0	6.5
TLM grant	14319	89.1	6.7	4.2	14685	17.8	78.0	4.3

**Table 20: % 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	13801	56.0	35.9	8.1	14547	41.2	51.8	7.1
Development grant	13652	51.2	40.0	8.8	14451	34.3	58.2	7.6
TLM grant	13733	54.7	38.7	6.6	14251	7.5	86.8	5.7

Note for Table 19 & 20: Grant information was not collected in ASER 2013.

**Table 21: % Schools carrying out different activities since April 2013**

Type of activity		% Schools		
		Yes	No	Don't know
Construction	New classroom built	15.3	83.5	1.2
Repair	White wash/plastering	55.9	42.8	1.2
	Repair of drinking water facility	46.8	51.8	1.4
	Repair of toilet	38.6	60.0	1.4
Purchase	Mats, Tat patti etc.	50.5	47.8	1.7
	Charts, globes or other teaching material	62.3	36.2	1.6

**Table 23: School Management Committee (SMC) in schools 2014**

% Schools which said they have an SMC	94.0
Of the schools that have SMC, % schools that had the last SMC meeting	
Before Jan 2014	2.1
Jan to June 2014	8.6
July to Sept 2014	74.3
After Sept 2014	15.0
% Schools that could give information about how many members were present in the last meeting	93.9
Average number of members present in last meeting	13

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.

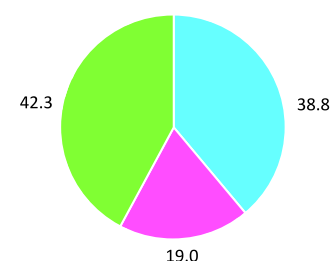
Name of Grant	Type of activity
School Maintenance Grant	For minor repairs and infrastructure maintenance. Eg. Repair of toilet, boundary wall, whitewashing
School Development Grant	For purchasing school and office equipment. Eg. Blackboards, sitting mats, chalks, duster
Teacher Learning Material Grant*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

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

**Table 22: Continuous and Comprehensive Evaluation (CCE) in schools 2013-2014**

CCE in schools	2013	2014
% Schools which said they have heard of CCE	78.9	88.5
Of the schools which have heard of CCE, % schools which have received materials/manuals		
For all teachers	59.9	61.5
For some teachers	15.8	15.6
For no teachers	19.9	17.7
Don't know	4.4	5.2
Of the schools which have received manual, % schools which could show it	79.8	77.9

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



■ % Schools which did not have a school development plan in 2013-14  
 ■ % Schools which had a school development plan in 2013-14  
 ■ Of the schools which had an SDP, % schools that could show the plan

**Table 24: Performance of schools with respect to selected Right to Education indicators 2010-2014**

State	Number of schools visited 2010	Number of schools visited 2011	Number of schools visited 2012	Number of schools visited 2013	Number of schools visited 2014	PTR & CTR										School facilities										
						% Schools complying with:					% Schools that have:					% Schools that have:					% Schools that have:					
						Pupil-teacher ratio					Classroom-teacher ratio					Office/store/office cum store					Playground					
						2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	
AP + Telangana	632	642	649	616	644	61.7	56.4	56.4	45.8	52.0	53.4	66.5	61.1	72.0	72.0	68.7	77.7	72.9	79.1	64.5	61.6	70.5	68.9	67.7	64.1	65.3
Andhra Pradesh	259	250	178	189	189	78.0	70.2	75.3	69.4	69.4	79.8	73.3	77.6	68.7	77.7	72.9	79.1	79.1	75.6	58.9	66.4	59.3	66.4	59.3	61.7	61.7
Assam	519	510	492	559	597	33.6	29.0	35.2	31.3	34.0	67.7	64.9	64.4	66.1	70.1	57.5	54.2	49.3	46.5	52.1	61.5	56.6	59.3	58.5	58.5	56.3
Bihar	967	1022	1057	1082	1088	8.8	5.3	8.5	11.9	12.7	48.2	54.2	56.7	64.7	60.5	69.0	69.0	69.0	75.9	77.7	48.3	49.1	43.1	48.5	48.5	50.9
Chhattisgarh	425	392	430	438	442	39.6	51.3	48.3	51.6	53.8	64.2	59.6	70.2	64.5	68.1	79.0	76.0	80.9	79.9	82.3	45.0	46.3	49.2	60.2	60.2	64.2
Gujarat	623	650	692	722	720	62.7	62.0	55.3	64.3	69.0	84.2	87.6	0.0	90.1	89.7	80.2	82.8	79.0	80.7	86.2	75.5	83.4	79.7	84.3	88.1	88.1
Haryana	528	389	513	561	577	40.3	41.2	40.3	43.3	46.0	75.1	70.9	76.7	79.1	70.4	85.8	80.6	84.0	86.2	84.5	79.7	78.9	82.3	84.5	81.8	81.8
Himachal Pradesh	261	274	239	281	277	60.6	65.3	68.0	61.5	60.7	76.7	77.4	78.4	77.6	78.2	75.9	77.0	74.8	75.8	79.3	75.6	70.0	74.3	73.7	81.0	81.0
Jammu and Kashmir		357	387	359	343		87.5	84.2	86.2	89.0		49.8	50.0	56.1	53.0		81.8	79.5	85.6	77.2		52.5	48.2	57.8	48.6	48.6
Jharkhand	547	537	438	628	625	11.2	15.3	15.0	19.0	21.9	81.2	77.3	76.9	83.2	83.1	84.9	84.4	85.0	88.3	87.7	37.9	34.0	37.5	35.0	33.3	33.3
Karnataka	769	781	756	711	712	69.4	71.2	66.9	66.9	70.4	82.8	85.0	83.2	85.3	84.1	72.1	74.0	76.2	81.1	78.7	66.0	70.8	73.1	73.2	72.0	72.0
Kerala	275	328	347	278	265	89.2	94.1	92.0	97.6	96.6	80.3	77.6	89.5	85.0	89.4	88.4	90.2	91.3	97.1	96.5	76.3	79.1	66.5	69.7	74.7	74.7
Madhya Pradesh	1219	1195	1211	1272	1239	19.4	21.5	32.9	42.0	48.5	81.4	75.0	68.9	65.6	62.9	69.5	64.2	67.2	69.1	67.1	61.1	55.4	56.6	61.0	66.4	66.4
Maharashtra	902	829	822	788	875	58.9	62.9	63.2	63.0	72.7	87.6	81.9	83.3	87.9	85.3	34.3	33.3	27.1	32.9	36.2	84.7	82.9	84.0	85.3	88.3	88.3
Manipur	125	133	186	189	179	74.3	88.1	85.8	91.0	92.6	62.5	41.4	41.5	34.4	36.1	67.5	67.2	66.3	68.9	79.2	71.8	41.5	49.7	39.6	51.4	51.4
Meghalaya	110	85	129	114	129	54.3	51.4	65.1	50.0	60.0	84.2	62.9	72.7	84.3	67.3	34.6	42.1	42.4	46.0	41.2	45.8	40.0	36.8	52.6	54.0	54.0
Mizoram	174	148	199	212	187	89.1	75.2	86.5	69.2	83.9	57.6	94.8	75.9	85.0	77.3	78.5	92.1	78.3	77.9	91.7	39.0	70.7	44.7	44.8	72.2	72.2
Nagaland	223	217	272	255	255	91.9	85.5	93.0	92.3	92.1	78.6	61.1	63.3	59.8	73.9	83.8	92.3	86.9	91.8	81.0	64.2	65.6	41.6	47.6	43.8	43.8
Odisha	741	769	809	845	812	22.5	25.7	28.0	36.1	38.6	74.0	79.1	78.2	76.4	68.3	74.7	83.0	80.4	81.0	80.4	44.4	36.5	31.4	29.1	32.0	32.0
Punjab	449	489	525	498	496	34.9	30.4	34.6	45.4	64.0	76.9	82.2	80.3	78.9	69.3	78.5	79.3	80.0	85.4	78.5	69.3	71.2	71.0	62.0	70.6	70.6
Rajasthan	896	872	877	913	903	46.4	47.4	51.1	56.1	66.6	82.0	83.1	80.1	69.4	72.2	91.2	89.4	89.0	90.5	93.2	51.7	57.4	57.7	57.4	62.6	62.6
Sikkim	69	38	45	98	77	93.4	85.7	95.0	92.7	91.9	61.3	68.8	62.5	59.1	78.6	92.7	88.6	88.1	95.7	87.7	79.7	86.1	83.7	83.2	91.9	91.9
Tamil Nadu	662	683	656	553	648	47.0	52.3	49.2	53.5	58.6	75.2	75.0	81.7	81.8	74.0	54.8	49.3	49.8	49.9	58.2	68.7	67.7	69.7	70.7	66.2	66.2
Tripura	98	94	102	109	105	68.5	75.0	82.6	71.2	81.4	60.0	46.2	63.6	60.2	47.7	89.6	76.6	83.7	94.5	87.6	89.5	78.7	92.0	79.8	75.2	75.2
Uttarakhand	337	297	287	211	301	13.7	16.3	23.2	20.5	24.6	87.4	84.7	89.1	85.5	86.1	87.7	83.0	84.9	87.0	88.3	67.0	67.5	65.0	75.2	68.1	68.1
Uttar Pradesh	1896	1900	1887	1945	1971	16.1	16.5	15.6	21.3	19.9	81.6	80.3	78.4	75.1	79.8	88.6	88.1	88.4	87.4	88.3	60.8	71.1	66.9	71.2	78.1	78.1
West Bengal	408	401	408	461	456	26.2	34.4	33.2	41.4	46.9	64.8	64.5	67.4	67.2	68.6	79.0	80.9	78.3	82.6	84.8	42.1	50.5	54.3	51.4	50.7	50.7
<b>All India</b>	<b>14240</b>	<b>14373</b>	<b>14662</b>	<b>14724</b>	<b>15206</b>	<b>38.9</b>	<b>40.8</b>	<b>42.9</b>	<b>45.3</b>	<b>49.3</b>	<b>76.2</b>	<b>74.3</b>	<b>73.7</b>	<b>73.8</b>	<b>72.8</b>	<b>74.1</b>	<b>74.1</b>	<b>73.5</b>	<b>76.3</b>	<b>76.7</b>	<b>62.0</b>	<b>62.8</b>	<b>61.1</b>	<b>62.4</b>	<b>65.3</b>	<b>65.3</b>



**Table 24: Performance of schools with respect to selected Right to Education indicators 2010-2014**

State	School facilities																													
	% Schools that have:														Girls toilets available and useable															
	Boundary wall							Kitchen shed for cooking mid-day meal							Drinking water provision and available							Toilet available and useable								
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
AP + Telangana	52.9	49.3	49.9	48.8	50.3	67.0	62.8	62.8	66.6	69.6	64.8	60.8	66.3	65.1	61.2	38.6	33.4	47.7	55.1	64.3	25.4	28.1	38.2	43.0	54.2	25.4	28.1	38.2	43.0	54.2
Arunachal Pradesh	24.5	34.9	40.7		44.9	64.0	63.1	51.5		57.4	53.2	58.1	48.9		53.5	25.3	27.2	35.1		35.1	12.2	19.2	23.2		24.5	12.2	19.2	23.2		24.5
Assam	19.1	23.3	27.8	23.0	24.3	80.2	81.7	84.1	84.0	82.7	60.9	64.6	65.4	65.6	65.3	33.1	37.8	52.8	60.9	58.7	13.7	27.4	40.4	43.0	47.0	13.7	27.4	40.4	43.0	47.0
Bihar	48.1	47.5	47.9	52.5	52.4	64.0	71.6	74.1	82.7	87.7	78.7	83.8	85.4	85.9	90.4	33.6	45.7	51.2	58.7	60.6	18.1	35.4	42.0	47.6	46.2	18.1	35.4	42.0	47.6	46.2
Chhattisgarh	48.8	48.7	50.5	52.8	60.8	86.1	86.8	89.0	89.5	92.9	77.6	73.3	79.2	75.5	80.3	29.6	26.8	51.4	60.3	68.9	20.0	20.7	41.6	46.7	53.4	20.0	20.7	41.6	46.7	53.4
Gujarat	84.4	91.0	87.4	90.4	90.9	88.3	92.2	88.7	88.9	90.0	79.4	83.9	82.3	85.7	87.0	64.8	69.5	70.0	83.6	84.8	49.9	67.7	65.8	79.6	81.4	49.9	67.7	65.8	79.6	81.4
Haryana	82.7	83.9	88.9	92.5	91.4	51.0	60.5	68.3	75.9	75.8	74.6	78.3	75.7	73.5	76.2	67.9	70.1	73.5	80.2	81.8	52.8	68.0	70.8	77.6	79.6	52.8	68.0	70.8	77.6	79.6
Himachal Pradesh	37.9	42.1	49.4	55.4	66.4	82.5	89.5	94.5	94.3	97.1	83.2	81.8	83.4	85.9	87.7	56.0	68.5	74.2	79.1	87.6	38.7	64.9	70.4	77.3	86.2	38.7	64.9	70.4	77.3	86.2
Jammu and Kashmir		28.8	26.7	33.1	28.7		70.6	73.8	80.3	75.5		46.6	50.5	52.5	51.6		36.3	49.0	60.6	58.1		22.4	30.6	38.8	46.7		22.4	30.6	38.8	46.7
Jharkhand	27.0	25.0	21.6	26.6	24.7	73.5	76.2	77.0	78.3	83.9	73.8	80.6	78.1	78.1	80.2	26.8	37.5	37.0	40.5	52.9	20.9	36.6	32.0	36.4	48.0	20.9	36.6	32.0	36.4	48.0
Karnataka	59.3	69.0	70.2	73.1	73.7	92.9	94.0	94.1	94.5	93.0	75.8	81.9	81.3	80.1	81.2	38.4	44.2	59.5	66.0	60.2	31.8	41.1	54.0	59.6	55.1	31.8	41.1	54.0	59.6	55.1
Kerala	81.8	86.1	72.9	67.4	77.7	98.1	97.8	95.6	97.5	98.8	85.7	93.8	85.1	81.8	83.0	58.2	71.6	75.7	86.6	84.8	43.9	68.6	73.5	83.5	80.2	43.9	68.6	73.5	83.5	80.2
Madhya Pradesh	37.3	36.9	37.8	39.1	40.3	89.9	86.9	88.0	88.5	89.9	78.5	68.6	70.5	70.6	75.1	50.3	31.9	46.7	57.0	55.4	28.9	23.4	34.4	39.4	40.5	28.9	23.4	34.4	39.4	40.5
Maharashtra	57.5	58.1	52.9	62.8	66.9	78.2	74.8	70.9	85.9	92.0	69.0	73.1	69.5	72.2	70.5	53.0	44.9	57.3	66.0	66.3	43.2	42.6	53.1	62.1	59.1	43.2	42.6	53.1	62.1	59.1
Manipur	11.3	6.6	6.7	6.6	9.6	58.4	42.9	53.4	58.1	52.8	5.1	6.4	7.1	13.0	15.7	40.2	35.2	40.9	47.9	53.1	8.4	15.3	23.0	21.6	19.8	8.4	15.3	23.0	21.6	19.8
Meghalaya	14.2	14.1	12.7	5.3	9.7	60.6	70.5	69.1	77.0	83.3	23.9	9.9	12.8	23.2	16.5	24.5	24.4	31.7	47.8	38.8	14.8	18.6	20.5	30.4	16.8	14.8	18.6	20.5	30.4	16.8
Mizoram	37.7	47.8	45.2	35.2	51.1	96.2	98.6	95.0	91.9	94.0	48.5	71.0	65.0	71.8	68.5	55.6	52.1	44.2	51.7	33.7	30.8	33.1	30.0	39.0	28.1	30.8	33.1	30.0	39.0	28.1
Nagaland	42.8	34.5	52.9	37.0	52.6	81.7	91.8	85.3	87.0	79.2	37.0	23.4	22.2	24.2	23.4	53.9	60.0	52.5	63.2	68.0	30.6	49.7	32.7	36.4	45.0	30.6	49.7	32.7	36.4	45.0
Odisha	40.8	46.1	44.9	40.1	48.1	74.4	78.4	80.2	78.5	82.6	70.3	74.5	78.7	79.6	81.6	44.4	51.8	49.3	54.2	63.1	34.7	46.8	41.4	44.4	53.0	34.7	46.8	41.4	44.4	53.0
Punjab	82.8	83.9	83.0	89.2	88.9	94.7	93.9	97.7	96.8	94.5	83.1	82.9	82.8	81.5	81.0	61.2	58.7	70.5	80.5	79.2	49.4	56.2	65.6	74.0	71.6	49.4	56.2	65.6	74.0	71.6
Rajasthan	70.1	72.7	77.3	83.1	84.5	83.8	84.7	85.6	85.3	89.8	68.0	69.5	67.1	67.1	73.4	65.4	69.9	72.0	72.9	81.5	50.3	66.3	65.1	65.2	73.7	50.3	66.3	65.1	65.2	73.7
Sikkim	14.5	25.7	27.9	31.6	42.7	95.7	94.4	93.0	98.0	97.3	76.8	67.6	69.8	70.5	74.0	59.4	31.6	60.0	66.0	73.0	37.5	27.8	53.7	62.4	65.2	37.5	27.8	53.7	62.4	65.2
Tamil Nadu	60.7	58.9	66.7	64.3	71.0	96.7	96.7	98.6	99.6	97.5	80.5	77.6	81.0	79.3	79.8	44.6	48.4	68.1	77.6	79.8	35.1	42.7	61.4	67.0	68.7	35.1	42.7	61.4	67.0	68.7
Tripura	19.4	25.3	20.0	24.1	28.2	88.2	90.4	95.0	99.1	97.1	40.0	40.2	48.5	54.2	56.2	43.0	30.8	50.0	50.9	58.7	30.3	21.9	33.0	42.7	57.1	30.3	21.9	33.0	42.7	57.1
Uttarakhand	66.8	61.1	56.9	64.9	56.6	96.3	94.1	94.1	90.4	97.3	68.3	68.2	71.0	72.7	69.2	53.4	59.7	64.4	69.1	69.2	24.0	53.3	52.9	60.9	53.7	24.0	53.3	52.9	60.9	53.7
Uttar Pradesh	44.4	57.9	58.5	62.9	64.3	89.3	94.7	94.2	95.6	96.0	82.2	84.4	81.3	80.9	85.8	47.4	53.9	52.5	49.1	54.9	33.9	47.4	43.7	44.3	49.1	33.9	47.4	43.7	44.3	49.1
West Bengal	34.5	42.2	44.0	46.1	48.7	86.3	86.8	90.2	91.4	95.4	67.2	63.4	71.9	72.9	78.4	52.1	49.5	58.8	68.0	70.8	23.7	41.2	44.0	53.7	46.9	23.7	41.2	44.0	53.7	46.9
<b>All India</b>	<b>51.0</b>	<b>53.9</b>	<b>54.7</b>	<b>56.3</b>	<b>58.8</b>	<b>82.1</b>	<b>83.7</b>	<b>84.3</b>	<b>87.0</b>	<b>88.1</b>	<b>72.7</b>	<b>73.5</b>	<b>73.0</b>	<b>73.8</b>	<b>75.6</b>	<b>47.2</b>	<b>49.0</b>	<b>56.4</b>	<b>62.6</b>	<b>65.2</b>	<b>32.9</b>	<b>43.7</b>	<b>48.1</b>	<b>53.3</b>	<b>55.7</b>	<b>32.9</b>	<b>43.7</b>	<b>48.1</b>	<b>53.3</b>	<b>55.7</b>

**Table 25: Performance of schools with respect to other selected indicators 2010-2014**

State	% Schools that have:																																							
	A total enrollment of 60 or less														Std II children observed sitting with one or more classes							Std IV children observed sitting with one or more classes							Library books available						Library books being used by children on day of visit					
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014										
AP + Telangana	25.6	29.3	27.2	27.7	27.5	60.8	60.8	61.2	66.7	63.1	52.5	55.8	54.6	59.0	52.2	92.0	94.7	94.7	96.2	97.2	77.6	73.9	74.4	72.8	65.6	25.6	29.3	27.2	27.7	27.5										
Arunachal Pradesh	33.9	35.5	34.3		38.0	31.7	25.6	25.6		39.3	26.9	23.0	20.5		31.3	13.0	17.9	15.9		25.0	6.3	8.8	4.6		8.2	33.9	35.5	34.3		38.0										
Assam	40.9	31.9	33.7	35.0	36.1	43.4	53.0	56.3	52.0	58.9	40.8	50.1	54.7	44.9	55.4	20.8	28.1	39.6	40.7	45.3	10.5	13.6	21.0	18.3	23.6	40.9	31.9	33.7	35.0	36.1										
Bihar	0.2	0.3	0.4	0.5	0.4	57.1	60.9	64.2	59.7	63.1	48.3	54.6	57.6	55.4	58.2	52.9	61.2	74.6	74.6	76.3	28.2	31.8	45.3	42.9	30.5	0.2	0.3	0.4	0.5	0.4										
Chhattisgarh	16.1	26.6	29.3	31.1	33.6	64.9	75.9	75.8	79.9	76.4	51.1	63.7	54.0	53.9	54.0	72.9	78.7	88.3	87.0	89.5	36.5	38.4	32.9	31.1	26.2	16.1	26.6	29.3	31.1	33.6										
Gujarat	4.6	5.9	5.5	6.6	6.6	36.5	35.5	44.7	44.5	48.4	33.0	31.5	40.1	37.0	40.5	83.8	83.0	85.6	85.4	92.3	48.5	44.2	41.4	35.3	38.3	4.6	5.9	5.5	6.6	6.6										
Haryana	6.5	6.5	9.2	12.5	10.0	32.5	41.7	42.0	42.4	34.4	29.7	31.7	34.3	35.4	27.4	64.6	78.2	84.5	89.2	84.2	31.6	42.6	38.7	29.1	36.0	6.5	6.5	9.2	12.5	10.0										
Himachal Pradesh	48.6	59.0	68.5	67.6	71.3	58.3	55.3	62.3	72.7	74.1	52.4	49.0	56.3	62.4	73.0	80.3	88.6	96.6	96.4	95.7	41.3	42.4	43.2	39.1	40.6	48.6	59.0	68.5	67.6	71.3										
Jammu and Kashmir		45.0	51.4	53.1	55.9		68.5	66.4	64.4	66.4		61.7	62.3	57.0	60.9		50.7	49.9	58.5	54.4		26.8	23.8	28.6	28.1		45.0	51.4	53.1	55.9										
Jharkhand	7.7	10.4	12.6	13.8	15.9	66.1	71.3	74.3	75.7	76.3	60.7	68.1	70.8	69.8	72.3	61.6	73.5	79.0	86.6	89.7	28.4	38.2	45.1	53.4	60.7	7.7	10.4	12.6	13.8	15.9										
Karnataka	17.8	17.6	21.4	22.9	22.3	75.6	82.5	84.4	84.1	80.4	37.0	34.6	40.5	39.8	39.2	92.4	92.6	94.2	91.0	91.8	64.8	57.8	55.3	50.6	54.3	17.8	17.6	21.4	22.9	22.3										
Kerala	19.9	21.1	26.9	27.4	30.5	7.1	7.8	6.9	6.3	11.5	5.4	7.2	8.2	6.0	9.8	83.1	98.1	95.7	96.7	94.7	62.4	70.8	93.9	87.0	82.2	19.9	21.1	26.9	27.4	30.5										
Madhya Pradesh	10.4	15.0	18.7	21.2	26.3	66.9	75.1	73.4	77.9	77.6	57.4	69.6	64.6	68.2	69.3	56.3	58.7	71.0	80.7	84.2	29.1	31.5	39.3	40.6	43.7	10.4	15.0	18.7	21.2	26.3										
Maharashtra	16.7	21.0	21.0	21.9	21.1	40.3	44.0	43.8	44.2	45.5	36.3	40.5	38.6	40.1	40.2	86.1	83.8	86.3	89.9	82.6	66.5	54.3	53.1	52.4	36.4	16.7	21.0	21.0	21.9	21.1										
Manipur	35.3	43.8	47.8	45.6	52.5	37.7	45.1	50.3	41.9	33.3	32.1	33.7	37.1	38.3	31.3	9.2	7.1	11.5	10.6	18.0	5.9	1.6	2.7	1.6	2.8	35.3	43.8	47.8	45.6	52.5										
Meghalaya	71.0	66.3	65.1	71.9	68.6	64.0	76.9	69.3	64.6	67.5	60.4	75.3	66.1	63.9	61.0	22.0	36.3	24.0	38.1	23.6	15.6	31.3	15.2	34.5	22.1	71.0	66.3	65.1	71.9	68.6										
Mizoram	39.8	56.1	53.8	64.0	63.7	28.0	17.5	44.4	18.3	25.3	25.8	16.7	33.1	17.6	25.3	6.4	27.1	22.2	19.3	16.9	1.7	12.1	11.6	9.4	6.0	39.8	56.1	53.8	64.0	63.7										
Nagaland	45.8	41.2	45.4	43.4	35.2	19.0	13.3	12.0	9.3	17.1	17.9	13.9	8.8	8.8	17.2	13.3	9.0	12.2	33.2	14.6	9.2	3.3	4.1	11.5	5.5	45.8	41.2	45.4	43.4	35.2										
Odisha	21.4	24.9	24.0	24.7	23.7	72.8	76.7	79.8	77.1	77.8	62.1	65.5	71.8	63.9	67.1	65.3	84.7	88.3	82.9	88.0	46.8	66.5	64.5	56.1	65.2	21.4	24.9	24.0	24.7	23.7										
Punjab	17.2	19.6	17.4	22.8	25.4	52.2	43.6	53.5	51.1	47.6	37.5	41.1	44.5	46.7	42.3	96.0	94.4	90.7	76.8	88.7	66.0	70.4	46.0	34.6	39.7	17.2	19.6	17.4	22.8	25.4										
Rajasthan	13.0	13.1	17.3	22.2	17.9	66.2	69.9	80.6	82.1	78.3	52.9	56.4	62.2	62.8	65.9	63.7	67.1	76.9	75.5	87.8	23.3	31.7	32.9	30.6	38.8	13.0	13.1	17.3	22.2	17.9										
Sikkim	23.2	10.8	23.3	26.5	26.7	9.0	19.4	16.7	7.2	18.1	9.2	19.4	18.4	7.9	18.8	44.1	63.9	47.7	51.0	55.3	26.5	27.8	29.6	24.0	40.8	23.2	10.8	23.3	26.5	26.7										
Tamil Nadu	24.4	31.5	33.0	33.0	35.7	79.3	69.7	69.0	73.7	69.1	74.4	65.7	60.2	66.8	64.6	79.1	76.8	83.8	89.1	86.5	57.8	55.2	64.3	66.0	52.3	24.4	31.5	33.0	33.0	35.7										
Tripura	9.4	18.1	17.0	17.4	21.9	40.0	45.4	43.6	41.1	43.7	21.5	41.8	34.6	34.0	29.9	35.4	28.3	32.4	55.1	60.0	19.8	23.9	26.5	35.8	43.8	9.4	18.1	17.0	17.4	21.9										
Uttarakhand	69.0	69.4	72.8	67.5	76.7	61.9	70.5	73.6	73.9	80.1	56.8	63.9	71.4	71.5	76.9	47.7	82.3	82.1	78.7	85.9	20.4	40.5	39.6	30.9	36.9	69.0	69.4	72.8	67.5	76.7										
Uttar Pradesh	4.6	5.7	6.7	6.2	9.1	51.0	54.1	63.4	64.6	62.8	45.9	51.5	60.8	60.9	59.1	48.7	77.1	82.2	76.5	74.6	22.9	37.2	41.0	32.7	36.2	4.6	5.7	6.7	6.2	9.1										
West Bengal	10.1	13.1	15.7	19.5	23.3	42.5	38.2	38.8	45.7	47.2	33.9	30.6	30.9	37.8	36.4	49.5	60.8	64.7	66.2	66.3	31.8	42.0	40.7	41.5	43.6	10.1	13.1	15.7	19.5	23.3										
<b>All India</b>	<b>17.3</b>	<b>19.9</b>	<b>21.8</b>	<b>22.4</b>	<b>24.0</b>	<b>54.8</b>	<b>57.8</b>	<b>61.1</b>	<b>61.8</b>	<b>61.6</b>	<b>45.9</b>	<b>49.9</b>	<b>52.4</b>	<b>52.4</b>	<b>53.3</b>	<b>62.6</b>	<b>71.3</b>	<b>75.9</b>	<b>77.1</b>	<b>78.1</b>	<b>37.9</b>	<b>42.2</b>	<b>43.8</b>	<b>40.7</b>	<b>40.7</b>	<b>17.3</b>	<b>19.9</b>	<b>21.8</b>	<b>22.4</b>	<b>24.0</b>										

**Table 25: Performance of schools with respect to other selected indicators 2010-2014**

State	% Schools that have:														
	Computers available					Computers available and children observed using them on day of visit					Mid-day meal served in school on day of visit				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
AP + Telangana	9.3	7.0	10.4	12.7	13.6	6.2	4.3	6.0	6.2	5.6	99.2	99.1	98.3	97.7	99.5
Arunachal Pradesh	14.3	12.6	14.2		10.2	8.0	4.6	5.7		3.2	47.1	50.2	49.7		57.5
Assam	1.8	2.4	2.9	2.0	2.4	0.2	1.6	0.8	0.7	0.7	67.3	59.9	67.4	68.1	61.7
Bihar	6.9	5.4	6.2	6.6	5.7	4.0	1.2	1.4	1.2	0.7	57.2	54.6	75.0	73.1	69.2
Chhattisgarh	4.1	5.4	2.8	1.4	0.5	1.7	1.6	0.0	0.0	0.0	94.6	93.9	91.8	85.4	86.1
Gujarat	52.2	56.7	86.4	83.8	81.3	27.9	28.0	38.7	29.0	28.5	96.2	98.1	95.1	96.5	94.2
Haryana	17.4	17.5	20.1	15.9	11.5	6.9	3.2	5.9	4.3	3.7	93.7	94.2	91.7	95.4	91.7
Himachal Pradesh	6.7	4.1	5.5	5.4	5.5	3.2	2.2	3.4	2.1	3.3	98.0	99.2	97.0	95.6	93.8
Jammu and Kashmir		13.0	11.5	8.5	8.8		4.5	3.9	2.5	2.6		76.5	87.9	93.0	74.7
Jharkhand	7.0	5.3	4.4	4.3	4.0	4.1	0.8	0.9	1.0	1.3	92.6	88.8	84.2	82.4	78.6
Karnataka	29.4	33.3	36.4	43.7	39.5	13.4	13.8	13.6	14.5	15.9	96.0	97.9	98.5	98.3	98.9
Kerala	82.8	85.7	92.5	88.7	89.8	66.7	64.6	73.3	55.1	41.1	100	100	98.2	85.1	74.6
Madhya Pradesh	7.5	7.1	7.2	4.8	4.0	1.7	1.7	2.2	1.1	0.8	94.7	92.5	90.2	89.3	88.1
Maharashtra	33.3	39.2	43.3	49.0	46.3	19.8	20.0	16.9	20.7	14.7	90.7	95.8	93.2	93.5	94.8
Manipur	8.5	6.3	10.4	13.8	16.3	2.5	1.6	6.0	4.2	5.1	47.8	29.7	41.1	40.3	34.5
Meghalaya	2.8	5.0	2.4	0.0	1.6	0.9	3.8	2.4	0.0	0.8	51.9	35.0	30.5	46.5	40.7
Mizoram	7.7	7.1	8.7	5.5	1.6	5.9	3.6	3.1	2.0	0.5	94.0	99.3	91.4	94.8	72.0
Nagaland	14.8	17.9	14.9	9.5	11.4	3.7	9.0	5.6	4.3	5.5	31.9	43.4	38.2	28.1	24.1
Odisha	7.1	8.4	7.8	13.7	14.1	4.4	3.9	4.4	5.3	5.9	88.8	93.6	96.1	97.5	96.8
Punjab	10.7	9.3	11.0	18.8	8.7	5.2	3.3	2.5	6.2	2.2	97.9	96.4	95.5	94.1	92.7
Rajasthan	15.7	23.8	25.6	23.6	33.8	5.3	11.6	7.3	7.1	8.2	94.8	97.1	93.9	85.0	82.7
Sikkim	39.1	54.1	46.5	39.2	42.9	24.6	29.7	20.9	20.6	24.7	98.6	94.6	81.4	98.0	85.1
Tamil Nadu	47.0	48.6	56.6	62.9	62.4	29.4	30.0	39.0	41.6	27.1	99.4	99.4	99.8	100	99.8
Tripura	8.5	8.6	12.8	10.1	7.8	5.3	2.2	8.8	3.7	3.9	74.7	96.8	95.0	95.4	97.1
Uttarakhand	6.7	7.0	7.8	7.1	8.8	1.5	1.8	1.8	1.4	2.0	95.0	93.1	94.1	90.2	92.3
Uttar Pradesh	1.4	1.5	2.9	3.5	2.2	0.3	0.2	0.4	0.6	0.3	71.3	95.0	85.6	92.1	93.9
West Bengal	1.3	3.6	1.2	4.4	2.0	0.5	1.3	0.3	0.9	1.5	63.4	54.3	59.7	63.0	66.7
<b>All India</b>	<b>15.8</b>	<b>17.3</b>	<b>20.1</b>	<b>20.1</b>	<b>19.6</b>	<b>8.6</b>	<b>8.6</b>	<b>9.3</b>	<b>8.1</b>	<b>7.0</b>	<b>84.6</b>	<b>87.5</b>	<b>87.0</b>	<b>87.2</b>	<b>85.1</b>







ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 9 OUT OF 13 DISTRICTS  
 Data for 2013 not available. Data has not been presented where sample size was insufficient.

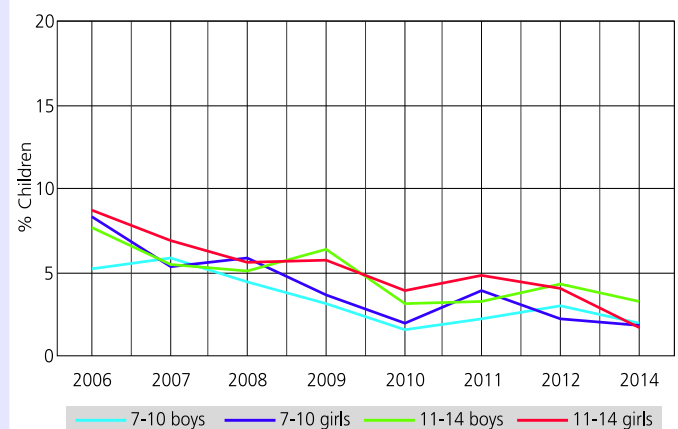
## School enrollment and out of school children

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

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	73.4	24.5	0.1	2.1	100
Age: 7-16 ALL	75.3	21.5	0.1	3.1	100
Age: 7-10 ALL	70.5	27.6	0.1	1.9	100
Age: 7-10 BOYS	68.6	29.5	0.0	1.9	100
Age: 7-10 GIRLS	72.0	25.9	0.2	1.9	100
Age: 11-14 ALL	79.1	18.3	0.1	2.6	100
Age: 11-14 BOYS	77.6	19.2	0.0	3.2	100
Age: 11-14 GIRLS	81.1	17.0	0.2	1.7	100
Age: 15-16 ALL	81.0	11.0	0.0	8.0	100
Age: 15-16 BOYS	81.2	10.9	0.0	8.0	100
Age: 15-16 GIRLS	81.6	11.0	0.0	7.5	100

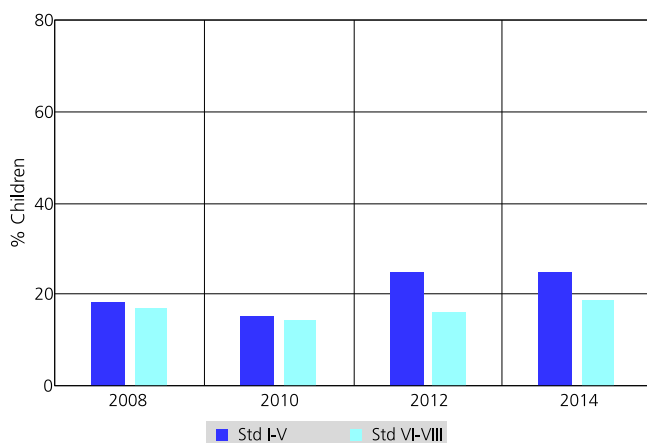
Note: 'Other' includes children going to madarsa and EGS.  
 'Not in school' = dropped out + never enrolled

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



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 8.7% in 2006, 5.7% in 2009, 4.8% in 2011 and 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	24.7	31.9	22.5	12.7	8.1								100
II	8.0	18.6	32.2	20.1	10.8	6.2	4.0						100
III	0.9	5.9	15.2	27.6	19.5	16.6	4.0	5.2	5.2				100
IV	0.7		6.1	15.5	23.2	24.6	9.7	9.8	5.4	5.1			100
V	5.5			9.8		21.0	12.7	19.3	10.5	9.5	5.4	6.3	100
VI	5.8				12.1	17.7	25.3	14.5	11.2	8.5	5.0	100	
VII	2.4			5.0	6.8	23.1	21.4	21.9	10.9	8.6	100		
VIII	3.9					10.1			20.2	29.5	19.7	16.7	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, 27.6% children are 8 years old but there are also 15.2% who are 7, 19.5% who are 9, 16.6% who are 10 and 4% who are 11, 5.2% who are 12 and 5.2% who are older.

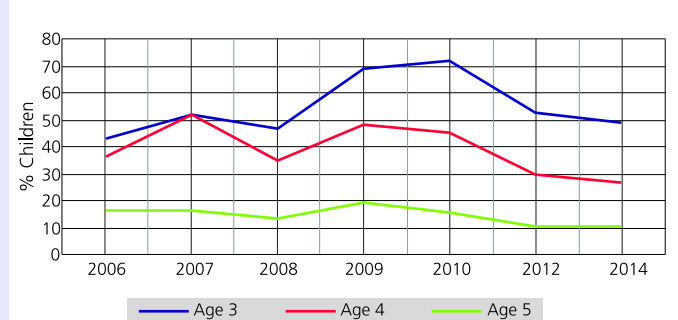
## Young children in pre-school and school

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

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	32.1	18.7				49.1	100
Age 4	23.9	49.7				26.4	100
Age 5	7.3	15.8	44.0	22.9	0.0	10.1	100
Age 6	1.6	9.7	57.3	27.3	0.2	4.0	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	33.7	45.0	17.8	2.7	0.7	100
II	21.2	35.8	31.7	8.7	2.6	100
III	7.2	24.6	38.5	19.4	10.2	100
IV	2.0	11.1	34.6	27.1	25.1	100
V	1.4	7.1	22.5	24.5	44.4	100
VI	0.7	3.8	18.5	28.3	48.8	100
VII	0.2	2.1	12.2	23.6	61.9	100
VIII	0.3	0.8	7.1	19.3	72.5	100
Total	10.4	19.9	25.3	18.0	26.4	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, 7.2% in Std III, children cannot even read letters, 24.6% can read letters but not more, 38.5% can read words but not Std I level text or higher, 19.4% can read Std I level text but not Std II level text, and 10.2% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

## Reading Tool

कहानी

नगमा समझदार लड़की थी। मगर उसका छोटा भाई अमन बहुत नटखट था। एक दिन दोनों बाज़ार में घूम रहे थे। अमन ने रास्ते में पकौड़े देखे। उसे पकौड़े बहुत पसंद थे। माँ उसके लिए पकौड़े बनाती थी। नगमा ने कहा यह पकौड़े तीखे होंगे। मगर अमन नहीं माना। अमन ने पकौड़े खाए और उसकी आँखों से आँसू निकलने लगे।

अनुकृत

रात हो गई है।  
चौंद दिख रहा है।  
तारे भी चमक रहे हैं।  
सब लोग सो गए हैं।

न	प	म
च	स	
थ	ग	द
र	ल	

आग	सोच
ताला	
गिर	पानी
मौका	धुन
देश	
पैसा	बूढ़ा

**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	94.9	100.0	95.6	71.7	87.5	73.5
2011	92.9	95.9	93.4	81.5	98.3	84.2
2012	91.8	95.3	92.7	79.4	91.7	82.0
2013						
2014	78.8	79.0	78.8	64.2	81.6	68.3

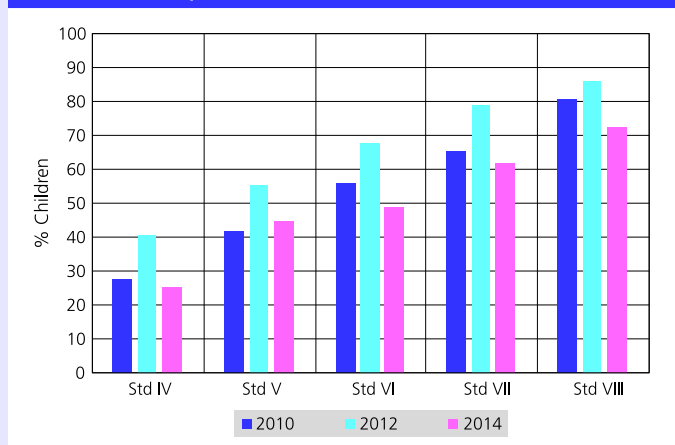
\* This is the weighted average for children in government and private schools only.

**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	57.4		60.1	39.3		41.8
2011	68.3		71.1	53.4		54.7
2012	62.6		65.1	52.1		55.4
2013						
2014	49.1		52.2	43.3		44.4

\* 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	31.4	22.4	40.1	5.7	0.3	100
II	18.2	16.8	48.2	16.3	0.6	100
III	5.3	9.9	47.9	33.2	3.7	100
IV	1.2	3.4	38.3	41.7	15.5	100
V	1.1	1.5	22.7	39.0	35.8	100
VI	0.9	0.0	16.7	48.0	34.3	100
VII	0.7	0.2	17.0	43.0	39.1	100
VIII	0.0	0.2	9.5	30.4	59.9	100
Total	9.1	8.5	33.9	30.1	18.4	100

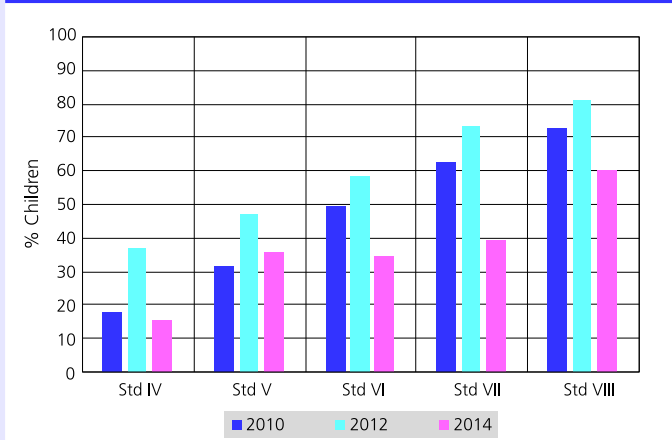
How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 5.3% children cannot even recognize numbers 1-9, 9.9% can recognize numbers up to 9 but not more, 47.9% can recognize numbers up to 99 but cannot do subtraction, 33.2% can do subtraction but cannot do division, and 3.7% 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	96.2	100.0	96.8	78.8	93.5	80.4
2011	93.8	97.7	94.5	81.1	96.5	83.5
2012	93.5	93.8	93.6	88.0	93.4	89.2
2013						
2014	82.1	80.8	81.8	83.9	87.6	84.8

\* 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

अंक पहचान 1-9	संख्या पहचान 10-99	घटाव	भाग
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

सभी से सही है 3 और पहचानने को नहीं; कम से कम 4 नहीं होने चाहिए।  
 सभी से सही है 5 संख्या पहचानने को नहीं; कम से कम 4 नहीं होने चाहिए।  
 सभी से सही है 2 घटाव में समान करने को नहीं; सही है 87 नहीं होने चाहिए।  
 सभी से सही है 1 कम का पहचान करने को नहीं; कम से कम 4 नहीं होने चाहिए।

**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	62.7		64.3	28.9		31.7
2011	71.7		74.3	38.9		41.3
2012	72.4		73.5	43.1		46.7
2013						
2014	54.9		57.1	35.6		35.8

\* 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	32.8	14.2	32.4	19.0	1.6	100
II	21.5	10.6	26.2	35.6	6.2	100
III	6.9	8.6	19.5	46.3	18.7	100
IV	2.6	2.4	11.5	45.9	37.6	100
V	1.3	1.4	6.8	38.2	52.3	100
VI	0.9	1.2	3.0	37.8	57.1	100
VII	0.9	0.5	3.3	27.4	67.9	100
VIII	0.2	0.3	2.8	17.9	78.8	100
Total	10.2	5.9	15.6	35.0	33.4	100

How to read this table: Each cell shows the highest level in reading English achieved by a child. For example, in Std III, 6.9% children cannot even read capital letters, 8.6% can read capital letters but not more, 19.5% can read small letters but not words or higher, 46.3% can read words but not sentences, and 18.7% 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**

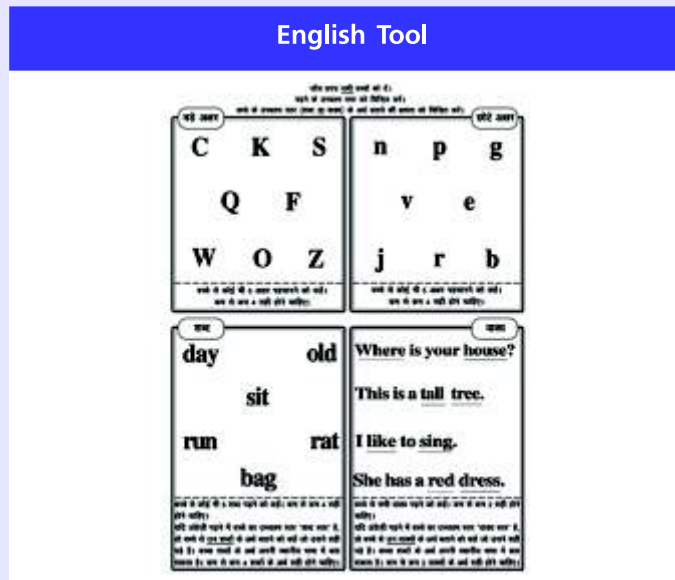
Std	Of those who can read words, % children who can tell meanings of the words	Of those who can read sentences, % children who can tell meanings of the sentences
I	49.5	
II	55.1	
III	56.9	65.3
IV	60.5	65.8
V	68.3	76.7
VI	63.8	70.0
VII		74.6
VIII		77.9
Total	59.7	71.4

## 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	77.3	63.8		67.9
	Govt. + Tuition	6.7	10.3		8.4
	Pvt. no tuition	11.8	13.0		16.1
	Pvt. + Tuition	4.2	12.9		7.6
	Total	100	100		100
Std VI-VIII	Govt. no tuition	79.4	69.8		72.1
	Govt. + Tuition	8.9	14.4		9.3
	Pvt. no tuition	8.6	7.3		13.3
	Pvt. + Tuition	3.1	8.5		5.2
	Total	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.	29.5	25.6	23.4	21.5	100
Std I-V	Pvt.	2.1	12.4	39.5	46.0	100
Std VI-VIII	Govt.	18.0	4.3	24.2	53.5	100
Std VI-VIII	Pvt.					

## ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 9 OUT OF 13 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)	152	169	103		91
Upper primary schools (Std I-VII/VIII)	107	81	75		98
Total schools visited	259	250	178		189

**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)	82.8	78.7	82.1		83.7
% Teachers present (Average)	86.1	76.9	81.4		84.7
Upper primary schools (Std I-VII/VIII)	2010	2011	2012	2013	2014
% Enrolled children present (Average)	82.0	82.4	82.3		85.0
% Teachers present (Average)	84.2	79.6	87.0		82.3

**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	52.1	46.7	55.0		62.1
% Schools where Std II children were observed sitting with one or more other classes	35.4	28.6	31.3		48.3
% Schools where Std IV children were observed sitting with one or more other classes	28.6	23.1	26.4		40.0
Upper primary schools (Std I-VII/VIII)	2010	2011	2012	2013	2014
% Schools with total enrollment of 60 or less	7.1	12.5	6.7		15.2
% Schools where Std II children were observed sitting with one or more other classes	23.7	19.7	16.9		30.5
% Schools where Std IV children were observed sitting with one or more other classes	23.9	21.4	12.1		22.2

### 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)	78.0	70.2	75.3		69.4
	Classroom-teacher ratio (CTR)	79.8	73.3	77.6		68.7
Building	Office/store/office cum store	77.7	72.9	79.1		75.6
	Playground	58.9	66.4	59.3		61.7
	Boundary wall/fencing	24.5	34.9	40.7		44.9
Drinking water	No facility for drinking water	36.9	33.6	44.9		40.1
	Facility but no drinking water available	9.9	8.3	6.2		6.4
	Drinking water available	53.2	58.1	48.9		53.5
	Total	100	100	100		100
Toilet	No toilet facility	20.8	31.1	20.2		30.8
	Facility but toilet not useable	53.9	41.7	44.6		34.1
	Toilet useable	25.3	27.2	35.1		35.1
	Total	100	100	100		100
Girls' toilet	No separate provision for girls' toilet	60.4	55.7	45.6		51.6
	Separate provision but locked	11.3	15.8	23.2		10.1
	Separate provision, unlocked but not useable	16.2	9.4	8.0		13.8
	Separate provision, unlocked and useable	12.2	19.2	23.2		24.5
	Total	100	100	100		100
Library	No library	87.0	82.1	84.1		75.0
	Library but no books being used by children on day of visit	6.7	9.2	11.4		16.9
	Library books being used by children on day of visit	6.3	8.8	4.6		8.2
	Total	100	100	100		100
Mid-day meal	Kitchen shed for cooking mid-day meal	64.0	63.1	51.5		57.4
	Mid-day meal served in school on day of visit	47.1	50.2	49.7		57.5



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	169	59.8	20.7	19.5	186	69.9	24.7	5.4
Development grant	164	51.2	28.7	20.1	185	58.9	34.6	6.5
TLM grant	167	60.5	24.6	15.0	182	30.8	62.6	6.6

**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	156	27.6	50.6	21.8	159	26.4	65.4	8.2
Development grant	151	21.2	56.3	22.5	155	22.6	67.1	10.3
TLM grant	150	37.3	45.3	17.3	155	19.4	74.2	6.5

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	24.3	74.1	1.6
Repair	White wash/plastering	34.3	65.2	0.6
	Repair of drinking water facility	31.4	66.0	2.7
	Repair of toilet	21.4	75.3	3.3
Purchase	Mats, Tat patti etc.	23.9	73.9	2.2
	Charts, globes or other teaching material	46.0	51.9	2.1

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

% Schools which said they have an SMC	96.1
Of the schools that have SMC, % schools that had the last SMC meeting	
Before Jan 2014	8.5
Jan to June 2014	27.4
July to Sept 2014	59.8
After Sept 2014	4.3
% Schools that could give information about how many members were present in the last meeting	92.5
Average number of members present in last meeting	21

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.

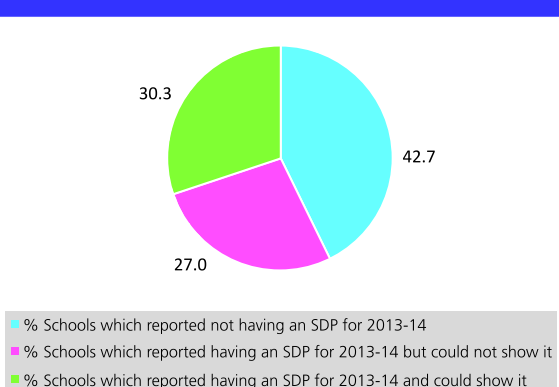
Name of Grant	Type of activity
School Maintenance Grant	For minor repairs and infrastructure maintenance. Eg. Repair of toilet, boundary wall, whitewashing
School Development Grant	For purchasing school and office equipment. Eg. Blackboards, sitting mats, chalks, duster
Teacher Learning Material Grant*	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		90.2
Of the schools which have heard of CCE, % schools which have received materials/manuals		
For all teachers		63.8
For some teachers		26.3
For no teachers		3.3
Don't know		6.6
Of the schools which have received manual, % schools which could show it		86.9

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



# Arunachal Pradesh RURAL

TOTAL NUMBER OF DISTRICTS 13. Data for 2013 is not available. Data has not been presented where sample size was insufficient.

## Trends Over Time: 2006-2014

### Sample description over time

Year	Districts surveyed	Villages surveyed	Households surveyed	Number of children surveyed		
				Age 3-5	Age 6-14	Age 15-16
2006	8	209	4336	2202	6779	1418
2007	13	337	6412	2806	10109	1665
2008	11	232	4733	1946	7626	1462
2009	13	329	6875	3023	10014	1519
2010	13	322	6840	3024	8830	1440
2011	13	341	6615	3018	8086	1258
2012	10	251	4894	2377	5736	1070
2013						
2014	9	229	4928	1923	6127	1036

Each year from 2006 to 2014, \*ASER has collected data for a representative sample of children from every state and almost every rural district in India. On average ASER has reached over 560 districts each year, surveying an average of 650,000 children in more than 16,000 villages across the country. Information on their schooling status, basic reading and basic arithmetic ability was collected every year. In addition, children's ability to read English was assessed during four ASER rounds (2007, 2009, 2012 and 2014).

**ASER Trends Over Time** provides a summary of trends in selected variables in each of these four domains over this nine-year period.

\*ASER 2005 is not included because of differences in sampling methodology.

### Enrollment over time

#### Out of school children 2006-2014

Year	Boys		Girls		All children	
	All India	Arunachal	All India	Arunachal	All India	Arunachal
2006	5.8	6.7	7.5	8.6	6.6	7.6
2007	3.8	5.4	4.6	5.7	4.2	5.6
2008	3.8	4.6	4.8	5.5	4.3	4.9
2009	3.6	4.5	4.5	4.2	4.0	4.5
2010	3.2	2.2	3.8	2.7	3.4	2.5
2011	3.1	2.8	3.6	4.4	3.3	3.5
2012	3.1	3.3	3.9	2.8	3.5	3.1
2013	3.1		3.5		3.3	
2014	2.9	2.3	3.7	1.8	3.3	2.1

#### Private school enrollment 2006-2014

Year	Boys		Girls		All children	
	All India	Arunachal	All India	Arunachal	All India	Arunachal
2006	20.2	17.6	17.0	13.6	18.7	15.7
2007	20.8	13.8	17.6	11.8	19.3	12.9
2008	24.6	19.2	20.3	16.3	22.6	17.9
2009	23.3	15.1	19.9	15.1	21.8	15.0
2010	25.5	17.7	21.7	15.5	23.7	16.7
2011	28.0	17.4	23.0	15.1	25.6	16.3
2012	31.5	22.6	25.2	23.3	28.3	22.6
2013	32.2		25.5		29.0	
2014	34.5	26.3	26.9	22.5	30.8	24.5

Note: Data collection for the ASER survey is carried out in the household. Information on the type of school (government or private) that a child is enrolled in, is self-reported by households.





# Arunachal Pradesh RURAL

Data has not been presented where sample size was insufficient.

## Reading over time

### Std III Reading levels 2006-2014

Table 4: % Children in Std III who can read at least a Std I level text, 2006-2014

Year	All India	Arunachal
2006	48.1	35.8
2007	49.2	47.8
2008	50.6	45.8
2009	46.6	58.9
2010	45.7	35.5
2011	40.4	47.9
2012	38.8	46.9
2013	40.2	
2014	40.3	29.7

Table 5: % Children in Std III who can read at least a Std I level text, by school type, 2006-2014

Year	Govt. schools		Pvt. schools	
	All India	Arunachal	All India	Arunachal
2006	45.8	30.4		
2007	46.7	44.4		
2008	46.9	40.3		
2009	43.8	56.2	Data insufficient for Arunachal Pradesh	
2010	42.5	32.1		
2011	35.2	43.5		
2012	32.4	41.4		
2013	32.6			
2014	31.8	23.5		

### Std V Reading levels 2006-2014

Table 6: % Children in Std V who can read a Std II level text, 2006-2014

Year	All India	Arunachal
2006	53.1	47.2
2007	58.9	52.6
2008	56.3	47.0
2009	52.9	61.1
2010	53.7	41.8
2011	48.3	54.7
2012	46.9	55.4
2013	47.0	
2014	48.1	44.4

Table 7: % Children in Std V who can read a Std II level text, by school type, 2006-2014

Year	Govt. schools		Pvt. schools	
	All India	Arunachal	All India	Arunachal
2006	51.4	44.0		
2007	56.7	50.2		
2008	53.1	40.3		
2009	50.3	60.6	Data insufficient for Arunachal Pradesh	
2010	50.7	39.3		
2011	43.8	53.4		
2012	41.7	52.1		
2013	41.1			
2014	42.2	43.3		

### Reading Tool

**कहानी**  
सावन का महीना था। आसमान में बहुत काले-काले बादल छाए थे। ठंडी-ठंडी हवा चल रही थी। मुझे झूला झूलने का मन किया। बड़े भैया एक मोटी सी रस्सी लेकर बाहर आए। भैया ने रस्सी को पेड़ से लटकाकर झूला बनाया। सब ने मिलकर खूब झूला झूला। बाकी बच्चे भी आकर मजे से झूलने लगे। झूलते-झूलते रात हो गई।

**अनुक्रम**  
बगीचे में एक पेड़ है। पेड़ पर एक तोता रहता है। तोते का रंग हरा है। वह लाल टमाटर खाता है।

ल	प	स	लाल	दूध
क	ग		तेल	किला
ख	ब	म	मोर	जूता
ट	झ		कुल	
			पानी	मौका



# Arunachal Pradesh RURAL

Data has not been presented where sample size was insufficient.

## Arithmetic over time

### Std III Arithmetic levels 2007-2014\*

Year	All India	Arunachal
2007	42.4	62.8
2008	38.9	56.0
2009	39.1	76.8
2010	36.3	41.7
2011	30.0	46.8
2012	26.4	52.6
2013	26.1	
2014	25.4	36.9

Year	Govt. schools		Pvt. schools	
	All India	Arunachal	All India	Arunachal
2007	40.2	61.0		
2008	35.4	51.7		
2009	36.5	75.7		
2010	33.2	38.2		
2011	25.2	42.2		
2012	19.8	47.9		
2013	18.9			
2014	17.3	33.8		

### Std V Arithmetic levels 2007-2014\*

Year	All India	Arunachal
2007	42.5	55.4
2008	37.1	45.6
2009	38.1	61.9
2010	36.2	31.7
2011	27.6	41.3
2012	24.9	46.7
2013	25.6	
2014	26.1	35.8

Year	Govt. schools		Pvt. schools	
	All India	Arunachal	All India	Arunachal
2007	41.0	54.1		
2008	34.4	40.4		
2009	36.1	60.9		
2010	33.9	28.9		
2011	24.5	38.9		
2012	20.3	43.1		
2013	20.8			
2014	20.7	35.6		

**Math Tool**

अंक पट्टयान 1-9	अंकसा पट्टयान 10-99	घटान		भाग
3 7	65 38	41 - 13	64 - 48	7) 928 (
1 4	92 23	84 - 49	73 - 36	8) 769 (
8 2	47 72	56 - 37	31 - 13	8) 987 (
5 9	54 87	45 - 18	53 - 24	4) 519 (

\*असर 2006 में अंक पट्टयान को बदल दिया गया था। असर 2007 के आरंभ से अंक पट्टयान को बदल दिया गया है। असर 2008 के आरंभ से अंक पट्टयान को बदल दिया गया है। असर 2009 के आरंभ से अंक पट्टयान को बदल दिया गया है। असर 2010 के आरंभ से अंक पट्टयान को बदल दिया गया है। असर 2011 के आरंभ से अंक पट्टयान को बदल दिया गया है। असर 2012 के आरंभ से अंक पट्टयान को बदल दिया गया है। असर 2013 के आरंभ से अंक पट्टयान को बदल दिया गया है। असर 2014 के आरंभ से अंक पट्टयान को बदल दिया गया है।



\*ASER 2006 arithmetic results are not comparable to the subsequent years because of a change in the assessment tool. Hence this data has not been included in the above tables.

# Arunachal Pradesh RURAL

Data has not been presented where sample size was insufficient.

## English over time

Std V English reading levels 2007, 2009, 2012, 2014

**Table 12: % Children in Std V who can read at least words. 2007, 2009, 2012, 2014**

Year	All India	Arunachal
2007	59.4	
2009	56.7	95.5
2012	49.0	87.5
2014	49.2	90.5

**Table 13: % Children in Std V who can read at least words, by school type. 2007, 2009, 2012, 2014**

Year	Govt. schools		Pvt. schools	
	All India	Arunachal	All India	Arunachal
2007	56.7			
2009	53.3	95.0		
2012	41.4	85.9		
2014	39.7	89.8		

Data insufficient for Arunachal Pradesh

**Table 14: % Children in Std V who can read sentences. 2007, 2009, 2012, 2014**

Year	All India	Arunachal
2007	28.0	
2009	25.7	69.4
2012	22.6	61.3
2014	24.1	52.3

**Table 15: % Children in Std V who can read sentences, by school type. 2007, 2009, 2012, 2014**

Year	Govt. schools		Pvt. schools	
	All India	Arunachal	All India	Arunachal
2007	24.7			
2009	21.9	68.8		
2012	15.4	58.0		
2014	14.9	51.2		

Data insufficient for Arunachal Pradesh

Std VII English reading levels 2007, 2009, 2012, 2014

**Table 16: % Children in Std VII who can read sentences. 2007, 2009, 2012, 2014**

Year	All India	Arunachal
2007	53.8	
2009	49.1	90.3
2012	39.8	83.0
2014	38.8	67.9

**Table 17: % Children in Std VII who can read sentences, by school type. 2007, 2009, 2012, 2014**

Year	Govt. schools		Pvt. schools	
	All India	Arunachal	All India	Arunachal
2007	50.9			
2009	46.1	90.2		
2012	33.8	81.1		
2014	31.4	66.1		

Data insufficient for Arunachal Pradesh

**English Tool**

वर्षों को पढ़ें, लिखें और सुनें।  
 वर्षों के अक्षरों को पढ़ें और सुनें।  
 वर्षों के अक्षरों को पढ़ें और सुनें।

B H R	z j o
L V	w g
M P F	u s k

वर्षों के अक्षरों को पढ़ें और सुनें।  
 वर्षों के अक्षरों को पढ़ें और सुनें।

वर्षों के अक्षरों को पढ़ें और सुनें।  
 वर्षों के अक्षरों को पढ़ें और सुनें।

cow	wet
big	
hat	man
pen	

वर्षों के अक्षरों को पढ़ें और सुनें।  
 वर्षों के अक्षरों को पढ़ें और सुनें।

वर्षों के अक्षरों को पढ़ें और सुनें।  
 वर्षों के अक्षरों को पढ़ें और सुनें।

Where is your house?  
 This is a long road.  
 I like to play.  
 She has a green kite.

वर्षों के अक्षरों को पढ़ें और सुनें।  
 वर्षों के अक्षरों को पढ़ें और सुनें।



A blue document with a yellow paperclip and a pink shadow. The document is slightly tilted and has a pink shadow underneath it. The text 'Assam' is centered on the document.

Assam





ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 23 OUT OF 23 DISTRICTS

Data has not been presented where sample size was insufficient.

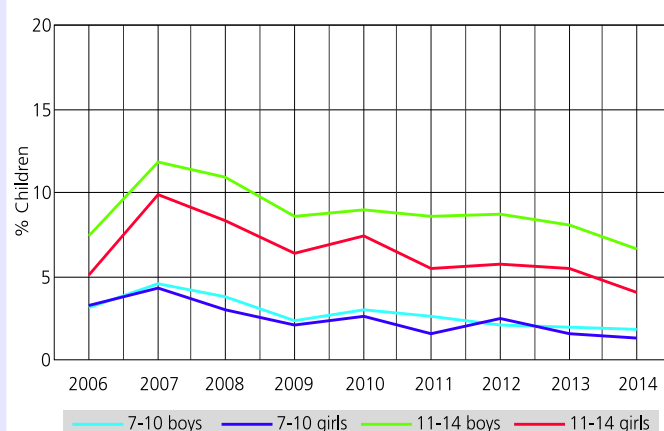
## School enrollment and out of school children

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

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	77.8	17.3	1.8	3.2	100
Age: 7-16 ALL	76.6	16.1	1.9	5.4	100
Age: 7-10 ALL	79.1	18.1	1.2	1.6	100
Age: 7-10 BOYS	76.3	20.6	1.3	1.8	100
Age: 7-10 GIRLS	82.2	15.3	1.2	1.4	100
Age: 11-14 ALL	76.9	15.2	2.5	5.4	100
Age: 11-14 BOYS	73.1	17.2	3.1	6.7	100
Age: 11-14 GIRLS	80.8	13.1	2.0	4.1	100
Age: 15-16 ALL	67.9	12.5	2.4	17.1	100
Age: 15-16 BOYS	63.7	14.1	2.5	19.7	100
Age: 15-16 GIRLS	72.3	11.0	2.4	14.4	100

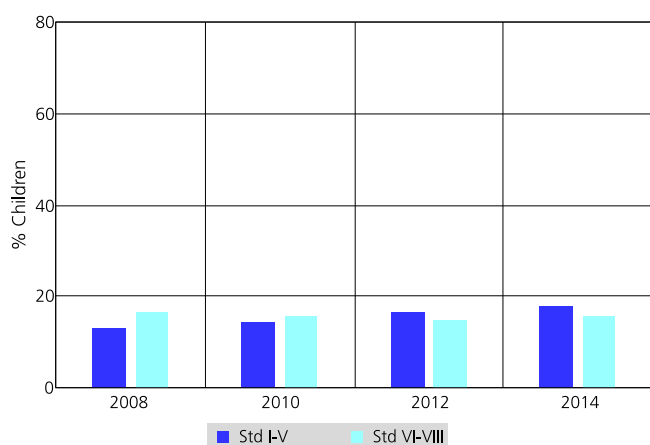
Note: 'Other' includes children going to madarsa and EGS.  
 'Not in school' = dropped out + never enrolled

**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 5% in 2006, 6.4% in 2009, 5.6% in 2011 and 4.1% 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	26.1	41.1	23.1	6.8				2.9					100
II	2.8	12.0	43.7	29.8	7.1				4.7			100	
III	2.2		16.1	41.4	25.2	10.3			4.8			100	
IV	3.1			12.7	32.7	37.1	7.7				6.8	100	
V	4.0				8.6	40.2	29.0	12.2	6.1			100	
VI	2.4					11.0	28.9	41.2	11.5	5.1			100
VII	4.0						8.8	37.3	34.3	11.8	3.8		100
VIII	3.1							12.8	37.5	36.9	6.6	3.1	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, 41.4% children are 8 years old but there are also 16.1% who are 7, 25.2% who are 9, 10.3% who are 10 and 4.8% who are older.

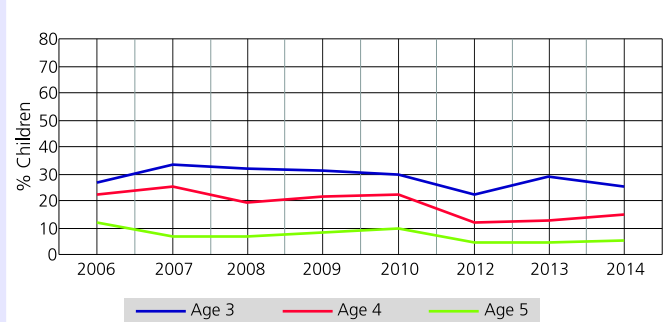
## Young children in pre-school and school

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

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	71.8	3.4				24.8	100
Age 4	70.3	14.8				15.0	100
Age 5	18.8	6.6	52.6	16.5	0.6	5.0	100
Age 6	5.9	4.2	66.9	20.0	0.8	2.2	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	48.0	30.7	15.3	3.6	2.5	100
II	24.6	32.8	25.6	10.5	6.6	100
III	14.7	23.6	28.3	18.7	14.8	100
IV	8.7	16.0	27.6	22.1	25.6	100
V	6.1	13.3	22.3	24.8	33.5	100
VI	3.6	8.4	20.3	24.1	43.6	100
VII	2.6	6.4	14.7	22.9	53.3	100
VIII	2.0	3.1	9.5	21.9	63.5	100
Total	16.2	18.4	20.8	17.5	27.0	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, 23.6% can read letters but not more, 28.3% can read words but not Std I level text or higher, 18.7% can read Std I level text but not Std II level text, and 14.8% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

## Reading Tool

**গল্প**

জোন আৰু বুৰু দুয়ো ককাই-ভাই। জোন পঢ়াত আৰু খেলাত খুউব ভাল। বুৰুবে পঢ়িবলৈ আৰু লিখিবলৈ ভালদৰে নাজানে। বুৰুক যদি জোনে পঢ়িবলৈ কয় সি খেলিবলৈহে ধৰে। সেইবাবে জোনে তাৰ এটা উপায় উলিয়ালে। পিছদিনাৰ পৰা সি তাৰ লগত খেলিবলৈ ধৰিলে। খেলাৰ মাজেৰে সি বুৰুক পঢ়িবলৈ আৰু লিখিবলৈ শিকালে। ইয়াৰ ফলত সঁচাকৈয়ে বুৰুবে বৰ্ণ আৰু সংখ্যা তিনি পোৱা হ'ল।

**দৰ্শনা**

জুমিয়ে গাখীৰ খায়।  
গাখীৰ দেখিবলৈ বগা।  
গাখীৰৰ পৰা মাখন হয়।  
তাই মাখন ভাল পায়।

গ	ক	খ	গ	খ	গ
ঠ	ফ	দ	চ	ব	ত
ক	খ	ত	হ	জ	

ক	খ	গ	খ	গ
কাপ	বুক	খালে	নীলা	বেলা
হুই	পানি	হাতী	মুঢ়া	মেল

**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	86.7	85.7	86.6	74.5	81.1	75.3
2011	82.2	94.2	84.0	68.9	74.2	69.8
2012	79.2	91.2	81.6	56.3	77.0	60.2
2013	73.8	86.7	76.7	56.8	74.1	59.6
2014	72.3	87.1	75.3	59.0	75.3	61.8

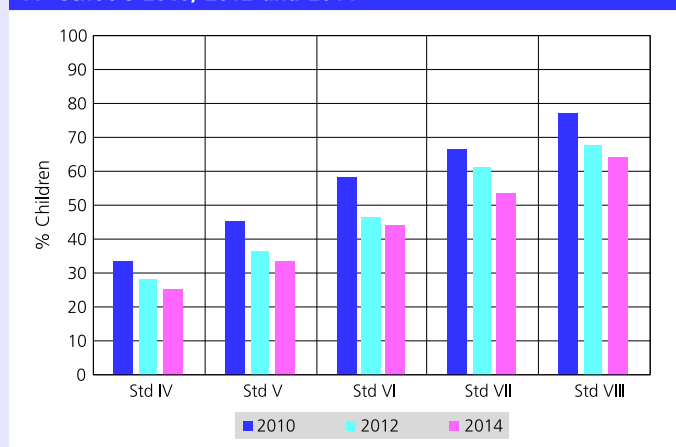
\* This is the weighted average for children in government and private schools only.

**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	59.3	73.7	61.0	42.6	57.0	45.1
2011	50.2	65.5	52.2	34.2	48.0	36.1
2012	46.8	72.7	50.4	33.3	52.9	36.4
2013	42.9	70.5	47.0	31.2	53.0	34.9
2014	42.9	72.9	47.6	30.6	52.2	33.4

\* 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	42.5	37.5	17.4	2.2	0.4	100
II	17.8	42.2	30.1	9.3	0.6	100
III	9.4	32.3	38.1	17.3	2.9	100
IV	6.7	22.7	40.1	23.2	7.4	100
V	4.2	17.8	39.1	27.2	11.7	100
VI	3.0	10.4	39.9	30.2	16.5	100
VII	2.0	9.1	36.3	32.1	20.6	100
VIII	1.5	5.1	34.5	34.2	24.6	100
Total	13.0	24.1	33.5	20.2	9.2	100

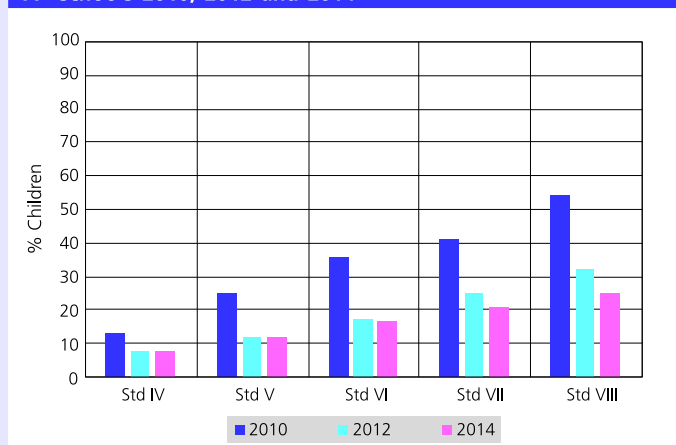
How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 9.4% children cannot even recognize numbers 1-9, 32.3% can recognize numbers up to 9 but not more, 38.1% can recognize numbers up to 99 but cannot do subtraction, 17.3% can do subtraction but cannot do division, and 2.9% 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	87.5	89.4	87.8	71.6	81.4	72.7
2011	84.5	92.3	85.7	60.5	67.0	61.6
2012	84.6	95.5	86.7	51.5	74.8	55.9
2013	81.1	91.0	83.4	49.1	75.8	53.4
2014	79.8	91.3	82.1	54.4	77.0	58.2

\* 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**



## Math Tool

সংখ্যা চিন্তনকৰণ ১-৯	সংখ্যা চিন্তনকৰণ ১০-৯৯	বিভাজন		হৰণ
১ ৪	৫১ ৮৩	৪৬ ৬০ - ২৯ - ৩৯		১) ৮৭৯
৭ ৩	৩৭ ৬৫	৪৭ ৪৫ - ২৮ - ১৭		৬) ৮২৪
৬ ৯	৫৫ ২৬	৯২ ৮৪ - ৭৬ - ৫৭		৮) ৯৮৫
৫ ২	৯১ ৪৩	৫২ ৬৬ - ১৫ - ৪৮		৪) ৫১৭
	৩৬ ২৭			

**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	44.9	66.0	47.4	22.6	36.9	25.1
2011	34.9	51.5	37.1	12.5	24.6	14.2
2012	33.0	66.5	37.6	8.9	26.9	11.7
2013	25.6	57.7	30.3	7.9	27.5	11.2
2014	25.7	58.4	30.8	9.0	30.3	11.8

\* 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	59.3	20.0	12.1	7.4	1.3	100
II	37.9	25.1	20.4	12.3	4.3	100
III	23.2	27.5	23.5	18.7	7.1	100
IV	15.4	20.0	25.9	26.1	12.6	100
V	10.8	16.5	26.0	29.0	17.8	100
VI	5.9	11.0	24.6	33.3	25.3	100
VII	5.2	8.2	18.8	33.0	34.8	100
VIII	2.9	4.5	12.8	35.7	44.1	100
Total	23.1	17.5	20.4	22.9	16.1	100

How to read this table: Each cell shows the highest level in reading English achieved by a child. For example, in Std III, 23.2% children cannot even read capital letters, 27.5% can read capital letters but not more, 23.5% can read small letters but not words or higher, 18.7% can read words but not sentences, and 7.1% 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**

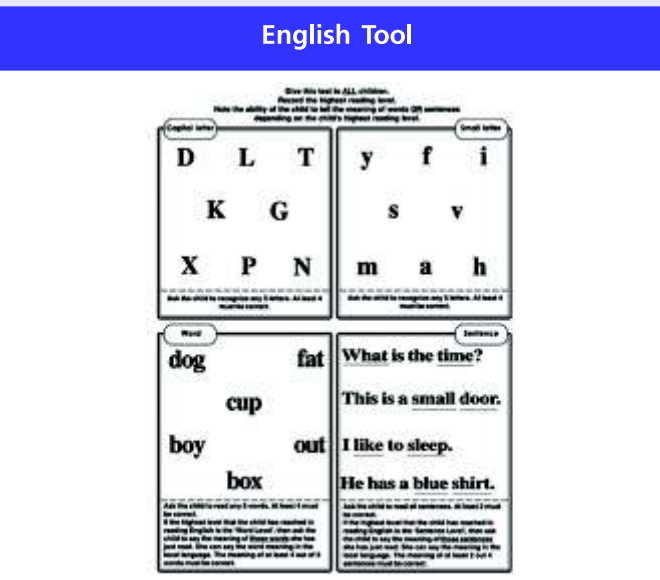
Std	Of those who can read words, % children who can tell meanings of the words	Of those who can read sentences, % children who can tell meanings of the sentences
I	56.4	
II	58.4	
III	55.3	58.8
IV	58.3	55.8
V	52.4	53.4
VI	59.8	59.9
VII	57.2	61.8
VIII	57.4	60.9
Total	56.9	59.3

## 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	74.9	73.5	71.0	71.7
	Govt. + Tuition	10.4	9.0	9.8	9.6
	Pvt. no tuition	10.4	12.3	13.2	11.6
	Pvt. + Tuition	4.4	5.2	5.9	7.2
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	66.3	69.3	70.8	68.6
	Govt. + Tuition	18.2	15.1	15.5	14.9
	Pvt. no tuition	10.5	9.3	8.4	9.4
	Pvt. + Tuition	5.0	6.4	5.4	7.1
	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.	15.8	48.4	22.6	13.2	100
Std I-V	Pvt.	3.6	26.5	27.8	42.1	100
Std VI-VIII	Govt.	4.0	36.6	29.1	30.4	100
Std VI-VIII	Pvt.	3.2	12.8	24.6	59.5	100

## ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 23 OUT OF 23 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)	503	483	468	531	567
Upper primary schools (Std I-VII/VIII)	16	27	24	28	30
Total schools visited	519	510	492	559	597

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

All schools	2010	2011	2012	2013	2014
% Enrolled children present (Average)	69.0	71.0	71.1	74.0	70.8
% Teachers present (Average)	90.0	92.3	90.0	89.3	87.5

**Table 16: Small schools and multigrade classes 2010-2014**

All schools	2010	2011	2012	2013	2014
% Schools with total enrollment of 60 or less	40.9	31.9	33.7	35.0	36.1
% Schools where Std II children were observed sitting with one or more other classes	43.8	52.8	56.1	52.1	58.9
% Schools where Std IV children were observed sitting with one or more other classes	41.0	50.0	54.3	44.9	55.4

### 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)	33.6	29.0	35.2	31.3	34.0
	Classroom-teacher ratio (CTR)	67.7	64.9	64.4	66.1	70.1
Building	Office/store/office cum store	57.5	54.2	49.3	46.5	52.1
	Playground	61.5	56.6	59.3	58.5	56.3
	Boundary wall/fencing	19.1	23.3	27.8	23.0	24.3
Drinking water	No facility for drinking water	23.2	23.8	23.5	21.6	19.4
	Facility but no drinking water available	16.0	11.7	11.0	12.7	15.4
	Drinking water available	60.9	64.6	65.4	65.6	65.3
	Total	100	100	100	100	100
Toilet	No toilet facility	19.1	13.1	8.6	7.8	8.0
	Facility but toilet not useable	47.8	49.2	38.6	31.3	33.3
	Toilet useable	33.1	37.8	52.8	60.9	58.7
	Total	100	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	52.2	34.3	30.1	25.7	22.8
	Separate provision but locked	18.5	19.3	14.1	16.7	19.0
	Separate provision, unlocked but not useable	15.6	19.0	15.3	14.6	11.3
	Separate provision, unlocked and useable	13.7	27.4	40.4	43.0	47.0
	Total	100	100	100	100	100
Library	No library	79.2	71.9	60.4	59.4	54.7
	Library but no books being used by children on day of visit	10.3	14.5	18.6	22.3	21.7
	Library books being used by children on day of visit	10.5	13.6	21.0	18.3	23.6
	Total	100	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	80.2	81.7	84.1	84.0	82.7
	Mid-day meal served in school on day of visit	67.3	59.9	67.4	68.1	61.7



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	482	77.6	15.6	6.9	583	65.4	29.7	5.0
Development grant	475	63.4	28.4	8.2	577	48.0	46.5	5.6
TLM grant	482	85.9	9.8	4.4	557	18.1	78.5	3.4

**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	456	41.7	50.2	8.1	556	17.5	75.7	6.8
Development grant	453	35.8	57.2	7.1	554	12.8	81.1	6.1
TLM grant	458	51.3	43.0	5.7	539	8.4	87.0	4.6

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	15.2	83.1	1.7
Repair	White wash/plastering	26.7	71.9	1.4
	Repair of drinking water facility	24.2	74.4	1.4
	Repair of toilet	18.5	80.1	1.4
Purchase	Mats, Tat patti etc.	23.0	75.6	1.4
	Charts, globes or other teaching material	37.7	61.3	1.0

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

% Schools which said they have an SMC	97.8
Of the schools that have SMC, % schools that had the last SMC meeting	
Before Jan 2014	3.7
Jan to June 2014	27.0
July to Sept 2014	61.3
After Sept 2014	8.1
% Schools that could give information about how many members were present in the last meeting	93.0
Average number of members present in last meeting	13

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.

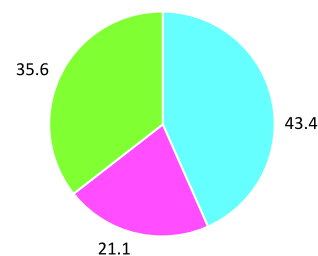
Name of Grant	Type of activity
School Maintenance Grant	For minor repairs and infrastructure maintenance. Eg. Repair of toilet, boundary wall, whitewashing
School Development Grant	For purchasing school and office equipment. Eg. Blackboards, sitting mats, chalks, duster
Teacher Learning Material Grant*	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	59.0	74.6
Of the schools which have heard of CCE, % schools which have received materials/manuals		
For all teachers	60.6	57.1
For some teachers	16.5	16.8
For no teachers	19.6	19.6
Don't know	3.4	6.6
Of the schools which have received manual, % schools which could show it	78.8	73.6

**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



## Trends Over Time: 2006-2014

### Sample description over time

Year	Districts surveyed	Villages surveyed	Households surveyed	Number of children surveyed		
				Age 3-5	Age 6-14	Age 15-16
2006	17	472	9546	3360	13300	1769
2007	23	645	12578	4587	19613	2474
2008	23	674	13612	5009	19357	2670
2009	22	632	12139	4420	16443	2749
2010	23	672	13517	5310	17189	2932
2011	22	630	12697	4658	15892	2556
2012	19	563	11201	3529	12742	1992
2013	21	616	12508	4000	13781	2223
2014	23	671	13689	4186	14299	2199

### Enrollment over time

#### Out of school children 2006-2014

Year	Boys		Girls		All children	
	All India	Assam	All India	Assam	All India	Assam
2006	5.8	4.8	7.5	3.9	6.6	4.4
2007	3.8	7.3	4.6	6.4	4.2	6.9
2008	3.8	6.5	4.8	5.1	4.3	5.9
2009	3.6	4.7	4.5	3.8	4.0	4.3
2010	3.2	5.3	3.8	4.5	3.4	5.0
2011	3.1	5.0	3.6	3.3	3.3	4.2
2012	3.1	4.7	3.9	3.9	3.5	4.4
2013	3.1	4.4	3.5	3.1	3.3	3.8
2014	2.9	3.8	3.7	2.5	3.3	3.2

#### Private school enrollment 2006-2014

Year	Boys		Girls		All children	
	All India	Assam	All India	Assam	All India	Assam
2006	20.2	10.8	17.0	8.4	18.7	9.6
2007	20.8	11.0	17.6	12.0	19.3	11.4
2008	24.6	14.4	20.3	12.5	22.6	13.4
2009	23.3	15.2	19.9	13.5	21.8	14.5
2010	25.5	15.6	21.7	13.4	23.7	14.5
2011	28.0	15.3	23.0	13.7	25.6	14.5
2012	31.5	18.0	25.2	13.9	28.3	16.0
2013	32.2	18.7	25.5	15.5	29.0	17.1
2014	34.5	19.3	26.9	15.1	30.8	17.3

Note: Data collection for the ASER survey is carried out in the household. Information on the type of school (government or private) that a child is enrolled in, is self-reported by households.

Each year from 2006 to 2014, \* ASER has collected data for a representative sample of children from every state and almost every rural district in India. On average ASER has reached over 560 districts each year, surveying an average of 650,000 children in more than 16,000 villages across the country. Information on their schooling status, basic reading and basic arithmetic ability was collected every year. In addition, children's ability to read English was assessed during four ASER rounds (2007, 2009, 2012 and 2014).

**ASER Trends Over Time** provides a summary of trends in selected variables in each of these four domains over this nine-year period.

\*ASER 2005 is not included because of differences in sampling methodology.





# Assam RURAL

Data has not been presented where sample size was insufficient.

## Reading over time

### Std III Reading levels 2006-2014

Table 4: % Children in Std III who can read at least a Std I level text, 2006-2014

Year	All India	Assam
2006	48.1	56.5
2007	49.2	49.3
2008	50.6	41.8
2009	46.6	43.2
2010	45.7	45.1
2011	40.4	36.1
2012	38.8	32.5
2013	40.2	31.1
2014	40.3	33.6

Table 5: % Children in Std III who can read at least a Std I level text, by school type, 2006-2014

Year	Govt. schools		Pvt. schools	
	All India	Assam	All India	Assam
2006	45.8	57.0	58.4	51.4
2007	46.7	47.9	61.7	61.1
2008	46.9	38.9	63.9	63.8
2009	43.8	41.3	58.2	55.9
2010	42.5	44.2	57.6	52.1
2011	35.2	33.9	56.3	47.8
2012	32.4	28.0	55.3	52.1
2013	32.6	27.4	59.6	50.5
2014	31.8	29.7	59.0	52.8

### Std V Reading levels 2006-2014

Table 6: % Children in Std V who can read a Std II level text, 2006-2014

Year	All India	Assam
2006	53.1	58.7
2007	58.9	52.7
2008	56.3	43.6
2009	52.9	41.0
2010	53.7	45.1
2011	48.3	36.1
2012	46.9	36.4
2013	47.0	34.9
2014	48.1	33.4

Table 7: % Children in Std V who can read a Std II level text, by school type, 2006-2014

Year	Govt. schools		Pvt. schools	
	All India	Assam	All India	Assam
2006	51.4	58.7	60.8	58.8
2007	56.7	53.0	69.0	51.3
2008	53.1	40.9	67.9	59.8
2009	50.3	39.8	63.1	46.7
2010	50.7	42.6	64.2	57.0
2011	43.8	34.2	62.7	48.0
2012	41.7	33.3	61.2	52.9
2013	41.1	31.2	63.3	53.0
2014	42.2	30.6	62.5	52.2

### Reading Tool

**গল্প**

জোন আৰু বুৰু দুয়ো ককাই-ভাই। জোন পঢ়াত আৰু খেলাত খুউৰ ভাল। বুৰুৰে পঢ়িবলৈ আৰু লিখিবলৈ ভালদৰে নাজানে। বুৰু যদি জোনে পঢ়িবলৈ কয় সি খেলিবলৈহে ধৰে। সেইবাবে জোনে তাৰ এটা উপায় উলিয়ালে। পিছদিনাৰ পৰা সি তাৰ লগত খেলিবলৈ ধৰিলে। খেলাৰ মাজেৰে সি বুৰু পঢ়িবলৈ আৰু লিখিবলৈ শিকালে। ইয়াৰ ফলত সঁচাকৈয়ে বুৰুৰে বৰ্ষ আৰু সংখ্যা চিনি পোৱা হ'ল।

**দৃশ্য**

জুমিয়ে গাখীৰ খায়।  
গাখীৰ দেখিবলৈ বগা।  
গাখীৰৰ পৰা মাখন হয়।  
তাই মাখন ভাল পায়।

ঠ	ফ	দ
চ	ব	
ক	য	ত
হ	জ	

কাপ	খালে
বুক	বেল
নীলা	হাতী
বুই	পাখি
মুঠা	চোলা



# Assam RURAL

Data has not been presented where sample size was insufficient.

## Arithmetic over time

### Std III Arithmetic levels 2007-2014\*

Year	All India	Assam
2007	42.4	42.0
2008	38.9	31.6
2009	39.1	34.3
2010	36.3	31.8
2011	30.0	23.6
2012	26.4	19.8
2013	26.1	21.0
2014	25.4	20.3

Year	Govt. schools		Pvt. schools	
	All India	Assam	All India	Assam
2007	40.2	40.6	53.9	53.5
2008	35.4	29.4	51.8	47.9
2009	36.5	32.4	49.7	47.0
2010	33.2	29.1	47.8	50.6
2011	25.2	21.1	44.6	37.2
2012	19.8	15.1	43.4	39.9
2013	18.9	16.6	44.6	44.1
2014	17.3	15.6	43.4	43.3

### Std V Arithmetic levels 2007-2014\*

Year	All India	Assam
2007	42.5	28.4
2008	37.1	18.4
2009	38.1	24.1
2010	36.2	25.1
2011	27.6	14.2
2012	24.9	11.7
2013	25.6	11.2
2014	26.1	11.8

Year	Govt. schools		Pvt. schools	
	All India	Assam	All India	Assam
2007	41.0	28.1	49.4	30.6
2008	34.4	15.5	47.1	35.0
2009	36.1	22.0	46.2	33.9
2010	33.9	22.6	44.2	36.9
2011	24.5	12.5	37.7	24.6
2012	20.3	8.9	37.8	26.9
2013	20.8	7.9	38.9	27.5
2014	20.7	9.0	39.3	30.3

সংখ্যা চিহ্নসমূহ ১-৬	সংখ্যা চিহ্নসমূহ ১০-৯৯	বিভাজ্য	ফলাফল
১ ৪	৫১ ৮৩	৪৬ ৬০ - ২৬ - ৩৬	১) ৮৭৬
৭ ৩	৩৭ ৬৫	৪৭ ৪৫ - ২৮ - ১৭	২) ৮২৪
৬ ৯	৫৫ ২৬	৯২ ৮৪ - ৭৬ - ৫৭	৩) ৯৮৫
৫ ২	৯১ ৪৩	৫২ ৬৬ - ১৪ - ৪৮	৪) ৫১৭



\*ASER 2006 arithmetic results are not comparable to the subsequent years because of a change in the assessment tool. Hence this data has not been included in the above tables.

# Assam RURAL

Data has not been presented where sample size was insufficient.

## English over time

Std V English reading levels 2007, 2009, 2012, 2014

**Table 12: % Children in Std V who can read at least words. 2007, 2009, 2012, 2014**

Year	All India	Assam
2007	59.4	63.5
2009	56.7	62.7
2012	49.0	48.2
2014	49.2	46.9

**Table 13: % Children in Std V who can read at least words, by school type. 2007, 2009, 2012, 2014**

Year	Govt. schools		Pvt. schools	
	All India	Assam	All India	Assam
2007	56.7	63.9	72.2	60.4
2009	53.3	60.8	70.1	71.9
2012	41.4	43.7	70.1	73.2
2014	39.7	43.0	72.4	72.5

**Table 14: % Children in Std V who can read sentences. 2007, 2009, 2012, 2014**

Year	All India	Assam
2007	28.0	26.8
2009	25.7	26.1
2012	22.6	16.6
2014	24.1	17.7

**Table 15: % Children in Std V who can read sentences, by school type. 2007, 2009, 2012, 2014**

Year	Govt. schools		Pvt. schools	
	All India	Assam	All India	Assam
2007	24.7	26.1	44.1	30.6
2009	21.9	22.9	40.4	41.6
2012	15.4	12.3	42.4	39.8
2014	14.9	12.8	46.5	50.2

Std VII English reading levels 2007, 2009, 2012, 2014

**Table 16: % Children in Std VII who can read sentences. 2007, 2009, 2012, 2014**

Year	All India	Assam
2007	53.8	60.2
2009	49.1	53.7
2012	39.8	40.3
2014	38.8	34.4

**Table 17: % Children in Std VII who can read sentences, by school type. 2007, 2009, 2012, 2014**

Year	Govt. schools		Pvt. schools	
	All India	Assam	All India	Assam
2007	50.9	60.4	64.4	59.0
2009	46.1	52.0	59.5	62.0
2012	33.8	36.7	55.9	59.0
2014	31.4	30.6	58.1	56.5

### English Tool

Give this test to ALL children.  
 Record the highest reading level.  
 Note the ability of the children to read the meaning of words (2) sentences,  
 depending on the child's highest reading level.

C K S Q F W O Z	n p g v e j r b
day sit run bag	old rat bag

Where is your house?  
 This is a tall tree.  
 I like to sing.  
 She has a red dress.

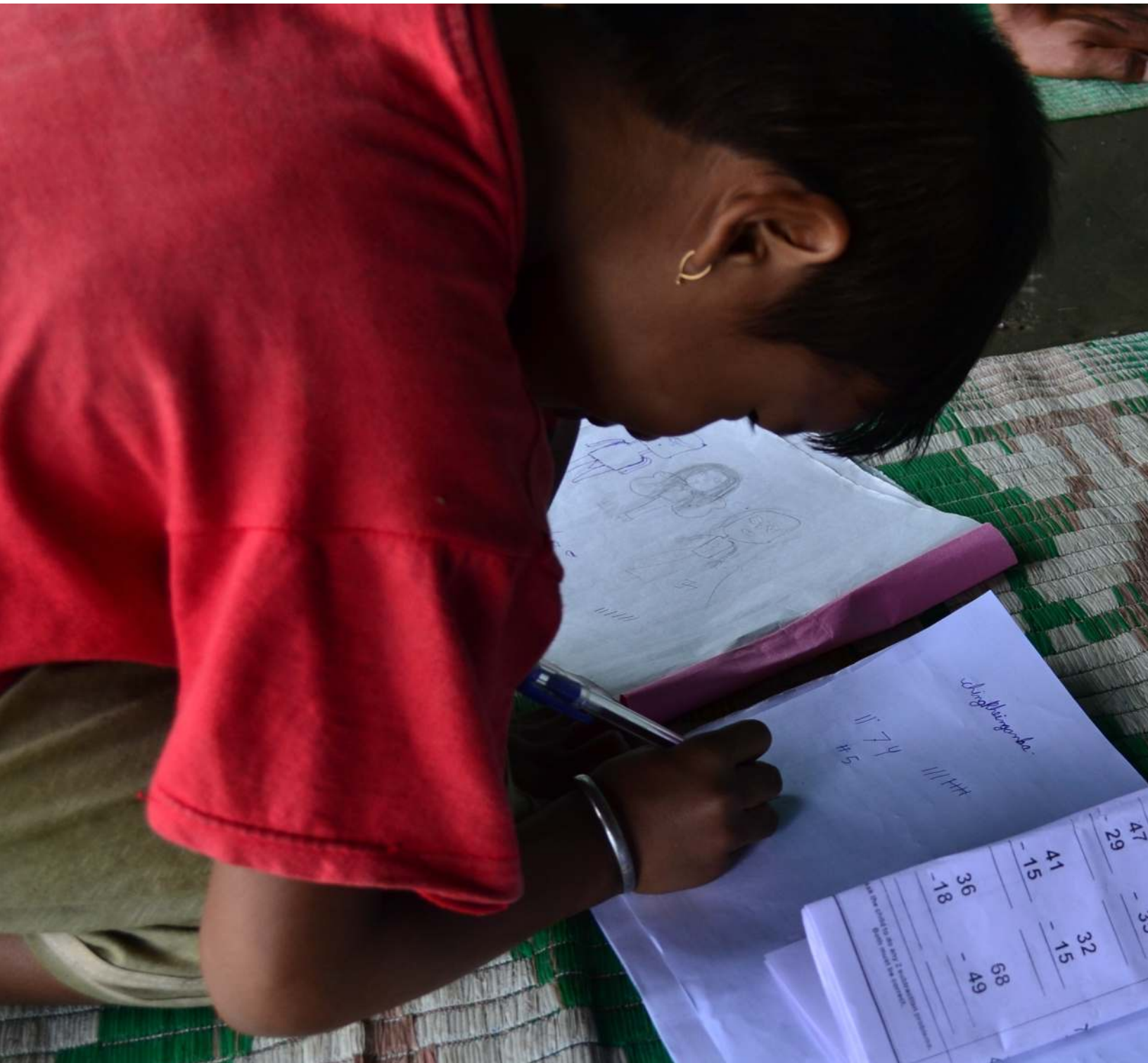




A blue document with a yellow paperclip and a pink shadow. The document is tilted and has a wavy bottom edge. The word "Manipur" is written in white text in the center.

# Manipur





Angbanganda.  
|| 74  
#5

47	-	32
29	-	15
41	-	15
18	-	49
36	-	68

ANALYSIS BASED ON DATA FROM HOUSEHOLDS, 9 OUT OF 9 DISTRICTS

Data has not been presented where sample size was insufficient.

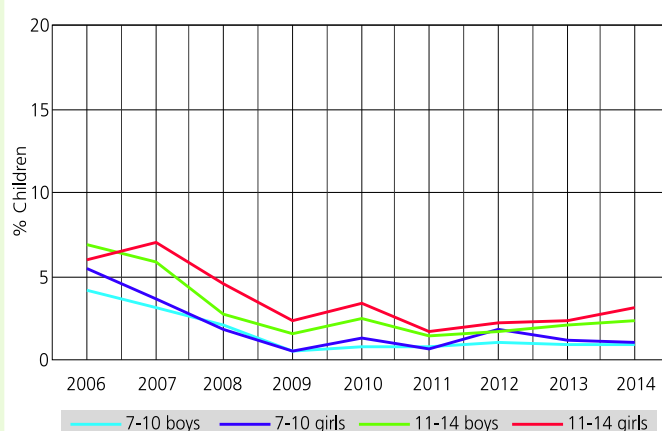
## School enrollment and out of school children

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

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	24.4	73.3	0.5	1.8	100
Age: 7-16 ALL	23.8	73.0	0.5	2.8	100
Age: 7-10 ALL	25.3	73.0	0.7	1.0	100
Age: 7-10 BOYS	24.0	74.4	0.7	0.9	100
Age: 7-10 GIRLS	26.3	71.9	0.8	1.0	100
Age: 11-14 ALL	23.0	73.7	0.3	3.0	100
Age: 11-14 BOYS	20.6	76.5	0.5	2.4	100
Age: 11-14 GIRLS	25.4	71.4	0.1	3.1	100
Age: 15-16 ALL	21.0	70.6	0.3	8.0	100
Age: 15-16 BOYS	17.5	75.3	0.4	6.9	100
Age: 15-16 GIRLS	24.0	66.4	0.3	9.3	100

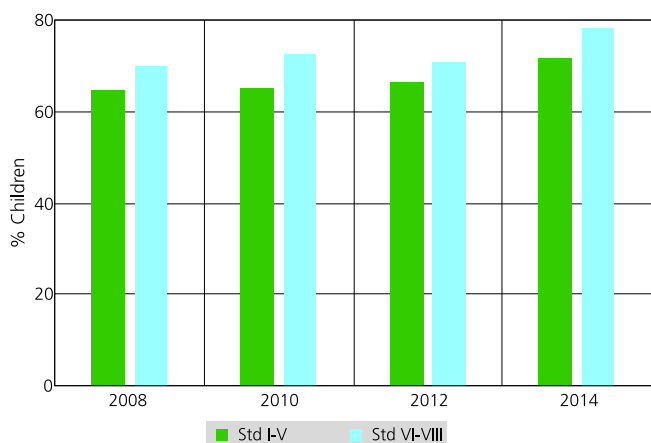
Note: 'Other' includes children going to madarsa and EGS.  
 'Not in school' = dropped out + never enrolled

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



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 5.9% in 2006, 2.3% in 2009, 1.7% in 2011 and 3.1% 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	9.1	28.5	34.0	17.3	7.3	3.9							100		
II	10.8	12.1	24.5	26.9	13.4	7.2	5.3							100	
III	2.0	6.2	23.4	27.9	22.3	10.7	5.3	2.4							100
IV	7.0		18.3			34.1	20.7	14.2	5.7				100		
V	2.9		5.9			23.4	24.3	26.0	10.9	6.7				100	
VI	1.4			6.1			19.8	34.2	23.6	9.7	5.2			100	
VII	2.1			5.7			22.3	31.9	25.0	9.0	3.9			100	
VIII	2.4			9.6			31.3	32.6	16.7	7.6			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, 23.4% children are 8 years old but there are also 6.2% who are 7, 27.9% who are 9, 22.3% who are 10, 10.7% who are 11, 5.3% who are 12 and 2.4% are older.

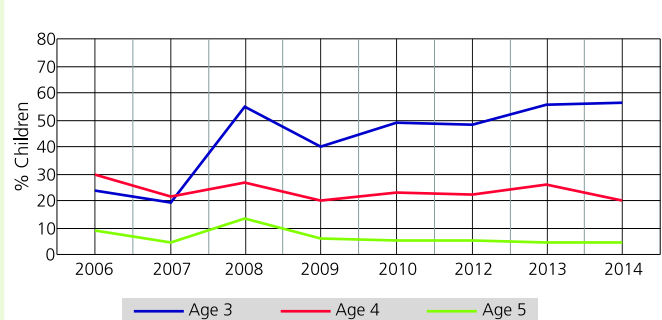
## Young children in pre-school and school

**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	15.8	28.0				56.2	100
Age 4	7.7	72.0				20.4	100
Age 5	0.3	41.9	13.5	39.3	0.5	4.5	100
Age 6	0.0	31.5	17.9	49.4	0.4	0.9	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	6.2	40.0	41.7	8.9	3.2	100
II	5.5	30.9	32.2	21.6	9.7	100
III	0.8	12.5	22.6	29.8	34.3	100
IV	0.0	8.5	17.1	23.5	50.9	100
V	0.4	6.4	9.5	17.2	66.6	100
VI	0.0	3.3	6.2	13.6	76.8	100
VII	1.0	1.8	3.7	8.1	85.4	100
VIII	0.4	1.5	2.2	7.6	88.4	100
Total	2.4	16.8	20.5	17.2	43.1	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 0.8% children cannot even read letters, 12.5% can read letters but not more, 22.6% can read words but not Std I level text or higher, 29.8% can read Std I level text but not Std II level text, and 34.3% 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	98.6	98.8	98.7	78.9	93.0	87.8
2011	95.7	99.5	98.2	80.9	95.4	91.1
2012	98.4	98.4	98.4	75.4	91.1	85.7
2013	92.3	95.6	94.5	82.8	92.8	89.8
2014	89.8	96.6	94.6	73.2	91.4	86.9

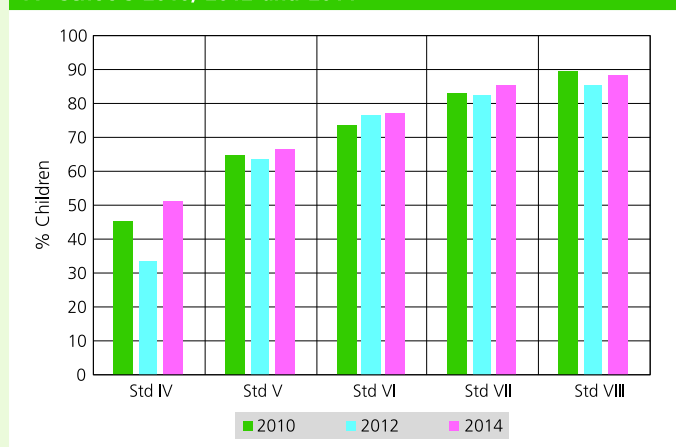
\* This is the weighted average for children in government and private schools only.

**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	62.1	81.4	74.2	58.0	68.5	64.9
2011	57.1	85.9	77.4	48.5	79.9	71.4
2012	54.1	56.1	55.5	46.9	71.0	63.6
2013	72.3	84.1	81.0	48.1	70.3	63.6
2014	60.4	79.8	74.6	43.1	74.7	66.6

\* 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	4.8	11.7	68.3	13.5	1.8	100
II	4.5	10.1	57.2	24.3	3.8	100
III	0.4	1.9	38.3	38.4	20.9	100
IV	0.0	0.3	23.1	37.3	39.3	100
V	0.0	0.8	13.9	30.6	54.7	100
VI	0.0	0.3	14.6	24.3	60.8	100
VII	1.0	0.0	12.2	19.9	67.0	100
VIII	0.4	0.0	7.5	19.5	72.6	100
Total	1.9	4.4	35.2	25.9	32.7	100

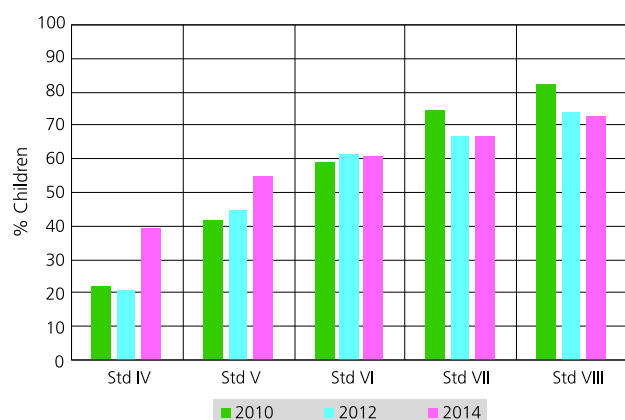
How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 0.4% children cannot even recognize numbers 1-9, 1.9% can recognize numbers up to 9 but not more, 38.3% can recognize numbers up to 99 but cannot do subtraction, 38.4% can do subtraction but cannot do division, and 20.9% 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	98.5	97.8	98.1	81.0	95.0	89.7
2011	95.5	99.5	98.1	90.1	96.7	94.7
2012	98.7	98.3	98.5	90.6	97.8	95.4
2013	92.0	96.3	94.9	97.1	97.2	97.2
2014	92.5	96.9	95.6	93.5	99.3	97.9

\* 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

संख्या शीर्षक	संख्या शीर्षक	संख्या शीर्षक	संख्या शीर्षक
६ ७	९७ ९९	७६ ९६	९)९९६
६ ९	९६ ६९	९९ ६९	९)९९९
९ ९	९९ ९९	९९ ९९	९)९९९
९ ९	९९ ९९	९९ ९९	९)९९९
९ ९	९९ ९९	९९ ९९	९)९९९

**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	56.4	78.8	70.2	20.3	54.2	41.9
2011	54.4	83.5	74.9	27.4	57.9	49.7
2012	56.2	56.2	56.2	26.5	52.9	44.7
2013	66.6	72.5	71.0	36.7	44.3	42.0
2014	67.4	79.9	76.6	43.1	58.7	54.7

\* 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	5.8	4.1	38.8	42.3	9.0	100
II	3.9	5.8	26.9	40.2	23.2	100
III	1.0	1.1	12.7	33.0	52.3	100
IV	0.0	0.3	8.1	24.9	66.7	100
V	0.1	0.2	6.5	13.8	79.4	100
VI	0.0	0.3	3.5	7.9	88.3	100
VII	1.0	0.0	1.8	4.5	92.8	100
VIII	0.4	0.0	1.1	3.6	94.9	100
Total	2.0	2.1	15.7	25.4	54.8	100

How to read this table: Each cell shows the highest level in reading English achieved by a child. For example, in Std III, 1% children cannot even read capital letters, 1.1% can read capital letters but not more, 12.7% can read small letters but not words or higher, 33% can read words but not sentences, and 52.3% 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	63.0	
II	59.4	
III	64.1	53.4
IV	59.8	68.0
V		74.1
VI		74.7
VII		80.1
VIII		86.7
Total	61.7	69.6

## 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	26.4	25.3	24.3	19.9
	Govt. + Tuition	4.0	6.4	7.6	7.7
	Pvt. no tuition	37.0	35.7	37.4	36.9
	Pvt. + Tuition	32.6	32.6	30.6	35.5
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	17.8	20.2	17.3	14.5
	Govt. + Tuition	4.8	7.8	6.4	7.1
	Pvt. no tuition	36.3	37.2	45.3	44.2
	Pvt. + Tuition	41.2	34.8	31.0	34.2
	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.	11.7	33.6	40.9	13.9	100
Std I-V	Pvt.	3.3	30.4	33.3	33.1	100
Std VI-VIII	Govt.	0.0	28.5	42.5	29.1	100
Std VI-VIII	Pvt.	2.1	17.6	30.3	50.0	100

## ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 9 OUT OF 9 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)	97	99	129	103	100
Upper primary schools (Std I-VII/VIII)	28	34	57	86	79
Total schools visited	125	133	186	189	179

**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)	66.1	52.3	52.7	54.8	57.0
% Teachers present (Average)	70.8	78.5	72.8	71.9	63.5
Upper primary schools (Std I-VII/VIII)	2010	2011	2012	2013	2014
% Enrolled children present (Average)	71.3	56.8	59.5	59.1	52.6
% Teachers present (Average)	75.1	72.0	79.6	69.4	70.6

**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	40.4	51.6	59.2	65.3	74.5
% Schools where Std II children were observed sitting with one or more other classes	40.7	47.6	54.2	56.8	39.3
% Schools where Std IV children were observed sitting with one or more other classes	35.2	37.0	39.6	51.3	38.5
Upper primary schools (Std I-VII/VIII)	2010	2011	2012	2013	2014
% Schools with total enrollment of 60 or less	17.9	21.2	22.8	22.6	25.3
% Schools where Std II children were observed sitting with one or more other classes	28.0	36.7	42.9	25.3	25.7
% Schools where Std IV children were observed sitting with one or more other classes	20.0	26.7	33.9	25.3	23.2

### 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)	74.3	88.1	85.8	91.0	92.6
	Classroom-teacher ratio (CTR)	62.5	41.4	41.5	34.4	36.1
Building	Office/store/office cum store	67.5	67.2	66.3	68.9	79.2
	Playground	71.8	41.5	49.7	39.6	51.4
	Boundary wall/fencing	11.3	6.6	6.7	6.6	9.6
Drinking water	No facility for drinking water	84.6	87.3	90.1	79.9	75.8
	Facility but no drinking water available	10.3	6.4	2.8	7.1	8.4
	Drinking water available	5.1	6.4	7.1	13.0	15.7
	Total	100	100	100	100	100
Toilet	No toilet facility	21.4	31.3	27.8	23.7	15.6
	Facility but toilet not useable	38.5	33.6	31.3	28.5	31.3
	Toilet useable	40.2	35.2	40.9	47.9	53.1
	Total	100	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	78.5	64.7	56.1	65.4	64.3
	Separate provision but locked	4.7	5.9	12.2	9.3	10.8
	Separate provision, unlocked but not useable	8.4	14.1	8.8	3.7	5.1
	Separate provision, unlocked and useable	8.4	15.3	23.0	21.6	19.8
	Total	100	100	100	100	100
Library	No library	90.8	92.9	88.5	89.4	82.0
	Library but no books being used by children on day of visit	3.4	5.5	8.7	9.0	15.2
	Library books being used by children on day of visit	5.9	1.6	2.7	1.6	2.8
	Total	100	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	58.4	42.9	53.4	58.1	52.8
	Mid-day meal served in school on day of visit	47.8	29.7	41.1	40.3	34.5



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	173	80.4	6.9	12.7	177	72.3	9.6	18.1
Development grant	171	64.9	18.7	16.4	175	49.7	25.1	25.1
TLM grant	175	84.0	8.0	8.0	176	29.0	52.3	18.8

**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	164	36.0	49.4	14.6	174	14.4	62.6	23.0
Development grant	162	27.8	54.9	17.3	174	6.9	69.0	24.1
TLM grant	162	37.7	50.0	12.4	174	3.5	74.7	21.8

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	15.1	78.2	6.7
	White wash/plastering	29.3	64.4	6.3
Repair	Repair of drinking water facility	20.5	72.2	7.4
	Repair of toilet	15.7	77.0	7.3
Purchase	Mats, Tat patti etc.	35.0	57.1	7.9
	Charts, globes or other teaching material	53.9	38.8	7.3

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

% Schools which said they have an SMC	87.6
Of the schools that have SMC, % schools that had the last SMC meeting	
Before Jan 2014	4.0
Jan to June 2014	31.5
July to Sept 2014	59.7
After Sept 2014	4.8
% Schools that could give information about how many members were present in the last meeting	82.6
Average number of members present in last meeting	13

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.

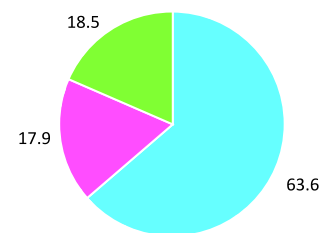
Name of Grant	Type of activity
School Maintenance Grant	For minor repairs and infrastructure maintenance. Eg. Repair of toilet, boundary wall, whitewashing
School Development Grant	For purchasing school and office equipment. Eg. Blackboards, sitting mats, chalks, duster
Teacher Learning Material Grant*	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	37.6	56.7
Of the schools which have heard of CCE, % schools which have received materials/manuals		
For all teachers	19.7	18.4
For some teachers	26.8	41.8
For no teachers	50.7	28.6
Don't know	2.8	11.2
Of the schools which have received manual, % schools which could show it	41.9	46.6

**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



# Manipur RURAL

TOTAL NUMBER OF DISTRICTS 9. Data has not been presented where sample size was insufficient.

## Trends Over Time: 2006-2014

### Sample description over time

Year	Districts surveyed	Villages surveyed	Households surveyed	Number of children surveyed		
				Age 3-5	Age 6-14	Age 15-16
2006	8	177	3880	1922	6355	1260
2007	9	236	4919	2218	7863	1153
2008	9	223	5215	2032	7794	1041
2009	9	245	4979	1832	7216	1249
2010	8	197	4642	1760	6416	968
2011	8	214	4646	1643	6285	772
2012	9	248	5051	2031	6272	851
2013	9	242	5319	2029	7002	959
2014	9	237	5285	2097	6209	816

Each year from 2006 to 2014, \* ASER has collected data for a representative sample of children from every state and almost every rural district in India. On average ASER has reached over 560 districts each year, surveying an average of 650,000 children in more than 16,000 villages across the country. Information on their schooling status, basic reading and basic arithmetic ability was collected every year. In addition, children's ability to read English was assessed during four ASER rounds (2007, 2009, 2012 and 2014).

**ASER Trends Over Time** provides a summary of trends in selected variables in each of these four domains over this nine-year period.

\*ASER 2005 is not included because of differences in sampling methodology.

### Enrollment over time

#### Out of school children 2006-2014

Year	Boys		Girls		All children	
	All India	Manipur	All India	Manipur	All India	Manipur
2006	5.8	5.6	7.5	5.7	6.6	5.6
2007	3.8	4.2	4.6	4.9	4.2	4.5
2008	3.8	2.3	4.8	3.0	4.3	2.6
2009	3.6	1.0	4.5	1.3	4.0	1.1
2010	3.2	1.5	3.8	2.1	3.4	1.8
2011	3.1	1.1	3.6	1.1	3.3	1.1
2012	3.1	1.3	3.9	1.9	3.5	1.5
2013	3.1	1.4	3.5	1.6	3.3	1.5
2014	2.9	1.5	3.7	1.9	3.3	1.8

#### Private school enrollment 2006-2014

Year	Boys		Girls		All children	
	All India	Manipur	All India	Manipur	All India	Manipur
2006	20.2	59.7	17.0	57.5	18.7	58.7
2007	20.8	56.5	17.6	58.4	19.3	57.4
2008	24.6	65.4	20.3	61.8	22.6	63.7
2009	23.3	70.8	19.9	71.6	21.8	71.5
2010	25.5	67.2	21.7	64.8	23.7	66.1
2011	28.0	71.3	23.0	70.9	25.6	71.1
2012	31.5	68.3	25.2	66.1	28.3	67.2
2013	32.2	72.0	25.5	68.4	29.0	70.5
2014	34.5	75.4	26.9	71.6	30.8	73.3

Note: Data collection for the ASER survey is carried out in the household. Information on the type of school (government or private) that a child is enrolled in, is self-reported by households.





# Manipur RURAL

Data has not been presented where sample size was insufficient.

## Reading over time

### Std III Reading levels 2006-2014

**Table 4: % Children in Std III who can read at least a Std I level text, 2006-2014**

Year	All India	Manipur
2006	48.1	51.8
2007	49.2	66.6
2008	50.6	70.8
2009	46.6	63.9
2010	45.7	53.9
2011	40.4	67.0
2012	38.8	55.8
2013	40.2	67.7
2014	40.3	64.4

**Table 5: % Children in Std III who can read at least a Std I level text, by school type, 2006-2014**

Year	Govt. schools		Pvt. schools	
	All India	Manipur	All India	Manipur
2006	45.8	44.0	58.4	56.9
2007	46.7	60.7	61.7	71.8
2008	46.9	58.9	63.9	77.8
2009	43.8	42.5	58.2	72.6
2010	42.5	37.2	57.6	63.7
2011	35.2	52.0	56.3	73.4
2012	32.4	43.4	55.3	62.2
2013	32.6	55.1	59.6	73.1
2014	31.8	47.2	59.0	70.1

### Std V Reading levels 2006-2014

**Table 6: % Children in Std V who can read a Std II level text, 2006-2014**

Year	All India	Manipur
2006	53.1	30.5
2007	58.9	65.3
2008	56.3	69.4
2009	52.9	53.9
2010	53.7	64.9
2011	48.3	71.4
2012	46.9	63.6
2013	47.0	63.6
2014	48.1	66.6

**Table 7: % Children in Std V who can read a Std II level text, by school type, 2006-2014**

Year	Govt. schools		Pvt. schools	
	All India	Manipur	All India	Manipur
2006	51.4	20.8	60.8	36.0
2007	56.7	57.7	69.0	70.2
2008	53.1	53.5	67.9	77.6
2009	50.3	34.8	63.1	61.4
2010	50.7	58.0	64.2	68.5
2011	43.8	48.5	62.7	79.9
2012	41.7	46.9	61.2	71.0
2013	41.1	48.1	63.3	70.3
2014	42.2	43.1	62.5	74.7

### Reading Tool

The image shows a sample of a reading tool page in Assamese. It contains a paragraph of text, a box with a short story or poem, and two columns of words for a matching exercise.



# Manipur RURAL

Data has not been presented where sample size was insufficient.

## Arithmetic over time

### Std III Arithmetic levels 2007-2014\*

**Table 8: % Children in Std III who can do at least subtraction. 2007-2014**

Year	All India	Manipur
2007	42.4	79.1
2008	38.9	67.6
2009	39.1	69.7
2010	36.3	48.3
2011	30.0	55.9
2012	26.4	53.3
2013	26.1	52.6
2014	25.4	59.4

**Table 9: % Children in Std III who can do at least subtraction, by school type. 2007-2014**

Year	Govt. schools		Pvt. schools	
	All India	Manipur	All India	Manipur
2007	40.2	72.9	53.9	84.8
2008	35.4	54.1	51.8	75.6
2009	36.5	55.1	49.7	75.7
2010	33.2	26.8	47.8	61.5
2011	25.2	38.2	44.6	63.5
2012	19.8	38.4	43.4	61.1
2013	18.9	47.7	44.6	54.7
2014	17.3	52.0	43.4	61.9

### Std V Arithmetic levels 2007-2014\*

**Table 10: % Children in Std V who can do division. 2007-2014**

Year	All India	Manipur
2007	42.5	68.3
2008	37.1	59.8
2009	38.1	51.0
2010	36.2	41.9
2011	27.6	49.7
2012	24.9	44.7
2013	25.6	42.0
2014	26.1	54.7

**Table 11: % Children in Std V who can do division, by school type. 2007-2014**

Year	Govt. schools		Pvt. schools	
	All India	Manipur	All India	Manipur
2007	41.0	59.4	49.4	74.0
2008	34.4	45.2	47.1	67.4
2009	36.1	34.4	46.2	57.6
2010	33.9	20.3	44.2	54.2
2011	24.5	27.4	37.7	57.9
2012	20.3	26.5	37.8	52.9
2013	20.8	36.7	38.9	44.3
2014	20.7	43.1	39.3	58.7

Math Tool				
ਸਾਰੀ ਸੰਕੇਤ	ਸਾਰੀ ਸੰਕੇਤ	ਸੰਕੇਤ	ਜਵਾਬ	
੪	੨	੪੨	੪੨	੪੨
੪	੨	੪੨	੪੨	੪੨
੪	੨	੪੨	੪੨	੪੨
੪	੨	੪੨	੪੨	੪੨
੪	੨	੪੨	੪੨	੪੨
੪	੨	੪੨	੪੨	੪੨



\*ASER 2006 arithmetic results are not comparable to the subsequent years because of a change in the assessment tool. Hence this data has not been included in the above tables.

# Manipur RURAL

Data has not been presented where sample size was insufficient.

## English over time

Std V English reading levels 2007, 2009, 2012, 2014

**Table 12: % Children in Std V who can read at least words. 2007, 2009, 2012, 2014**

Year	All India	Manipur
2007	59.4	
2009	56.7	94.1
2012	49.0	91.0
2014	49.2	93.2

**Table 13: % Children in Std V who can read at least words, by school type. 2007, 2009, 2012, 2014**

Year	Govt. schools		Pvt. schools	
	All India	Manipur	All India	Manipur
2007	56.7		72.2	90.7
2009	53.3	90.2	70.1	95.6
2012	41.4	80.7	70.1	95.6
2014	39.7	81.9	72.4	97.1

**Table 14: % Children in Std V who can read sentences. 2007, 2009, 2012, 2014**

Year	All India	Manipur
2007	28.0	
2009	25.7	66.6
2012	22.6	65.1
2014	24.1	79.4

**Table 15: % Children in Std V who can read sentences, by school type. 2007, 2009, 2012, 2014**

Year	Govt. schools		Pvt. schools	
	All India	Manipur	All India	Manipur
2007	24.7		44.1	87.7
2009	21.9	54.7	40.4	71.3
2012	15.4	50.3	42.4	71.7
2014	14.9	59.0	46.5	86.4

Std VII English reading levels 2007, 2009, 2012, 2014

**Table 16: % Children in Std VII who can read sentences. 2007, 2009, 2012, 2014**

Year	All India	Manipur
2007	53.8	
2009	49.1	88.1
2012	39.8	81.0
2014	38.8	92.8

**Table 17: % Children in Std VII who can read sentences, by school type. 2007, 2009, 2012, 2014**

Year	Govt. schools		Pvt. schools	
	All India	Manipur	All India	Manipur
2007			64.4	
2009	<b>Data insufficient for Manipur</b>		59.5	92.0
2012	<b>Data insufficient for Manipur</b>		55.9	86.4
2014			58.1	95.4

### English Tool

Give this tool to ALL children.  
 Record the highest reading level.  
 Note the grade of the child to fill the headings of levels CSE sentences appearing on the child's highest reading level.

<b>Capital letter</b>	C K S	<b>Small letter</b>	n p g
	Q F		v e
	W O Z		j r b

Use this tool to recognize only 8 letters in total 4 capital letters.

**Word**

day old  
 sit  
 run rat  
 bag

**Sentence**

Where is your house?  
 This is a tall tree.  
 I like to sing.  
 She has a red dress.

Be aware: This tool is designed to be used by all children. It is not intended to be used by children who are already literate. It is not intended to be used by children who are already literate. It is not intended to be used by children who are already literate.





A blue document with a yellow paperclip at the top left corner. The document has a pink shadow on its right and bottom edges. The word "Meghalaya" is written in white text in the center of the document.

Meghalaya





ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 7 OUT OF 7 DISTRICTS  
 Data has not been presented where sample size was insufficient.

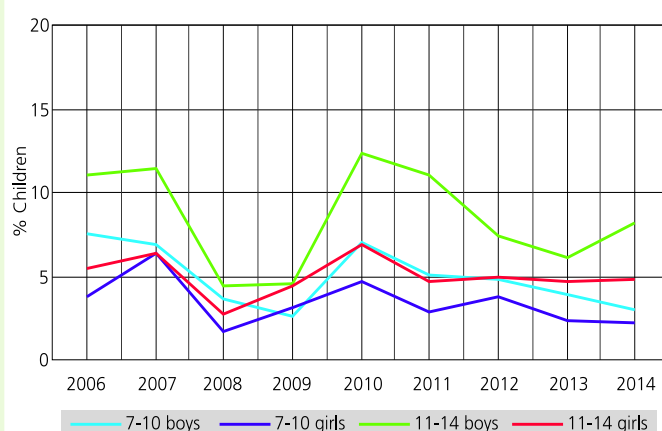
## School enrollment and out of school children

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

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	42.7	51.7	1.4	4.2	100
Age: 7-16 ALL	41.7	50.6	1.4	6.3	100
Age: 7-10 ALL	43.4	52.8	1.2	2.6	100
Age: 7-10 BOYS	43.2	52.5	1.3	3.0	100
Age: 7-10 GIRLS	43.9	52.7	1.1	2.2	100
Age: 11-14 ALL	42.5	49.2	1.7	6.6	100
Age: 11-14 BOYS	45.2	45.0	1.6	8.2	100
Age: 11-14 GIRLS	39.9	53.5	1.8	4.9	100
Age: 15-16 ALL	34.9	48.1	1.3	15.6	100
Age: 15-16 BOYS	36.7	45.9	0.9	16.6	100
Age: 15-16 GIRLS	32.3	50.6	1.8	15.4	100

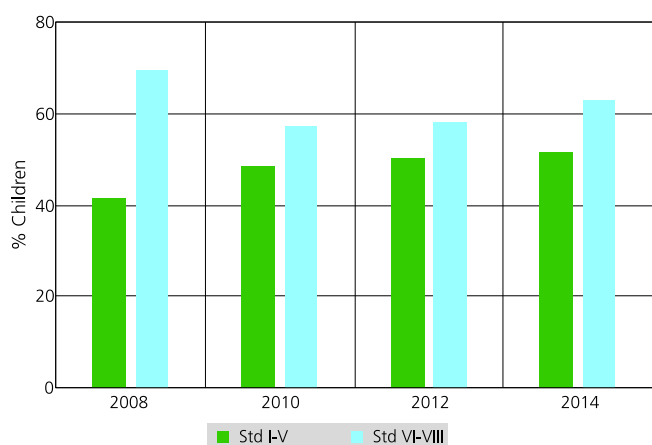
Note: 'Other' includes children going to madarsa and EGS.  
 'Not in school' = dropped out + never enrolled.

**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 5.4% in 2006, 4.4% in 2009, 4.7% in 2011 and 4.9% 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	10.8	23.5	28.9	17.5	8.1	6.6	4.7						100	
II	6.1	10.0	19.6	24.0	14.9	13.3	12.1						100	
III	2.4	5.8	19.7	20.7	21.3	10.0	10.4	9.8						100
IV	2.8	7.4	13.1	24.3	15.3	15.8	12.1	5.2	3.9					100
V	7.8	18.9	19.6	21.3	14.8	11.1	6.6							100
VI	2.3	8.3	10.7	22.5	21.4	19.0	10.0	5.8						100
VII	6.8	17.9	25.1	22.1	14.8	13.4							100	
VIII	5.1	17.1	32.1	22.8	22.9							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, 19.7% children are 8 years old but there are also 5.8% who are 7, 20.7% who are 9, 21.3% who are 10, 10% who are 11, 10.4% who are 12 and 9.8% are older.

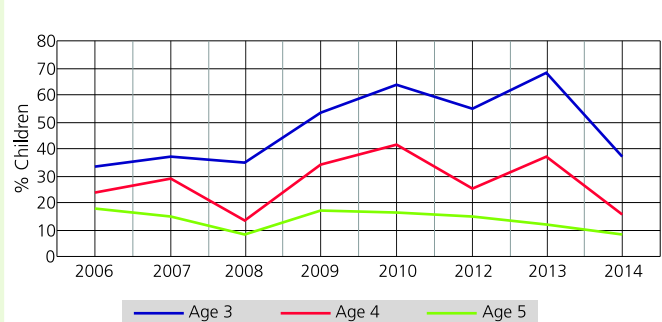
## Young children in pre-school and school

**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	38.0	24.8				37.2	100
Age 4	20.5	63.8				15.7	100
Age 5	3.0	24.9	24.0	37.2	2.6	8.4	100
Age 6	2.2	17.2	30.5	43.7	1.2	5.2	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	14.5	38.9	34.0	10.6	2.0	100
II	9.8	23.2	31.6	27.0	8.4	100
III	1.3	12.3	24.0	37.6	24.8	100
IV	1.3	5.0	16.5	36.7	40.5	100
V	0.3	3.9	10.6	27.1	58.3	100
VI	0.7	2.3	7.7	22.8	66.6	100
VII	0.0	1.4	3.4	14.8	80.5	100
VIII	0.4	0.4	1.8	9.3	88.1	100
Total	5.0	14.9	20.3	24.4	35.4	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, 12.3% can read letters but not more, 24% can read words but not Std I level text or higher, 37.6% can read Std I level text but not Std II level text, and 24.8% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

## Reading Tool

Story

**Ka Mary Ka dei ka khynnah ba dang rit. Ka don u khunmynriew ba itynnath bha. ka sngwtynnad ban ialehkai bad la u khunmynriew. Ha kawei ka sngi une u khunmynriew u la hap na kti jong ka ha madan, u la pait lyngkhot lyngkhai. Ka Mary ka la sngewsih bha. Ka la iam tyngeh. ka kmie jong ka, ka aia ka da uwei u khunmynriew, mynta ka la kmen biang.**

Para

**U John u leit sha ka iew. Ka iew ka jngai bha. U liet da ka bus. Ka bus ka shim saw kynta.**

Word

e d q  
t k  
s n y  
x m

Para

shamoi jait  
sha  
un khant  
khant kti  
khat  
phat khaw

\* Ask any 3, 4 out of 7 must be correct. \* Ask any 3, 4 out of 7 must be correct.

**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	95.8	98.8	97.0	83.9	90.3	86.6
2011	87.1	94.1	90.6	88.7	85.2	86.9
2012	95.7	97.6	96.5	76.2	92.2	83.0
2013	92.2	91.7	92.0	86.8	92.9	89.4
2014	89.7	90.3	90.0	86.4	86.5	86.4

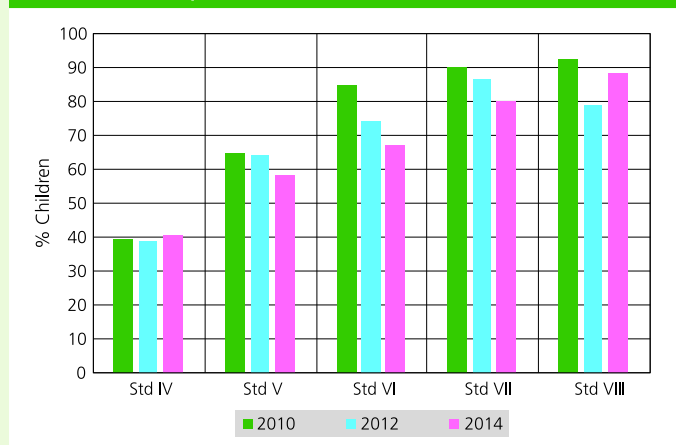
\* This is the weighted average for children in government and private schools only.

**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	82.7	89.0	85.4	65.7	63.7	64.6
2011	60.0	69.3	65.4	46.1	56.9	52.9
2012	66.4	69.5	68.0	58.4	69.3	64.5
2013	83.0	83.3	83.1	57.7	68.9	62.9
2014	75.1	80.8	77.7	46.1	69.1	58.3

\* 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	13.1	37.1	47.5	2.3	0.0	100
II	9.0	16.4	63.2	10.3	1.1	100
III	1.6	5.5	64.3	26.2	2.3	100
IV	1.3	2.8	52.6	36.6	6.7	100
V	0.3	1.5	37.4	49.5	11.3	100
VI	0.2	1.1	30.6	46.6	21.6	100
VII	0.0	0.1	18.9	51.7	29.2	100
VIII	0.4	0.0	10.5	40.5	48.6	100
Total	4.6	11.5	46.5	27.4	10.0	100

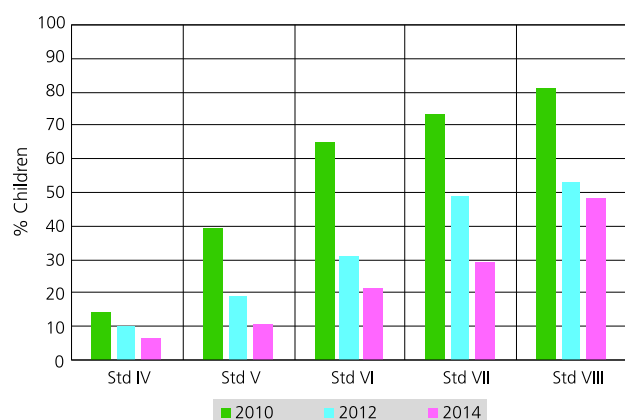
How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 1.6% children cannot even recognize numbers 1-9, 5.5% can recognize numbers up to 9 but not more, 64.3% can recognize numbers up to 99 but cannot do subtraction, 26.2% can do subtraction but cannot do division, and 2.3% 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	87.9	98.8	92.4	81.9	89.3	85.1
2011	91.7	94.9	93.3	70.1	75.7	72.9
2012	95.2	97.0	96.0	72.6	88.3	79.4
2013	92.7	89.2	91.4	89.8	92.8	91.1
2014	91.4	90.2	90.8	92.7	93.1	92.9

\* 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

Number recognition 1-9	Number recognition 10-99	Subtraction	Division
2 7	76 58	74 - 57    63 - 27	8) 993
5 3	48 99	47 - 29    84 - 35	6) 758
9 8	34 61	41 - 15    32 - 17	7) 865
4 1	46 25	31 - 18    68 - 49	4) 658
	86 62		

Ask the child to recognize any 5 numbers. At least 4 must be correct.   
 Ask the child to recognize any 5 numbers. At least 4 must be correct.   
 Ask the child to do any 3 subtraction problems. BOTH must be correct.   
 Ask the child to do any 1 division problem. It must be correct.

**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	64.4	74.2	68.7	40.0	38.5	39.2
2011	38.8	43.9	41.7	14.5	24.3	20.7
2012	37.6	52.6	45.5	17.3	20.1	18.8
2013	45.1	45.9	45.5	16.9	17.1	17.0
2014	33.0	54.9	43.1	5.9	15.4	10.9

\* 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	15.4	29.9	22.1	28.9	3.7	100
II	9.2	17.1	18.4	42.1	13.3	100
III	2.9	9.1	13.1	45.9	29.0	100
IV	1.8	4.7	8.2	37.9	47.4	100
V	0.0	4.0	4.7	31.7	59.6	100
VI	0.5	3.1	2.1	22.2	72.2	100
VII	0.7	1.8	1.1	17.9	78.5	100
VIII	0.4	0.3	1.6	7.9	89.8	100
Total	5.4	11.6	11.5	32.7	38.8	100

How to read this table: Each cell shows the highest level in reading English achieved by a child. For example, in Std III, 2.9% children cannot even read capital letters, 9.1% can read capital letters but not more, 13.1% can read small letters but not words or higher, 45.9% can read words but not sentences, and 29% 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	56.6	
II	52.2	
III	58.4	58.9
IV	67.3	60.3
V	70.0	64.7
VI		74.3
VII		78.2
VIII		89.0
Total	60.8	69.4

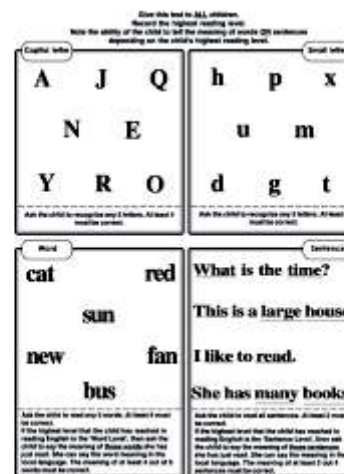
## Type of school and paid additional tuition classes (tutoring)

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	43.1	45.1	54.4	44.2
	Govt. + Tuition	4.0	3.7	2.7	2.7
	Pvt. no tuition	41.5	41.1	33.0	42.7
	Pvt. + Tuition	11.4	10.2	10.0	10.5
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	23.8	38.7	35.8	34.3
	Govt. + Tuition	9.3	1.9	2.1	2.0
	Pvt. no tuition	50.8	47.8	52.5	53.0
	Pvt. + Tuition	16.2	11.5	9.6	10.7
	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.	8.5	54.2	20.9	16.5	100
Std I-V	Pvt.	7.1	44.2	26.3	22.4	100
Std VI-VIII	Govt.					
Std VI-VIII	Pvt.	2.3	29.6	29.5	38.6	100

## ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 7 OUT OF 7 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)	101	76	109	104	114
Upper primary schools (Std I-VII/VIII)	9	9	20	10	15
	110	85	129	114	129

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

All schools	2010	2011	2012	2013	2014
% Enrolled children present (Average)	75.5	76.7	74.2	72.5	73.8
% Teachers present (Average)	93.0	93.5	87.0	86.5	88.3

**Table 16: Small schools and multigrade classes 2010-2014**

All schools	2010	2011	2012	2013	2014
% Schools with total enrollment of 60 or less	71.0	66.3	65.1	71.9	68.6
% Schools where Std II children were observed sitting with one or more other classes	64.7	77.2	69.3	64.6	66.9
% Schools where Std IV children were observed sitting with one or more other classes	61.3	75.6	66.1	63.9	60.7

### 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)	54.3	51.4	65.1	50.0	60.0
	Classroom-teacher ratio (CTR)	84.2	62.9	72.7	84.3	67.3
Building	Office/store/office cum store	34.6	42.1	42.4	46.0	41.2
	Playground	45.8	40.0	36.8	52.6	54.0
	Boundary wall/fencing	14.2	14.1	12.7	5.3	9.7
Drinking water	No facility for drinking water	70.6	77.8	82.4	68.8	71.7
	Facility but no drinking water available	5.5	12.4	4.8	8.0	11.8
	Drinking water available	23.9	9.9	12.8	23.2	16.5
	Total	100	100	100	100	100
Toilet	No toilet facility	34.9	23.1	23.6	16.8	20.2
	Facility but toilet not useable	40.6	52.6	44.7	35.4	41.1
	Toilet useable	24.5	24.4	31.7	47.8	38.8
	Total	100	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	64.8	44.1	46.6	39.2	52.5
	Separate provision but locked	9.1	33.9	26.1	23.5	19.8
	Separate provision, unlocked but not useable	11.4	3.4	6.8	6.9	10.9
	Separate provision, unlocked and useable	14.8	18.6	20.5	30.4	16.8
	Total	100	100	100	100	100
Library	No library	78.0	63.8	76.0	62.0	76.4
	Library but no books being used by children on day of visit	6.4	5.0	8.8	3.5	1.6
	Library books being used by children on day of visit	15.6	31.3	15.2	34.5	22.1
	Total	100	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	60.6	70.5	69.1	77.0	83.3
	Mid-day meal served in school on day of visit	51.9	35.0	30.5	46.5	40.7



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	125	58.4	32.0	9.6	128	75.0	20.3	4.7
Development grant	121	33.1	52.9	14.1	127	46.5	46.5	7.1
TLM grant	125	71.2	23.2	5.6	128	53.1	43.0	3.9

**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	112	35.7	52.7	11.6	115	45.2	46.1	8.7
Development grant	108	19.4	67.6	13.0	114	25.4	67.5	7.0
TLM grant	111	49.6	39.6	10.8	114	21.9	72.8	5.3

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

**Table 20: % Schools carrying out different activities since April 2014**

Type of activity		% Schools		
		Yes	No	Don't know
Construction	New classroom built	17.8	80.6	1.6
Repair	White wash/plastering	36.0	63.2	0.8
	Repair of drinking water facility	10.2	88.2	1.6
	Repair of toilet	17.3	81.1	1.6
Purchase	Mats, Tat patti etc.	21.7	75.8	2.5
	Charts, globes or other teaching material	56.3	40.6	3.1

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

% Schools which said they have an SMC	91.3
Of the schools that have SMC, % schools that had the last SMC meeting	
Before Jan 2014	5.6
Jan to June 2014	50.5
July to Sept 2014	41.1
After Sept 2014	2.8
% Schools that could give information about how many members were present in the last meeting	93.1
Average number of members present in last meeting	16

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.

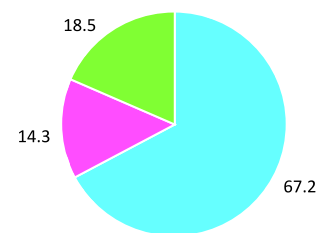
Name of Grant	Type of activity
School Maintenance Grant	For minor repairs and infrastructure maintenance. Eg. Repair of toilet, boundary wall, whitewashing
School Development Grant	For purchasing school and office equipment. Eg. Blackboards, sitting mats, chalks, duster
Teacher Learning Material Grant*	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	35.1	51.9
Of the schools which have heard of CCE, % schools which have received materials/manuals		
For all teachers	20.5	22.4
For some teachers	51.3	58.2
For no teachers	23.1	10.5
Don't know	5.1	9.0
Of the schools which have received manual, % schools which could show it	46.2	34.0

**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

# Meghalaya RURAL

TOTAL NUMBER OF DISTRICTS 7. Data has not been presented where sample size was insufficient.

## Trends Over Time: 2006-2014

### Sample description over time

**Table 1: Sample description. 2006-2014**

Year	Districts surveyed	Villages surveyed	Households surveyed	Number of children surveyed		
				Age 3-5	Age 6-14	Age 15-16
2006	5	129	2480	1320	4268	977
2007	7	149	2833	1458	5066	920
2008	7	193	3792	1651	6207	1003
2009	7	192	3551	1411	5404	1010
2010	7	192	3783	1879	5184	1016
2011	6	155	3060	1526	4554	878
2012	7	176	3494	1558	4836	853
2013	5	140	2850	1260	3564	647
2014	7	201	3955	1748	5004	884

Each year from 2006 to 2014, \* ASER has collected data for a representative sample of children from every state and almost every rural district in India. On average ASER has reached over 560 districts each year, surveying an average of 650,000 children in more than 16,000 villages across the country. Information on their schooling status, basic reading and basic arithmetic ability was collected every year. In addition, children's ability to read English was assessed during four ASER rounds (2007, 2009, 2012 and 2014).

**ASER Trends Over Time** provides a summary of trends in selected variables in each of these four domains over this nine-year period.

\*ASER 2005 is not included because of differences in sampling methodology.

### Enrollment over time

#### Out of school children 2006-2014

**Table 2: % Children age 6-14 not enrolled in school, by gender. 2006-2014**

Year	Boys		Girls		All children	
	All India	Meghalaya	All India	Meghalaya	All India	Meghalaya
2006	5.8	9.0	7.5	4.7	6.6	6.8
2007	3.8	8.6	4.6	6.4	4.2	7.5
2008	3.8	4.0	4.8	2.2	4.3	3.1
2009	3.6	3.7	4.5	3.6	4.0	3.7
2010	3.2	8.9	3.8	5.6	3.4	7.2
2011	3.1	7.6	3.6	3.9	3.3	5.8
2012	3.1	6.1	3.9	4.2	3.5	5.2
2013	3.1	4.9	3.5	3.2	3.3	4.1
2014	2.9	5.1	3.7	3.3	3.3	4.2

#### Private school enrollment 2006-2014

**Table 3: % Children age 6-14 enrolled in private schools, by gender. 2006-2014**

Year	Boys		Girls		All children	
	All India	Meghalaya	All India	Meghalaya	All India	Meghalaya
2006	20.2	39.5	17.0	46.0	18.7	42.8
2007	20.8	40.7	17.6	40.0	19.3	40.3
2008	24.6	44.6	20.3	46.2	22.6	45.6
2009	23.3	31.4	19.9	31.7	21.8	31.8
2010	25.5	44.5	21.7	49.2	23.7	46.8
2011	28.0	50.6	23.0	58.2	25.6	54.3
2012	31.5	46.4	25.2	50.6	28.3	48.3
2013	32.2	43.8	25.5	47.6	29.0	45.3
2014	34.5	49.6	26.9	53.8	30.8	51.7

Note: Data collection for the ASER survey is carried out in the household. Information on the type of school (government or private) that a child is enrolled in, is self-reported by households.





# Meghalaya RURAL

Data has not been presented where sample size was insufficient.

## Reading over time

### Std III Reading levels 2006-2014

**Table 4: % Children in Std III who can read at least a Std I level text, 2006-2014**

Year	All India	Meghalaya
2006	48.1	72.2
2007	49.2	67.7
2008	50.6	52.4
2009	46.6	46.4
2010	45.7	53.8
2011	40.4	48.4
2012	38.8	52.3
2013	40.2	68.7
2014	40.3	62.4

**Table 5: % Children in Std III who can read at least a Std I level text, by school type, 2006-2014**

Year	Govt. schools		Pvt. schools	
	All India	Meghalaya	All India	Meghalaya
2006	45.8	62.6	58.4	83.5
2007	46.7	64.1	61.7	73.6
2008	46.9	47.0	63.9	61.3
2009	43.8	39.1	58.2	64.3
2010	42.5	47.6	57.6	62.2
2011	35.2	50.8	56.3	46.0
2012	32.4	43.0	55.3	64.9
2013	32.6	64.0	59.6	75.0
2014	31.8	65.2	59.0	60.0

### Std V Reading levels 2006-2014

**Table 6: % Children in Std V who can read a Std II level text, 2006-2014**

Year	All India	Meghalaya
2006	53.1	65.4
2007	58.9	69.9
2008	56.3	57.7
2009	52.9	52.7
2010	53.7	64.6
2011	48.3	52.9
2012	46.9	64.5
2013	47.0	62.9
2014	48.1	58.3

**Table 7: % Children in Std V who can read a Std II level text, by school type, 2006-2014**

Year	Govt. schools		Pvt. schools	
	All India	Meghalaya	All India	Meghalaya
2006	51.4	55.7	60.8	73.4
2007	56.7	64.1	69.0	75.4
2008	53.1	50.0	67.9	61.8
2009	50.3	50.3	63.1	56.3
2010	50.7	65.7	64.2	63.7
2011	43.8	46.1	62.7	56.9
2012	41.7	58.4	61.2	69.3
2013	41.1	57.7	63.3	68.9
2014	42.2	46.1	62.5	69.1

### Reading Tool

**Story**

Ka Mary Ka dei ka khynnah ba dang rit. Ka don u khunmyrriew ba itynnai bha. ka sngwtynnad ban ialehkai bad la u khunmyrriew. Ha kawei ka sngi une u khunmyrriew u la hap na kti jong ka ha madan, u la pait lyngkhot lyngkhai. Ka Mary ka la sngewsih bha. Ka la iam tyngeh. ka kmie jong ka, ka ai ia ka da uwei u khunmyrriew, mynta ka la kmen biang.

**Para**

U John u leit sha ka iew. Ka iew ka jngai bha. U liet da ka bus. Ka bus ka shim saw kynta.

e	d	over	q
t	k	staveit	jaik
s	n	u	sla
x	m	khrai	khrai
		phai	khrai

staveit	jaik
u	sla
khrai	khrai
phai	khrai



# Meghalaya RURAL

Data has not been presented where sample size was insufficient.

## Arithmetic over time

### Std III Arithmetic levels 2007-2014\*

**Table 8: % Children in Std III who can do at least subtraction. 2007-2014**

Year	All India	Meghalaya
2007	42.4	71.7
2008	38.9	49.3
2009	39.1	44.4
2010	36.3	37.0
2011	30.0	31.2
2012	26.4	29.9
2013	26.1	36.6
2014	25.4	28.8

**Table 9: % Children in Std III who can do at least subtraction, by school type. 2007-2014**

Year	Govt. schools		Pvt. schools	
	All India	Meghalaya	All India	Meghalaya
2007	40.2	65.4	53.9	81.5
2008	35.4	47.5	51.8	52.2
2009	36.5	38.1	49.7	59.5
2010	33.2	32.9	47.8	42.6
2011	25.2	28.4	44.6	34.0
2012	19.8	27.7	43.4	32.7
2013	18.9	30.8	44.6	44.3
2014	17.3	23.1	43.4	33.8

### Std V Arithmetic levels 2007-2014\*

**Table 10: % Children in Std V who can do division. 2007-2014**

Year	All India	Meghalaya
2007	42.5	67.2
2008	37.1	38.1
2009	38.1	35.5
2010	36.2	39.2
2011	27.6	20.7
2012	24.9	18.8
2013	25.6	17.0
2014	26.1	10.9

**Table 11: % Children in Std V who can do division, by school type. 2007-2014**

Year	Govt. schools		Pvt. schools	
	All India	Meghalaya	All India	Meghalaya
2007	41.0	55.0	49.4	78.8
2008	34.4	35.1	47.1	39.7
2009	36.1	34.0	46.2	37.7
2010	33.9	40.0	44.2	38.5
2011	24.5	14.5	37.7	24.3
2012	20.3	17.3	37.8	20.1
2013	20.8	16.9	38.9	17.1
2014	20.7	5.9	39.3	15.4

### Math Tool

Number recognition 1-9	Number recognition 10-99	Subtraction	Division
2 7	76 58	74 63 - 57 - 27	8) 993
5 3	48 99	47 84 - 29 - 35	6) 758
9 8	34 61	41 32 - 15 - 17	7) 885
4 1	46 25	31 68 - 18 - 49	4) 658
86 62			

Add the skills to recognize any 9 numbers. All tests 6 must be correct.    Add the skills to recognize any 9 numbers. All tests 6 must be correct.    Add the skills to do any 3 subtraction problems. Both must be correct.    Add the skills to do any 4 division problems. All must be correct.



\*ASER 2006 arithmetic results are not comparable to the subsequent years because of a change in the assessment tool. Hence this data has not been included in the above tables.

# Meghalaya RURAL

Data has not been presented where sample size was insufficient.

## English over time

Std V English reading levels 2007, 2009, 2012, 2014

**Table 12: % Children in Std V who can read at least words. 2007, 2009, 2012, 2014**

Year	All India	Meghalaya
2007	59.4	96.1
2009	56.7	82.8
2012	49.0	91.6
2014	49.2	91.3

**Table 13: % Children in Std V who can read at least words, by school type. 2007, 2009, 2012, 2014**

Year	Govt. schools		Pvt. schools	
	All India	Meghalaya	All India	Meghalaya
2007	56.7	93.8	72.2	98.8
2009	53.3	81.7	70.1	84.3
2012	41.4	86.8	70.1	95.2
2014	39.7	89.4	72.4	93.0

**Table 14: % Children in Std V who can read sentences. 2007, 2009, 2012, 2014**

Year	All India	Meghalaya
2007	28.0	67.5
2009	25.7	58.5
2012	22.6	66.0
2014	24.1	60.0

**Table 15: % Children in Std V who can read sentences, by school type. 2007, 2009, 2012, 2014**

Year	Govt. schools		Pvt. schools	
	All India	Meghalaya	All India	Meghalaya
2007	24.7	56.3	44.1	80.5
2009	21.9	56.4	40.4	61.9
2012	15.4	58.7	42.4	71.5
2014	14.9	51.3	46.5	67.8

Std VII English reading levels 2007, 2009, 2012, 2014

**Table 16: % Children in Std VII who can read sentences. 2007, 2009, 2012, 2014**

Year	All India	Meghalaya
2007	53.8	
2009	49.1	83.2
2012	39.8	83.8
2014	38.8	78.9

**Table 17: % Children in Std VII who can read sentences, by school type. 2007, 2009, 2012, 2014**

Year	Govt. schools		Pvt. schools	
	All India	Meghalaya	All India	Meghalaya
2007				
2009				
2012				
2014				

Data insufficient for Meghalaya

### English Tool

Give this tool to ALL children.  
Record the highest reading level.  
Note the ability of the child to fill the missing or empty cell according to the child's highest reading level.

<p style="text-align: center; font-size: x-small;">Word level</p> <table style="width: 100%; text-align: center;"> <tr><td style="padding: 2px;">D</td><td style="padding: 2px;">L</td><td style="padding: 2px;">T</td></tr> <tr><td style="padding: 2px;">K</td><td style="padding: 2px;">G</td><td style="padding: 2px;"> </td></tr> <tr><td style="padding: 2px;">X</td><td style="padding: 2px;">P</td><td style="padding: 2px;">N</td></tr> </table> <p style="font-size: x-small;">Ask the child to pronounce only 3 letters. Ask him to read the sentence.</p>	D	L	T	K	G		X	P	N	<p style="text-align: center; font-size: x-small;">Sentence level</p> <table style="width: 100%; text-align: center;"> <tr><td style="padding: 2px;">y</td><td style="padding: 2px;">f</td><td style="padding: 2px;">i</td></tr> <tr><td style="padding: 2px;">s</td><td style="padding: 2px;">v</td><td style="padding: 2px;"> </td></tr> <tr><td style="padding: 2px;">m</td><td style="padding: 2px;">a</td><td style="padding: 2px;">h</td></tr> </table> <p style="font-size: x-small;">Ask the child to pronounce only 3 letters. Ask him to read the sentence.</p>	y	f	i	s	v		m	a	h
D	L	T																	
K	G																		
X	P	N																	
y	f	i																	
s	v																		
m	a	h																	
<p style="text-align: center; font-size: x-small;">Word</p> <table style="width: 100%; text-align: center;"> <tr><td style="padding: 2px;">dog</td><td style="padding: 2px;">fat</td></tr> <tr><td style="padding: 2px;">cup</td><td style="padding: 2px;"> </td></tr> <tr><td style="padding: 2px;">boy</td><td style="padding: 2px;">out</td></tr> <tr><td style="padding: 2px;">box</td><td style="padding: 2px;"> </td></tr> </table> <p style="font-size: x-small;">Ask the child to read only 2 words. Ask him to read the sentence.</p>	dog	fat	cup		boy	out	box		<p style="text-align: center; font-size: x-small;">Sentence</p> <p style="font-size: x-small;">What is the time?</p> <p style="font-size: x-small;">This is a small door.</p> <p style="font-size: x-small;">I like to sleep.</p> <p style="font-size: x-small;">He has a blue shirt.</p> <p style="font-size: x-small;">Ask the child to read all sentences. Ask him to read the sentence.</p>										
dog	fat																		
cup																			
boy	out																		
box																			



The image features a central graphic of a blue document with a yellow paperclip at the top left corner. The document has a pink shadow underneath it. The background is a repeating pattern of the text "Annual Status of Education Report" in a light gray font. The word "Mizoram" is written in white, serif font in the center of the blue document.

# Mizoram





ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 8 OUT OF 8 DISTRICTS  
 Data for 2007 not available. Data has not been presented where sample size was insufficient.

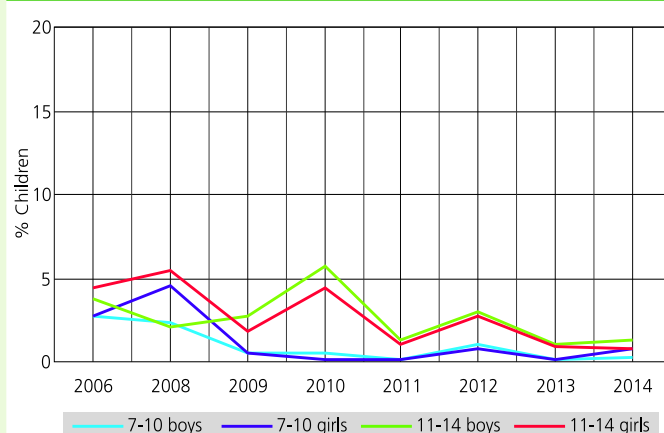
## School enrollment and out of school children

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

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	59.3	40.0	0.0	0.7	100
Age: 7-16 ALL	62.1	36.5	0.0	1.4	100
Age: 7-10 ALL	56.2	43.4	0.0	0.5	100
Age: 7-10 BOYS	56.9	42.9	0.0	0.2	100
Age: 7-10 GIRLS	55.4	43.8	0.0	0.8	100
Age: 11-14 ALL	66.7	32.3	0.0	1.0	100
Age: 11-14 BOYS	67.4	31.3	0.0	1.3	100
Age: 11-14 GIRLS	66.6	32.6	0.0	0.8	100
Age: 15-16 ALL	67.2	28.0	0.2	4.7	100
Age: 15-16 BOYS	63.9	31.1	0.0	5.1	100
Age: 15-16 GIRLS	69.2	25.8	0.4	4.7	100

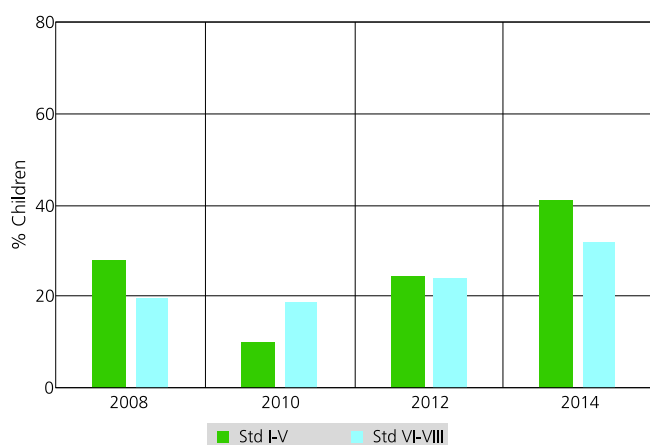
Note: 'Other' includes children going to madarsa and EGS.  
 'Not in school' = dropped out + never enrolled

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



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 4.4% in 2006, 1.8% in 2009, 1% in 2011 and 0.8% 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	19.1	36.6	30.5	9.1	4.7							100	
II	5.1	9.7	33.5	29.8	11.8	6.3	3.8						100
III	1.5	9.6	25.5	29.7	21.0	7.3	5.5						100
IV	1.5	8.4	22.0	36.9	10.4	13.1	7.8						100
V	1.2	5.6	27.1	26.0	22.7	10.5	5.3	1.7					100
VI	2.0	8.5	19.4	33.6	21.1	10.7	4.7					100	
VII	4.1	6.1	26.3	30.1	20.6	9.5	3.4					100	
VIII	3.5	7.7	28.4	32.8	18.9	8.9					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, 25.5% children are 8 years old but there are also 9.6% who are 7, 29.7% who are 9, 21% who are 10, 7.3% who are 11 and 5.5% who are older.

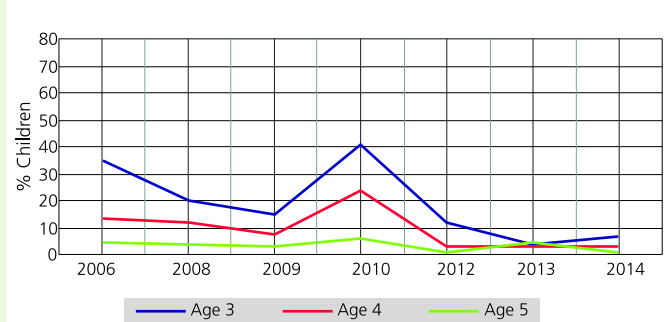
## Young children in pre-school and school

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

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	84.9	8.4				6.7	100
Age 4	76.1	20.8				3.2	100
Age 5	2.9	4.7	40.2	51.1	0.0	1.1	100
Age 6	0.7	3.1	43.9	51.6	0.0	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	11.9	44.1	38.3	4.6	1.1	100
II	4.3	27.1	33.2	31.6	3.9	100
III	0.7	21.1	20.1	39.1	19.0	100
IV	0.2	17.9	13.0	31.3	37.6	100
V	0.9	13.1	11.4	22.5	52.1	100
VI	0.0	15.5	4.8	13.6	66.0	100
VII	0.3	10.6	5.3	8.2	75.6	100
VIII	0.0	8.4	3.2	5.6	82.8	100
Total	3.0	22.1	18.9	20.2	35.8	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 0.7% children cannot even read letters, 21.1% can read letters but not more, 20.1% can read words but not Std I level text or higher, 39.1% can read Std I level text but not Std II level text, and 19% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

## Reading Tool

Story

**Ramengi leh a thiante chu Bazar-ah an kal a. Ramengi chuan naute lem a awt hle a. Mahse, pawisa a nei lo. A neitute hriatloh lain naute lem chu a la ta a. Hlim takin an inah a tlan haw a. A nu te a hrilh a. A nu chuan thilruk thatlohzia a lo hrilh a. A inchhir em em a. A neitute hnen ah naute lem chu a pekir leh ta a.**

Para

Ka hming chu Huma a ni.  
Kum riat mi ka ni.  
Nitin Sikul ka kal thin a.  
Kan Sikul chu a nuam hie.

Word

n h k  
l r  
b aw u  
ch p

Letter

Grep Tho  
Hmaben  
In Lawag  
Fanghna Fangpor  
Hawag  
Ngal Kal

**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	98.6	99.3	98.6	97.5	95.2	97.3
2011	97.3	99.7	97.7	94.3	97.6	94.7
2012	97.8	97.8	97.8	89.8	93.5	90.7
2013	97.5	96.9	97.3	88.4	97.4	91.4
2014	97.2	94.0	95.7	70.6	90.4	78.2

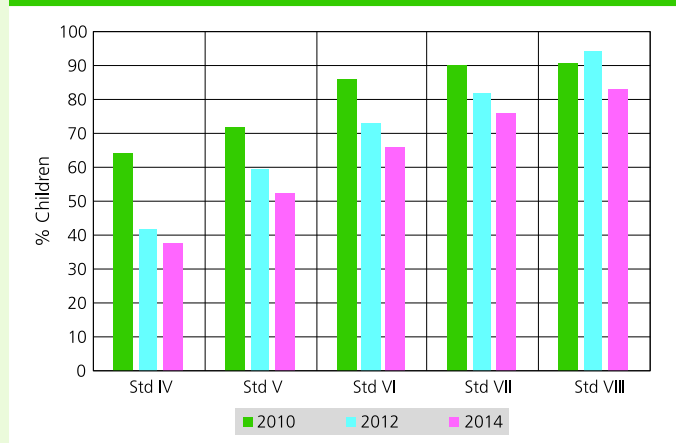
\* This is the weighted average for children in government and private schools only.

**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	95.5	82.9	94.7	68.0	84.0	72.1
2011	85.1	86.6	85.3	78.6	77.2	78.4
2012	73.2	84.3	75.8	55.2	71.5	59.6
2013	81.8	90.5	84.1	64.3	80.3	69.6
2014	61.9	81.0	68.9	47.1	60.9	52.1

\* 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	8.9	32.3	53.7	4.8	0.3	100
II	2.9	12.2	60.6	23.3	1.1	100
III	0.4	2.8	31.6	59.3	6.0	100
IV	0.0	1.2	18.2	59.5	21.2	100
V	0.4	1.1	11.2	47.4	40.0	100
VI	0.0	0.7	5.5	29.5	64.3	100
VII	0.0	0.0	2.6	19.7	77.7	100
VIII	0.0	0.0	0.4	14.1	85.5	100
Total	2.1	8.4	27.7	31.4	30.4	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 0.4% children cannot even recognize numbers 1-9, 2.8% can recognize numbers up to 9 but not more, 31.6% can recognize numbers up to 99 but cannot do subtraction, 59.3% can do subtraction but cannot do division, and 6% can do division. For each class, the total of all these exclusive categories is 100%.

## Math Tool

Number recognition 1-9		Number recognition 10-99		Subtraction		Division
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			

Ask the child to recognize any 8 numbers. At least 4 must be correct.      Ask the child to recognize any 8 numbers. At least 4 must be correct.      Ask the child to do any 2 subtraction problems. Both must be correct.      Ask the child to do any 1 division problem. It must be correct.

**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	98.2	97.3	98.2	97.0	98.2	97.0
2011	98.7	99.3	98.8	94.7	96.6	94.9
2012	98.8	98.4	98.7	96.2	97.8	96.6
2013	98.2	96.8	97.7	98.2	98.7	98.4
2014	98.5	95.5	97.2	96.1	98.1	96.9

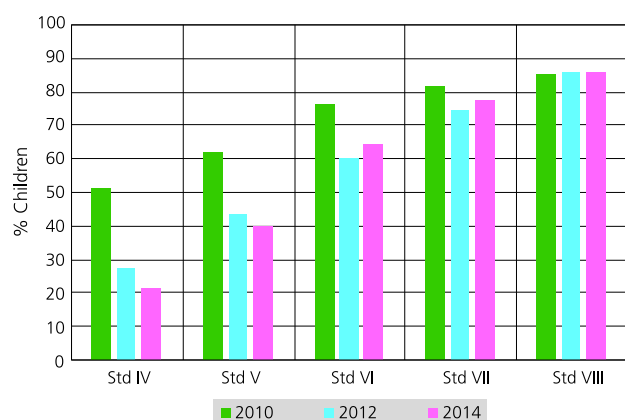
\* This is the weighted average for children in government and private schools only.

**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	89.5	79.2	88.9	57.0	76.1	62.0
2011	87.0	84.2	86.6	68.5	60.8	67.7
2012	82.2	84.3	82.7	41.6	49.0	43.6
2013	85.6	81.0	84.4	45.9	49.4	47.0
2014	78.5	84.5	80.7	37.1	45.1	40.0

\* 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	13.7	26.5	37.0	22.1	0.8	100
II	3.3	17.1	26.5	48.6	4.5	100
III	0.4	8.4	17.6	55.5	18.2	100
IV	0.0	5.5	11.7	48.8	34.0	100
V	0.4	2.4	7.3	37.4	52.5	100
VI	0.0	0.7	3.1	28.9	67.3	100
VII	0.0	0.5	0.6	19.0	79.9	100
VIII	0.0	0.3	0.7	11.4	87.6	100
Total	3.1	9.6	15.8	35.2	36.4	100

How to read this table: Each cell shows the highest level in reading English achieved by a child. For example, in Std III, 0.4% children cannot even read capital letters, 8.4% can read capital letters but not more, 17.6% can read small letters but not words or higher, 55.5% can read words but not sentences, and 18.2% 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	53.2	
II	52.9	
III	58.1	57.9
IV	63.6	49.4
V	64.4	59.9
VI	75.6	66.3
VII		76.1
VIII		83.2
Total	61.5	68.1

### English Tool



## 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	86.7	72.4	64.4	58.7
	Govt. + Tuition	0.6	2.5	2.3	0.3
	Pvt. no tuition	11.3	22.3	31.7	37.7
	Pvt. + Tuition	1.5	2.8	1.7	3.3
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	87.5	70.6	70.2	68.3
	Govt. + Tuition	1.6	5.0	1.0	0.3
	Pvt. no tuition	9.2	20.9	27.1	29.7
	Pvt. + Tuition	1.8	3.6	1.8	1.7
	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.					
Std I-V	Pvt.					
Std VI-VIII	Govt.					
Std VI-VIII	Pvt.					

Data insufficient

## ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 8 OUT OF 8 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)	166	135	190	208	184
Upper primary schools (Std I-VII/VIII)	8	13	9	4	3
Total schools visited	174	148	199	212	187

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

All schools	2010	2011	2012	2013	2014
% Enrolled children present (Average)	85.8	85.7	85.9	84.2	86.8
% Teachers present (Average)	94.4	90.7	88.0	91.1	88.7

**Table 16: Small schools and multigrade classes 2010-2014**

All schools	2010	2011	2012	2013	2014
% Schools with total enrollment of 60 or less	39.8	56.1	53.8	64.0	63.7
% Schools where Std II children were observed sitting with one or more other classes	31.8	17.5	44.4	18.2	25.3
% Schools where Std IV children were observed sitting with one or more other classes	29.9	16.7	33.1	17.5	25.1

### 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)	89.1	75.2	86.5	69.2	83.9
	Classroom-teacher ratio (CTR)	57.6	94.8	75.9	85.0	77.3
Building	Office/store/office cum store	78.5	92.1	78.3	77.9	91.7
	Playground	39.0	70.7	44.7	44.8	72.2
	Boundary wall/fencing	37.7	47.8	45.2	35.2	51.1
Drinking water	No facility for drinking water	47.3	25.4	32.5	26.2	24.5
	Facility but no drinking water available	4.1	3.6	2.5	2.0	7.1
	Drinking water available	48.5	71.0	65.0	71.8	68.5
	Total	100	100	100	100	100
Toilet	No toilet facility	7.1	2.1	7.6	8.5	7.6
	Facility but toilet not useable	37.3	45.8	48.2	39.8	58.7
	Toilet useable	55.6	52.1	44.2	51.7	33.7
	Total	100	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	43.4	12.4	25.6	27.7	21.1
	Separate provision but locked	14.5	44.6	39.4	29.2	47.4
	Separate provision, unlocked but not useable	11.3	9.9	5.0	4.1	3.5
	Separate provision, unlocked and useable	30.8	33.1	30.0	39.0	28.1
	Total	100	100	100	100	100
Library	No library	93.6	72.9	77.8	80.7	83.2
	Library but no books being used by children on day of visit	4.7	15.0	10.6	9.9	10.9
	Library books being used by children on day of visit	1.7	12.1	11.6	9.4	6.0
	Total	100	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	96.2	98.6	95.0	91.9	94.0
	Mid-day meal served in school on day of visit	94.0	99.3	91.4	94.8	72.0



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	199	94.0	2.0	4.0	186	97.3	2.7	0.0
Development grant	197	73.6	19.3	7.1	186	69.9	19.9	10.2
TLM grant	199	94.0	3.0	3.0	186	68.8	29.0	2.2

**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	168	78.6	16.7	4.8	186	56.5	41.4	2.2
Development grant	166	60.8	30.7	8.4	183	52.5	42.6	4.9
TLM grant	167	75.5	19.8	4.8	183	25.1	72.7	2.2

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	23.9	71.6	4.6
	White wash/plastering	27.7	67.7	4.5
Repair	Repair of drinking water facility	27.4	69.4	3.2
	Repair of toilet	47.9	50.9	1.2
Purchase	Mats, Tat patti etc.	14.7	82.2	3.2
	Charts, globes or other teaching material	41.2	57.0	1.8

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

% Schools which said they have an SMC	95.6
Of the schools that have SMC, % schools that had the last SMC meeting	
Before Jan 2014	10.4
Jan to June 2014	58.5
July to Sept 2014	29.9
After Sept 2014	1.2
% Schools that could give information about how many members were present in the last meeting	90.2
Average number of members present in last meeting	14

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.

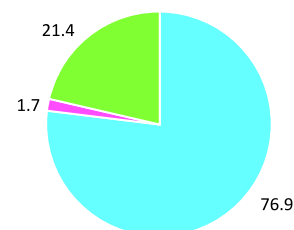
Name of Grant	Type of activity
School Maintenance Grant	For minor repairs and infrastructure maintenance. Eg. Repair of toilet, boundary wall, whitewashing
School Development Grant	For purchasing school and office equipment. Eg. Blackboards, sitting mats, chalks, duster
Teacher Learning Material Grant*	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	97.6	97.8
Of the schools which have heard of CCE, % schools which have received materials/manuals		
For all teachers	31.3	64.6
For some teachers	63.2	26.9
For no teachers	3.0	6.9
Don't know	2.5	1.7
Of the schools which have received manual, % schools which could show it	94.7	97.3

**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

# Mizoram RURAL

TOTAL NUMBER OF DISTRICTS 8. Data for 2007 is not available. Data has not been presented where sample size was insufficient.

## Trends Over Time: 2006-2014

### Sample description over time

**Table 1: Sample description. 2006-2014**

Year	Districts surveyed	Villages surveyed	Households surveyed	Number of children surveyed		
				Age 3-5	Age 6-14	Age 15-16
2006	7	151	3088	1496	4794	877
2007						
2008	8	139	2987	1220	4865	558
2009	8	174	4325	1323	5444	886
2010	8	181	4595	2090	6462	959
2011	8	175	4367	2030	7195	1077
2012	8	186	4454	1748	5531	910
2013	8	191	4756	1888	5778	839
2014	8	196	4788	1535	5259	847

Each year from 2006 to 2014, \* ASER has collected data for a representative sample of children from every state and almost every rural district in India. On average ASER has reached over 560 districts each year, surveying an average of 650,000 children in more than 16,000 villages across the country. Information on their schooling status, basic reading and basic arithmetic ability was collected every year. In addition, children's ability to read English was assessed during four ASER rounds (2007, 2009, 2012 and 2014).

**ASER Trends Over Time** provides a summary of trends in selected variables in each of these four domains over this nine-year period.

\*ASER 2005 is not included because of differences in sampling methodology.

### Enrollment over time

#### Out of school children 2006-2014

**Table 2: % Children age 6-14 not enrolled in school, by gender. 2006-2014**

Year	Boys		Girls		All children	
	All India	Mizoram	All India	Mizoram	All India	Mizoram
2006	5.8	3.4	7.5	3.9	6.6	3.7
2007	3.8		4.6		4.2	
2008	3.8	2.3	4.8	5.3	4.3	3.8
2009	3.6	1.4	4.5	1.1	4.0	1.3
2010	3.2	2.5	3.8	1.8	3.4	2.2
2011	3.1	0.6	3.6	0.5	3.3	0.6
2012	3.1	1.8	3.9	1.7	3.5	1.7
2013	3.1	0.5	3.5	0.4	3.3	0.4
2014	2.9	0.7	3.7	0.8	3.3	0.7



#### Private school enrollment 2006-2014

**Table 3: % Children age 6-14 enrolled in private schools, by gender. 2006-2014**

Year	Boys		Girls		All children	
	All India	Mizoram	All India	Mizoram	All India	Mizoram
2006	20.2	23.0	17.0	23.5	18.7	23.2
2007	20.8		17.6		19.3	
2008	24.6	24.3	20.3	21.1	22.6	22.9
2009	23.3	17.2	19.9	18.4	21.8	17.9
2010	25.5	11.9	21.7	14.3	23.7	13.0
2011	28.0	12.9	23.0	14.7	25.6	13.7
2012	31.5	24.8	25.2	25.8	28.3	25.3
2013	32.2	31.1	25.5	33.8	29.0	32.4
2014	34.5	38.7	26.9	41.2	30.8	40.0

Note: Data collection for the ASER survey is carried out in the household. Information on the type of school (government or private) that a child is enrolled in, is self-reported by households.



# Mizoram RURAL

Data has not been presented where sample size was insufficient.

## Reading over time

### Std III Reading levels 2006-2014

**Table 4: % Children in Std III who can read at least a Std I level text, 2006-2014**

Year	All India	Mizoram
2006	48.1	89.5
2007	49.2	
2008	50.6	78.5
2009	46.6	59.1
2010	45.7	80.3
2011	40.4	80.0
2012	38.8	55.3
2013	40.2	68.6
2014	40.3	58.1

**Table 5: % Children in Std III who can read at least a Std I level text, by school type, 2006-2014**

Year	Govt. schools		Pvt. schools	
	All India	Mizoram	All India	Mizoram
2006	45.8	91.8		
2007	46.7			
2008	46.9	74.4		
2009	43.8	56.5		
2010	42.5	80.7		
2011	35.2	80.3		
2012	32.4	52.9		
2013	32.6	63.6		
2014	31.8	49.0		

Data insufficient for Mizoram

### Std V Reading levels 2006-2014

**Table 6: % Children in Std V who can read a Std II level text, 2006-2014**

Year	All India	Mizoram
2006	53.1	81.5
2007	58.9	
2008	56.3	78.3
2009	52.9	58.8
2010	53.7	72.1
2011	48.3	78.4
2012	46.9	59.6
2013	47.0	69.6
2014	48.1	52.1

**Table 7: % Children in Std V who can read a Std II level text, by school type, 2006-2014**

Year	Govt. schools		Pvt. schools	
	All India	Mizoram	All India	Mizoram
2006	51.4	81.4		
2007	56.7			
2008	53.1	77.5		
2009	50.3	57.1		
2010	50.7	68.0		
2011	43.8	78.6		
2012	41.7	55.2		
2013	41.1	64.3		
2014	42.2	47.1		

Data insufficient for Mizoram

### Reading Tool

**Story**

Ramengi leh a thiantu chu Bazar-ah an kal a. Ramengi chuan naute lem a awt hle a. Mahse, pawisa a nei lo. A neitute hriatloh laiin naute lem chu a la ta a. Hlim takin an inah a tian haw a. A nu te a hriih a. A nu chuan thilruk thatlohzia a lo hriih a. A inchiir em em a. A neitute hnen ah naute lem chu a pekir leh ta a.

**Para**

Ka hming chu Huma a ni. Kum riat ni ka ni. Nitin Sikul ka kal thim a. Kan Sikul chu a nuam hle.

n	h	k
l	r	
b	aw	u
ch	p	

Grup	The
Huabin	
In	Layang
Fanghous	Pangpar
Beweg	
Ngai	Kal



# Mizoram RURAL

Data has not been presented where sample size was insufficient.

## Arithmetic over time

### Std III Arithmetic levels 2007-2014\*

Year	All India	Mizoram
2007	42.4	
2008	38.9	83.9
2009	39.1	67.3
2010	36.3	74.9
2011	30.0	76.6
2012	26.4	61.0
2013	26.1	61.0
2014	25.4	65.3

Year	Govt. schools		Pvt. schools	
	All India	Mizoram	All India	Mizoram
2007	40.2			
2008	35.4	81.5		
2009	36.5	64.7		
2010	33.2	74.9		
2011	25.2	77.1		
2012	19.8	58.1		
2013	18.9	62.7		
2014	17.3	63.9		

### Std V Arithmetic levels 2007-2014\*

Year	All India	Mizoram
2007	42.5	
2008	37.1	80.3
2009	38.1	59.7
2010	36.2	62.0
2011	27.6	67.7
2012	24.9	43.6
2013	25.6	47.0
2014	26.1	40.0

Year	Govt. schools		Pvt. schools	
	All India	Mizoram	All India	Mizoram
2007	41.0			
2008	34.4	78.0		
2009	36.1	58.2		
2010	33.9	57.0		
2011	24.5	68.5		
2012	20.3	41.6		
2013	20.8	45.9		
2014	20.7	37.1		

### Math Tool

Number recognition 1-9	Number recognition 10-99	Subtraction	Division																																						
<table border="1" style="width: 100%; height: 100px;"> <tr><td style="text-align: center;">1</td><td style="text-align: center;">4</td></tr> <tr><td style="text-align: center;">7</td><td style="text-align: center;">3</td></tr> <tr><td style="text-align: center;">6</td><td style="text-align: center;">9</td></tr> <tr><td style="text-align: center;">5</td><td style="text-align: center;">2</td></tr> </table>	1	4	7	3	6	9	5	2	<table border="1" style="width: 100%; height: 100px;"> <tr><td style="text-align: center;">51</td><td style="text-align: center;">83</td></tr> <tr><td style="text-align: center;">37</td><td style="text-align: center;">65</td></tr> <tr><td style="text-align: center;">55</td><td style="text-align: center;">26</td></tr> <tr><td style="text-align: center;">91</td><td style="text-align: center;">43</td></tr> <tr><td style="text-align: center;">36</td><td style="text-align: center;">27</td></tr> </table>	51	83	37	65	55	26	91	43	36	27	<table border="1" style="width: 100%; height: 100px;"> <tr><td style="text-align: center;">46</td><td style="text-align: center;">63</td></tr><tr><td style="text-align: center;">- 29</td><td style="text-align: center;">- 39</td></tr><tr><td style="text-align: center;">47</td><td style="text-align: center;">45</td></tr><tr><td style="text-align: center;">- 28</td><td style="text-align: center;">- 17</td></tr><tr><td style="text-align: center;">92</td><td style="text-align: center;">84</td></tr><tr><td style="text-align: center;">- 76</td><td style="text-align: center;">- 57</td></tr><tr><td style="text-align: center;">52</td><td style="text-align: center;">66</td></tr><tr><td style="text-align: center;">- 14</td><td style="text-align: center;">- 48</td></tr> </table>	46	63	- 29	- 39	47	45	- 28	- 17	92	84	- 76	- 57	52	66	- 14	- 48	<table border="1" style="width: 100%; height: 100px;"> <tr><td style="text-align: center;">7) 879 (</td></tr> <tr><td style="text-align: center;">6) 824 (</td></tr> <tr><td style="text-align: center;">8) 985 (</td></tr> <tr><td style="text-align: center;">4) 517 (</td></tr> </table>	7) 879 (	6) 824 (	8) 985 (	4) 517 (
1	4																																								
7	3																																								
6	9																																								
5	2																																								
51	83																																								
37	65																																								
55	26																																								
91	43																																								
36	27																																								
46	63																																								
- 29	- 39																																								
47	45																																								
- 28	- 17																																								
92	84																																								
- 76	- 57																																								
52	66																																								
- 14	- 48																																								
7) 879 (																																									
6) 824 (																																									
8) 985 (																																									
4) 517 (																																									
Ask the child to recognize any 8 numbers. At least 4 must be correct.	Ask the child to recognize any 8 numbers. At least 4 must be correct.	Ask the child to do any 4 subtraction problems. At least 2 must be correct.	Ask the child to do any 4 division problems. At least 2 must be correct.																																						



\*ASER 2006 arithmetic results are not comparable to the subsequent years because of a change in the assessment tool. Hence this data has not been included in the above tables.

# Mizoram RURAL

Data has not been presented where sample size was insufficient.

## English over time

Std V English reading levels 2007, 2009, 2012, 2014

**Table 12: % Children in Std V who can read at least words. 2007, 2009, 2012, 2014**

Year	All India	Mizoram
2007	59.4	
2009	56.7	94.1
2012	49.0	92.7
2014	49.2	89.9

**Table 13: % Children in Std V who can read at least words, by school type. 2007, 2009, 2012, 2014**

Year	Govt. schools		Pvt. schools	
	All India	Mizoram	All India	Mizoram
2007	56.7			
2009	53.3	94.1		Data insufficient for Mizoram
2012	41.4	91.4		
2014	39.7	86.8		

**Table 14: % Children in Std V who can read sentences. 2007, 2009, 2012, 2014**

Year	All India	Mizoram
2007	28.0	
2009	25.7	57.9
2012	22.6	54.4
2014	24.1	52.5

**Table 15: % Children in Std V who can read sentences, by school type. 2007, 2009, 2012, 2014**

Year	Govt. schools		Pvt. schools	
	All India	Mizoram	All India	Mizoram
2007	24.7			
2009	21.9	55.2		Data insufficient for Mizoram
2012	15.4	46.5		
2014	14.9	44.4		

Std VII English reading levels 2007, 2009, 2012, 2014

**Table 16: % Children in Std VII who can read sentences. 2007, 2009, 2012, 2014**

Year	All India	Mizoram
2007	53.8	
2009	49.1	82.6
2012	39.8	76.8
2014	38.8	79.9

**Table 17: % Children in Std VII who can read sentences, by school type. 2007, 2009, 2012, 2014**

Year	Govt. schools		Pvt. schools	
	All India	Mizoram	All India	Mizoram
2007	50.9			
2009	46.1	82.1		Data insufficient for Mizoram
2012	33.8	75.1		
2014	31.4	77.3		

### English Tool

Give this test to ALL children. Record the highest reading level. Note the ability of the child to tell the meaning of words (20 sentences depending on the child's highest reading level).

Capital letters A J Q N E Y R O	Small letters h p x u m d g t
Word cat sun new bus	Sentence What is the time? This is a large house. I like to read. She has many books.

Read the whole test only if possible. At least 10 cards should be covered. If the highest score/level/child has reached in reading English in the Mizoram card, however the child may not be able to read the meaning of those cards, the test is still valid. Also, do not use the word recognition in the Mizoram card. The meaning of the word 'I' and 'I' should be recorded.



The image features a central graphic of a blue document with a yellow paperclip at the top left corner and a pink shadow underneath. The background is a repeating pattern of the text "Annual Status of Education Report".

Annual Status of Education Report

# Nagaland





ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 11 OUT OF 11 DISTRICTS

Data has not been presented where sample size was insufficient.

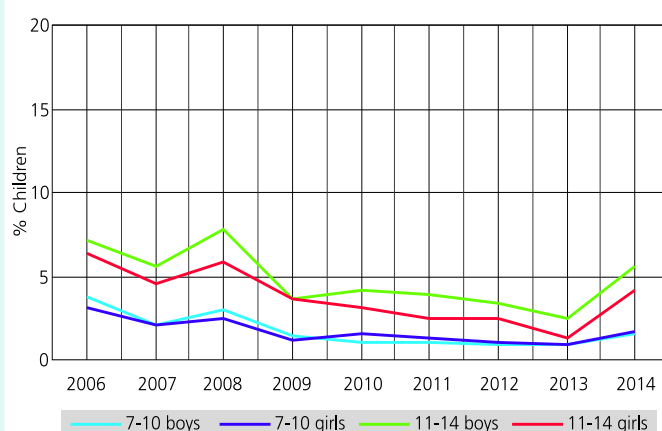
## School enrollment and out of school children

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

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	58.4	38.9	0.1	2.6	100
Age: 7-16 ALL	56.1	38.9	0.1	5.0	100
Age: 7-10 ALL	59.9	38.5	0.1	1.5	100
Age: 7-10 BOYS	58.8	39.6	0.1	1.5	100
Age: 7-10 GIRLS	60.9	37.3	0.2	1.7	100
Age: 11-14 ALL	55.3	40.0	0.0	4.7	100
Age: 11-14 BOYS	53.3	41.1	0.0	5.6	100
Age: 11-14 GIRLS	58.2	37.8	0.0	4.1	100
Age: 15-16 ALL	44.5	37.6	0.0	18.0	100
Age: 15-16 BOYS	41.7	36.8	0.0	21.6	100
Age: 15-16 GIRLS	47.6	38.5	0.0	14.0	100

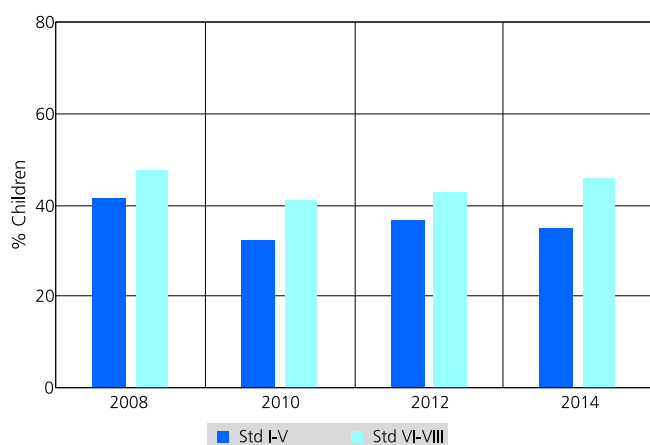
Note: 'Other' includes children going to madarsa and EGS.  
 'Not in school' = dropped out + never enrolled

**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 6.4% in 2006, 3.7% in 2009, 2.5% in 2011 and 4.1% 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	13.7	39.2	31.2	9.9	6.0							100		
II	8.5	13.5	34.4	25.9	9.1	4.9	3.6						100	
III	3.2		7.9	36.0	29.3	10.8	5.3	7.6						100
IV	2.6			7.8	32.8	29.2	10.4	8.0	5.7	3.5			100	
V	2.7				8.2		35.4	22.9	16.5	8.0	6.2			100
VI	2.7				10.4		23.5	29.3	15.5	11.2	7.5			100
VII	2.2				7.6		25.9	32.8	20.5	6.2	4.9	100		
VIII	2.5				8.2		29.5	34.4	17.4	7.9	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, 36% children are 8 years old but there are also 7.9% who are 7, 29.3% who are 9, 10.8% who are 10, 5.3% who are 11 and 7.6% who are older.

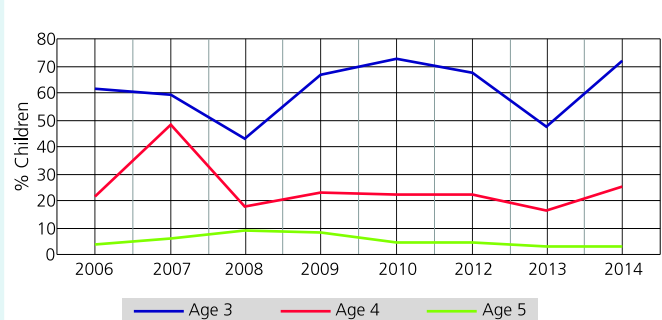
## Young children in pre-school and school

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

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	15.0	12.8				72.2	100
Age 4	13.0	62.1				24.9	100
Age 5	2.9	22.6	47.3	24.3	0.0	2.9	100
Age 6	1.9	8.2	55.7	33.2	0.0	1.0	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	9.7	52.8	31.9	4.7	0.9	100
II	7.3	27.5	48.6	13.8	2.8	100
III	0.4	5.5	52.2	32.9	9.1	100
IV	0.3	2.9	28.5	43.5	24.8	100
V	0.0	1.3	16.1	41.1	41.6	100
VI	0.0	0.5	8.8	31.9	58.8	100
VII	0.1	0.2	4.0	20.9	74.7	100
VIII	0.0	0.3	1.4	8.0	90.3	100
Total	3.0	14.7	28.2	24.3	29.8	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 0.4% children cannot even read letters, 5.5% can read letters but not more, 52.2% can read words but not Std I level text or higher, 32.9% can read Std I level text but not Std II level text, and 9.1% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

## Reading Tool

Story

**A big tree stood in a garden. It was alone and lonely. One day a bird came and sat on it. The bird held a seed in its beak. It dropped the seed near the tree. A small plant grew there. Soon there was another tree. The big tree was happy.**

Para

**Rani likes her school. Her class is in a big room. Rani has a bag and a book. She also has a pen.**

Word

e d w  
s c  
g h z  
i q

Para

hand star  
bus  
cat book  
day few  
sing old  
bold

**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	98.9	99.7	99.2	91.9	95.3	93.0
2011	98.2	98.6	98.3	84.8	92.4	87.5
2012	98.1	97.1	97.8	86.8	95.3	89.9
2013	87.4	94.2	89.9	85.1	95.8	88.8
2014	91.4	95.4	92.7	93.1	96.0	94.1

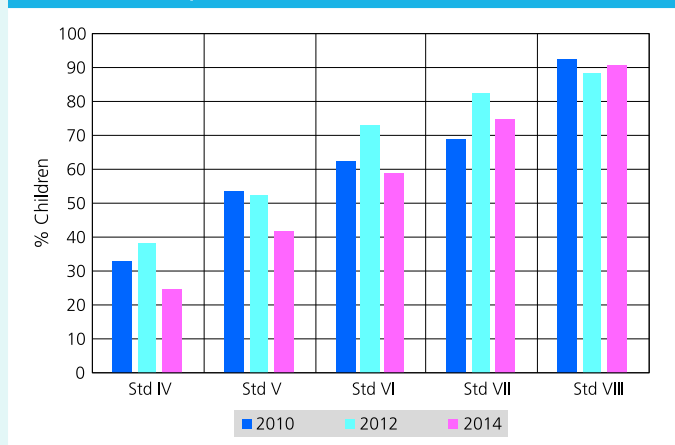
\* This is the weighted average for children in government and private schools only.

**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	67.5	88.6	74.1	41.0	76.9	53.5
2011	70.3	79.8	74.1	48.4	71.8	59.0
2012	69.1	73.6	70.9	42.3	68.6	52.5
2013	73.4	87.9	78.6	51.8	63.9	56.4
2014	58.9	84.3	68.2	27.4	60.7	41.6

\* 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	7.6	34.8	54.5	2.7	0.4	100
II	7.4	19.3	55.0	17.7	0.7	100
III	0.4	4.7	54.7	38.4	1.9	100
IV	0.2	2.2	36.2	49.2	12.2	100
V	0.0	1.2	18.4	54.8	25.6	100
VI	0.0	0.4	14.1	53.9	31.6	100
VII	0.0	0.4	8.5	40.5	50.6	100
VIII	0.0	0.3	3.1	26.4	70.2	100
Total	2.6	10.2	35.7	33.2	18.4	100

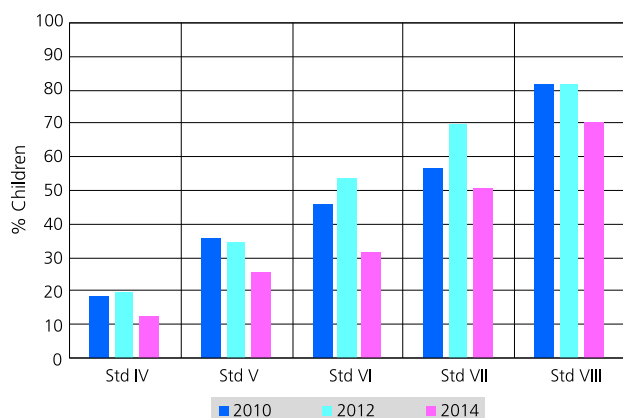
How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 0.4% children cannot even recognize numbers 1-9, 4.7% can recognize numbers up to 9 but not more, 54.7% can recognize numbers up to 99 but cannot do subtraction, 38.4% can do subtraction but cannot do division, and 1.9% 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	98.4	99.7	98.8	92.4	97.2	93.9
2011	98.9	99.0	98.9	92.2	92.6	92.3
2012	98.4	97.2	98.0	90.7	95.7	92.5
2013	88.9	94.2	90.8	88.8	97.7	91.8
2014	91.7	94.6	92.6	94.1	96.6	95.0

\* 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

Number recognition 1-9	Number recognition 10-99	Subtraction	Division
5 7	74 23	63 - 44    51 - 35	7) 898
8 4	91 86	92 - 48    71 - 35	4) 659
2 9	24 79	45 - 27    34 - 19	8) 946
3 1	37 61	43 - 29    46 - 17	6) 757
	58 14		

Ask the child to recognize any 2 numbers. At least 2 must be correct.   
 Ask the child to recognize any 2 numbers. At least 2 must be correct.   
 Ask the child to do any 2 subtraction problems. Both must be correct.   
 Ask the child to do any 1 division problem. It must be correct.

**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	69.6	79.1	72.6	26.7	52.4	35.7
2011	72.8	77.3	74.7	34.1	48.5	40.6
2012	69.1	71.8	70.1	27.3	46.0	34.6
2013	58.6	64.0	60.5	21.2	30.3	24.6
2014	55.0	72.7	61.5	18.3	35.3	25.6

\* 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	8.6	18.6	44.2	25.3	3.4	100
II	7.4	10.0	27.5	45.4	9.7	100
III	0.7	2.3	12.3	59.0	25.7	100
IV	0.4	1.6	6.8	43.9	47.2	100
V	0.3	0.3	3.3	33.6	62.6	100
VI	0.0	0.4	1.3	22.8	75.5	100
VII	0.1	0.1	0.9	13.3	85.7	100
VIII	0.0	0.4	0.3	3.9	95.3	100
Total	2.9	5.4	15.2	34.1	42.4	100

How to read this table: Each cell shows the highest level in reading English achieved by a child. For example, in Std III, 0.7% children cannot even read capital letters, 2.3% can read capital letters but not more, 12.3% can read small letters but not words or higher, 59% can read words but not sentences, and 25.7% 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	52.1	
III	62.5	45.9
IV	67.6	58.5
V	76.6	74.6
VI	86.6	82.7
VII		86.8
VIII		92.3
Total	64.1	74.4

## 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	52.5	57.7	57.9	62.0
	Govt. + Tuition	7.1	5.7	4.2	3.8
	Pvt. no tuition	25.1	22.3	26.3	25.5
	Pvt. + Tuition	15.3	14.3	11.6	8.8
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	44.7	51.4	48.3	49.5
	Govt. + Tuition	7.9	6.9	6.8	4.0
	Pvt. no tuition	25.2	24.3	33.3	31.3
	Pvt. + Tuition	22.1	17.5	11.7	15.2
	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.	4.2	49.8	40.1	6.0	100
Std I-V	Pvt.	0.1	13.6	67.8	18.6	100
Std VI-VIII	Govt.					
Std VI-VIII	Pvt.	0.0	6.8	66.5	26.8	100

## ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 11 OUT OF 11 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)	202	173	189	186	160
Upper primary schools (Std I-VII/VIII)	21	44	83	69	95
Total schools visited	223	217	272	255	255

**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)	81.9	82.3	81.9	78.4	81.7
% Teachers present (Average)	87.2	90.8	87.8	82.9	86.1
Upper primary schools (Std I-VII/VIII)	2010	2011	2012	2013	2014
% Enrolled children present (Average)	83.0	81.6	81.5	84.4	81.0
% Teachers present (Average)	86.3	85.8	84.2	84.3	84.2

**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	50.3	47.9	56.8	50.6	45.6
% Schools where Std II children were observed sitting with one or more other classes	18.7	13.0	13.4	8.7	18.8
% Schools where Std IV children were observed sitting with one or more other classes	17.5	13.3	9.9	7.9	20.0
Upper primary schools (Std I-VII/VIII)	2010	2011	2012	2013	2014
% Schools with total enrollment of 60 or less	0.0	14.3	18.2	23.9	17.9
% Schools where Std II children were observed sitting with one or more other classes	28.6	15.0	9.9	11.6	15.1
% Schools where Std IV children were observed sitting with one or more other classes	28.6	16.7	7.8	11.8	13.3

### 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)	91.9	85.5	93.0	92.3	92.1
	Classroom-teacher ratio (CTR)	78.6	61.1	63.3	59.8	73.9
Building	Office/store/office cum store	83.8	92.3	86.9	91.8	81.0
	Playground	64.2	65.6	41.6	47.6	43.8
	Boundary wall/fencing	42.8	34.5	52.9	37.0	52.6
Drinking water	No facility for drinking water	56.9	70.3	73.7	70.6	73.4
	Facility but no drinking water available	6.0	6.2	4.1	5.2	3.2
	Drinking water available	37.0	23.4	22.2	24.2	23.4
	Total	100	100	100	100	100
Toilet	No toilet facility	13.8	6.2	6.8	8.3	4.4
	Facility but toilet not useable	32.3	33.8	40.7	28.5	27.7
	Toilet useable	53.9	60.0	52.5	63.2	68.0
	Total	100	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	47.8	22.0	40.7	38.0	31.1
	Separate provision but locked	9.4	18.4	16.8	17.4	16.7
	Separate provision, unlocked but not useable	12.2	9.9	9.7	8.2	7.2
	Separate provision, unlocked and useable	30.6	49.7	32.7	36.4	45.0
	Total	100	100	100	100	100
Library	No library	86.7	91.0	87.8	66.8	85.4
	Library but no books being used by children on day of visit	4.1	5.7	8.2	21.7	9.1
	Library books being used by children on day of visit	9.2	3.3	4.1	11.5	5.5
	Total	100	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	81.7	91.8	85.3	87.0	79.2
	Mid-day meal served in school on day of visit	31.9	43.4	38.2	28.1	24.1



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	266	90.2	4.1	5.6	253	94.9	2.8	2.4
Development grant	262	73.7	17.6	8.8	251	76.1	19.9	4.0
TLM grant	266	91.4	4.1	4.5	251	61.0	37.9	1.2

**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	239	68.6	22.6	8.8	229	60.7	31.9	7.4
Development grant	237	58.2	31.7	10.1	229	48.9	39.7	11.4
TLM grant	239	72.4	21.3	6.3	227	22.9	70.9	6.2

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	26.1	72.3	1.6
Repair	White wash/plastering	33.5	64.8	1.7
	Repair of drinking water facility	35.3	64.3	0.4
	Repair of toilet	43.5	55.3	1.3
Purchase	Mats, Tat patti etc.	27.0	69.4	3.6
	Charts, globes or other teaching material	67.2	31.6	1.2

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

% Schools which said they have an SMC	95.5
Of the schools that have SMC, % schools that had the last SMC meeting	
Before Jan 2014	0.9
Jan to June 2014	47.7
July to Sept 2014	49.5
After Sept 2014	1.8
% Schools that could give information about how many members were present in the last meeting	86.8
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.

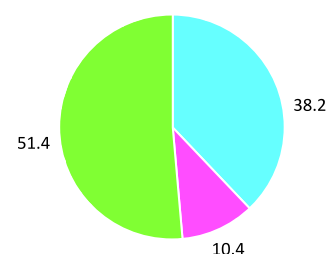
Name of Grant	Type of activity
School Maintenance Grant	For minor repairs and infrastructure maintenance. Eg. Repair of toilet, boundary wall, whitewashing
School Development Grant	For purchasing school and office equipment. Eg. Blackboards, sitting mats, chalks, duster
Teacher Learning Material Grant*	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	70.5	95.6
Of the schools which have heard of CCE, % schools which have received materials/manuals		
For all teachers	62.2	45.0
For some teachers	32.8	40.3
For no teachers	2.8	10.9
Don't know	2.3	3.8
Of the schools which have received manual, % schools which could show it	91.0	95.0

**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



# Nagaland RURAL

TOTAL NUMBER OF DISTRICTS 11. Data has not been presented where sample size was insufficient.

## Trends Over Time: 2006-2014

### Sample description over time

**Table 1: Sample description. 2006-2014**

Year	Districts surveyed	Villages surveyed	Households surveyed	Number of children surveyed		
				Age 3-5	Age 6-14	Age 15-16
2006	10	261	5498	1799	8741	1703
2007	11	270	5858	2696	9297	1503
2008	11	280	6292	2592	10567	1480
2009	11	268	6030	2095	9586	1380
2010	11	257	6489	2487	10065	1575
2011	11	260	6297	2510	9226	1200
2012	11	283	6380	2792	8580	1124
2013	10	262	5964	2373	8450	1014
2014	11	276	6586	2615	7650	995

Each year from 2006 to 2014, \*ASER has collected data for a representative sample of children from every state and almost every rural district in India. On average ASER has reached over 560 districts each year, surveying an average of 650,000 children in more than 16,000 villages across the country. Information on their schooling status, basic reading and basic arithmetic ability was collected every year. In addition, children's ability to read English was assessed during four ASER rounds (2007, 2009, 2012 and 2014).

**ASER Trends Over Time** provides a summary of trends in selected variables in each of these four domains over this nine-year period.

\*ASER 2005 is not included because of differences in sampling methodology.

### Enrollment over time

#### Out of school children 2006-2014

**Table 2: % Children age 6-14 not enrolled in school, by gender. 2006-2014**

Year	Boys		Girls		All children	
	All India	Nagaland	All India	Nagaland	All India	Nagaland
2006	5.8	5.3	7.5	4.6	6.6	5.0
2007	3.8	3.4	4.6	3.0	4.2	3.2
2008	3.8	4.9	4.8	3.8	4.3	4.4
2009	3.6	2.4	4.5	2.2	4.0	2.4
2010	3.2	2.3	3.8	2.1	3.4	2.2
2011	3.1	2.2	3.6	1.8	3.3	2.0
2012	3.1	1.8	3.9	1.5	3.5	1.7
2013	3.1	1.5	3.5	1.0	3.3	1.2
2014	2.9	2.9	3.7	2.5	3.3	2.6

#### Private school enrollment 2006-2014

**Table 3: % Children age 6-14 enrolled in private schools, by gender. 2006-2014**

Year	Boys		Girls		All children	
	All India	Nagaland	All India	Nagaland	All India	Nagaland
2006	20.2	47.7	17.0	50.0	18.7	48.7
2007	20.8	38.4	17.6	40.5	19.3	39.3
2008	24.6	43.9	20.3	41.1	22.6	42.6
2009	23.3	36.1	19.9	34.5	21.8	35.1
2010	25.5	35.5	21.7	36.7	23.7	36.1
2011	28.0	41.3	23.0	40.4	25.6	40.9
2012	31.5	39.2	25.2	38.5	28.3	38.5
2013	32.2	41.1	25.5	38.2	29.0	39.4
2014	34.5	40.1	26.9	37.5	30.8	38.9

Note: Data collection for the ASER survey is carried out in the household. Information on the type of school (government or private) that a child is enrolled in, is self-reported by households.





Data has not been presented where sample size was insufficient.

## Reading over time

### Std III Reading levels 2006-2014

**Table 4: % Children in Std III who can read at least a Std I level text, 2006-2014**

Year	All India	Nagaland
2006	48.1	48.3
2007	49.2	54.2
2008	50.6	55.4
2009	46.6	49.7
2010	45.7	51.3
2011	40.4	57.7
2012	38.8	52.9
2013	40.2	62.4
2014	40.3	41.9

**Table 5: % Children in Std III who can read at least a Std I level text, by school type, 2006-2014**

Year	Govt. schools		Pvt. schools	
	All India	Nagaland	All India	Nagaland
2006	45.8	39.1	58.4	58.5
2007	46.7	46.2	61.7	73.8
2008	46.9	40.0	63.9	76.7
2009	43.8	41.5	58.2	69.1
2010	42.5	42.2	57.6	71.5
2011	35.2	52.1	56.3	67.8
2012	32.4	42.3	55.3	71.1
2013	32.6	54.1	59.6	78.4
2014	31.8	36.1	59.0	53.0

### Std V Reading levels 2006-2014

**Table 6: % Children in Std V who can read a Std II level text, 2006-2014**

Year	All India	Nagaland
2006	53.1	45.4
2007	58.9	61.9
2008	56.3	59.2
2009	52.9	61.0
2010	53.7	53.5
2011	48.3	59.0
2012	46.9	52.5
2013	47.0	56.4
2014	48.1	41.6

**Table 7: % Children in Std V who can read a Std II level text, by school type, 2006-2014**

Year	Govt. schools		Pvt. schools	
	All India	Nagaland	All India	Nagaland
2006	51.4	32.8	60.8	61.3
2007	56.7	56.8	69.0	70.3
2008	53.1	45.4	67.9	77.0
2009	50.3	54.7	63.1	74.9
2010	50.7	41.0	64.2	76.9
2011	43.8	48.4	62.7	71.8
2012	41.7	42.3	61.2	68.6
2013	41.1	51.8	63.3	63.9
2014	42.2	27.4	62.5	60.7

### Reading Tool

**Story**

**A big tree stood in a garden. It was alone and lonely. One day a bird came and sat on it. The bird held a seed in its beak. It dropped the seed near the tree. A small plant grew there. Soon there was another tree. The big tree was happy.**

**Para**

**Rani likes her school. Her class is in a big room. Rani has a bag and a book. She also has a pen.**

e	d	w
s	c	
g	h	x
i	q	

hund	star
bus	book
cat	few
day	old
sing	bold



# Nagaland RURAL

Data has not been presented where sample size was insufficient.

## Arithmetic over time

### Std III Arithmetic levels 2007-2014\*

Year	All India	Nagaland
2007	42.4	60.9
2008	38.9	52.2
2009	39.1	57.3
2010	36.3	45.3
2011	30.0	57.5
2012	26.4	53.6
2013	26.1	41.5
2014	25.4	40.2

Year	Govt. schools		Pvt. schools	
	All India	Nagaland	All India	Nagaland
2007	40.2	52.9	53.9	80.5
2008	35.4	38.5	51.8	71.0
2009	36.5	51.4	49.7	71.4
2010	33.2	38.4	47.8	60.2
2011	25.2	53.1	44.6	65.4
2012	19.8	44.5	43.4	69.0
2013	18.9	36.2	44.6	51.6
2014	17.3	35.4	43.4	49.3

### Std V Arithmetic levels 2007-2014\*

Year	All India	Nagaland
2007	42.5	49.8
2008	37.1	42.6
2009	38.1	62.2
2010	36.2	35.7
2011	27.6	40.6
2012	24.9	34.6
2013	25.6	24.6
2014	26.1	25.6

Year	Govt. schools		Pvt. schools	
	All India	Nagaland	All India	Nagaland
2007	41.0	41.7	49.4	63.4
2008	34.4	29.0	47.1	60.2
2009	36.1	58.0	46.2	71.6
2010	33.9	26.7	44.2	52.4
2011	24.5	34.1	37.7	48.5
2012	20.3	27.3	37.8	46.0
2013	20.8	21.2	38.9	30.3
2014	20.7	18.3	39.3	35.3

Number recognition 1-9	Number recognition 10-99	Subtraction	Division
5 7	74 23	63 51 - 44 - 35	7) 898
8 4	91 86	92 71 - 48 - 35	4) 659
2 9	24 79	45 34 - 27 - 19	8) 946
3 1	37 61	43 46 - 29 - 17	6) 757
58 14			

Ask the child to recognize any 8 numbers. At least 4 must be correct.
Ask the child to recognize any 8 numbers. At least 4 must be correct.
Ask the child to do any 2 subtraction problems. Both must be correct.
Ask the child to do any 2 division problems. It must be correct.



\*ASER 2006 arithmetic results are not comparable to the subsequent years because of a change in the assessment tool. Hence this data has not been included in the above tables.

# Nagaland RURAL

Data has not been presented where sample size was insufficient.

## English over time

Std V English reading levels 2007, 2009, 2012, 2014

**Table 12: % Children in Std V who can read at least words. 2007, 2009, 2012, 2014**

Year	All India	Nagaland
2007	59.4	
2009	56.7	93.9
2012	49.0	93.3
2014	49.2	96.2

**Table 13: % Children in Std V who can read at least words, by school type. 2007, 2009, 2012, 2014**

Year	Govt. schools		Pvt. schools	
	All India	Nagaland	All India	Nagaland
2007	56.7		72.2	
2009	53.3	92.4	70.1	97.1
2012	41.4	91.9	70.1	95.4
2014	39.7	94.5	72.4	98.4

**Table 14: % Children in Std V who can read sentences. 2007, 2009, 2012, 2014**

Year	All India	Nagaland
2007	28.0	
2009	25.7	68.2
2012	22.6	64.6
2014	24.1	62.6

**Table 15: % Children in Std V who can read sentences, by school type. 2007, 2009, 2012, 2014**

Year	Govt. schools		Pvt. schools	
	All India	Nagaland	All India	Nagaland
2007	24.7		44.1	
2009	21.9	64.2	40.4	77.4
2012	15.4	58.8	42.4	73.9
2014	14.9	54.1	46.5	74.1

Std VII English reading levels 2007, 2009, 2012, 2014

**Table 16: % Children in Std VII who can read sentences. 2007, 2009, 2012, 2014**

Year	All India	Nagaland
2007	53.8	
2009	49.1	84.8
2012	39.8	86.7
2014	38.8	85.7

**Table 17: % Children in Std VII who can read sentences, by school type. 2007, 2009, 2012, 2014**

Year	Govt. schools		Pvt. schools	
	All India	Nagaland	All India	Nagaland
2007	50.9		64.4	
2009	46.1	77.0	59.5	94.4
2012	33.8	85.5	55.9	88.4
2014	31.4	81.2	58.1	90.5

### English Tool

Give this tool to ALL children.  
 Record the highest reading level.  
 Note the ability of the child to tell the meaning of words (if) mentioned  
 depending on the child's highest reading level.

Capitals letter	Small letter
B H R	z j o
L V	w g
M P F	u s k

Ask the child to pronounce only 5 letters. At least 3 must be correct.

Word	Sentence
cow wet	Where is your house?
big	This is a long road.
hat man	I like to play.
pen	She has a green kite.

Ask the child to read only 5 words. At least 3 must be correct.

If the English mentioned the child has reached to reading English to the 'Word Level'. Then ask the children to give the meaning of those words who have read well. She can say the word correctly in the first language. The meaning of word is not at a simple level is correct.

Ask the child to read all sentences. At least 3 must be correct.

If the English mentioned the child has reached to reading English to the 'Sentence Level'. Then ask the children to give the meaning of those sentences who have read well. She can say the meaning in the first language. The meaning of sentence is not at a simple level is correct.







Sikkim





52  
14  
48  
61  
76  
92

ANALYSIS BASED ON DATA FROM HOUSEHOLDS, 4 OUT OF 4 DISTRICTS  
 Data for 2006 not available. Data has not been presented where sample size was insufficient.

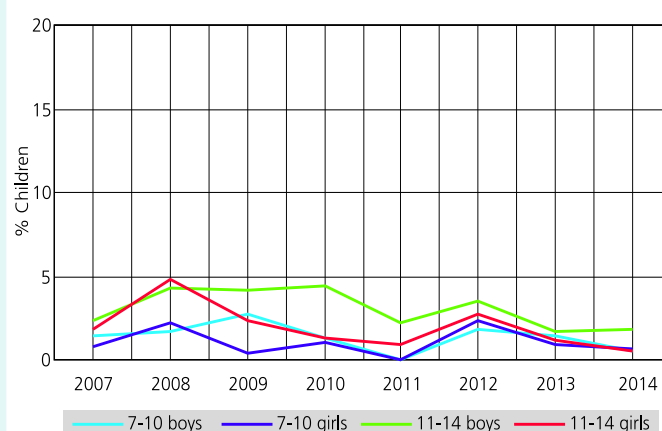
## School enrollment and out of school children

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

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	67.8	31.3	0.0	0.9	100
Age: 7-16 ALL	73.2	25.0	0.0	1.8	100
Age: 7-10 ALL	59.8	39.6	0.0	0.6	100
Age: 7-10 BOYS	59.4	40.1	0.0	0.5	100
Age: 7-10 GIRLS	60.2	39.2	0.0	0.7	100
Age: 11-14 ALL	80.0	18.8	0.0	1.2	100
Age: 11-14 BOYS	78.4	19.7	0.0	1.9	100
Age: 11-14 GIRLS	81.4	18.1	0.0	0.6	100
Age: 15-16 ALL	85.4	8.7	0.0	5.9	100
Age: 15-16 BOYS	82.4	8.3	0.0	9.3	100
Age: 15-16 GIRLS	87.9	9.5	0.0	2.6	100

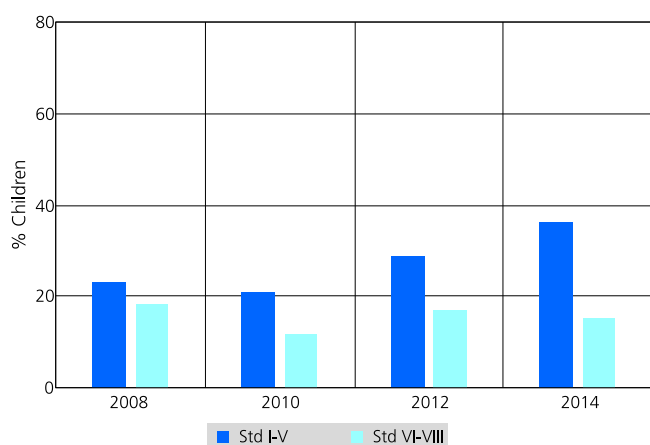
Note: 'Other' includes children going to madarsa and EGS.  
 'Not in school' = dropped out + never enrolled

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



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 1.8% in 2007, 2.4% in 2009, 0.9% in 2011 and 0.6% 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	19.2	45.1	25.4	5.2	5.2								100
II	5.7	12.8	38.4	32.4	7.7	3.1							100
III	3.9	10.1	32.3	34.0	11.5	8.2							100
IV	1.1	14.9	26.9	25.8	17.0	10.0	4.5						100
V	4.1	8.3	34.7	24.6	19.2	6.8	2.5						100
VI	6.3	22.3	37.9	19.8	10.2	3.5						100	
VII	1.0	5.3	21.6	26.3	28.6	11.2	6.1	100					
VIII	3.6	7.9	23.7	33.3	17.8	13.7	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, 32.3% children are 8 years old but there are also 10.1% who are 7, 34% who are 9, 11.5% who are 10 and 8.2% who are older.

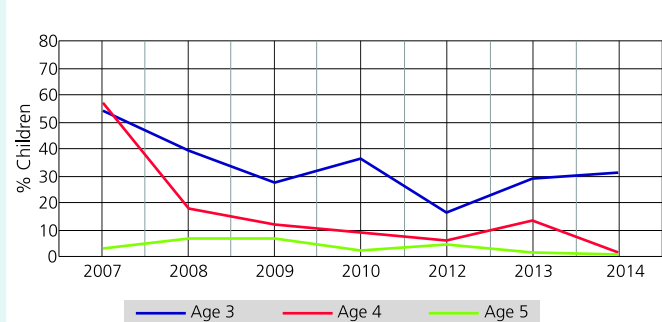
## Young children in pre-school and school

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

	In balwadi or anganwadi	In LKG/UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	34.6	34.2				31.3	100
Age 4	31.0	67.9				1.1	100
Age 5	1.8	9.9	29.1	58.4	0.0	0.7	100
Age 6	0.5	1.9	44.1	52.2	0.0	1.4	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  
 2007-2014\***



\* 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	16.0	28.7	44.4	7.3	3.6	100
II	4.1	23.3	43.5	19.9	9.2	100
III	1.7	10.3	39.7	34.1	14.3	100
IV	0.0	6.6	22.7	34.8	35.9	100
V	0.4	3.0	16.7	36.5	43.4	100
VI	0.0	0.6	8.2	31.0	60.1	100
VII	0.0	0.0	4.0	13.0	83.1	100
VIII	0.0	1.1	3.6	4.0	91.3	100
Total	2.5	8.9	22.9	23.6	42.0	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 1.7% children cannot even read letters, 10.3% can read letters but not more, 39.7% can read words but not Std I level text or higher, 34.1% can read Std I level 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

**कथा**

बाबुले काकांलाई धरे मया जय्यो।  
 उरु माइहरु यो देखेर धरे अरिस्त गर्थे।  
 एकदिन उनीहरुले काकांलाई माइलाई  
 परदेशीको हातमा बेचिदिए। काकांलाई  
 माइलाई बचपसुले खाएछ मसि बाबुलाई  
 दाटी। यो खबर सुनि बबु राई दुखित  
 भए।

काकांलाई माइको महेन्ता र इजाजतारीले  
 उ एक टुलो मासिस भए। एकदिन  
 देशभरि उभिकाल पन्थो। उरु कसै  
 खास्यको किन्नु दाज्यूहरु त्यही माइको  
 सयपना पुगे। दाज्यूहरुले माइलाई टिक्कन  
 तर माइले सधैलाई दिने। उरुतमा उरु  
 पुरानो कुराहरु सुनेर माइले सधैलाई  
 माक गरि खास्यकरहरु दिई पठाए।

**अनुच्छेद**

मेरो दाज्यूको नाम जेन हो ।  
 उसकोमा एउटा जेनी छ ।  
 उ सगरीठकसँग छिमेक जेनी  
 खेल्ने गर्छन् ।  
 उनीहरु छिमेक मज्जा गर्छन् ।

अक्षर		
क	ख	ग
घ	ङ	च
छ	ज	झ
झ	ञ	ट
ठ	ड	ण
त	थ	द
ध	न	प

शब्द		
मल	मल	खुल
खुल	खुल	मल
मल	खुल	मल
खुल	मल	खुल
मल	मल	खुल
खुल	खुल	मल

**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			99.7			91.0
2011	Data insufficient		99.1	Data insufficient		80.8
2012	Data insufficient		99.2	Data insufficient		90.8
2013			96.4			87.8
2014			95.9			88.0

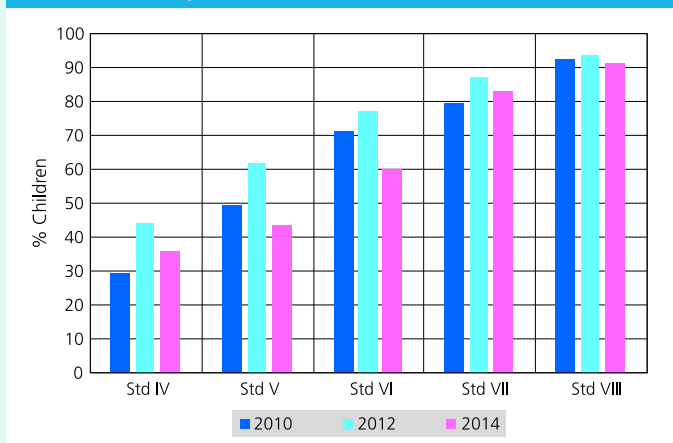
\* This is the weighted average for children in government and private schools only.

**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			75.7			49.3
2011	Data insufficient		61.9	Data insufficient		53.4
2012	Data insufficient		82.9	Data insufficient		61.6
2013			75.5			48.0
2014			70.7			43.4

\* 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	9.5	17.4	62.5	9.0	1.7	100
II	2.9	10.1	59.9	24.6	2.5	100
III	1.0	8.2	48.3	36.7	5.9	100
IV	0.0	1.6	34.5	45.6	18.4	100
V	0.0	1.4	20.3	45.0	33.3	100
VI	0.5	0.4	19.3	41.5	38.3	100
VII	0.0	0.0	10.7	34.1	55.2	100
VIII	0.0	0.6	4.7	31.7	63.1	100
Total	1.6	4.8	32.5	34.3	26.9	100

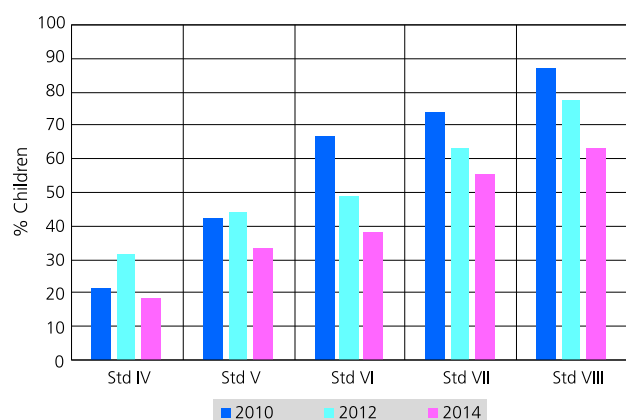
How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 1% children cannot even recognize numbers 1-9, 8.2% can recognize numbers up to 9 but not more, 48.3% can recognize numbers up to 99 but cannot do subtraction, 36.7% can do subtraction but cannot do division, and 5.9% 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			99.0			93.9
2011	Data insufficient		99.1	Data insufficient		83.0
2012	Data insufficient		99.2	Data insufficient		95.9
2013			96.2			91.1
2014			97.1			90.8

\* 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

Number recognition 1-9	Number recognition 10-99	Subtraction	Division
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		

Ask the child to recognize any 8 numbers. At least 4 must be correct.    Ask the child to recognize any 8 numbers. At least 4 must be correct.    Ask the child to do any 2 subtraction problems. Both must be correct.    Ask the child to do any 1 division problem. It must be correct.

**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			77.5			42.3
2011	Data insufficient		62.5	Data insufficient		41.5
2012	Data insufficient		78.1	Data insufficient		43.8
2013			75.6			33.3
2014			64.0			33.3

\* 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	12.4	9.3	22.3	46.3	9.8	100
II	2.9	9.1	19.4	52.0	16.6	100
III	0.6	2.8	11.5	52.7	32.4	100
IV	0.0	1.7	5.6	43.5	49.2	100
V	0.0	1.4	2.6	31.6	64.4	100
VI	0.0	0.0	0.2	20.9	78.9	100
VII	0.0	0.0	0.0	12.7	87.3	100
VIII	0.0	0.6	0.6	5.4	93.5	100
Total	1.8	3.0	7.6	33.7	53.9	100

How to read this table: Each cell shows the highest level in reading English achieved by a child. For example, in Std III, 0.6% children cannot even read capital letters, 2.8% can read capital letters but not more, 11.5% can read small letters but not words or higher, 52.7% can read words but not sentences, and 32.4% 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		
II		
III		
IV		
V		81.8
VI		90.0
VII		92.9
VIII		95.6
Total	69.6	87.0

Data insufficient

### English Tool



## 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	56.3	55.2	56.4	51.8
	Govt. + Tuition	12.8	16.4	17.5	11.8
	Pvt. no tuition	14.1	14.4	10.3	18.5
	Pvt. + Tuition	16.8	14.0	15.8	17.9
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	64.3	69.7	72.7	75.3
	Govt. + Tuition	16.1	12.8	14.9	8.8
	Pvt. no tuition	6.1	9.1	4.1	6.9
	Pvt. + Tuition	13.6	8.5	8.3	9.1
	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.	11.2	28.0	44.9	15.9	100
Std I-V	Pvt.	1.5	21.3	46.9	30.4	100
Std VI-VIII	Govt.					
Std VI-VIII	Pvt.					

Data insufficient

## ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 4 OUT OF 4 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)	28	9	14	42	25
Upper primary schools (Std I-VII/VIII)	41	29	31	56	52
Total schools visited	69	38	45	98	77

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

All schools	2010	2011	2012	2013	2014
% Enrolled children present (Average)	83.7	82.2	81.7	83.8	83.6
% Teachers present (Average)	80.4	86.6	84.0	87.6	87.5

**Table 16: Small schools and multigrade classes 2010-2014**

All schools	2010	2011	2012	2013	2014
% Schools with total enrollment of 60 or less	23.2	10.8	23.3	26.5	26.7
% Schools where Std II children were observed sitting with one or more other classes	9.0	18.9	15.9	7.2	17.6
% Schools where Std IV children were observed sitting with one or more other classes	9.2	18.8	17.5	7.9	18.3

### 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)	93.4	85.7	95.0	92.7	91.9
	Classroom-teacher ratio (CTR)	61.3	68.8	62.5	59.1	78.6
Building	Office/store/office cum store	92.7	88.6	88.1	95.7	87.7
	Playground	79.7	86.1	83.7	83.2	91.9
	Boundary wall/fencing	14.5	25.7	27.9	31.6	42.7
Drinking water	No facility for drinking water	11.6	24.3	23.3	21.1	15.6
	Facility but no drinking water available	11.6	8.1	7.0	8.4	10.4
	Drinking water available	76.8	67.6	69.8	70.5	74.0
	Total	100	100	100	100	100
Toilet	No toilet facility	1.5	5.3	0.0	2.1	2.7
	Facility but toilet not useable	39.1	63.2	40.0	32.0	24.3
	Toilet useable	59.4	31.6	60.0	66.0	73.0
	Total	100	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	17.2	16.7	7.3	8.2	10.6
	Separate provision but locked	26.6	27.8	19.5	11.8	15.2
	Separate provision, unlocked but not useable	18.8	27.8	19.5	17.7	9.1
	Separate provision, unlocked and useable	37.5	27.8	53.7	62.4	65.2
	Total	100	100	100	100	100
Library	No library	55.9	36.1	52.3	49.0	44.7
	Library but no books being used by children on day of visit	17.7	36.1	18.2	27.1	14.5
	Library books being used by children on day of visit	26.5	27.8	29.6	24.0	40.8
	Total	100	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	95.7	94.4	93.0	98.0	97.3
	Mid-day meal served in school on day of visit	98.6	94.6	81.4	98.0	85.1



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	41	82.9	2.4	14.6	72	66.7	19.4	13.9
Development grant	38	81.6	5.3	13.2	72	52.8	33.3	13.9
TLM grant	39	82.1	5.1	12.8	68	42.7	42.7	14.7

**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	35	74.3	11.4	14.3	68	52.9	35.3	11.8
Development grant	34	70.6	14.7	14.7	65	40.0	47.7	12.3
TLM grant	34	73.5	14.7	11.8	65	29.2	56.9	13.9

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	46.7	53.3	0.0
Repair	White wash/plastering	34.4	65.6	0.0
	Repair of drinking water facility	36.6	63.4	0.0
	Repair of toilet	32.4	67.6	0.0
Purchase	Mats, Tat patti etc.	32.9	65.7	1.4
	Charts, globes or other teaching material	82.2	17.8	0.0

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

% Schools which said they have an SMC	78.1
Of the schools that have SMC, % schools that had the last SMC meeting	
Before Jan 2014	1.8
Jan to June 2014	36.4
July to Sept 2014	54.6
After Sept 2014	7.3
% Schools that could give information about how many members were present in the last meeting	93.0
Average number of members present in last meeting	20

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.

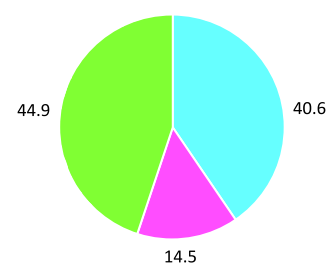
Name of Grant	Type of activity
School Maintenance Grant	For minor repairs and infrastructure maintenance. Eg. Repair of toilet, boundary wall, whitewashing
School Development Grant	For purchasing school and office equipment. Eg. Blackboards, sitting mats, chalks, duster
Teacher Learning Material Grant*	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	87.6	80.6
Of the schools which have heard of CCE, % schools which have received materials/manuals		
For all teachers	73.8	76.8
For some teachers	20.2	21.4
For no teachers	1.2	0.0
Don't know	4.8	1.8
Of the schools which have received manual, % schools which could show it	88.6	94.2

**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

## Trends Over Time: 2008-2014

### Sample description over time

**Table 1: Sample description. 2008-2014**

Year	Districts surveyed	Villages surveyed	Households surveyed	Number of children surveyed		
				Age 3-5	Age 6-14	Age 15-16
2008	4	83	2267	623	2885	432
2009	4	89	2315	578	2299	583
2010	4	86	2313	497	2216	600
2011	4	76	1472	305	1466	318
2012	4	76	1586	319	1366	318
2013	4	95	2321	512	2205	520
2014	4	88	2192	456	1845	388

Each year from 2006 to 2014, \* ASER has collected data for a representative sample of children from every state and almost every rural district in India. On average ASER has reached over 560 districts each year, surveying an average of 650,000 children in more than 16,000 villages across the country. Information on their schooling status, basic reading and basic arithmetic ability was collected every year. In addition, children's ability to read English was assessed during four ASER rounds (2007, 2009, 2012 and 2014).

**ASER Trends Over Time** provides a summary of trends in selected variables in each of these four domains over this nine-year period.

\*ASER 2005 is not included because of differences in sampling methodology.

### Enrollment over time

#### Out of school children 2008-2014

**Table 2: % Children age 6-14 not enrolled in school, by gender. 2008-2014**

Year	Boys		Girls		All children	
	All India	Sikkim	All India	Sikkim	All India	Sikkim
2008	3.8	2.9	4.8	3.6	4.3	3.3
2009	3.6	3.2	4.5	1.5	4.0	2.3
2010	3.2	2.7	3.8	1.1	3.4	1.9
2011	3.1	1.0	3.6	0.4	3.3	0.7
2012	3.1	2.6	3.9	2.9	3.5	2.7
2013	3.1	1.5	3.5	1.2	3.3	1.3
2014	2.9	1.2	3.7	0.6	3.3	0.9

#### Private school enrollment 2008-2014

**Table 3: % Children age 6-14 enrolled in private schools, by gender. 2008-2014**

Year	Boys		Girls		All children	
	All India	Sikkim	All India	Sikkim	All India	Sikkim
2008	24.6	27.0	20.3	21.6	22.6	24.2
2009	23.3	31.2	19.9	25.1	21.8	28.3
2010	25.5	23.8	21.7	19.9	23.7	21.9
2011	28.0	30.1	23.0	26.2	25.6	28.2
2012	31.5	31.1	25.2	26.1	28.3	28.7
2013	32.2	25.2	25.5	21.2	29.0	23.1
2014	34.5	31.6	26.9	31.0	30.8	31.3



Note: Data collection for the ASER survey is carried out in the household. Information on the type of school (government or private) that a child is enrolled in, is self-reported by households.



# Sikkim RURAL

Data has not been presented where sample size was insufficient.

## Reading over time

### Std III Reading levels 2008-2014

**Table 4: % Children in Std III who can read at least a Std I level text, 2008-2014**

Year	All India	Sikkim
2008	50.6	63.8
2009	46.6	61.2
2010	45.7	65.2
2011	40.4	53.2
2012	38.8	55.7
2013	40.2	57.6
2014	40.3	48.3

**Table 5: % Children in Std III who can read at least a Std I level text, by school type, 2008-2014**

Year	Govt. schools		Pvt. schools	
	All India	Sikkim	All India	Sikkim
2008	46.9	55.1		
2009	43.8	52.4		
2010	42.5	62.1		
2011	35.2	52.9		
2012	32.4	48.8		
2013	32.6	51.8		
2014	31.8	31.8		

Data insufficient for Sikkim

### Std V Reading levels 2008-2014

**Table 6: % Children in Std V who can read a Std II level text, 2008-2014**

Year	All India	Sikkim
2008	56.3	61.0
2009	52.9	54.9
2010	53.7	49.3
2011	48.3	53.4
2012	46.9	61.6
2013	47.0	48.0
2014	48.1	43.4

**Table 7: % Children in Std V who can read a Std II level text, by school type, 2008-2014**

Year	Govt. schools		Pvt. schools	
	All India	Sikkim	All India	Sikkim
2008	53.1	55.7		
2009	50.3	49.3		
2010	50.7	45.8		
2011	43.8	53.4		
2012	41.7	56.9		
2013	41.1	44.6		
2014	42.2	36.7		

Data insufficient for Sikkim

### Reading Tool

**कथा**

बहुते कालांतोई धरे भया जयो।  
 अरु माहुरे यो टोसरे धरे अरिस्त गयो।  
 एकदिन उनीठले काखो भाईलाई पराधीको हत्या वाटोदिए। काखो भाईलाई काखको स्याउ अणि काखोई काटो। यो खबर सुनि बाबु साठै दुखित भए।

काखो भाईको मर्ना २ इजाजतारीले उ एक ठुलो जमिन भए। एकदिन टोसमरे अतिक्रमण पयो। अरु काँडे खालेको विपन्न दाजुपुत्र ल्याही भाईको शरणमा पुगे। दाजुपुत्रले भाईलाई शिक्षण, तर भाईले सभैलाई दिने। अरुतय, सभे पुत्रले कुराहरु सुनेर भाईले सभैलाई माफ गरी खालेकाहरु दिई दियो।

**अनुच्छेद**

को दाजुको नाम जेन हो ।  
 उसकोमा एउटा गोली छ ।  
 उ साधीठसँग मिलेर गोली खेल्ने गर्छ ।  
 उनीहरु मिलेर मरना गर्छन् ।

०	१	२
३	४	५
६	७	८
९	१०	११

१२	१३	१४
१५	१६	१७
१८	१९	२०
२१	२२	२३



## Arithmetic over time

### Std III Arithmetic levels 2008-2014\*

Year	All India	Sikkim
2008	38.9	66.1
2009	39.1	64.9
2010	36.3	53.4
2011	30.0	51.9
2012	26.4	55.0
2013	26.1	54.2
2014	25.4	42.6

Year	Govt. schools		Pvt. schools	
	All India	Sikkim	All India	Sikkim
2008	35.4	58.5		
2009	36.5	60.5		
2010	33.2	51.3		
2011	25.2	46.8	Data insufficient for Sikkim	
2012	19.8	49.6		
2013	18.9	49.7		
2014	17.3	32.9		

### Std V Arithmetic levels 2008-2014\*

Year	All India	Sikkim
2008	37.1	50.1
2009	38.1	49.0
2010	36.2	42.3
2011	27.6	41.5
2012	24.9	43.8
2013	25.6	33.3
2014	26.1	33.3

Year	Govt. schools		Pvt. schools	
	All India	Sikkim	All India	Sikkim
2008	34.4	46.4		
2009	36.1	47.7		
2010	33.9	40.1		
2011	24.5	41.2	Data insufficient for Sikkim	
2012	20.3	43.5		
2013	20.8	32.8		
2014	20.7	24.4		

### Math Tool

Number recognition 1-9	Number recognition 10-99	Subtraction	Division
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
29    11			

Ask the child to recognize any 2 numbers. At least 2 must be correct.
Ask the child to recognize any 2 numbers. At least 2 must be correct.
Ask the child to do any 2 subtraction problems. Both must be correct.
Ask the child to do any 2 division problems. At least 1 must be correct.



\*ASER 2006 arithmetic results are not comparable to the subsequent years because of a change in the assessment tool. Hence this data has not been included in the above tables.

# Sikkim RURAL

Data has not been presented where sample size was insufficient.

## English over time

Std V English reading levels 2009, 2012, 2014

**Table 12: % Children in Std V who can read at least words. 2009, 2012, 2014**

Year	All India	Sikkim
2009	56.7	96.3
2012	49.0	98.2
2014	49.2	96.0

**Table 13: % Children in Std V who can read at least words, by school type. 2009, 2012, 2014**

Year	Govt. schools		Pvt. schools	
	All India	Sikkim	All India	Sikkim
2009	53.3	96.2		
2012	41.4	98.4		
2014	39.7	94.9		

Data insufficient for Sikkim

**Table 14: % Children in Std V who can read sentences. 2009, 2012, 2014**

Year	All India	Sikkim
2009	25.7	80.8
2012	22.6	83.5
2014	24.1	64.4

**Table 15: % Children in Std V who can read sentences, by school type. 2009, 2012, 2014**

Year	Govt. schools		Pvt. schools	
	All India	Sikkim	All India	Sikkim
2009	21.9	80.6		
2012	15.4	82.5		
2014	14.9	60.0		

Data insufficient for Sikkim

Std VII English reading levels 2009, 2012, 2014

**Table 16: % Children in Std VII who can read sentences. 2009, 2012, 2014**

Year	All India	Sikkim
2009	49.1	96.2
2012	39.8	88.8
2014	38.8	87.3

**Table 17: % Children in Std VII who can read sentences, by school type. 2009, 2012, 2014**

Year	Govt. schools		Pvt. schools	
	All India	Sikkim	All India	Sikkim
2009				
2012				
2014				

Data insufficient for Sikkim

**English Tool**

Give this test to ALL children. Record the highest reading level. Note the ability of the children to read the meaning of words (2) sentences depending on the child's highest reading level.

<p><b>Word cards</b></p> <table style="width: 100%; text-align: center;"> <tr> <td>C</td><td>K</td><td>S</td><td>n</td><td>p</td><td>g</td> </tr> <tr> <td>Q</td><td>F</td><td></td><td>v</td><td>e</td><td></td> </tr> <tr> <td>W</td><td>O</td><td>Z</td><td>j</td><td>r</td><td>b</td> </tr> </table> <p style="font-size: x-small;">Ask the children to read any 5 letters, 5 letters, 5 words &amp; 5 sentences.</p>	C	K	S	n	p	g	Q	F		v	e		W	O	Z	j	r	b	<p><b>Small cards</b></p> <p>Ask the child to recognize any 5 letters, 5 words &amp; 5 sentences.</p>
C	K	S	n	p	g														
Q	F		v	e															
W	O	Z	j	r	b														
<p><b>Word cards</b></p> <table style="width: 100%; text-align: center;"> <tr> <td>day</td><td>old</td> </tr> <tr> <td>sit</td><td></td> </tr> <tr> <td>run</td><td>rat</td> </tr> <tr> <td>bag</td><td></td> </tr> </table> <p style="font-size: x-small;">Ask the child to read any 5 words, 5 words &amp; 5 sentences.</p>	day	old	sit		run	rat	bag		<p><b>Sentences</b></p> <p>Where is your house?                  This is a tall tree.                  I like to sing.                  She has a red dress.</p> <p style="font-size: x-small;">Ask the child to read any 5 sentences, 5 sentences &amp; 5 sentences.</p>										
day	old																		
sit																			
run	rat																		
bag																			



The image features a central blue document with a yellow paperclip at the top left corner. The document has a pink shadow underneath it, suggesting it is resting on a surface. The background is a repeating pattern of the text "Annual Status of Education Report" in a light gray font. The word "Tripura" is written in a white, serif font in the center of the blue document.

Tripura





ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 4 OUT OF 4 DISTRICTS

Data has not been presented where sample size was insufficient.

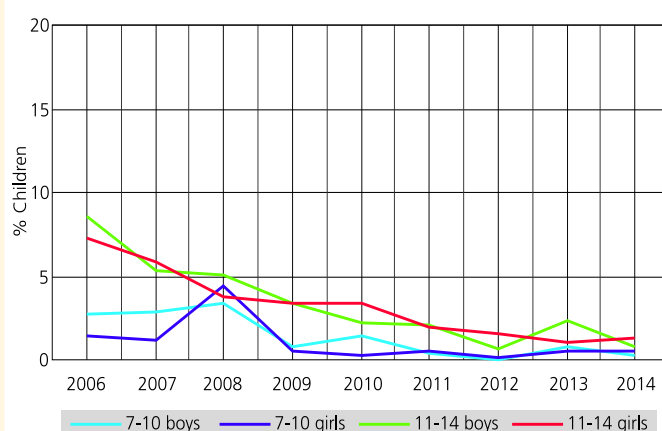
## School enrollment and out of school children

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

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	89.4	9.1	0.9	0.7	100
Age: 7-16 ALL	90.4	7.2	0.8	1.6	100
Age: 7-10 ALL	88.5	10.4	0.8	0.4	100
Age: 7-10 BOYS	88.5	10.6	0.7	0.3	100
Age: 7-10 GIRLS	88.2	10.3	1.0	0.6	100
Age: 11-14 ALL	91.6	6.2	1.0	1.1	100
Age: 11-14 BOYS	91.2	6.3	1.7	0.8	100
Age: 11-14 GIRLS	91.8	6.5	0.4	1.3	100
Age: 15-16 ALL	91.6	2.6	0.4	5.5	100
Age: 15-16 BOYS	86.4	4.3	0.4	8.9	100
Age: 15-16 GIRLS	95.9	1.2	0.4	2.6	100

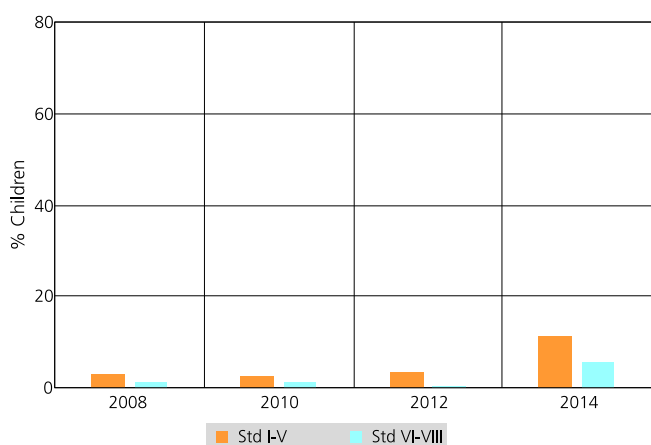
Note: 'Other' includes children going to madarsa and EGS.  
 'Not in school' = dropped out + never enrolled

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



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 7.3% in 2006, 3.4% in 2009, 2% in 2011 and 1.3% 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	22.4	38.3	33.2					6.1					100			
II	4.8		31.8	54.8	6.1					2.6			100			
III	3.1		20.2		61.1	12.2					3.4			100		
IV	5.3			10.4		65.3	13.3					5.7			100	
V	2.1			19.2			54.1	18.6					6.1			100
VI	3.7			8.3			74.4	9.5					4.1			100
VII	1.9			20.0			59.2	15.6					3.3			100
VIII	5.3			9.7			71.0	10.1					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, 20.2% children are 8 years old but there are also 3.1% who are younger, 61.1% who are 9, 12.2% who are 10 and 3.4% who are older.

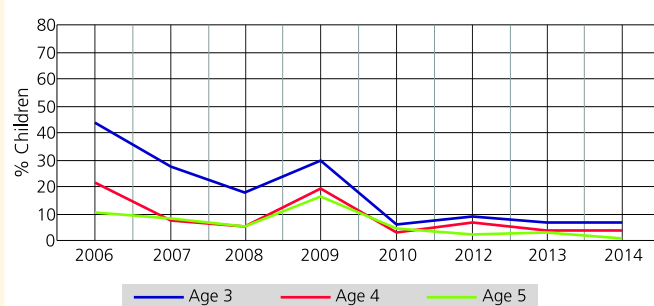
## Young children in pre-school and school

**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	79.6	13.5				6.9	100
Age 4	84.4	12.0				3.6	100
Age 5	21.9	4.6	45.6	27.0	0.4	0.6	100
Age 6	12.3	1.5	70.0	14.8	0.4	1.0	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.

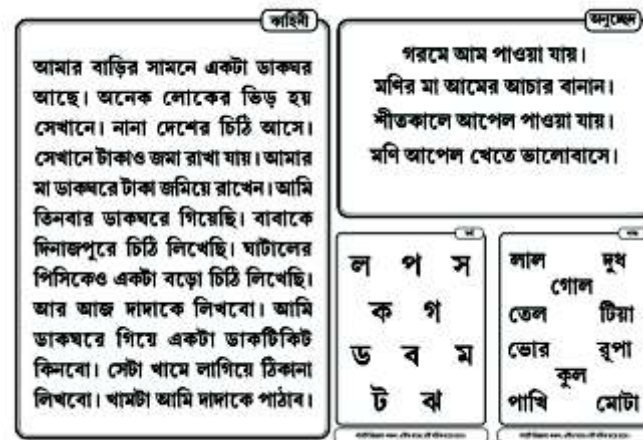
## Reading

**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	19.7	33.7	25.2	11.5	10.0	100
II	6.4	21.9	36.4	21.1	14.3	100
III	3.4	20.5	25.7	26.1	24.2	100
IV	1.5	6.9	26.8	25.9	38.9	100
V	2.5	7.8	18.6	25.7	45.3	100
VI	1.4	5.7	18.4	22.4	52.0	100
VII	2.0	5.6	10.1	17.0	65.3	100
VIII	1.5	1.6	5.3	17.9	73.8	100
Total	5.8	14.7	21.7	20.6	37.3	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, 20.5% can read letters but not more, 25.7% can read words but not Std I level text or higher, 26.1% can read Std I level text but not Std II level text, and 24.2% 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	97.6		97.7	85.1		85.3
2011	93.2		93.2	84.9		83.8
2012	92.7		92.3	69.8		70.4
2013	91.3		90.8	70.3		70.1
2014	93.1		93.6	76.0		75.8

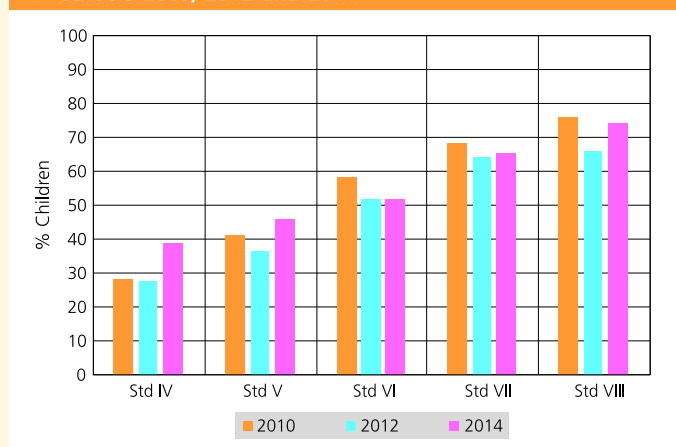
\* This is the weighted average for children in government and private schools only.

**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	71.2		72.1	40.6		41.1
2011	76.4		76.1	54.8		55.4
2012	57.2		58.6	36.5		36.8
2013	52.4		55.5	40.2		41.7
2014	64.1		64.8	45.2		45.7

\* 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	14.1	42.3	34.2	9.3	0.1	100
II	4.8	27.0	47.6	18.7	2.0	100
III	1.9	19.5	40.6	33.3	4.8	100
IV	0.5	8.6	36.7	37.3	16.9	100
V	1.5	8.6	32.0	35.6	22.4	100
VI	1.0	7.1	23.7	39.3	28.8	100
VII	0.4	2.0	27.9	31.1	38.6	100
VIII	0.2	3.1	21.1	29.9	45.7	100
Total	3.8	16.9	33.6	28.0	17.7	100

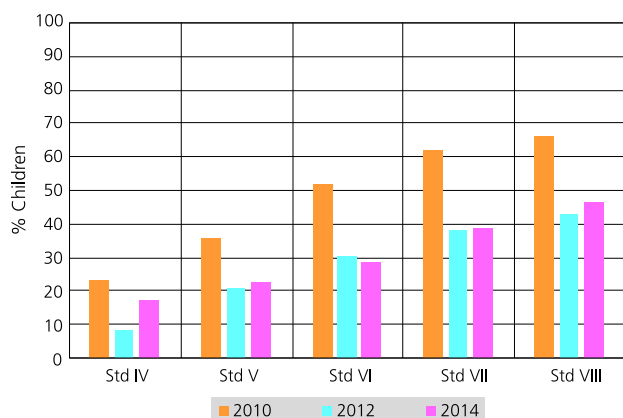
How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 1.9% children cannot even recognize numbers 1-9, 19.5% can recognize numbers up to 9 but not more, 40.6% can recognize numbers up to 99 but cannot do subtraction, 33.3% can do subtraction but cannot do division, and 4.8% 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	96.3		96.4	83.3		83.6
2011	94.3		94.2	86.3		85.9
2012	95.7		95.9	78.3		78.8
2013	95.0		95.0	73.2		74.3
2014	94.4		95.2	77.7		78.4

\* 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

সংখ্যা পরিচয় ১-৯		সংখ্যা পরিচয় ১০-৯৯		বিয়োগ		মাপ
১	৪	৫১	৮৩	৪৬ - ২৯	৬৩ - ৩৯	
৭	৩	৩৭	৬৫	৪৭ - ২৮	৪৫ - ১৭	৬)৮২৪(
৬	৯	৫৫	২৬	৯২ - ৭৬	৮৪ - ৫৭	৪)৯৮৫(
৫	২	৯১	৪৩	৫২ - ১৪	৬৬ - ৪৮	৪)৫১৭(
৫	২	৩৬	২৭			

পাঁচটি চিত্রের মাধ্যমে, প্রতি সঠিক বলতে হবে।  
 পাঁচটি চিত্রের মাধ্যমে, প্রতি সঠিক বলতে হবে।  
 দুই থেকে দুটি করতে হবে, দুটি সঠিক বলতে হবে।  
 দুই থেকে একটি করতে হবে, একটি সঠিক বলতে হবে।

**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	66.8		67.6	35.3		36.0
2011	73.3		73.5	37.8		37.8
2012	51.9		52.8	20.5		20.8
2013	39.5		41.7	26.1		26.4
2014	52.8		54.4	20.8		22.6

\* 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	21.7	20.7	35.4	18.3	3.9	100
II	8.8	17.2	37.5	24.1	12.5	100
III	8.6	9.8	34.4	35.4	11.7	100
IV	4.4	11.8	20.7	35.0	28.1	100
V	5.4	7.7	20.0	40.6	26.4	100
VI	2.7	7.6	17.5	28.3	43.9	100
VII	1.3	4.0	11.6	24.2	59.0	100
VIII	1.6	5.7	8.8	18.1	65.9	100
Total	7.9	11.4	24.6	27.8	28.4	100

How to read this table: Each cell shows the highest level in reading English achieved by a child. For example, in Std III, 8.6% children cannot even read capital letters, 9.8% can read capital letters but not more, 34.4% can read small letters but not words or higher, 35.4% can read words but not sentences, and 11.7% 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		
II		
III		
IV	<b>Data insufficient</b>	
V		
VI		
VII		
VIII		
Total	50.1	66.3

## 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	30.2	33.7	33.5	29.5
	Govt. + Tuition	65.1	62.8	57.9	59.1
	Pvt. no tuition	1.0	0.4	2.3	1.9
	Pvt. + Tuition	3.7	3.1	6.3	9.5
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	20.6	21.6	32.7	24.1
	Govt. + Tuition	76.9	77.7	64.6	70.4
	Pvt. no tuition	0.5	0.0	0.5	1.4
	Pvt. + Tuition	2.1	0.6	2.2	4.1
	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.	2.4	38.9	35.2	23.6	100
Std I-V	Pvt.	0.0	11.5	6.8	81.8	100
Std VI-VIII	Govt.	0.9	25.4	41.5	32.3	100
Std VI-VIII	Pvt.					

## ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 4 OUT OF 4 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)	44	46	36	34	58
Upper primary schools (Std I-VII/VIII)	54	48	66	75	47
Total schools visited	98	94	102	109	105

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

All schools	2010	2011	2012	2013	2014
% Enrolled children present (Average)	64.7	65.2	63.6	62.2	70.9
% Teachers present (Average)	84.6	82.9	81.0	84.6	87.7

**Table 16: Small schools and multigrade classes 2010-2014**

All schools	2010	2011	2012	2013	2014
% Schools with total enrollment of 60 or less	9.4	18.1	17.0	17.4	21.9
% Schools where Std II children were observed sitting with one or more other classes	9.6	45.4	43.2	41.1	43.7
% Schools where Std IV children were observed sitting with one or more other classes	22.2	41.8	34.6	34.0	29.9

### 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)	68.5	75.0	82.6	71.2	81.4
	Classroom-teacher ratio (CTR)	60.0	46.2	63.6	60.2	47.7
Building	Office/store/office cum store	89.6	76.6	83.7	94.5	87.6
	Playground	89.5	78.7	92.0	79.8	75.2
	Boundary wall/fencing	19.4	25.3	20.0	24.1	28.2
Drinking water	No facility for drinking water	32.6	41.3	34.7	34.6	33.3
	Facility but no drinking water available	27.4	18.5	16.8	11.2	10.5
	Drinking water available	40.0	40.2	48.5	54.2	56.2
	Total	100	100	100	100	100
Toilet	No toilet facility	8.6	15.4	9.0	3.7	3.9
	Facility but toilet not useable	48.4	53.9	41.0	45.4	37.5
	Toilet useable	43.0	30.8	50.0	50.9	58.7
	Total	100	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	48.5	35.9	39.8	21.4	20.0
	Separate provision but locked	15.2	28.1	13.6	21.4	17.1
	Separate provision, unlocked but not useable	6.1	14.1	13.6	14.6	5.7
	Separate provision, unlocked and useable	30.3	21.9	33.0	42.7	57.1
	Total	100	100	100	100	100
Library	No library	64.6	71.7	67.7	45.0	40.0
	Library but no books being used by children on day of visit	15.6	4.4	5.9	19.3	16.2
	Library books being used by children on day of visit	19.8	23.9	26.5	35.8	43.8
	Total	100	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	88.2	90.4	95.0	99.1	97.1
	Mid-day meal served in school on day of visit	74.7	96.8	95.0	95.4	97.1



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	102	76.5	13.7	9.8	104	68.3	29.8	1.9
Development grant	99	67.7	18.2	14.1	102	45.1	44.1	10.8
TLM grant	102	93.1	1.0	5.9	103	50.5	47.6	1.9

**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	100	60.0	29.0	11.0	102	21.6	74.5	3.9
Development grant	98	58.2	28.6	13.3	102	16.7	77.5	5.9
TLM grant	101	77.2	14.9	7.9	101	21.8	76.2	2.0

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	23.3	75.7	1.0
Repair	White wash/plastering	33.7	65.4	1.0
	Repair of drinking water facility	41.2	57.8	1.0
	Repair of toilet	37.0	62.0	1.0
Purchase	Mats, Tat patti etc.	27.6	71.4	1.0
	Charts, globes or other teaching material	63.1	35.9	1.0

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

% Schools which said they have an SMC	96.2
Of the schools that have SMC, % schools that had the last SMC meeting	
Before Jan 2014	0.0
Jan to June 2014	17.7
July to Sept 2014	76.0
After Sept 2014	6.3
% Schools that could give information about how many members were present in the last meeting	93.0
Average number of members present in last meeting	16

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.

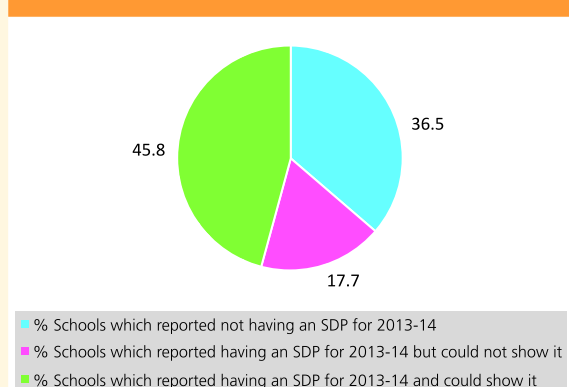
Name of Grant	Type of activity
School Maintenance Grant	For minor repairs and infrastructure maintenance. Eg. Repair of toilet, boundary wall, whitewashing
School Development Grant	For purchasing school and office equipment. Eg. Blackboards, sitting mats, chalks, duster
Teacher Learning Material Grant*	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	70.6	64.4
Of the schools which have heard of CCE, % schools which have received materials/manuals		
For all teachers	64.5	46.0
For some teachers	10.5	27.0
For no teachers	22.4	22.2
Don't know	2.6	4.8
Of the schools which have received manual, % schools which could show it	80.7	81.4

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



# Tripura RURAL

TOTAL NUMBER OF DISTRICTS 4. Data for 2006 is not available. Data has not been presented where sample size was insufficient.

## Trends Over Time: 2007-2014

### Sample description over time

**Table 1: Sample description. 2007-2014**

Year	Districts surveyed	Villages surveyed	Households surveyed	Number of children surveyed		
				Age 3-5	Age 6-14	Age 15-16
2007	4	75	1557	473	2150	314
2008	4	108	2151	523	2400	385
2009	4	115	2199	685	2159	457
2010	4	113	2265	709	2201	366
2011	4	109	2301	650	2285	513
2012	4	114	2350	664	2322	456
2013	4	104	2417	648	2355	475
2014	4	111	2398	653	2030	408

Each year from 2006 to 2014, \* ASER has collected data for a representative sample of children from every state and almost every rural district in India. On average ASER has reached over 560 districts each year, surveying an average of 650,000 children in more than 16,000 villages across the country. Information on their schooling status, basic reading and basic arithmetic ability was collected every year. In addition, children's ability to read English was assessed during four ASER rounds (2007, 2009, 2012 and 2014).

**ASER Trends Over Time** provides a summary of trends in selected variables in each of these four domains over this nine-year period.

\*ASER 2005 is not included because of differences in sampling methodology.

### Enrollment over time

#### Out of school children 2007-2014

**Table 2: % Children age 6-14 not enrolled in school, by gender. 2007-2014**

Year	Boys		Girls		All children	
	All India	Tripura	All India	Tripura	All India	Tripura
2007	3.8	3.7	4.6	3.6	4.2	3.7
2008	3.8	4.4	4.8	4.2	4.3	4.3
2009	3.6	1.9	4.5	2.0	4.0	1.9
2010	3.2	1.8	3.8	1.9	3.4	1.8
2011	3.1	1.2	3.6	1.4	3.3	1.3
2012	3.1	0.3	3.9	0.8	3.5	0.6
2013	3.1	1.4	3.5	0.8	3.3	1.1
2014	2.9	0.5	3.7	0.9	3.3	0.7

#### Private school enrollment 2007-2014

**Table 3: % Children age 6-14 enrolled in private schools, by gender. 2007-2014**

Year	Boys		Girls		All children	
	All India	Tripura	All India	Tripura	All India	Tripura
2007	20.8	7.2	17.6	5.3	19.3	6.3
2008	24.6	2.0	20.3	2.1	22.6	2.4
2009	23.3	4.0	19.9	4.7	21.8	4.3
2010	25.5	2.7	21.7	2.9	23.7	2.8
2011	28.0	5.0	23.0	5.0	25.6	5.0
2012	31.5	2.9	25.2	3.2	28.3	3.0
2013	32.2	7.6	25.5	5.7	29.0	6.7
2014	34.5	9.3	26.9	9.0	30.8	9.1



Note: Data collection for the ASER survey is carried out in the household. Information on the type of school (government or private) that a child is enrolled in, is self-reported by households.



# Tripura RURAL

Data has not been presented where sample size was insufficient.

## Reading over time

### Std III Reading levels 2007-2014

**Table 4: % Children in Std III who can read at least a Std I level text, 2007-2014**

Year	All India	Tripura
2007	49.2	50.4
2008	50.6	46.4
2009	46.6	35.8
2010	45.7	56.0
2011	40.4	56.6
2012	38.8	40.6
2013	40.2	36.3
2014	40.3	50.5

**Table 5: % Children in Std III who can read at least a Std I level text, by school type, 2007-2014**

Year	Govt. schools		Pvt. schools	
	All India	Tripura	All India	Tripura
2007	46.7	48.5		
2008	46.9	46.0		
2009	43.8	34.6		
2010	42.5	55.2	Data insufficient for Tripura	
2011	35.2	56.3	Data insufficient for Tripura	
2012	32.4	40.0		
2013	32.6	36.7		
2014	31.8	50.3		

### Std V Reading levels 2007-2014

**Table 6: % Children in Std V who can read a Std II level text, 2007-2014**

Year	All India	Tripura
2007	58.9	53.2
2008	56.3	34.7
2009	52.9	27.4
2010	53.7	41.1
2011	48.3	55.4
2012	46.9	36.8
2013	47.0	41.7
2014	48.1	45.7

**Table 7: % Children in Std V who can read a Std II level text, by school type, 2007-2014**

Year	Govt. schools		Pvt. schools	
	All India	Tripura	All India	Tripura
2007	56.7	53.0		
2008	53.1	34.0		
2009	50.3	28.1		
2010	50.7	40.6	Data insufficient for Tripura	
2011	43.8	54.8	Data insufficient for Tripura	
2012	41.7	36.5		
2013	41.1	40.2		
2014	42.2	45.2		

## Reading Tool

**কাহিনী**

আমার বাড়ির সামনে একটা ডাকঘর আছে। অনেক লোকের ভিড় হয় সেখানে। নানা মেসের চিঠি আসে। সেখানে টাকাও জমা রাখা যায়। আমার মা ডাকঘরে টাকা জমিয়ে রাখেন। আমি তিনবার ডাকঘরে গিয়েছি। বাবাকে মিনাজপুরে চিঠি লিখেছি। ঘাটালের পিসিকেও একটা বড়ো চিঠি লিখেছি। আর আজ দাদাকে লিখবো। আমি ডাকঘরে গিয়ে একটা ডাকটিকিট কিনবো। সেটা খামে লাগিয়ে তিকানা লিখবো। খামটা আমি দাদাকে পঠাব।

**অনুচ্ছেদ**

গরমে আম পাওয়া যায়।  
 মণির মা আমের আচার বানান।  
 শীতকালে আপেল পাওয়া যায়।  
 মণি আপেল খেতে ভালোবাসে।

**ল প স**

ক গ

ড ব ম

ট ঝ

**লাল দুধ**

পোল টিয়া

ভেল জোর বুপা

পাখি কুল মোটা



# Tripura RURAL

Data has not been presented where sample size was insufficient.

## Arithmetic over time

### Std III Arithmetic levels 2007-2014\*

Year	All India	Tripura
2007	42.4	46.6
2008	38.9	32.0
2009	39.1	44.3
2010	36.3	51.2
2011	30.0	53.9
2012	26.4	29.6
2013	26.1	29.5
2014	25.4	38.4

Year	Govt. schools		Pvt. schools	
	All India	Tripura	All India	Tripura
2007	40.2	44.4		
2008	35.4	31.5		
2009	36.5	43.3		
2010	33.2	50.3	Data insufficient for Tripura	
2011	25.2	52.9	Data insufficient for Tripura	
2012	19.8	28.0		
2013	18.9	29.4		
2014	17.3	35.8		

### Std V Arithmetic levels 2007-2014\*

Year	All India	Tripura
2007	42.5	39.3
2008	37.1	19.6
2009	38.1	24.2
2010	36.2	36.0
2011	27.6	37.8
2012	24.9	20.8
2013	25.6	26.4
2014	26.1	22.6

Year	Govt. schools		Pvt. schools	
	All India	Tripura	All India	Tripura
2007	41.0	38.2		
2008	34.4	18.6		
2009	36.1	23.2		
2010	33.9	35.3	Data insufficient for Tripura	
2011	24.5	37.8	Data insufficient for Tripura	
2012	20.3	20.5		
2013	20.8	26.1		
2014	20.7	20.8		

**Math Tool**

संख्या परिचय १-९		संख्या परिचय १०-३०		विद्यमान		उत्तर
६	९	१४	२३	७३	६१	१) ८९८ (
				- ४४	- ०६	
८	४	१९	८७	७२	९१	४) ७६९ (
				- ४८	- ०६	
२	७	२४	१७	४६	०४	८) ९४७ (
				- २९	- १७	
३	१	३९	७१	४३	४७	७) ९६९ (
				- २९	- १९	

० से छोटी संख्याएं नहीं, अंश संकेत लगाए जाएंगे।
० से छोटी संख्याएं नहीं, अंश संकेत लगाए जाएंगे।
० से छोटी संख्याएं नहीं, अंश संकेत लगाए जाएंगे।
० से छोटी संख्याएं नहीं, अंश संकेत लगाए जाएंगे।



\*ASER 2006 arithmetic results are not comparable to the subsequent years because of a change in the assessment tool. Hence this data has not been included in the above tables.

# Tripura RURAL

Data has not been presented where sample size was insufficient.

## English over time

Std V English reading levels 2007, 2009, 2012, 2014

**Table 12: % Children in Std V who can read at least words. 2007, 2009, 2012, 2014**

Year	All India	Tripura
2007	59.4	77.4
2009	56.7	57.8
2012	49.0	63.3
2014	49.2	66.7

**Table 13: % Children in Std V who can read at least words, by school type. 2007, 2009, 2012, 2014**

Year	Govt. schools		Pvt. schools	
	All India	Tripura	All India	Tripura
2007	56.7	77.0		
2009	53.3	56.7	Data insufficient for Tripura	
2012	41.4	62.8		
2014	39.7	65.6		

**Table 14: % Children in Std V who can read sentences. 2007, 2009, 2012, 2014**

Year	All India	Tripura
2007	28.0	40.9
2009	25.7	22.7
2012	22.6	18.0
2014	24.1	26.6

**Table 15: % Children in Std V who can read sentences, by school type. 2007, 2009, 2012, 2014**

Year	Govt. schools		Pvt. schools	
	All India	Tripura	All India	Tripura
2007	24.7	39.8		
2009	21.9	21.6	Data insufficient for Tripura	
2012	15.4	17.4		
2014	14.9	24.2		

Std VII English reading levels 2007, 2009, 2012, 2014

**Table 16: % Children in Std VII who can read sentences. 2007, 2009, 2012, 2014**

Year	All India	Tripura
2007	53.8	78.0
2009	49.1	41.3
2012	39.8	44.5
2014	38.8	58.8

**Table 17: % Children in Std VII who can read sentences, by school type. 2007, 2009, 2012, 2014**

Year	Govt. schools		Pvt. schools	
	All India	Tripura	All India	Tripura
2007	50.9	77.4		
2009	46.1	41.8	Data insufficient for Tripura	
2012	33.8	44.5		
2014	31.4	56.6		

### English Tool



A graphic of a blue document with a yellow paperclip and a pink shadow. The document is tilted slightly to the right. The word "Annexures" is written in white serif font in the center of the document. The background of the entire page is a repeating pattern of the text "Annual Status of Education Report" in a light gray font.

# Annexures





# Sample description

State	Total districts	Surveyed districts										2014										
		2006	2007	2008	2009	2010	2011	2012	2013	Surveyed districts	Surveyed villages	Surveyed households	Surveyed children				Tested children Age 5-16					
		2006	2007	2008	2009	2010	2011	2012	2013				Age 3-16	Age 3-5	Age 6-14	Age 15-16	Reading	Arithmetic	English			
AP + Telangana	22	22	22	22	22	22	22	21	22	22	22	21	22	651	13173	14483	3008	9904	1571	10651	10644	10612
Arunachal Pradesh	13	8	13	11	13	13	13	10	13	13	10	9	229	4928	9086	1923	6127	1036	5956	5927	5823	
Assam	23	17	23	23	22	23	22	19	23	22	19	21	671	13689	20684	4186	14299	2199	15650	15635	15610	
Bihar	38	37	37	35	37	37	37	37	37	37	37	38	1107	22804	55488	11273	38804	5411	36559	36532	36488	
Chhattisgarh	16	16	15	15	15	15	15	15	15	15	15	15	446	9000	14200	2662	9499	2039	9824	9826	9817	
Dadra and Nagar Haveli	1	1	1	1	1	1	1	1	1	1	1	1	27	600	959	194	618	147	647	646	647	
Daman and Diu	2	2	2	2	2	2	2	2	2	2	2	2	20	1063	1590	214	1169	207	1098	1098	1093	
Goa	2	2	2	2	2	2	2	2	2	2	2	2	56	1184	1023	198	697	128	644	644	640	
Gujarat	26	25*	25*	25*	26	26	26	26	26	25	26	26	756	15454	22416	3558	16369	2489	15787	15759	15675	
Haryana	20	20	20	20	20	20	20	20	20	16	20	20	577	11988	19414	3833	13246	2335	13993	13961	13914	
Himachal Pradesh	12	12	12	12	12	12	12	12	12	12	10	12	339	6875	9808	1892	6836	1080	7531	7520	7517	
Jammu and Kashmir	14	13	14	14	14	14	14	14	14	14	14	13	359	7637	14857	2818	9880	2159	10297	10281	10251	
Jharkhand	23	22	22	22	21	22	22	22	22	20	22	23	656	13348	26982	5608	18667	2707	18192	18151	18105	
Karnataka	27	27	27	27	27	27	27	27	27	27	27	26	778	16032	21989	4030	15388	2571	16845	16835	16755	
Kerala	14	14	14	14	14	14	14	14	14	14	14	14	309	6800	7218	1301	4991	926	5421	5411	5409	
Madhya Pradesh	45	45	45	45	45	45	45	43	45	43	43	45	1296	26255	47422	8874	32376	6172	32282	32261	32207	
Maharashtra	33	33	33	33	33	33	33	33	33	31	33	33	975	19724	27543	5014	19199	3330	21141	21134	21096	
Manipur	9	8	9	9	9	9	9	8	8	8	9	9	237	5285	9122	2097	6209	816	6729	6724	6720	
Meghalaya	7	5	6	7	7	7	7	7	7	6	7	5	201	3955	7636	1748	5004	884	4971	4974	4965	
Mizoram	8	7	8	8	8	8	8	8	8	8	8	8	196	4788	7641	1535	5259	847	6608	6602	6567	
Nagaland	11	10	11	11	11	11	11	11	11	11	11	10	276	6586	11260	2615	7650	995	8960	8956	8938	
Puducherry	2	2	2	2	2	2	2	2	2	2	2	2	51	1200	1367	288	918	161	978	978	978	
Odisha	30	30	30	30	30	30	30	30	30	30	30	30	877	17633	26220	4814	18001	3405	18554	18538	18462	
Punjab	19	18*	19	19	19	19	19	19	19	19	19	19	531	11156	13319	2448	9070	1801	9970	9964	9942	
Rajasthan	32	31	32	32	32	32	32	32	32	31	32	32	939	19128	36146	6651	24605	4890	23748	23730	23649	
Sikkim	4	4	4	4	4	4	4	4	4	4	4	4	88	2192	2689	456	1845	388	2238	2234	2232	
Tamil Nadu	29	29	29	29	29	29	29	29	29	29	29	25	823	17335	20193	3571	13948	2674	15139	15138	15138	
Tripura	4	2	4	4	4	4	4	4	4	4	4	4	111	2398	3091	653	2030	408	2400	2398	2398	
Uttarakhand	13	13	13	13	13	13	13	13	13	12	12	9	377	7306	11118	2053	7641	1424	8074	8066	8054	
Uttar Pradesh	69	69	69	69	69	69	69	69	69	68	69	69	2036	41394	91720	17022	63729	10969	68383	68334	68238	
West Bengal	17	16	17	17	17	17	17	17	17	17	16	17	502	10160	12545	2508	8393	1644	8804	8805	8780	
<b>All India</b>	<b>585</b>	<b>557***</b>	<b>569</b>	<b>577</b>	<b>580</b>	<b>567</b>	<b>564**</b>	<b>568</b>	<b>550</b>	<b>577</b>	<b>16497</b>	<b>341070</b>	<b>569229</b>	<b>109045</b>	<b>392371</b>	<b>67813</b>	<b>408074</b>	<b>407706</b>	<b>406720</b>			

\* These states are complete. Some districts were split in subsequent years.

\*\* Data for 6 districts is incomplete.

\*\*\* Includes 1 district of Andaman and Nicobar Islands.

State pages for Dadra and Nagar Haveli, Daman and Diu, Goa and Puducherry have not been presented in this report due to insufficient sample size.

# Village infrastructure and household characteristics

State	% of villages with the following facilities:													% of households with the following characteristics:														
	Pukka road	Electricity	Post office	Bank	P.D.S.	Primary Health Centre	Private health clinic	Internet café	Solar energy	Govt. primary school	Govt. middle school	Govt. secondary school	Private school	Anganwadi/Pre-school	Kutcha	Semi-pukka	Pukka	Electricity today	Toilet	TV	Cable T.V.	Mobile	Motorised two wheeler	Newspaper	Other reading material	At least one member knows how to operate a computer	At least one member has completed Std 12*	
AP + Telangana	92.3	100	67.6	35.9	91.8	49.0	53.2	26.4	22.0	99.2	47.7	20.9	36.3	99.7	11.9	28.8	59.4	96.8	92.1	52.6	79.4	93.6	80.3	33.5	8.7	11.3	20.8	34.6
Arunachal Pradesh	69.5	95.2	18.9	10.7	48.9	38.3	9.2	8.3	27.6	92.0	50.2	15.5	32.0	84.9	69.6	21.3	9.1	91.3	86.2	72.3	62.1	77.5	48.4	29.9	5.0	38.2	17.3	23.5
Assam	54.1	92.2	25.9	9.9	68.2	30.2	11.8	7.1	18.0	93.1	30.4	12.1	27.2	90.8	56.4	22.9	20.8	74.5	82.7	67.6	42.3	81.9	63.3	22.0	6.8	21.7	15.5	29.9
Bihar	83.3	89.5	41.1	31.1	68.0	37.3	26.4	14.6	74.6	97.6	79.5	16.9	33.1	94.2	33.7	27.2	39.1	49.8	73.8	26.5	18.3	60.7	78.0	16.4	7.0	28.3	12.9	31.1
Chhattisgarh	86.0	98.2	25.6	14.0	73.4	40.8	21.5	18.1	26.8	99.3	19.9	7.2	27.5	97.3	63.8	17.0	19.2	92.6	87.0	26.8	59.2	66.4	60.9	33.7	7.7	21.8	13.2	30.7
Gujarat	93.8	100	62.8	33.6	77.4	51.8	42.7	17.3	45.2	99.9	92.5	15.5	22.0	96.7	20.2	38.6	41.2	96.1	93.9	54.4	69.0	84.9	73.6	47.1	14.9	31.1	30.4	34.4
Haryana	95.1	99.7	57.3	48.9	85.4	58.8	50.4	25.6	39.4	97.8	60.3	35.7	65.0	97.7	4.7	20.0	75.3	95.1	78.8	85.3	83.9	87.9	87.9	55.4	21.3	22.5	36.8	54.6
Himachal Pradesh	63.2	100	36.9	18.7	50.5	43.1	18.5	14.3	49.9	82.1	30.1	18.3	25.6	90.5	16.6	16.7	66.7	99.0	96.3	84.1	90.8	68.5	89.9	31.2	18.8	28.9	41.5	57.1
Jammu and Kashmir	74.2	97.5	32.7	23.9	76.9	62.9	35.4	17.0	47.3	97.7	86.7	42.0	63.8	95.8	20.7	25.4	53.9	93.3	72.0	62.5	60.7	63.8	86.6	22.3	13.0	57.8	27.1	42.4
Jharkhand	66.2	92.8	24.9	12.7	63.4	27.1	21.3	7.6	42.8	96.9	65.6	11.6	26.7	89.4	66.1	15.2	18.7	70.9	67.3	9.7	24.8	53.9	56.8	21.2	5.8	16.9	9.0	21.1
Karnataka	88.1	99.9	60.1	37.0	75.5	41.4	32.9	15.7	53.1	96.5	81.1	27.6	36.7	97.2	16.0	47.9	36.1	95.3	90.0	44.9	77.3	93.6	78.5	43.1	9.7	3.8	19.0	36.5
Kerala	98.4	100	98.4	99.3	99.0	97.4	87.2	97.4	52.8	95.6	79.9	69.3	95.3	98.7	1.0	8.6	90.4	98.7	98.1	97.8	92.5	96.1	94.4	53.6	54.9	29.2	49.1	63.0
Madhya Pradesh	78.9	97.1	31.6	18.5	57.8	36.1	27.5	11.4	21.8	99.4	48.5	15.5	34.4	96.5	56.2	21.1	22.7	85.2	83.9	28.6	43.8	71.5	64.9	33.6	5.2	22.8	10.9	25.3
Maharashtra	87.5	99.5	50.4	32.0	87.3	50.2	48.3	21.4	73.9	98.6	56.5	10.5	45.8	93.0	18.0	30.9	51.0	92.5	89.5	52.6	69.7	75.0	80.4	41.2	12.4	24.5	28.5	43.2
Manipur	70.9	92.0	22.0	9.8	14.5	33.3	12.4	14.5	82.1	87.9	37.7	18.6	48.5	75.4	25.8	67.1	7.1	84.9	81.4	96.5	61.7	52.3	75.8	27.8	24.6	47.9	25.2	43.1
Meghalaya	52.2	96.5	10.0	8.0	41.8	24.0	13.4	7.5	36.6	81.9	26.7	7.3	50.0	75.5	41.0	43.2	15.8	88.4	72.2	76.3	49.8	73.3	53.0	14.4	14.5	69.8	15.5	20.2
Mizoram	68.6	96.4	67.4	16.5	87.6	80.4	4.2	5.6	54.6	97.4	18.1	11.9	73.9	97.9	70.9	23.2	5.9	95.5	87.6	91.9	80.7	88.4	70.0	27.5	21.2	82.7	15.5	25.6
Nagaland	55.2	100	30.2	9.9	27.7	56.9	17.3	10.3	50.0	99.3	64.6	23.0	54.2	71.7	50.9	37.0	12.1	96.6	88.3	94.9	55.6	78.4	53.8	24.3	17.3	87.0	20.3	25.9
Odisha	76.4	97.4	35.4	15.8	40.4	22.6	11.3	11.3	10.1	95.4	60.5	13.9	16.8	91.0	46.9	24.4	28.8	80.5	89.0	21.6	45.7	81.6	60.8	28.2	8.3	20.9	12.9	28.2
Punjab	96.4	99.4	41.8	37.6	76.1	53.5	51.1	11.1	19.6	99.2	34.8	19.5	41.6	95.2	3.2	22.3	74.5	99.2	94.4	90.8	92.9	82.1	87.3	71.0	23.1	18.4	46.8	52.4
Rajasthan	91.6	99.0	45.5	29.7	67.6	63.3	32.6	24.1	59.6	98.2	79.0	40.1	56.1	93.6	18.9	21.0	60.1	84.8	90.3	36.8	51.9	69.6	85.5	43.3	14.9	23.1	22.6	34.3
Sikkim	76.7	100	34.1	14.0	69.5	41.2	4.7	17.4	50.6	90.9	56.3	34.2	64.3	90.6	14.3	37.4	48.2	98.6	95.2	96.9	83.2	91.8	78.8	12.2	17.6	37.0	43.4	39.6
Tamil Nadu	91.6	99.4	62.2	41.2	88.3	41.6	19.0	16.3	57.0	91.6	41.9	13.8	26.5	89.4	6.1	10.6	83.3	97.4	93.6	41.2	93.0	95.4	83.1	54.5	10.6	8.4	30.1	37.9
Tripura	92.7	97.3	70.1	30.6	83.3	66.7	15.7	36.8	45.2	98.2	82.2	48.0	47.2	95.4	69.6	23.5	6.9	90.2	96.0	85.6	67.6	83.6	66.3	21.4	11.0	43.3	17.1	24.5
Uttarakhand	51.7	98.4	33.2	18.0	64.6	23.1	17.8	9.6	51.5	87.7	16.0	7.6	37.6	89.2	9.3	18.1	72.6	93.3	89.2	74.5	75.8	71.1	76.1	27.8	15.8	26.5	30.4	52.4
Uttar Pradesh	87.7	95.9	31.9	20.4	74.6	32.0	27.4	13.4	54.0	95.9	45.8	7.4	56.8	90.2	21.6	22.7	55.8	52.4	63.8	34.2	34.7	55.4	75.0	32.7	9.6	29.3	19.3	42.4
West Bengal	70.0	99.6	41.7	29.2	57.6	43.6	20.9	18.2	9.4	97.0	33.4	20.9	32.9	92.4	44.0	23.0	33.0	90.0	92.7	60.9	54.4	89.8	71.1	20.7	8.1	26.4	19.3	29.0
<b>All India</b>	<b>81.7</b>	<b>97.2</b>	<b>42.7</b>	<b>27.0</b>	<b>69.7</b>	<b>42.9</b>	<b>29.6</b>	<b>17.0</b>	<b>44.0</b>	<b>96.1</b>	<b>55.1</b>	<b>18.6</b>	<b>40.9</b>	<b>92.6</b>	<b>27.3</b>	<b>24.8</b>	<b>47.9</b>	<b>81.3</b>	<b>86.3</b>	<b>45.8</b>	<b>56.9</b>	<b>81.4</b>	<b>75.8</b>	<b>34.9</b>	<b>11.4</b>	<b>22.7</b>	<b>21.7</b>	<b>36.4</b>

\*Except mother or father of the sampled child.

# Class-wise distribution of children in sample 2014

All India																
Age	5	6	7	8	9	10	11	12	13	14	Total					
Std	%	%	%	%	%	%	%	%	%	%	%					
I	84.5	71.8	29.5	9.3	3.2	6.5	5.7	8.5	8.1	7.3	14.9					
II	12.2	21.8	47.9	28.2	8.4						13.1					
III	3.4	6.4	16.7	41.1	30	10	11.5	11.1	11.1	8.6	13					
IV			15	42	27.8	8.6					12.7					
V			12.6	39	30.4	11.5					13					
VI			5.8	6.4	12.2	41					30.7	11.1	8.6	12.1		
VII			3.9	4.6	11.5	36.5					33.4	21.9	11.1			
VIII			2.8	12.9	47.3	62.4					10.2					
Total			100	100	100	100					100	100	100	100	100	100

Andhra Pradesh + Telangana																
Age	5	6	7	8	9	10	11	12	13	14	Total					
Std	%	%	%	%	%	%	%	%	%	%	%					
I	90.8	74.9	27.8	9.9	2.7	3.4	2.8	2.7	3.8	7.4	13.8					
II	7.7	20.8	51.7	23.5	7.8						12.3					
III	1.5	4.4	16.4	46.4	22.8	7.4	14.5	47.3	26.6	11	12.3					
IV			16.8	49.9	25.7	9.4					13.6					
V			13.7	48.1	29.2	10.2					13.2					
VI			4.2	3.5	2.3	2.5					12.1	45.6	26	22.8	11.2	
VII			1.2	11.5	60.1	69.8					10.9					
VIII			100	100	100	100					100	100	100	100	100	
Total			100	100	100	100					100	100	100	100	100	100

Arunachal Pradesh													
Age	5	6	7	8	9	10	11	12	13	14	Total		
Std	%	%	%	%	%	%	%	%	%	%	%		
I	71.3	53.6	27.6	15.2	4.5	3.5	4.9	3.7	5.8	4.2	15.7		
II	25.4	34.3	43.4	26.3	16.9	8.2					17.2		
III	3.4	1.7	10.4	19.7	34.6	29.2	20.9	9.2	7.4	19	16.3		
IV			7.2	17.7	31.7	28.4	20.7	12.9	9.8		5.9	14.8	
V			13.5	24.3	26.9	25.3	17.5	13.3					
VI			9.9	26.5	23.5	18.6	14.5	9.2					
VII			4.2	4.8	9.3	19.5	25	25.9	7.8				
VIII			2.7	7.8	21.7	32	5.7						
Total			100	100	100	100	100	100	100		100	100	100

Assam																	
Age	5	6	7	8	9	10	11	12	13	14	Total						
Std	%	%	%	%	%	%	%	%	%	%	%						
I	90.7	78	31.8	9.2	2.5	4.2	4.6	7.1	3	6.2	17.3						
II	7.7	18.2	48.3	32.3	9.8						13.9						
III	1.6	3.8	16.5	41.7	32.6	9.8	11.3	38.9	39.3	13	5.4	12.9					
IV			12.6	41.8	34.7	10.1						12.7					
V			9.4	34.9	39.1	14.5						8.5	11.6				
VI			4.3	2	3.1	9.1						30.4	37.2	20.9	9.7		
VII			1.9	10.3	40.1	64.5						9					
VIII			100	100	100	100						100	100	100	100		
Total			100	100	100	100						100	100	100	100	100	100

Bihar															
Age	5	6	7	8	9	10	11	12	13	14	Total				
Std	%	%	%	%	%	%	%	%	%	%	%				
I	84.3	67.3	32.6	13.3	5.6	3.9	4.2	6.6	6.5	4.8	16.8				
II	12.6	24.3	41.8	28.7	13.1	8.3					14.4				
III	3	2.4	6	18.4	32.8	31.2	15.3	6.3	16	8.5	6.3	13.8			
IV			5.4	16.4	29.7	26	13.8	7.9				12.6			
V			6.7	13.7	27.7	29.9	16	8.5				6.3	12.7		
VI			5.1	12.6	29.4	27.3	15.1	12.1				11			
VII			2.2	1.6	6.3	12.5	28.8	32.1				26.9	10.3		
VIII			3.8	13.5	37.8	49.9	8.4								
Total			100	100	100	100	100	100				100	100	100	100

Chhattisgarh																		
Age	5	6	7	8	9	10	11	12	13	14	Total							
Std	%	%	%	%	%	%	%	%	%	%	%							
I	78.1	77.1	25.1	3	5	5.9	5.3	3.3	2.8	5.1	12.2							
II	20.8	19.7	55.1	31.7							12.5							
III	1	3.2	16.5	46.3	39.4	11	46.1	45.9	7.4	8.1	15.3	12.6						
IV			14.4	43.4	37.8							12.5						
V			8.4	37	40.4							11.8						
VI			4.6	1.2	1.8							10.5	40	48.5	13.2			
VII			1.4	8.9	40.7							79.7	11.2					
VIII			100	100	100							100	100	100	100	100		
Total			100	100	100							100	100	100	100	100	100	100



## Gujarat

Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
I	90.7	81.1	7.3	1	1.8						10.8
II	6.8	15.7	74.1	11.5		1.6					11.4
III			14.4	71.8	12.2		2.7	5.2	1		11.8
IV				12.3	75.6	18				10.1	13.5
V	2.5	3.3			8.1	70	18				14.1
VI			4.2	3.4		7.8	70.1	21.4	5		13.6
VII					2.3		2.5	8.2	64.3	23.3	13.3
VIII								1.1	9.1	70.7	11.5
Total	100	100	100	100	100	100	100	100	100	100	100

## Haryana

Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
I	81.7	59.8	26	7.5	1.5						13
II	14.6	32.4	44.2	22.6	8.2	2.4					12.8
III		5.6	21	38.9	25.1	7.2	2.4	4.2	4.5	5.4	12.2
IV			6.9	24.2	40.1	25.2	7.1				13.2
V				5.2	19.8	39	26.4	9			12.9
VI	3.7	2.2				20.8	39.4	27	9.5	8.9	12.7
VII			2	1.8	5.4						12.1
VIII						5.4	20.4	39.5	33.4	21.4	11.5
Total	100	100	100	100	100	100	100	100	100	100	100

## Himachal Pradesh

Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
I	94.1	67	11.3	0.8	2.6						11.9
II	5.2	31.5	56	10.2		3.1					11.7
III			27.7	49.1	13.8		1.5	4	5.3	4.8	11.5
IV				35.4	49.5	12.9					13.1
V	0.7	1.5			29.7	50.9	18.4				13.9
VI			5	4.6		27.8	48.9	16.3			13
VII					4.5		27.9	46.8	23.5	20.5	12.6
VIII						5.4		3.2	33.1	71.2	12.3
Total	100	100	100	100	100	100	100	100	100	100	100

## Jammu and Kashmir

Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
I	86.5	66.8	40.3	14.2	5.5	1.9					13.2
II	9.6	25.2	38.3	40.3	17	6.2	3.2	4.1	3.9	6.1	13.7
III		5.8	16.8	30.3	40	15.7	5.5				13.7
IV				10.2	25	35	15.4	6.3			12.5
V	4				9.4	27	39.1	15.1	6.3		12.7
VI		2.3	4.6	4.9		10.5	23.2	40.1	16.5	5.4	12.1
VII					3.1		11.1	24.5	43.9	18.3	11.2
VIII						3.8	2.6	9.8	29.5	70.3	10.9
Total	100	100	100	100	100	100	100	100	100	100	100

## Jharkhand

Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
I	81	66.5	29.6	14	5.9	2.7					17
II	14	24.3	45.3	27.7	11.5	7.1	3.8	7.1	6.4	8.9	14.3
III		6.7	16.1	32.8	29.6	14.4	6.8				13.1
IV			5.8	15	32.4	23.9	11.7	8.8			12
V				7.3	13.8	32	29.5	15.9	8.8		13
VI	5	2.6	3.3		5.3	13.4	31.8	27.7	15.7	10.9	11.3
VII				3.3		1.4	6.5	11.9	26.3	29.9	9.8
VIII							4.4	14.4	39.2	53.7	9.5
Total	100	100	100	100	100	100	100	100	100	100	100

## Karnataka

Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
I	89.9	93.6	38.8	3.6							13.6
II		5.5	53.3	53.2	3.1	4.5					12.7
III			6.7	35.2	59.4		5.3	5.9	6.1	3.1	12.9
IV					31.7	54					12.5
V	10.2				5	34.1	55.2				12.6
VI		0.9	1.3	8.1		6.2	31.9	57			12.9
VII					0.9		6.8	30.3	54.5	12.5	11.9
VIII						1.3	0.8	6.8	39.5	84.5	11.1
Total	100	100	100	100	100	100	100	100	100	100	100

Kerala											
Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
I	97.3	83.5	22.5	1.6	2	2	4	3.7	2.4	1.6	12.5
II	2.7	15.6	65.1	26.9	0.9	65.4	21	2.4	1.6		12.6
III			11.4	55.2	22.2						11
IV				15.5	65.4	21					12.8
V		1			10	64.3	21				12.9
VI			1.1	0.9	0.4	12.1	62.1	24.1			12.7
VII					0.7		12.4	58.6	24.8	12	12.4
VIII							0.5	13.6	72.9	86.5	13.1
Total	100	100	100	100	100	100	100	100	100	100	100

Madhya Pradesh											
Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
I	81.5	66.1	19.3	4.8	1.6	2.5	2.7	3.4	5	4.8	13.1
II	14.9	25.5	51.7	22.3	5.2						12.3
III		6.3	19.8	47	24.6	7					12.7
IV			6.3	17.2	44.8	23.4	5.3				11.7
V	3.7			6.4	17.8	43.9	28.4	10			13.6
VI		2				16.5	46.2	30.1	10.8	7.9	13.5
VII			2.8	2.4	6.1	6.7	14	41.3	31	19.8	11.8
VIII							3.4	15.3	53.3	67.4	11.4
Total	100	100	100	100	100	100	100	100	100	100	100

Maharashtra											
Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
I	87.2	89.5	39.7	2.6	4.1	5.6	1.1	2	2.1	4.3	12.7
II	7.2	8.3	52.1	55.2							12.6
III			6.6	34.8	54.4						11.8
IV				6.2	36.1	57	5.3				13.2
V	5.5	2.1				32.3	55.6	6.4			12.6
VI			1.6	1.1	5.5		32.9	56	7.9		13.4
VII						5.2		30.7	58	14.9	12.5
VIII								5.1	32	80.7	11.3
Total	100	100	100	100	100	100	100	100	100	100	100

Manipur											
Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
I	39.4	62.9	47	22.3	10.6	3.5	0.6	2.3	7.6	4.1	15.6
II	58.5	33.3	42.4	43.5	24.4	10.7	5.2				19.6
III			7.6	26.8	36.1	23.7	14.1	5.7			13.9
IV					20.9	32.2	24.3	13.6			12.3
V	2.1	3.9			6.9	22.5	29	25.5	12.5	7.9	12.4
VI			3.1	7.4		5.1	20.5	29	23.6	13.9	10.4
VII					1.1	2.1	5.2	16.6	28	31.7	8.4
VIII							1.1	7.4	28.3	42.4	7.5
Total	100	100	100	100	100	100	100	100	100	100	100

Meghalaya											
Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
I	62.1	65.9	51.6	26.7	15.4	9.1	2.9	3.2	3.9	3.5	19.6
II	35.4	28.4	35.5	37.1	28.7	18.4	9.1	7.5			19.7
III			8.2	23.8	31	23	17.5	13.4	6.8	5	15.2
IV				8.6	19	25.4	25.9	19.6	16.9	8.2	14.3
V	2.4	5.7			5.3	15.7	26.5	21.1	16.6	13.9	11.2
VI			4.8	3.8		6.5	13.6	20.8	22.5	22.3	9.4
VII					0.6	2	4.5	12.8	20.4	20	6.2
VIII								1.6	13	27.2	4.4
Total	100	100	100	100	100	100	100	100	100	100	100

Mizoram											
Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
I	80.1	78.2	44.4	14.7	5.7	1.5	3.5	6	2.8	4.7	18.6
II	19.2	18.7	44	43.5	18.7	7.9					16.8
III			10.2	30.3	38.3	21.2	11.6				13.6
IV				9.9	28.1	36.9	16.3	14.6	6		13.4
V	0.7	3			6.2	23.3	35.3	21.9	12	8.2	11.5
VI			1.4	1.7		6.7	24.2	29.7	21.9	15.2	10.2
VII					2.9	2.7	6.9	21.2	28.6	26.7	8.5
VIII							2.3	6.6	28.7	45.2	7.5
Total	100	100	100	100	100	100	100	100	100	100	100

## Nagaland

Age	5	6	7	8	9	10	11	12	13	14	Total	
Std	%	%	%	%	%	%	%	%	%	%	%	
I	58.3	68.4	39.7	12.6	3.9	2.9	4.4	2.7			16.7	
II	40	26.1	48.4	36.2	13.7	7.1		3.5	3.8		18.4	
III			8.9	40	35.1	12.4	8.9	5.9			14.6	
IV				8.2	37.3	31.8	16.5	10.9	8.6	5.5	13.8	
V	1.7	5.5			8.6	35.7	33.6	20.8	11.1	7.2	12.6	
VI			3.1			8.4	27.6	29.7	17.3	16.2	9.5	
VII				2.9	1.3			7.9	23.2	32.4	26.2	8.1
VIII						1.7		1.2	6.9	27.2	41.2	6.4
Total	100	100	100	100	100	100	100	100	100	100	100	

## Odisha

Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
I	93.2	76.6	16.2	2.8							12.8
II		18.8	66.1	15.5	4.1	5.3					11.8
III			13.9	63.2	15.1		3.2	3	2.9	5.2	12.5
IV				15	70	16.2					13.1
V	6.9	4.6			9.3	67.1	21.2	5.6			14.5
VI			3.8			9.9	64.9	22.1	5.9	8.7	12.5
VII				3.7	1.5		9.1	58.3	20.4	19.4	11.8
VIII						1.6	1.7	11	70.9	66.6	11.1
Total	100	100	100	100	100	100	100	100	100	100	100

## Punjab

Age	5	6	7	8	9	10	11	12	13	14	Total	
Std	%	%	%	%	%	%	%	%	%	%	%	
I	83.1	63.5	34.9	9.2	1.3						12.5	
II	14.4	29.1	38.8	30.7	9.3	2.4	2.2				11.9	
III		5.3	20.9	34.1	33.7	10.6		3.6	4	2.8	12.4	
IV				21	37.5	26.1	9.2				12.6	
V	2.6				14.9	39.6	31.9	10.5			13.3	
VI		2.1	5.5	5		17.8	39.5	31.6	16.7	7.6	13.7	
VII					3.4		3.5	14.6	37.6	34.9	23.4	12.3
VIII								2.7	16.7	44.4	66.2	11.3
Total	100	100	100	100	100	100	100	100	100	100	100	

## Rajasthan

Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
I	72.4	50	22.1	9.6	3						13.8
II	22	33.3	36.3	21.3	8.9	5.3	5.9	3.6			13.2
III		12.9	26.1	32.6	20.2	10		4.7		7.2	13.2
IV			11.3	19.5	31.4	19.7	9	5.2			11.9
V	5.7			13	24.8	34.1	22.7	12.1	6.5		14
VI		3.8			9.4	21.1	34	24.7	15	10.3	12.6
VII			4.2	4.1		7.7	20.3	32.4	31	22.7	11
VIII					2.4	2.2	8.2	22.1	42.7	59.7	10.2
Total	100	100	100	100	100	100	100	100	100	100	100

## Sikkim

Age	5	6	7	8	9	10	11	12	13	14	Total	
Std	%	%	%	%	%	%	%	%	%	%	%	
I	72	69.4	29.1	4.6	2.6						11	
II	25.5	23.8	53	35	9.1	4.2	1.3	2.6			13.2	
III		6.9	15.2	37.9	43.4	14	6.2		5.8	4.4	14.4	
IV				16.3	31.9	29.2	20.8	9.6			13.3	
V	2.5				11.4	45.8	35.1	21.6	9.7		15.5	
VI		0	2.7	6.2		5.6	28.2	37.9	25.3	14.6	13.3	
VII					1.7		1.2	6.7	21.5	33.5	40.9	11.4
VIII								1.9	6.7	25.6	40.2	8
Total	100	100	100	100	100	100	100	100	100	100	100	

## Tamil Nadu

Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
I	96.4	71.5	9.5	1.5							12.5
II		27.8	67.2	11.6	1.4	1.4					11.9
III			21.2	66.2	10.9		1.9	2.9	3.1	4.3	12
IV				18.8	73.8	11.5					12.5
V	3.6				12.3	74.1	12.8				13.4
VI		0.7	2.1			11	71	17.1			12.4
VII				1.9	1.6	2.1	13	64.9	18.1	18.1	12.6
VIII							1.3	15	78.8	77.6	12.8
Total	100	100	100	100	100	100	100	100	100	100	100

### Tripura

Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
I	98	92.6	56.5	5.4	1.1	1.8					17.3
II		7.1	38.4	62.7	6.9		2.8	5.5			12.4
III				25.9	77.7	13			6.2		13.8
IV				5.2	12.2	64.2	17.2			8.7	12.8
V	2					18.2	67.7	16.7			12.2
VI		0.3	5.1				9	58.2	11		10.8
VII				0.8	2.1	2.8	3.3	16.2	70.7	15.9	10.8
VIII								3.5	12.1	75.4	10
Total	100	100	100	100	100	100	100	100	100	100	100

### Uttarakhand

Age	5	6	7	8	9	10	11	12	13	14	Total			
Std	%	%	%	%	%	%	%	%	%	%	%			
I	77.9	64.2	30.2	10.6	1.5						13.3			
II	18	27.2	46	30.9	9.7	4.7					13.7			
III		6.3	18.4	36.1	30	8.9			7.1	4.7	12			
IV				16.4	37.9	28.8	13.5	5			13.2			
V					16.2	39.3	31.5	14.7			14.2			
VI	4.1	2.4	5.4						14.2	33.3	28.1	14.5	9.3	12
VII				6	4.8				14.3	33.9	31.2	24	11.1	
VIII						4.2			2.9	15.8	47.2	61.9	10.5	
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100

### Uttar Pradesh

Age	5	6	7	8	9	10	11	12	13	14	Total
Std	%	%	%	%	%	%	%	%	%	%	%
I	81.6	65.9	33.7	15.3	6.6	4.1					17.1
II	14.2	25.3	42.5	27.7	14.8	8.8	5.6	3.3			14.9
III		6.6	17	34.4	29.1	15.8	8.4	5.2	8.5	6.5	14.3
IV				14.7	30.6	25	13.7	8.6			12.6
V				5.5	13.7	27.9	26	16	9.1	6.8	12.3
VI	4.2	2.2	6.9			12.5	30.9	25.6	16	13.3	11
VII				2.4	5.3	6	11	26.8	28.7	23.8	9.2
VIII							4.4	14.6	37.8	49.6	8.6
Total	100	100	100	100	100	100	100	100	100	100	100

### West Bengal

Age	5	6	7	8	9	10	11	12	13	14	Total			
Std	%	%	%	%	%	%	%	%	%	%	%			
I	95.9	83.9	52.1	11.2	3.2						18.2			
II		13.4	26.5	28.2	8.6	3.7					8.9			
III			17.3	43.4	34.1	9.5	4.7		5.8		12.4			
IV				14.6	43.4	32.6	11.4				12.7			
V					9.9	39.9	27.4	14.6			12.1			
VI	4.1	2.7	4.2						11.8	42.8	32.8	13.2	8.8	12.6
VII				2.6	0.8				12.7	36.4	38.3	26.3	12.4	
VIII						2.4			1.1	10.5	42	59.4	10.8	
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100



# Sample Design of Rural ASER 2014

**Wilima Wadhwa**, Director, ASER Centre

The purpose of rural ASER 2014 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 statistics over time. Every year the core set of questions regarding schooling status and basic learning levels remains the same. However a set of new questions is 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 were repeated in 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, a bank, a ration shop, etc. In the sampled households, information on household assets (availability of television, type of house 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 on parents' education, household and village characteristics, introduced higher level testing tools for the first time. Questions on critical thinking were introduced, based on simple mathematical operations that appear in Std V textbooks. These were further refined in ASER 2011. ASER 2012 included testing of reading and comprehension of English that was first introduced in 2007 and repeated in 2009. ASER 2013 added expenditure on private tuition to the household questionnaire.

ASER 2014 brings together elements from various previous ASER rounds. The core questions on school status and basic reading and arithmetic remain. Children have been tested in English again, after 2012. In addition, parents' education, and household and village characteristics continue to be surveyed.

Every year, ASER surveyors visit a government primary or upper primary school in each sampled village. The school information is recorded through observations (such as attendance and usability of the facilities) and using information provided by the school (such as grants information). School observations have been reported in 2005, 2007 and 2009-2013, and are also reported in ASER 2014. Beginning in 2010, school information is collected on RTE indicators. In ASER 2014 grant information for the 2013-14 and current fiscal year has also been collected.

Finally, ASER 2014 continues the process of strengthening and streamlining started in 2008. Recheck 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, master trainers monitored the survey process in the field. In ASER 2012, phone recheck was used 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. ASER 2013 incorporated all of these procedures and further streamlined processes in the field. ASER 2014 adds external rechecks to the process.

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 2013, we retained the 10 villages from 2011 and 2012 and added 10 new villages. In ASER 2014 we dropped the 10 villages from ASER 2011, kept 10 villages each from 2012 and 2013 and added 10 more villages from the census village directory.

The sampling strategy used generates a representative picture of each district. Almost all rural districts are surveyed. The estimates obtained are then aggregated to the state and all India levels.

Since estimates are generated at the district level, the minimum sample size calculations are done at the district level. The sample size is determined by the following considerations:

- Incidence of what is being measured in the population. Prior to ASER 2005, a survey of learning had never been done in India. Therefore, the incidence of what we were trying to measure was unknown in the population. However, now we can use estimates from previous ASER rounds for sample size calculations.
- 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 are 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.

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<sup>1</sup> is 384.<sup>2</sup> 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.<sup>3</sup> 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.<sup>4</sup> 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.<sup>5</sup> In the first stage, 30 villages are randomly selected using the village directory of the 2001 census as the sample frame.<sup>6 7</sup> Therefore, the coverage of ASER is the population of rural India.<sup>8</sup> In the second stage 20 households are 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 versa.<sup>9 10</sup>

<sup>1</sup> Stratification is discussed below.

<sup>2</sup> 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).

<sup>3</sup> 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).

<sup>4</sup> 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.

<sup>5</sup> For a two stage sample design, as explained above, sample size calculations have to take into account the design effect, which is the increase in variance of estimates due to departure from simple random sampling. This design effect is a function of the intra-cluster correlation. The greater this correlation, the larger the design effect implying a larger sample size for a given level of precision. For a given margin of error (me), the sample size can be backed out from

$$me = \frac{2\sigma}{p} = \frac{2\sqrt{\frac{d p(1-p)}{N-1}}}{p}$$

<sup>6</sup> Of these 30 villages, 10 are from ASER 2012, 10 from ASER 2013 and 10 are newly selected in 2014. They were selected randomly from the same sample frame. The 10 new villages are picked as an independent sample.

<sup>7</sup> Since the sampling frame is more than 10 years old sometimes sampled villages need to be replaced. As far as possible, however, villages are not replaced. There are three main reasons for replacing a village: first, if it has been converted to an urban municipality; second, due to natural disasters like floods; or third, due to insurgency problems. Replacement villages are also drawn as an independent sample.

<sup>8</sup> No adjustments are made to the population as given in the Census 2001.

<sup>9</sup> 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 is 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.

<sup>10</sup> 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.

In each selected village, 20 households are surveyed. Ideally, a complete house list of the selected village should be made and 20 households selected randomly from it. However, given time and resource constraints a procedure for selecting households is adopted that preserves randomness as much as possible. Field investigators are asked to divide the village into four parts. This is done because villages often consist of hamlets and a procedure that randomly selects households from some central location may miss out households in the periphery of the village. In each of the four parts, investigators are asked to start at a central location and pick every 5<sup>th</sup> household in a circular fashion until 5 households have been selected. In each selected household, all children in the age group of 5-16 are tested.

The survey provides estimates at the district, state and national levels. In order to aggregate estimates up from the district level, households have to be 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 households 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 within a district are the same.<sup>11</sup> 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 at school, allowing all children to be tested rather than just those in school. Further, testing children in school might create a bias since teachers may encourage testing the brighter children in class. Second, a household sample generates an age distribution of children that 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 is possible at the second stage. In order to stratify on households with children in the 3-16 age group, in the second stage, we would need the population of such households in the village, which is not possible without a complete house list of the village.

---

<sup>11</sup> The probability that household  $j$  gets selected in village  $i$  ( $p_{ij}$ ) is the product of the probability that village  $i$  gets selected ( $p_i$ ) and the probability that household  $j$  gets selected ( $p_{j|i}$ ). This is given by:

$$p_{ij} = p_i p_{j|i} = \frac{30 vpop_i}{dpop} \frac{20}{vpop_i} = \frac{600}{dpop}$$
 where  $vpop_i$  is the household population of village  $i$  and  $dpop$  is the number of households in the district. Therefore, the weight associated with each sampled household within a district is the same and is the inverse of the probability of selection.

# Annual Status of Education Report (ASER) and National Achievement Surveys (NAS): A Comparison

Currently two large-scale nationwide learning assessments are conducted in India at the elementary stage. Pratham/ASER Centre's Annual Status of Education Report (ASER) has been brought out annually since 2005. The National Council of Educational Research and Training (NCERT) has conducted National Achievement Surveys (NAS) periodically since 2001 for Classes III, V and VIII.<sup>1</sup> These two sources are frequently cited in discussions of learning outcomes in India. However, the two assessments are designed for different purposes and employ different methodologies. This note describes and compares these methodologies so that informed conclusions can be reached. The note is based on ASER 2006-2014 and the NAS reports available for different time periods for Classes III, V and VIII.<sup>2</sup>

## Implementing institution

**ASER** is facilitated by Pratham, a non-governmental organisation, and carried out by partner institutions in almost all rural districts of the country. These partner institutions may be universities, colleges, NGOs, or other types of formal or informal organisations.

**NAS** is carried out by NCERT under the mandate of the Government of India's flagship programme for elementary education, Sarva Shiksha Abhiyan, to "monitor improvement in children's learning levels and to periodically assess the health of the government education system as a whole".<sup>3</sup>

## Objectives

The **ASER** survey is designed to generate district, state, and national level estimates of children's schooling status for all children aged 3-16, and estimates of basic ability in reading and arithmetic for all children aged 5-16. It is designed as a household-based survey so as to include all children: those enrolled in government schools, private schools, other types of schools, and those not enrolled in school. ASER aims to assess whether children have attained basic reading and arithmetic skills.

The purpose of the **NAS** surveys, according to NAS documents, is to "obtain an overall picture of what students in specific classes know and can do and to use these findings to identify gaps and diagnose areas that need improvement." NAS is therefore designed as a school-based survey of students enrolled in Classes III, V and VIII in government and government-aided schools. It is a grade level assessment, intended to assess children's learning outcomes relative to the curriculum for their class.

## Sampling and coverage

**ASER's** objective is to reach all rural districts each year. It is a nationwide sample-based household survey. It employs a two-stage sample design. At the first stage, 30 villages are selected in each rural district from the Census 2001 directory using Probability Proportional to Size (PPS). In the second stage, 20 households are randomly selected in each village. All children aged 3-16 in sampled households are surveyed. All children aged 5-16 are assessed.

ASER 2014 reached 341,070 households in 577 rural districts. 569,229 children aged 3-16 were surveyed, of which 408,074 children aged 5-16 were assessed on the ASER Reading tool and 407,706 children aged 5-16 were assessed on the ASER Arithmetic tool.

---

<sup>1</sup> The following NAS assessments have been carried out so far:

Cycle 1: Class V (2001-02), Class VIII (2002-03) and Class III (2003-04)

Cycle 2: Class V (2005-06), Class VIII (2007-08) and Class III (2007-08)

Cycle 3: Class V (2009-11), Class VIII (2010-13) and Class III (2012-13). Source (NCERT).

<sup>2</sup> Much of the NAS information in this note is based on documents available on the MHRD website under National Achievement Surveys. See [http://ssa.nic.in/page\\_portletlinks?foldername=NAS](http://ssa.nic.in/page_portletlinks?foldername=NAS). For more detailed comparisons of NAS, ASER and other assessments see Oza and Bethell (2013), *Assessing Learning Outcomes: Policies, Progress and Challenges*. Sarva Shiksha Abhiyan, DFID, New Delhi.

<sup>3</sup> NCERT, Education Survey Division. National Achievement Survey (Cycle 3) Class III: Achievement Highlights 2014, p.1



**NAS** aims to cover all 35 states and union territories. It is a national survey that is school-based and focused on specific classes in particular years. NAS employs a three-stage cluster design. In the first stage, districts are selected using PPS. In the second stage, the requisite number of schools are chosen within sampled districts, again using PPS. In the third stage, students are randomly selected within sampled schools.

The most recent NAS (cycle 3) **Class VIII** survey was administered in 2012. The survey comprised a sample of 188,647 students and 24,486 teachers from 6,722 schools across 33 states/union territories.

NAS (cycle 3) **Class V** was implemented from 2009 to 2011 in 31 states/union territories. It covered 122,543 children from 6,602 urban and rural schools.<sup>4</sup>

NAS (cycle 3) **Class III** was conducted in 2013 in 34 states/union territories and covered a sample of 104,374 students in 7,046 schools.

### Tools and testing

**ASER** assesses early reading and basic arithmetic ability, which are foundational skills fundamental to literacy and numeracy acquisition. All children aged 5-16 are administered the same tests, regardless of schooling status or age.

Early reading ability implies the acquisition of letter knowledge, ability to decode Std. I and II level words and fluently read Std. I and II level passages. ASER tools are designed to assess mastery of these foundational skills and are not intended to differentiate within each mastery level. For instance, among the group of children identified as fluent readers of Std. II level text, the ASER assessments are not designed to differentiate between their ability to read and to comprehend.

The highest level tested in reading is a Std. II level text. The highest level tested in arithmetic is a 3-digit by 1-digit division problem, usually taught in Std. III or IV.

All ASER tools and testing procedures are available in the public domain.

**NAS** assesses grade level competencies. Therefore, children are administered different tests depending on the class in which they are studying. All cycle 3 surveys have used Item Response Theory (IRT).

The NAS (cycle 3) Class VIII achievement tests were developed in four subjects (language, mathematics, science and social science). The Class VIII test forms are based on common core content and competencies identified from an analysis of state textbooks.

Similar work was done for the development of the tools used in NAS Class V (cycle 3). The Class V survey included language (including reading comprehension), mathematics and environment science. Tools, testing procedures, and grading rubrics for the writing task are not in the public domain.

NAS (cycle 3) Class III survey assessed two subjects – language (listening, recognition of words and reading comprehension) and mathematics (numbers, basic operations, measurement, data handling, patterns, money and geometry).

### Test administration

**ASER** is a household survey. ASER reading and arithmetic assessments are administered one on one in an oral format. Children are tested at home. All children age 5-16 are given the same test, regardless of schooling status, age, or grade.

<sup>4</sup> This round of NAS used DISE 2007-08 as the sample frame. The report notes significant discrepancies between DISE data and actual school enrollments.

**NAS** is conducted in school (government and government aided schools).<sup>5</sup> Children of different classes are given different tests. For example, NAS tests (cycle 3) for class V and class VIII are pen-and-paper tests administered to a group of students in school. The cover of the test booklet has instructions for students indicating how to record or modify their responses. In addition to pen-and-paper tests, the NAS (cycle 3) Class III survey had listening comprehension items in which children marked multiple choice answers based on a passage read aloud by the investigator.

### **Process implementation and monitoring**

**ASER** is conducted each year by surveyors from partner organisations in each district. These include District Institutes of Education and Training (DIETs), teacher training colleges, universities, NGOs and others.<sup>6</sup> Surveyors receive an intensive 2-3 day training in preparation for the survey, including a day of practice in the field. ASER devotes considerable time and effort to ensuring data quality through carefully designed and implemented training, monitoring, and desk and field recheck procedures, details of which are provided in each year's report and on the ASER Centre website. External process audits of the ASER field work and data collection process are also conducted periodically.

**NAS** is coordinated by NCERT with the support of state agencies such as SCERTs/State Institutes of Education (SIEs) in the states and union territories. All coordinators at state and district level are trained on field level data collection. A detailed guideline cum training manual was developed by Education Survey Department (ESD). In each selected district, a team of two field investigators is appointed by the district coordinators. They are given rigorous training on selection of students in the sampled schools, administration of tools and recording of responses by students in OMR sheets. It is not clear whether field practice is included as part of the training of field investigators.

Monitoring guidelines are laid out by NCERT for NAS. Monitoring at all levels is expected from supervisors. For example for the NAS (cycle 3) Class III survey, 5-10 schools were to be monitored in each district. After data collection, OMR sheets, tests, questionnaires and field notes etc. were verified at the district level for correctness of numbers, codes and other information, and then sent to the state coordinators. The response sheets in OMR format were then dispatched by the state coordinators to the respective Regional Institutes of Education (RIEs) or NCERT for scanning, scoring and analysis.

### **Accuracy of estimates**

**ASER** estimates are self-weighting at the district level. At the state and national levels, estimates are weighted by the appropriate population weights. ASER does not report standard errors and margins of error for its state and national estimates. However, a study done on the precision of ASER learning and enrollment estimates shows that margins of error are well within 5% at the state level. In addition, a detailed check of sample sizes is done for smaller states where sample sizes can be small for some sub-populations. Where the number of observations in the sample is found to be insufficient, estimates are not presented in the report. Since 2011 ASER reports also present estimates at divisional level, along with the associated standard errors and margins of error.

**NAS** (cycle 3) surveys are based on more sophisticated technical work than previous surveys. While this cycle of surveys can be compared to future student achievement surveys, the NAS documents clearly state that due to technical difficulties the results from this cycle cannot be compared with previous rounds. Standard errors are provided for the NAS estimates.

---

<sup>5</sup> Although the issue of children's attendance is not explicitly addressed in NAS documentation, the NAS-Class V report states that within each school, children were selected from class registers using simple random sampling, implemented via a lottery (p.177). This seems to imply that only children present in the school on the day of the test were included.

<sup>6</sup> 243 DIETs from 12 states participated in the ASER 2014 survey.

## Availability of results

**ASER** findings are made available in the same school year that the fieldwork is conducted. The survey is conducted between September and November of each year and the report is published the following January. District, divisional, state, and national level estimates are in the public domain.

**NAS** (cycle 3) Class VIII data collection was done in 2012 and the report was released in 2014. The Class V fieldwork was conducted between November 2010 and March 2011, and report was released in July 2012. These reports are available on the NCERT website. **NAS** (cycle 3) Class III survey was conducted in 2013 and the report was released in 2014.

## Test reliability and validity

**ASER** testing tools assess achievement of mastery rather than the performance of children relative to their peers. Reliability in this case refers to the consistency of the decision-making process in assigning children to a mastery level across repeated administrations of the test. In addition, since examiners assign each child to a mastery level, it is important to also estimate the consistency of the decision-making process across examiners, which in technical terms is referred to as inter-rater reliability. A series of studies indicates substantial reliability of decisions across repeated measurements (test-retest) and satisfactory inter-rater reliability.

The validity of the ASER reading test (that is, whether the test actually measures the constructs it is intended to measure) was examined using the Fluency Battery as a criterion measure for estimating the validity of the ASER Hindi language tool. The Fluency Battery is a test of early reading ability adapted from the Early Grade Reading Assessment (USAID, 2009) and the Dynamic Indicators of Basic Early Literacy Skills (University of Oregon Center on Teaching and Learning, 2002). The ASER language assessment is strongly associated with the Fluency Battery. The magnitude of the correlation coefficients range from .90 to .94 (a correlation coefficient of 1 indexes a perfect and positive association between two measures).<sup>7</sup>

**NAS** (cycle 3) has used much more sophisticated techniques than those used in previous cycles. The Class V reports reliability coefficients for all three subjects. Class VIII report also indicates that the reliability of the test score scales was estimated from the IRT scaling.

## Comparisons over time

**ASER** has used the same sampling procedures since 2006. The reading assessment tool has not changed since the first survey in 2005, and the math tool has not changed since 2007. Therefore all estimates generated since 2007 are comparable.

In the latest cycle - **NAS** (Cycle 3) Class III, Class V and Class VIII reports use item response theory (IRT) to analyse the data, unlike earlier two cycles of the survey which used classical test theory (CTT). **NAS** reports point out that the results of the most recent cycle are therefore not comparable with those of earlier years.<sup>8</sup>

## Conclusions

Although both ASER and NAS are large scale assessments of learning, they are not designed for the same purpose. Therefore, as described in this note, they are very different in terms of sampling, test design and content, methodology of assessment and time frame. Equally importantly, the assessment results are computed very differently. Since estimates generated by these assessments neither cover the same populations nor assess the same content, their results are not comparable.

<sup>7</sup> See papers by Shaher Banu Vagh (2009 and 2013). Available at <http://www.asercentre.org/sampling/precision/reliability/validity/p/180.html>

<sup>8</sup> See Oza and Bethell (2013). This document cites other technical studies that indicate that comparisons between previous surveys could not be done due to technical difficulty. This issue was also discussed and accepted in the Joint Review Mission of SSA in 2009.

# Note on reading Trends Over Time: 2006-2014

ASER 2014 marks the tenth year of the Annual Status of Education Report. Each year since 2005, ASER has reached almost all rural districts in the country with three basic questions: Are children enrolled in school? Can they read? Can they do basic arithmetic?

ASER is the only source that makes current data on schooling and learning available for all states in India. Using a household survey methodology,<sup>1</sup> ASER collects data for a representative sample of children from every state and almost every rural district in India. On average ASER reaches over 560 districts each year, surveying an average of 650,000 children in more than 16,000 villages in the country. This is about twice the size of the rural sample of the NSS surveys, which provide estimates for poverty, employment, and other socioeconomic indicators in India.

Each year data collection for ASER is done in the months of September, October and November. The report is released in January of the following year. This enables data about learning to be made available during the same school year in which the data was collected. In each year's report, basic tables on enrollment, reading, arithmetic and school facilities are published for each state and for India as a whole. This information is available well in time to be used for planning for the next school year.

To mark the 10<sup>th</sup> year of the ASER exercise, this supplemental report presents trends over time in enrollment, reading, arithmetic and English for children in rural India. The assessment tools for each of these three domains are comparable over time. Reading and arithmetic assessments have been done every year since the inception of the ASER survey. English assessment has been done in 2007, 2009, 2012 and 2014. The data tables reported here cover the years 2006 to 2014. ASER 2005 data is not included in this report because the sampling in the first year was different from that in subsequent years.

This ASER supplemental report includes four types of data tables.<sup>2</sup> These are:

- **Enrollment trends over time:** Here the focus is mainly on trends in the proportion of children out of school (age group 6-14) by gender as well as the proportion

## THINGS TO KEEP IN MIND WHILE READING THIS REPORT

- The number of districts mentioned in the report is based on the 2001 census, which has been used as the sampling frame for ASER for the entire duration of the exercise.
- In the data tables, estimates have not been presented if the sample size was insufficient.
- In the schooling and learning tables, data is categorized by school type. Because ASER data is collected from households, children's schooling status is reported by children themselves or by other members of the household. For example, reading levels of children in private schools and government schools refers to learning levels of children who self-reported being enrolled in one of these types of schools.
- Every year, ASER samples 30 villages per district from the Census 2001 village directory, and surveys 20 households in each selected village. All children in the age group of 3-16 years are surveyed in the sampled households. Therefore, the number of villages and households visited by ASER surveyors has remained more or less unchanged since 2006. However, the number of children surveyed has fallen by about 25% between 2006 and 2014. This drop is in all probability due to the increase in the number of rural households since 2006. Census 2011 notes that there was a 24% increase in rural households since Census 2001. Yet, the rural population increased by only 12%, during the same period. This means that the average rural household size has gone down resulting in fewer children per household.

<sup>1</sup> Children could be enrolled in government schools, private schools or in other kinds of educational institutions. They could also be not enrolled in school. By going to the household, ASER collects information for all these kinds of children.

<sup>2</sup> In addition, for each state, there is also a table summarizing the sample for each year. This information includes the total number of districts surveyed each year, the total number of villages, households and also the number of children surveyed categorized by age.



going to private schools during the period 2006-2014.

- **Reading levels over time:** Two grades/classes have been selected for tracking trends over time.<sup>3</sup> For Std. III children, we focus on the percentage of children who can read text at least at Std. I level and for Std. V children we look at the proportion of children who can read text at Std. II level. For both these grades, data is presented separately for children who are enrolled in government schools and in private schools.
- **Arithmetic levels over time:** For arithmetic the data tables included in this supplemental report present figures from 2007 onwards. This is because the tools used in 2005 and 2006 are somewhat different from those used from 2007 onwards. As with the reading data tables, two grades/classes have been selected for tracking trends over time. For Std. III children, we focus on the percentage of children who can do at least subtraction and for Std. V children we look at the proportion of children who can do division. For both these grades, data is presented separately for children who are enrolled in government schools and private schools.
- **English trends over time:** Basic English assessments have been done in 2007, 2009, 2012 and 2014. The data tables presented here focus on grades/classes V and VII. For Std. V, we report the percentage of children who can read at least words and also those who can read sentences. For Std. VII, we report the percentage of children who can read sentences. For both these grades, data is presented separately for children who are enrolled in government schools and private schools.

Data tables for each state present figures both at state and at All India level. The pages for each state also have samples of the assessment tools that have been used.

The ASER survey from each year has much more data than is reported in this supplemental report. For example, the data from school observations for each state is not included here. This is partly because the school tables in the main ASER report contain information over time. The ASER Centre website [www.asercentre.org](http://www.asercentre.org) carries the full report for each year from 2005 to 2014. The assessment tools and administration instructions are also included in each year's report. Additional information is available on the website under the section "ASER survey".

To access raw data from ASER 2006-2014, please write to [contact@asercentre.org](mailto:contact@asercentre.org).

---

<sup>3</sup> Data for all grades is available in the ASER report for each year. In the ASER data set, children's learning levels can also be analysed by age.

# Sample description over time

State	Total districts	Number of districts surveyed										Number of villages surveyed									
		2006	2007	2008	2009	2010	2011	2012	2013	2014	2006	2007	2008	2009	2010	2011	2012	2013	2014		
Andaman and Nicobar	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Andhra Pradesh	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22			
Arunachal Pradesh	13	8	13	11	13	13	13	13	13	13	13	13	13	13	13	13	13	13			
Assam	23	17	23	23	22	23	22	22	23	23	22	19	21	23	23	23	23	23			
Bihar	38	37	37	35	37	37	37	37	37	37	37	37	38	38	38	38	38	38			
Chhattisgarh	16	16	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15			
Dadra and Nagar Haveli	1	1	1	1	1	1	1	1	1	1	1	1	0	1	23	26	23	27			
Daman and Diu	2	2	2	2	2	2	2	2	2	2	2	2	0	2	15	14	13	14			
Goa	2	2	2	2	2	2	2	2	2	2	1	2	0	2	50	51	55	58			
Gujarat	26	25	25	25	26	26	26	26	26	26	25	26	26	26	730	725	716	756			
Haryana	20	20	20	20	20	20	20	20	20	20	16	20	20	20	574	560	564	573			
Himachal Pradesh	12	12	12	12	12	12	12	12	12	12	12	10	12	12	353	344	349	341			
Jammu and Kashmir	14	13	14	14	14	14	14	14	0	14	14	14	13	13	366	379	387	380			
Jharkhand	23	22	22	22	21	22	21	22	22	20	20	22	23	23	642	628	636	607			
Karnataka	27	27	27	27	27	27	27	27	27	27	27	27	26	27	795	790	785	779			
Kerala	14	14	14	14	14	14	14	14	14	14	14	14	14	12	367	321	355	349			
Madhya Pradesh	45	45	45	45	45	45	45	45	45	43	43	43	45	45	1287	1323	1322	1336			
Maharashtra	33	33	33	33	33	33	33	33	33	31	33	33	33	33	973	971	985	974			
Manipur	9	8	9	9	9	8	9	9	8	8	8	9	9	9	177	236	223	245			
Meghalaya	7	5	7	7	7	7	7	7	7	6	6	7	5	7	129	149	193	192			
Mizoram	8	7	0	8	8	8	8	8	8	8	8	8	8	8	151	0	139	174			
Nagaland	11	10	11	11	11	11	11	11	11	11	11	11	10	11	261	270	280	268			
Odisha	30	30	30	30	30	30	30	30	30	30	30	30	30	30	886	875	883	870			
Puducherry	2	2	2	2	2	2	2	2	2	2	2	1	2	2	53	44	43	45			
Punjab	19	18	19	19	19	19	19	19	19	19	19	19	19	19	522	536	546	519			
Rajasthan	32	31	32	32	32	32	32	32	32	31	31	32	32	32	915	959	938	931			
Sikkim	4	0	1	4	4	4	4	4	4	4	4	4	4	4	0	26	83	89			
Tamil Nadu	29	29	29	29	29	29	29	29	29	29	29	29	25	29	830	796	809	842			
Tripura	4	2	4	4	4	4	4	4	4	4	4	4	4	4	56	75	108	115			
Uttarakhand	13	13	13	13	13	13	13	13	13	12	12	12	9	13	356	369	338	375			
Uttar Pradesh	69	69	69	69	69	69	69	69	69	68	69	69	69	69	2046	2039	2039	2035			
West Bengal	17	16	17	17	17	17	17	17	17	17	17	16	17	17	455	487	501	490			
<b>All India</b>	<b>587</b>	<b>557</b>	<b>570</b>	<b>577</b>	<b>580</b>	<b>567</b>	<b>564</b>	<b>568</b>	<b>550</b>	<b>577</b>	<b>15841</b>	<b>16131</b>	<b>16303</b>	<b>16484</b>	<b>16159</b>	<b>16243</b>	<b>15941</b>	<b>16497</b>			

State	Number of households surveyed										Number of children (age 3-16) surveyed									
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Andaman and Nicobar	573	0	0	0	0	0	0	0	0	914	24058	24188	22810	20275	21084	18877	15791	14483	0	
Andhra Pradesh	11519	12923	13274	12615	13159	13128	13158	12542	13173	21410	24580	24188	22810	20275	21084	18877	15791	14483	0	
Arunachal Pradesh	4336	6412	4733	6875	6840	6615	4894	0	4928	10399	14580	11034	14556	13294	12362	9183	0	9086	0	
Assam	9546	12578	13612	12139	13517	12697	11201	12508	13689	18429	26674	27036	23612	25431	23106	18263	20004	20684	0	
Bihar	22062	21721	20629	21839	21882	21703	22086	22780	22804	79856	58925	56237	58589	56242	56801	54898	55045	55488	0	
Chhattisgarh	8909	8429	8983	8477	8913	8855	9011	8964	9000	18913	19452	17808	16362	16944	16149	15423	14601	14200	0	
Dadra and Nagar Haveli	609	602	601	557	590	607	600	0	600	1330	1308	1067	1320	1324	1044	1099	0	959	0	
Daman and Diu	1161	1110	1198	1199	1160	1187	1180	0	1063	2867	2444	2084	2392	2151	2267	2249	0	1590	0	
Goa	1030	1173	1208	1150	1111	539	1157	0	1184	1466	2044	1730	1962	1555	806	1663	0	1023	0	
Gujarat	14955	14481	14602	15351	15268	14672	15229	15366	15454	34025	30896	27494	31423	29083	27248	25404	22375	22416	0	
Haryana	11954	11436	12000	11434	11685	8505	11130	11495	11988	26316	26055	26209	23640	24269	18289	21855	21480	19414	0	
Himachal Pradesh	6824	6250	6843	6627	6771	6750	5475	6761	6875	13569	13029	12680	11910	11039	10517	8384	9819	9808	0	
Jammu and Kashmir	7256	7673	8318	8242	0	7973	7725	7626	7637	18577	18645	18537	15724	0	16759	15525	15327	14857	0	
Jharkhand	12942	12673	13095	12196	12879	11635	12919	13737	13348	36222	31828	29740	29311	29268	26547	27188	29099	26982	0	
Karnataka	16190	15625	16167	16012	16168	16160	16129	15493	16032	29657	30283	28423	28173	26548	24496	23410	22940	21989	0	
Kerala	7829	6898	8249	7863	7769	8376	8430	8385	6800	13801	12263	14256	12737	12518	11489	11353	7946	7218	0	
Madhya Pradesh	25706	26388	26987	26344	26801	25154	25539	26878	26255	62711	61391	57894	56809	56703	50994	50296	49827	47422	0	
Maharashtra	19729	18448	19799	19433	19749	18416	19612	19563	19724	38432	36378	34111	34852	34459	30169	27618	28854	27543	0	
Manipur	3880	4919	5215	4979	4642	4646	5051	5319	5285	9537	11234	10867	10297	9144	8700	9154	9990	9122	0	
Meghalaya	2480	2833	3792	3551	3783	3060	3494	2850	3955	6565	7444	8861	7825	8079	6958	7247	5471	7636	0	
Mizoram	3088	0	2987	4325	4595	4367	4454	4756	4788	7167	0	6643	7653	9511	10302	8189	8505	7641	0	
Nagaland	5498	5858	6292	6030	6489	6297	6380	5964	6586	12243	13496	14639	13061	14127	12936	12496	11837	11260	0	
Odisha	17738	16300	17415	16311	17238	17581	17511	17774	17633	36660	32604	30329	27517	28905	27980	25522	25040	26220	0	
Puducherry	1137	977	1200	1158	1200	1121	600	1200	1200	1734	1691	2241	1596	1915	1379	794	1223	1367	0	
Punjab	10686	10715	11337	9702	11247	11222	10848	10701	11156	19572	21431	19825	16835	18406	16444	14455	13799	13319	0	
Rajasthan	18543	18934	18887	18499	19039	18483	18963	19033	19128	45787	49328	46007	43405	43309	41710	39345	37051	36146	0	
Sikkim	0	547	2267	2315	2313	1472	1586	2321	2192	0	916	3940	3460	3313	2089	2003	3237	2689	0	
Tamil Nadu	17274	16129	17196	16530	17130	17271	17277	14860	17335	29998	30733	29317	26575	25627	26203	23541	19871	20193	0	
Tripura	1120	1557	2151	2199	2265	2301	2350	2417	2398	1838	2937	3308	3301	3276	3448	3442	3478	3091	0	
Uttarakhand	7375	6986	6760	7339	7612	6709	6768	5038	7306	16236	15481	13692	14623	13900	13064	11238	8295	11118	0	
Uttar Pradesh	41372	40343	41347	40887	41298	40683	41326	41347	41394	126998	107817	105915	101567	99676	95473	92601	92888	91720	0	
West Bengal	9104	9801	10171	9613	9929	9956	9407	10149	10160	19023	18604	16935	15374	15519	14324	12424	12868	12545	0	
<b>All India</b>	<b>322425</b>	<b>320719</b>	<b>337315</b>	<b>331791</b>	<b>333042</b>	<b>328141</b>	<b>331490</b>	<b>325827</b>	<b>341070</b>	<b>762252</b>	<b>723969</b>	<b>703047</b>	<b>679271</b>	<b>655810</b>	<b>631137</b>	<b>595139</b>	<b>566661</b>	<b>569229</b>	<b>0</b>	

# Household characteristics over time

State	% of pucca households										% of households with electric connection									
	2008	2009	2010	2011	2012	2013	2014	2008	2009	2010	2011	2012	2013	2014						
Andhra Pradesh	46.5	53.6	55.9	54.3	56.1	61.4	59.4	94.3	95.8	96.8	97.2	97.0	96.9	96.8						
Arunachal Pradesh	11.3	7.6	9.6	7.5	11.7		9.1	73.8	83.0	79.3	80.3	80.2		91.3						
Assam	10.2	11.6	13.5	15.3	15.8	15.4	20.8	36.1	41.2	48.7	55.9	65.6	69.3	74.5						
Bihar	26.8	22.6	22.7	27.7	27.6	33.2	39.1	27.4	29.3	38.2	40.3	39.9	41.3	49.8						
Chhattisgarh	10.2	10.5	10.7	13.1	14.1	16.3	19.2	80.8	82.8	82.4	83.7	87.4	91.2	92.6						
Dadra & Nagar Haveli	23.0	30.1	22.7	15.9	30.7		41.8	92.2	93.5	95.0	96.5	96.7		97.8						
Daman & Diu	62.3	39.9	49.3	53.3	28.7		34.0	99.3	99.8	98.7	99.5	97.2		97.2						
Goa	47.2	72.3	63.7	71.0	70.1		89.0	99.7	99.0	98.3	98.5	98.7		99.6						
Gujarat	34.5	29.8	34.6	39.3	35.3	38.3	41.2	91.4	93.4	93.7	95.4	94.1	95.2	96.1						
Haryana	62.8	64.7	58.4	63.8	68.3	70.0	75.3	87.6	87.8	90.4	92.7	93.2	95.7	95.1						
Himachal Pradesh	51.7	52.2	50.5	53.2	61.4	55.2	66.7	99.0	99.2	99.1	98.9	97.9	99.2	99.0						
Jammu and Kashmir	36.0	36.1		46.8	49.0	53.8	53.9	91.8	94.6		90.4	90.4	93.3	93.3						
Jharkhand	15.2	14.5	13.4	14.0	16.7	16.2	18.7	42.1	48.7	56.4	64.3	65.5	68.4	70.9						
Karnataka	33.0	44.1	34.8	37.9	35.9	40.1	36.1	90.4	93.5	94.3	95.8	93.7	94.9	95.3						
Kerala	59.3	57.0	57.2	62.1	78.3	92.4	90.4	93.3	95.2	96.9	97.6	97.2	98.7	98.7						
Madhya Pradesh	15.0	15.9	15.2	15.7	17.1	19.6	22.7	74.7	75.6	77.7	74.8	74.2	80.1	85.2						
Maharashtra	43.3	42.2	39.0	37.5	38.7	43.3	51.0	81.2	85.7	88.5	88.8	89.9	91.6	92.5						
Manipur	5.2	6.4	9.8	8.0	7.3	7.2	7.1	83.2	90.3	90.4	92.1	84.6	85.6	84.9						
Meghalaya	10.8	15.5	13.4	13.4	13.4	15.8	15.8	74.2	76.4	77.2	68.1	73.9	81.4	88.4						
Mizoram	4.5	4.4	6.7	9.9	4.9	5.0	5.9	75.9	88.8	91.3	98.2	91.4	93.8	95.5						
Nagaland	12.7	11.6	11.0	10.5	11.0	9.1	12.1	90.6	92.9	97.1	96.4	97.5	95.2	96.6						
Odisha	20.2	27.3	21.7	21.8	24.2	26.2	28.8	47.0	48.9	57.0	63.4	70.6	73.4	80.5						
Puducherry	33.7	33.8	43.6	67.2	57.5	72.2	71.0	93.2	98.4	97.5	98.4	97.5	98.1	99.2						
Punjab	62.2	55.7	53.1	56.1	56.9	69.5	74.5	95.2	93.6	96.0	97.4	98.4	98.6	99.2						
Rajasthan	47.1	47.1	49.0	49.0	53.1	56.8	60.1	66.8	68.5	74.2	77.0	77.9	81.9	84.8						
Sikkim	24.3	33.2	28.5	38.5	36.9	38.9	48.2	93.7	96.6	98.1	97.8	97.5	96.1	98.6						
Tamil Nadu	27.5	28.4	61.5	77.0	77.4	81.3	83.3	94.5	95.6	96.9	96.7	96.5	98.1	97.4						
Tripura	8.0	7.5	2.4	2.5	2.0	3.5	6.9	76.5	82.2	82.8	84.8	85.0	89.4	90.2						
Uttarakhand	55.7	61.9	63.3	56.7	59.3	65.3	72.6	83.5	88.9	90.6	89.5	89.1	92.2	93.3						
Uttar Pradesh	39.0	37.1	18.5	27.7	34.1	48.5	55.8	34.9	36.5	41.5	45.9	48.3	50.7	52.4						
West Bengal	21.6	23.0	21.1	24.5	24.5	26.5	33.0	52.5	57.6	60.5	68.5	79.7	84.3	90.0						
<b>All India</b>	<b>33.8</b>	<b>34.5</b>	<b>32.9</b>	<b>36.6</b>	<b>39.0</b>	<b>44.1</b>	<b>47.9</b>	<b>65.9</b>	<b>68.3</b>	<b>71.9</b>	<b>74.5</b>	<b>76.4</b>	<b>78.5</b>	<b>81.3</b>						

Note: Household characteristics have been recorded in the ASER survey since 2008. Not all household characteristics were recorded every year.



State	% of households with toilets										% of households with television										% of households with motorised 2-wheeler	
	2009	2010	2011	2012	2013	2014	2008	2009	2010	2011	2012	2013	2014	2013	2014	2013	2014					
Andhra Pradesh	49.5	53.9	54.8	53.7	54.2	52.6	67.9	67.8	73.6	77.2	78.1	79.4	79.7	79.4	32.2	33.5						
Arunachal Pradesh	64.0	69.0	71.3	69.8		72.3	44.7	52.7	55.8	62.2	61.2	62.1		62.1		29.9						
Assam	42.4	47.1	48.7	59.0	54.0	67.6	30.3	32.9	34.2	35.4	39.1	42.3	38.2	42.3	17.4	22.0						
Bihar	21.0	22.1	23.1	20.1	22.9	26.5	17.8	16.9	18.3	16.1	13.8	18.3	15.7	18.3	15.1	16.4						
Chhattisgarh	22.7	24.7	24.3	24.2	25.2	26.8	42.9	42.6	44.1	45.6	51.6	59.2	54.8	59.2	28.6	33.7						
Dadra & Nagar Haveli	35.4	28.7	28.8	30.4		50.6	46.9	50.2	52.7	55.6	65.9	67.5		67.5		57.6						
Daman & Diu	77.7	72.5	82.8	49.5		74.2	89.7	91.3	89.1	91.2	87.5	90.6		90.6		68.0						
Goa	86.0	83.2	84.2	84.2		80.0	92.9	92.1	88.0	92.5	92.3	94.1		94.1		81.3						
Gujarat	47.9	44.9	48.5	46.9	49.0	54.4	59.5	55.6	53.1	60.9	61.2	69.0	65.0	69.0	43.0	47.1						
Haryana	70.5	75.3	77.4	76.6	80.7	85.3	67.2	73.5	74.9	76.8	77.9	83.9	81.3	83.9	50.1	55.4						
Himachal Pradesh	81.5	77.3	77.9	81.1	80.0	84.1	86.0	90.7	87.6	87.4	85.8	90.8	89.0	90.8	26.8	31.2						
Jammu and Kashmir	67.9		44.0	49.4	55.7	62.5	59.9	74.0		57.2	59.6	60.7	60.5	60.7	20.6	22.3						
Jharkhand	10.0	15.0	10.1	10.6	8.3	9.7	22.4	23.9	25.5	21.0	21.7	24.8	22.0	24.8	18.1	21.2						
Karnataka	33.9	35.0	37.5	38.6	42.6	44.9	57.6	60.5	64.5	71.5	71.0	77.3	74.9	77.3	38.8	43.1						
Kerala	94.4	96.0	96.5	97.0	98.6	97.8	79.1	84.6	87.3	89.6	92.0	92.5	92.3	92.5	49.7	53.6						
Madhya Pradesh	28.0	32.4	23.9	22.8	25.7	28.6	39.6	44.9	45.6	36.0	35.9	43.8	38.9	43.8	29.4	33.6						
Maharashtra	46.1	48.7	49.7	47.0	45.8	52.6	56.6	61.6	60.6	63.2	64.6	69.7	66.4	69.7	34.9	41.2						
Manipur	86.9	86.0	95.8	90.1	89.4	96.5	52.6	57.4	68.7	65.6	55.8	61.7	60.9	61.7	27.4	27.8						
Meghalaya	58.5	63.3	58.3	60.0	74.4	76.3	36.7	47.7	47.6	37.3	43.4	49.8	46.1	49.8	14.7	14.4						
Mizoram	75.9	63.5	81.7	79.8	88.1	91.9	40.0	53.5	53.5	64.7	68.1	80.7	79.7	80.7	30.9	27.5						
Nagaland	81.2	76.3	84.7	82.4	92.8	94.9	46.2	51.3	49.6	52.7	49.3	55.6	51.6	55.6	18.8	24.3						
Odisha	23.1	22.7	20.5	17.9	18.9	21.6	33.8	33.7	35.0	35.2	36.1	45.7	39.4	45.7	23.2	28.2						
Puducherry	40.6	40.0	48.2	49.8	56.6	56.9	89.6	86.4	93.5	93.1	91.8	94.6	93.3	94.6	64.3	69.4						
Punjab	84.2	81.2	82.8	88.0	90.2	90.8	85.5	88.4	87.0	89.7	92.8	92.9	92.2	92.9	67.3	71.0						
Rajasthan	31.3	35.7	34.3	31.8	34.5	36.8	39.3	42.8	46.3	46.1	44.9	51.9	48.5	51.9	39.4	43.3						
Sikkim	93.2	94.7	96.8	95.0	93.2	96.9	60.7	75.4	75.5	85.9	81.6	83.2	80.1	83.2	15.7	12.2						
Tamil Nadu	30.3	33.2	37.5	36.6	33.3	41.2	81.9	87.3	93.0	94.2	92.7	93.0	94.9	93.0	53.3	54.5						
Tripura	85.2	88.0	88.6	85.1	93.9	85.6	53.1	61.9	62.1	63.9	60.5	67.6	62.8	67.6	19.7	21.4						
Uttarakhand	69.0	67.9	66.8	68.7	72.6	74.5	62.3	72.6	71.3	69.5	69.0	75.8	72.8	75.8	28.2	27.8						
Uttar Pradesh	26.1	25.9	28.0	27.5	31.4	34.2	29.7	33.4	30.4	31.2	29.9	34.7	33.4	34.7	28.9	32.7						
West Bengal	56.3	56.1	54.7	53.6	51.3	60.9	33.8	37.1	39.1	40.8	44.4	54.4	48.6	54.4	16.1	20.7						
<b>All India</b>	<b>40.1</b>	<b>41.5</b>	<b>41.8</b>	<b>41.0</b>	<b>42.2</b>	<b>45.8</b>	<b>46.8</b>	<b>49.5</b>	<b>50.7</b>	<b>51.8</b>	<b>52.2</b>	<b>56.9</b>	<b>54.1</b>	<b>56.9</b>	<b>31.2</b>	<b>34.9</b>						

Note: Household characteristics have been recorded in the ASER survey since 2008. Not all household characteristics were recorded every year.



# Mothers' schooling over time (in percentages)

State	2008				2010				2012				2014			
	No schooling	Std I-V	Std VI-X	Above Std X	No schooling	Std I-V	Std VI-X	Above Std X	No schooling	Std I-V	Std VI-X	Above Std X	No schooling	Std I-V	Std VI-X	Above Std X
Andhra Pradesh	57.6	16.8	22.9	2.7	52.8	16.8	25.4	5.0	49.1	15.4	29.0	6.5	46.2	14.2	31.9	7.8
Arunachal Pradesh	61.5	16.4	19.3	2.8	50.0	20.9	24.7	4.4	45.3	12.6	32.7	9.4	67.6	11.3	18.1	3.0
Assam	43.6	19.2	31.8	5.5	41.5	17.4	35.6	5.6	37.6	18.3	37.5	6.6	35.9	19.2	37.7	7.2
Bihar	65.7	11.8	20.0	2.5	59.9	18.1	18.9	3.1	64.9	13.1	17.9	4.0	62.7	12.4	19.2	5.6
Chhattisgarh	59.5	19.7	18.2	2.6	52.2	22.0	22.9	3.0	51.6	21.3	23.6	3.5	47.4	20.3	27.2	5.1
Dadra and Nagar Haveli	67.2	9.0	18.8	5.1	64.9	13.8	17.5	3.8	63.8	10.1	21.5	4.7	56.9	15.0	19.1	9.1
Daman and Diu	19.9	11.3	52.6	16.1	23.7	14.4	47.9	14.0	26.8	17.3	45.0	10.9	18.4	21.1	48.6	11.9
Goa	11.0	8.9	54.5	25.6	12.7	13.4	56.3	17.7	7.4	13.8	60.0	18.8	6.9	6.2	57.3	29.7
Gujarat	52.1	15.5	27.3	5.0	44.7	19.0	30.4	5.9	43.5	18.3	31.8	6.4	42.9	16.8	32.1	8.2
Haryana	50.1	14.8	29.1	6.0	40.3	18.0	32.8	8.9	39.5	15.8	34.3	10.4	33.2	15.2	36.6	15.0
Himachal Pradesh	21.5	17.6	45.0	16.0	16.6	20.2	46.0	17.3	19.3	16.3	44.7	19.7	12.9	15.4	46.5	25.2
Jammu and Kashmir	64.4	8.9	22.6	4.1					60.6	7.4	24.5	7.6	58.5	5.7	26.5	9.3
Jharkhand	73.2	11.7	13.8	1.3	63.1	18.2	16.7	1.9	64.3	14.0	18.8	2.9	64.0	13.6	19.4	3.0
Karnataka	50.9	15.1	30.0	4.0	41.6	17.5	34.7	6.1	39.4	15.3	38.6	6.8	39.0	14.1	39.0	7.9
Kerala	5.8	6.9	62.8	24.5	1.0	5.3	61.2	32.5	1.4	5.0	57.5	36.1	0.9	3.4	53.0	42.7
Madhya Pradesh	65.6	16.7	15.4	2.2	53.6	23.6	19.4	3.3	60.0	18.9	18.1	3.0	58.6	18.1	20.1	3.2
Maharashtra	33.5	17.1	40.6	8.7	27.9	18.7	43.4	10.0	26.6	17.6	44.4	11.4	24.9	15.9	46.5	12.7
Manipur	40.8	12.9	33.9	12.3	19.2	13.4	49.8	17.7	31.0	11.0	42.7	15.3	26.9	14.0	42.4	16.8
Meghalaya	42.0	24.5	29.6	3.9	39.8	26.7	27.4	6.1	40.8	27.9	26.1	5.2	37.4	26.3	30.6	5.7
Mizoram	20.6	31.6	44.1	3.7	17.9	21.4	47.3	13.4	14.4	30.1	49.9	5.6	12.0	27.6	53.8	6.7
Nagaland	34.1	20.8	39.6	5.5	17.5	22.5	51.4	8.7	27.4	16.8	48.3	7.4	30.4	17.4	44.7	7.5
Odisha	42.8	28.8	28.2	0.2	44.3	22.9	28.4	4.4	44.5	20.2	30.0	5.3	40.0	17.8	35.2	6.9
Puducherry	40.4	9.0	37.1	13.6	22.8	13.9	47.1	16.2	8.7	17.2	56.3	17.8	15.3	12.3	54.2	18.3
Punjab	36.4	16.0	38.8	8.8	32.8	18.7	37.6	10.9	27.4	16.5	42.2	13.9	26.5	13.8	41.6	18.1
Rajasthan	75.6	11.9	10.8	1.7	68.9	15.7	12.9	2.5	71.2	13.1	13.2	2.5	69.7	12.6	14.5	3.2
Sikkim	37.9	27.6	29.0	5.5	31.6	25.3	37.3	5.8	25.5	22.4	43.4	8.8	26.3	24.1	40.7	9.0
Tamil Nadu	37.4	18.7	36.2	7.8	28.6	22.4	39.7	9.3	23.1	21.5	43.3	12.2	23.7	17.4	44.4	14.4
Tripura	23.5	30.1	41.9	4.5	27.8	24.6	41.6	6.1	22.0	28.4	42.4	7.3	18.0	25.4	50.9	5.7
Uttarakhand	44.9	19.4	26.4	9.2	39.1	20.4	29.8	10.7	38.6	18.5	29.3	13.5	34.4	16.0	32.9	16.7
Uttar Pradesh	72.1	10.8	13.8	3.3	66.7	14.0	15.3	3.9	68.0	11.8	15.1	5.2	62.7	11.5	18.0	7.8
West Bengal	40.0	25.2	31.7	3.0	40.3	23.9	32.4	3.5	37.2	22.2	36.8	3.9	25.1	28.4	40.7	5.7
<b>All India</b>	<b>55.4</b>	<b>15.4</b>	<b>24.6</b>	<b>4.6</b>	<b>49.2</b>	<b>18.1</b>	<b>26.7</b>	<b>6.0</b>	<b>50.4</b>	<b>15.6</b>	<b>27.1</b>	<b>6.9</b>	<b>47.9</b>	<b>15.0</b>	<b>28.6</b>	<b>8.4</b>

# Fathers' schooling over time (in percentages)

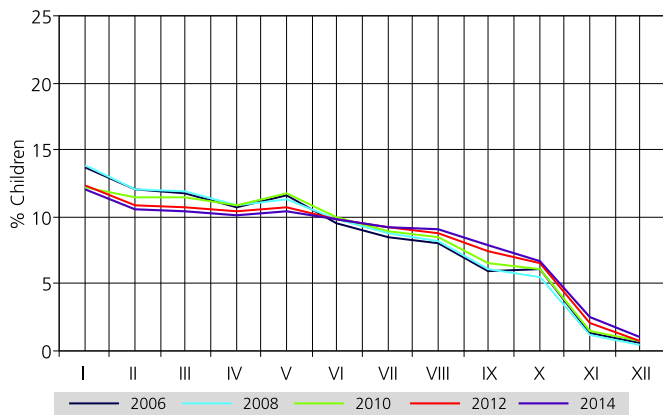
State	2010				2012				2014			
	No schooling	Std I-V	Std VI-X	Above Std X	No schooling	Std I-V	Std VI-X	Above Std X	No schooling	Std I-V	Std VI-X	Above Std X
Andhra Pradesh	38.5	15.5	31.8	14.2	36.8	14.0	33.2	16.0	35.2	12.7	36.3	15.7
Arunachal Pradesh	38.4	18.5	30.3	12.8	36.5	11.8	34.7	17.1	50.9	13.5	26.7	9.0
Assam	28.9	17.6	39.7	13.8	25.7	19.5	40.5	14.4	26.5	19.3	39.0	15.3
Bihar	38.3	13.7	35.5	12.5	36.6	14.0	35.4	14.0	34.8	13.0	34.9	17.4
Chhattisgarh	29.3	23.6	32.0	15.1	24.3	24.3	36.2	15.2	23.6	21.4	37.2	17.9
Dadra and Nagar Haveli	29.2	21.8	33.7	15.4	30.5	21.9	33.7	13.9	30.1	18.1	35.7	16.1
Daman and Diu	11.9	20.7	46.2	21.2	13.1	18.8	49.9	18.2	8.6	19.2	56.3	15.8
Goa	6.7	8.0	58.3	27.0	5.6	9.7	55.0	29.7	3.9	9.7	55.0	31.4
Gujarat	19.8	17.9	45.0	17.3	18.8	17.8	45.8	17.7	18.3	15.4	46.0	20.3
Haryana	16.8	10.9	46.1	26.2	16.5	10.1	45.6	27.8	13.2	8.8	45.0	33.1
Himachal Pradesh	5.1	11.8	53.7	29.5	7.2	11.5	50.8	30.5	5.7	9.3	50.6	34.4
Jammu and Kashmir					29.2	6.9	44.8	19.2	28.2	5.3	44.6	22.0
Jharkhand	38.3	16.9	35.6	9.2	34.5	17.0	37.4	11.0	37.3	14.8	37.0	10.9
Karnataka	36.1	15.3	34.6	14.0	30.9	15.6	37.2	16.4	31.5	14.7	37.3	16.5
Kerala	0.4	10.1	68.0	21.4	1.3	8.7	64.0	26.0	1.1	6.9	62.1	29.9
Madhya Pradesh	28.4	19.5	36.2	15.8	30.2	19.4	36.5	13.9	31.7	18.0	36.5	13.8
Maharashtra	14.7	16.7	45.2	23.4	13.8	16.9	44.7	24.6	14.1	14.5	44.7	26.7
Manipur	10.8	5.5	48.0	35.7	16.4	7.8	46.8	29.0	12.3	10.1	48.4	29.2
Meghalaya	42.1	17.8	29.2	10.9	41.9	21.2	28.0	8.9	39.3	19.9	31.3	9.6
Mizoram	13.4	16.1	49.3	21.2	9.2	23.8	54.3	12.7	6.2	21.1	60.0	12.7
Nagaland	12.6	15.7	53.9	17.7	19.7	13.8	52.3	14.2	22.1	13.1	49.4	15.5
Odisha	23.8	24.1	39.6	12.5	26.6	23.7	37.7	12.0	24.3	18.9	41.5	15.3
Puducherry	15.1	7.3	47.7	29.9	8.1	14.6	58.8	18.5	10.4	7.4	56.1	26.1
Punjab	21.0	12.2	47.9	19.0	18.4	10.5	49.3	21.8	18.0	9.0	48.4	24.6
Rajasthan	30.2	17.0	37.7	15.1	29.9	14.8	39.1	16.1	29.2	13.8	39.0	18.0
Sikkim	21.7	22.7	42.0	13.6	13.8	22.7	44.9	18.6	16.0	25.3	40.7	17.9
Tamil Nadu	22.0	19.7	44.1	14.2	18.7	18.1	46.0	17.2	17.4	16.6	48.2	17.8
Tripura	20.6	23.3	42.7	13.4	18.2	27.4	41.7	12.8	16.1	25.4	46.5	12.0
Uttarakhand	11.2	12.3	45.3	31.2	12.5	10.6	48.4	28.5	12.9	8.8	45.3	33.0
Uttar Pradesh	30.7	14.0	37.5	17.8	29.3	13.7	38.6	18.4	26.9	11.3	39.7	22.1
West Bengal	29.1	24.6	36.4	9.9	28.3	23.2	37.8	10.7	20.4	28.0	38.8	12.8
<b>All India</b>	<b>27.6</b>	<b>16.8</b>	<b>39.6</b>	<b>16.1</b>	<b>26.7</b>	<b>16.2</b>	<b>40.2</b>	<b>17.0</b>	<b>25.2</b>	<b>15.0</b>	<b>40.7</b>	<b>19.1</b>

Note: Fathers' schooling information was not collected in 2008.

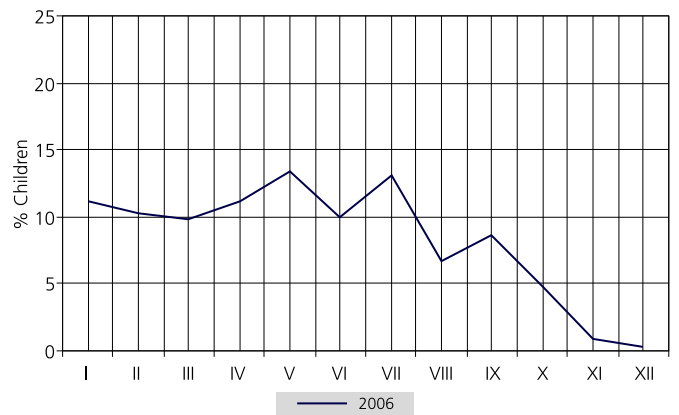


# Class-wise composition of children in sample over time

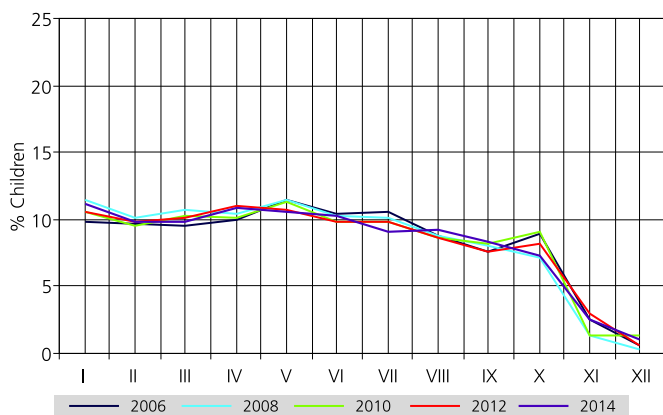
## All India



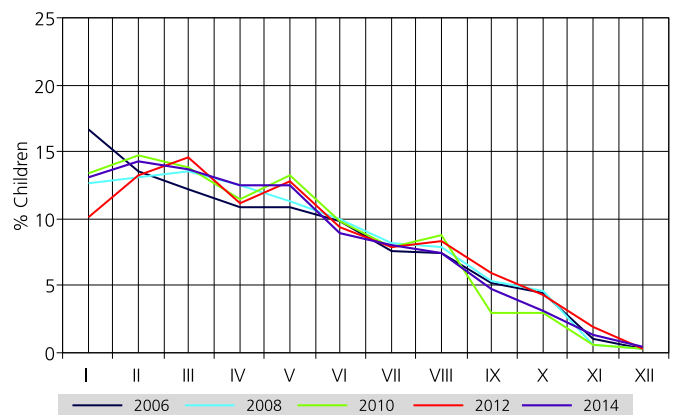
## Andaman and Nicobar



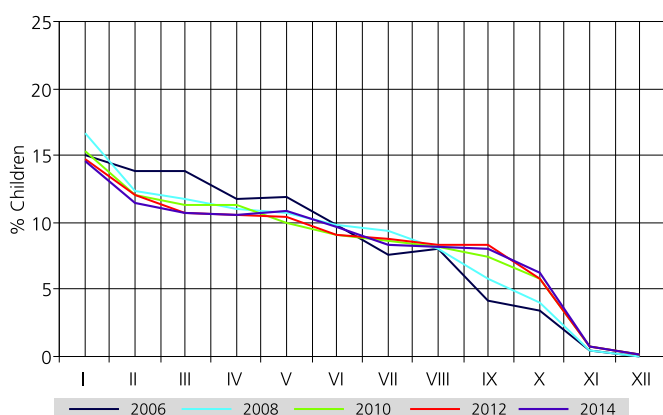
## Andhra Pradesh



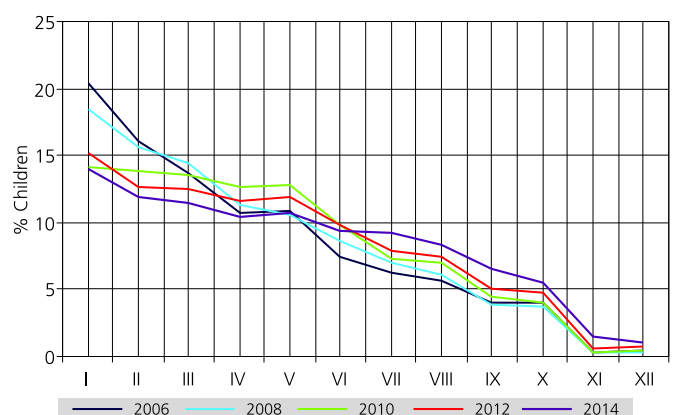
## Arunachal Pradesh



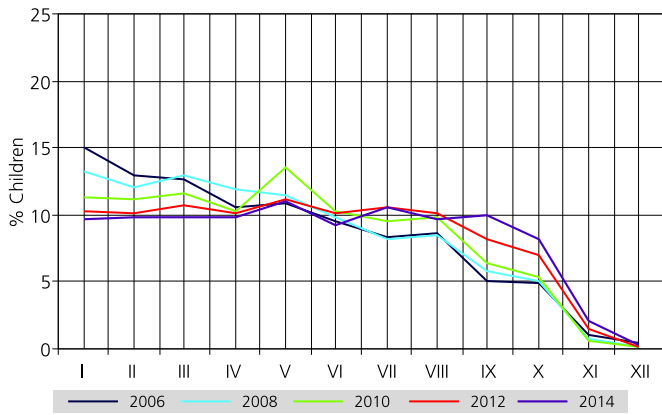
## Assam



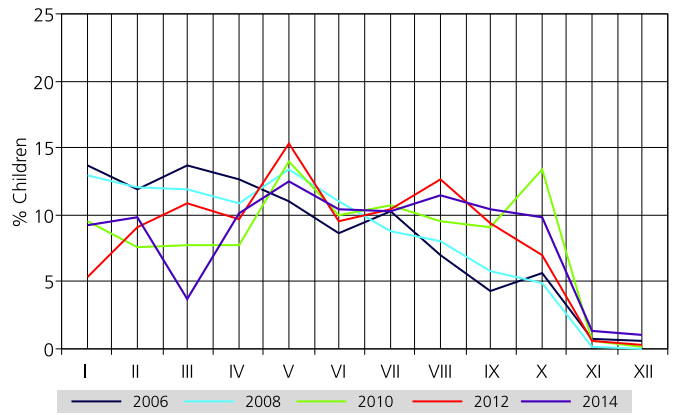
## Bihar



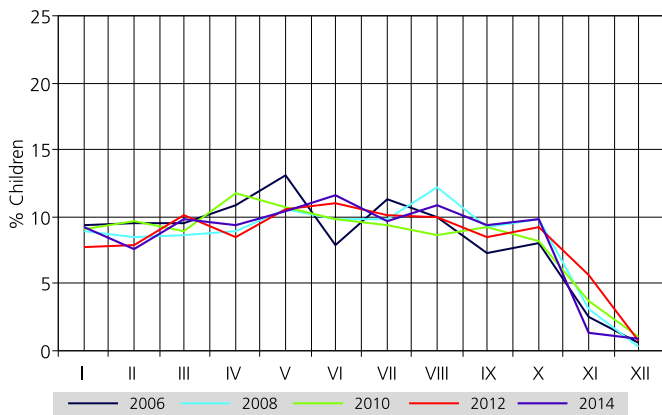
### Chhattisgarh



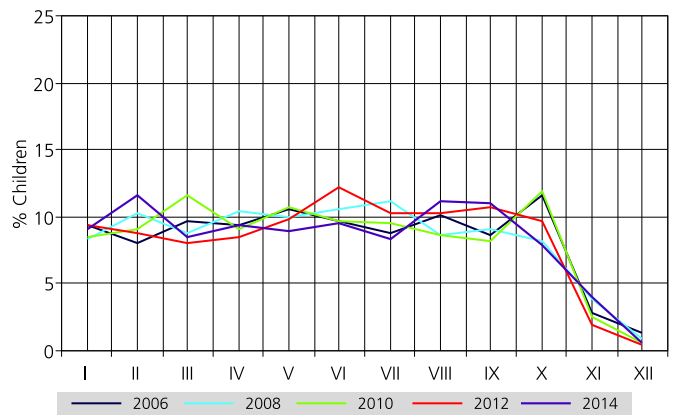
### Dadra and Nagar Haveli



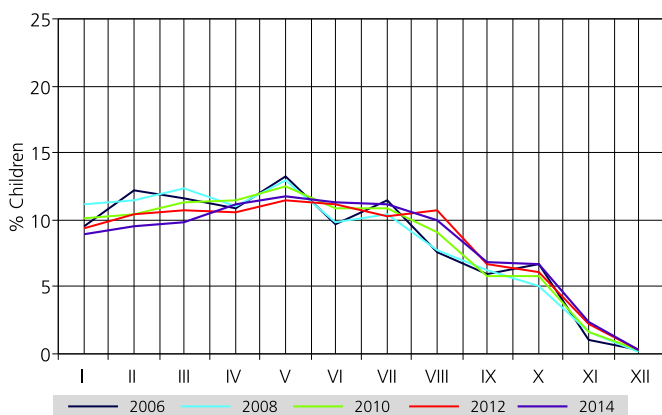
### Daman and Diu



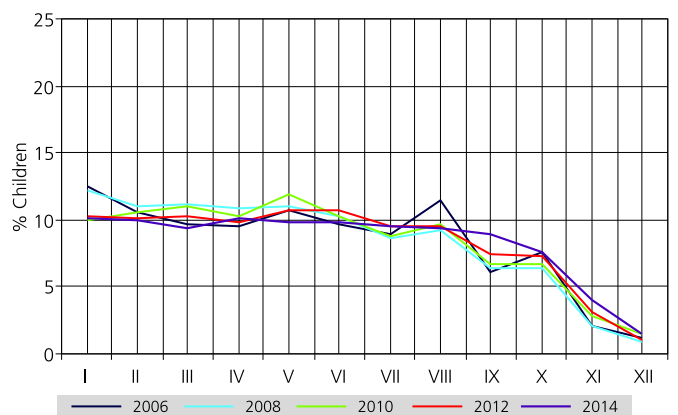
### Goa



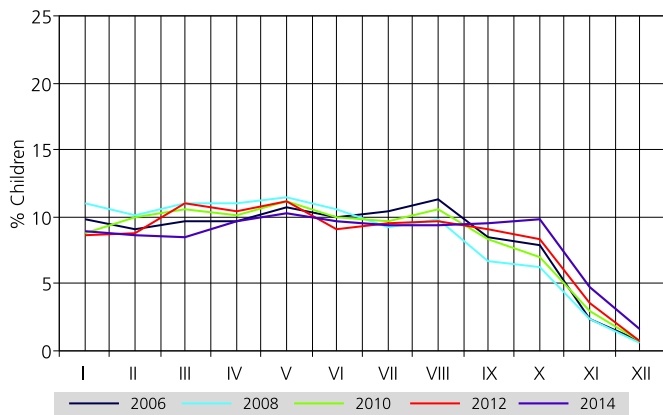
### Gujarat



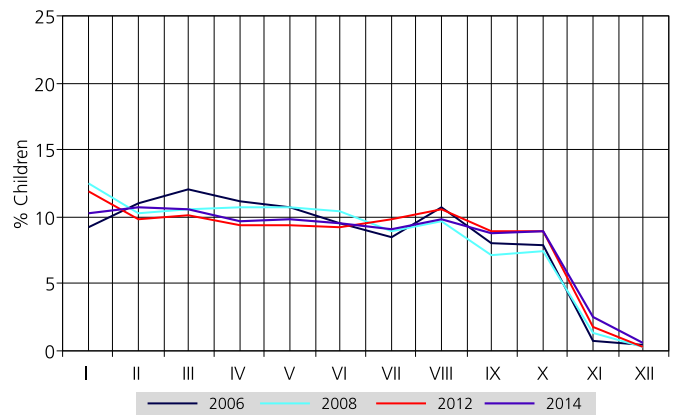
### Haryana



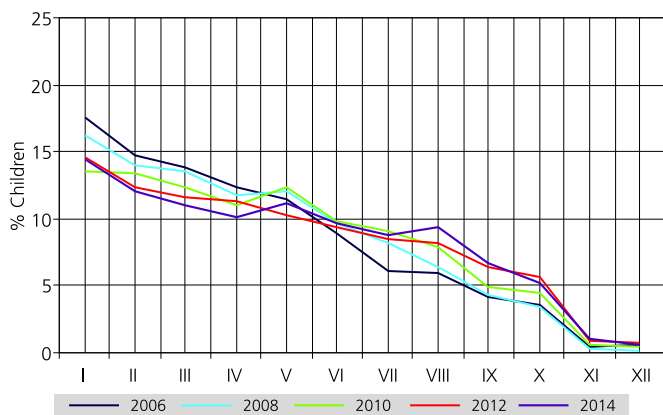
## Himachal Pradesh



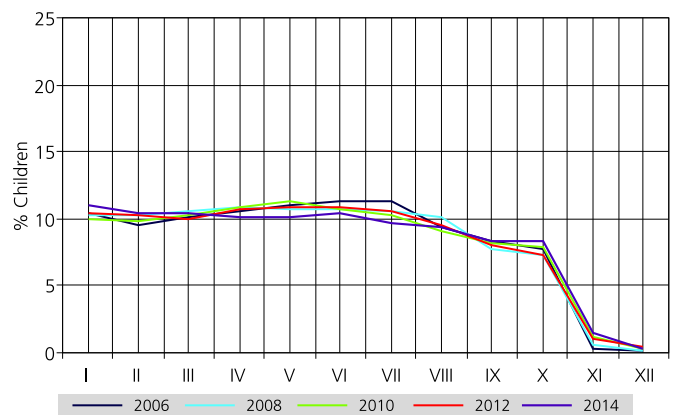
## Jammu and Kashmir



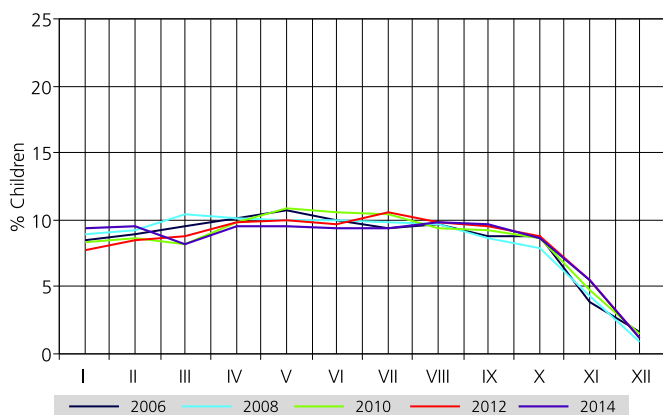
## Jharkhand



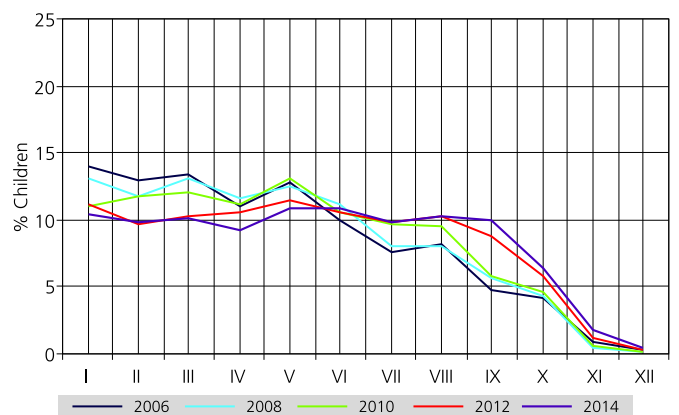
## Karnataka



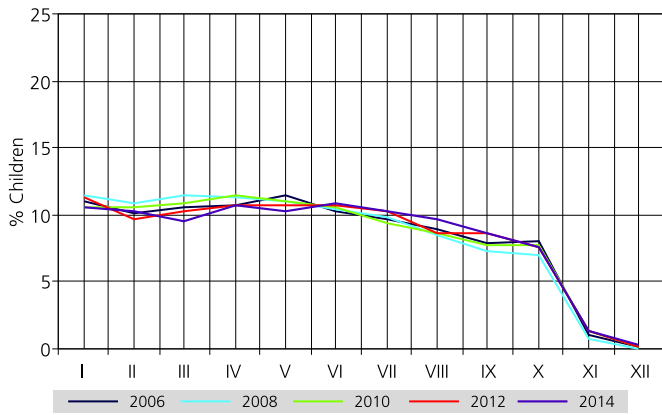
## Kerala



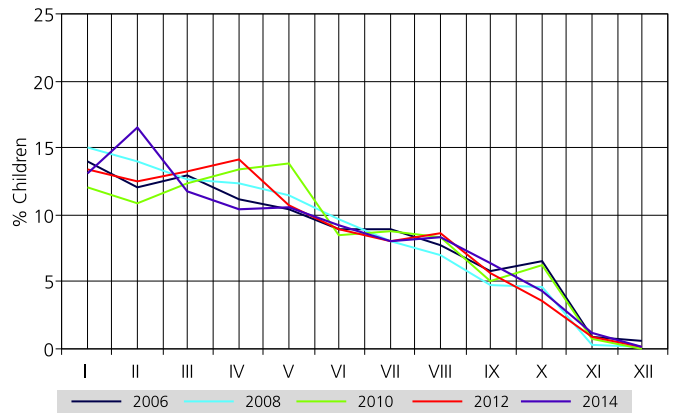
## Madhya Pradesh



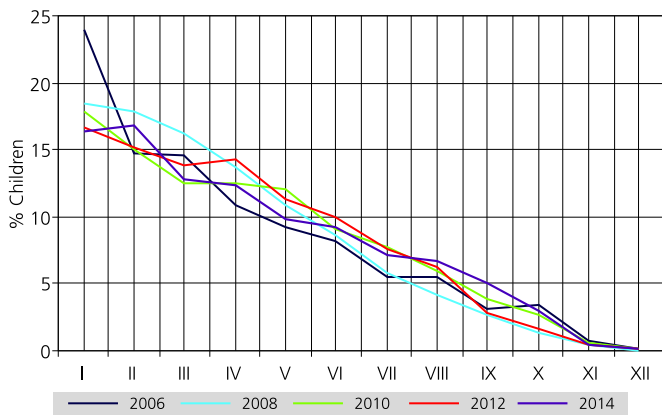
### Maharashtra



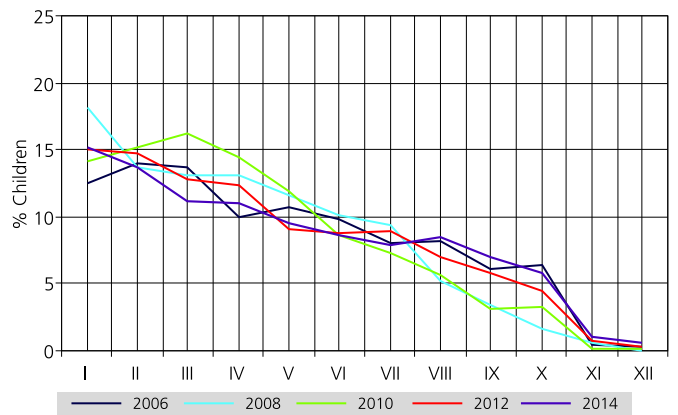
### Manipur



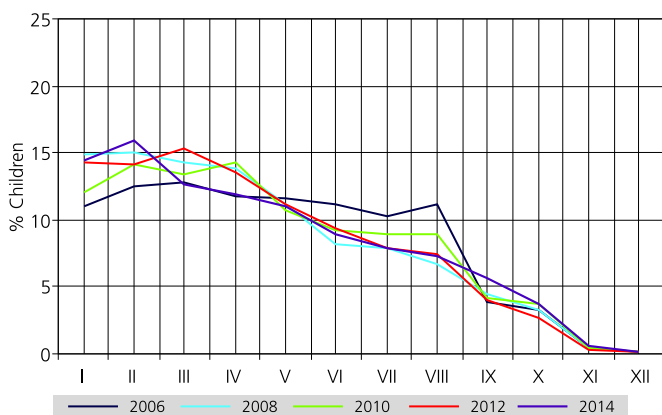
### Meghalaya



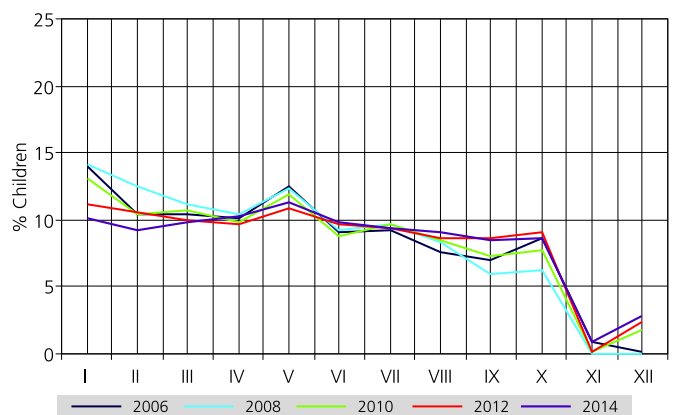
### Mizoram



### Nagaland

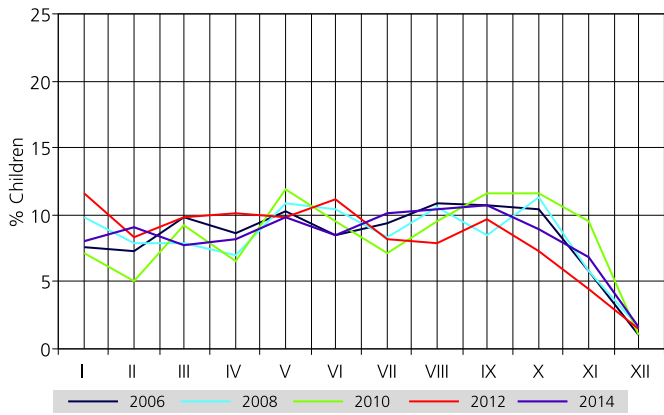


### Odisha

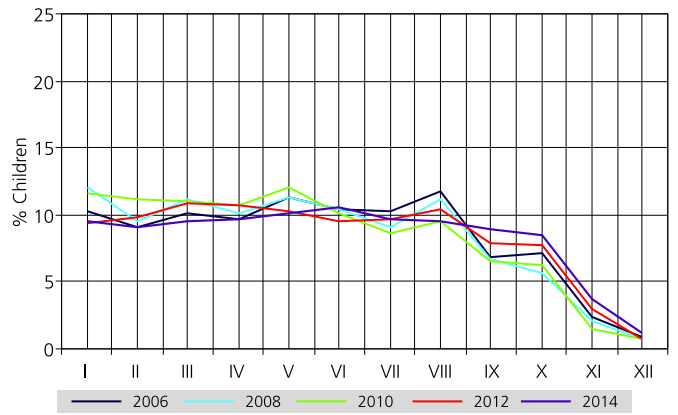




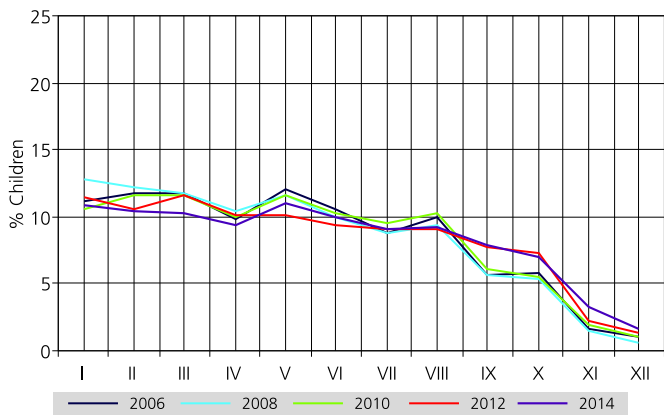
### Puducherry



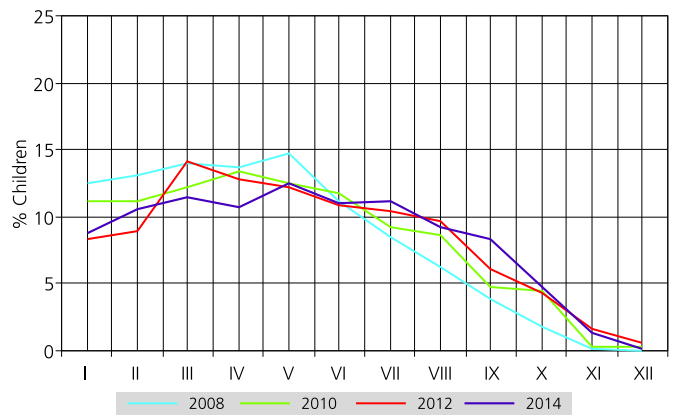
### Punjab



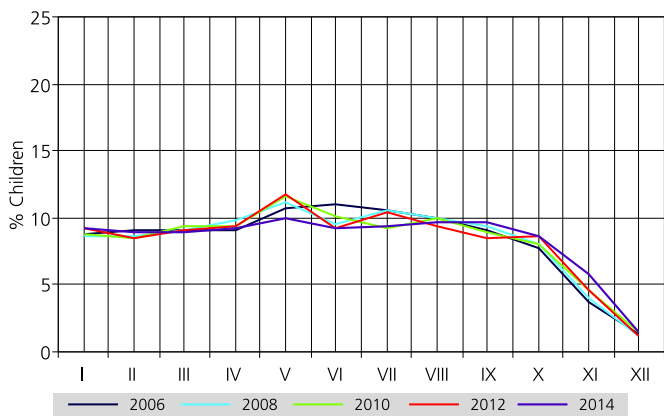
### Rajasthan



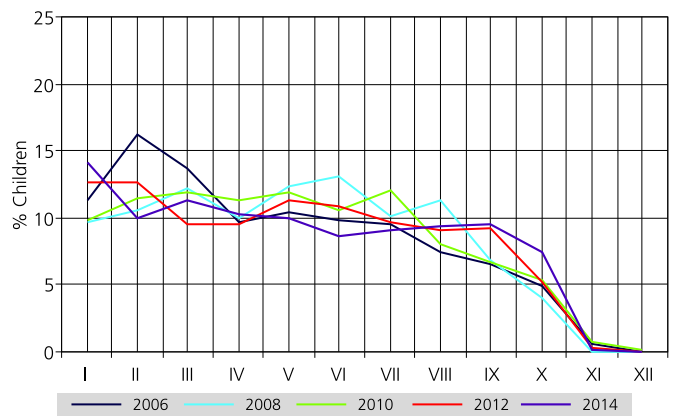
### Sikkim



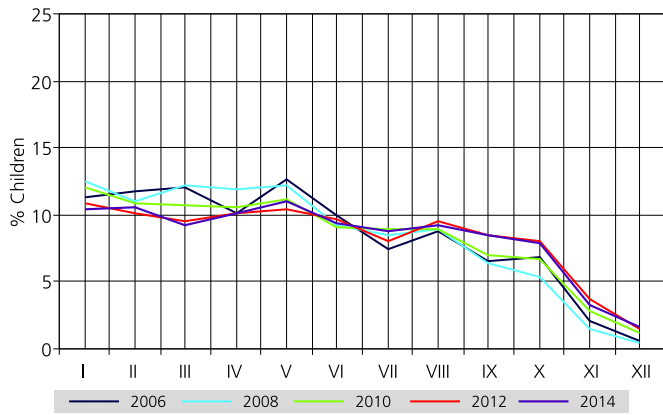
### Tamil Nadu



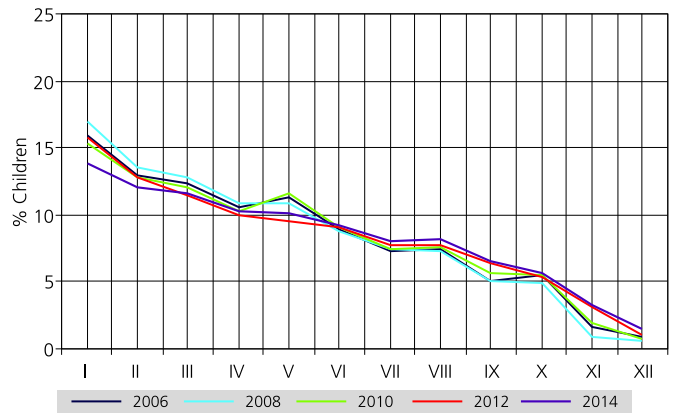
### Tripura



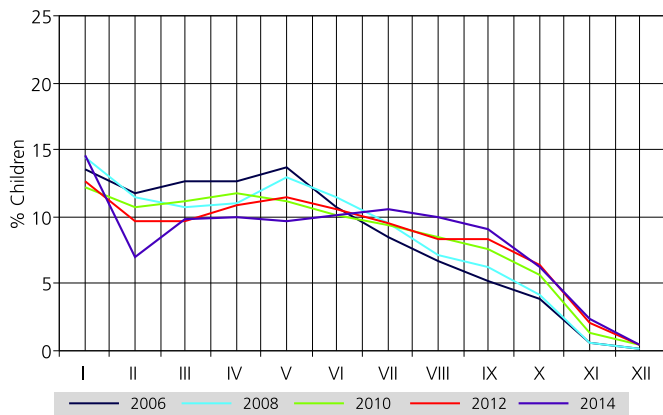
## Uttarakhand



## Uttar Pradesh



## West Bengal



# Notes

Annual Status of Education Report  
**असर ASER 2014** RURAL  
Facilitated by PRATHAM

Annual Status of Education Report  
**असर ASER 2013** RURAL  
Facilitated by PRATHAM

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

Annual Status of Education Report  
**असर ASER 2011** RURAL  
Facilitated by PRATHAM

Annual Status of Education Report  
**असर ASER 2010** RURAL  
Facilitated by PRATHAM

Annual Status of Education Report  
**असर ASER 2009** RURAL  
Facilitated by PRATHAM

Annual Status of Education Report  
**असर ASER 2008** RURAL  
Facilitated by PRATHAM

Annual Status of Education Report  
**असर ASER 2007** RURAL  
Facilitated by PRATHAM

Annual Status of Education Report  
**असर ASER 2006** RURAL  
Facilitated by PRATHAM

Annual Status of Education Report  
**असर ASER 2005** RURAL  
Facilitated by PRATHAM

