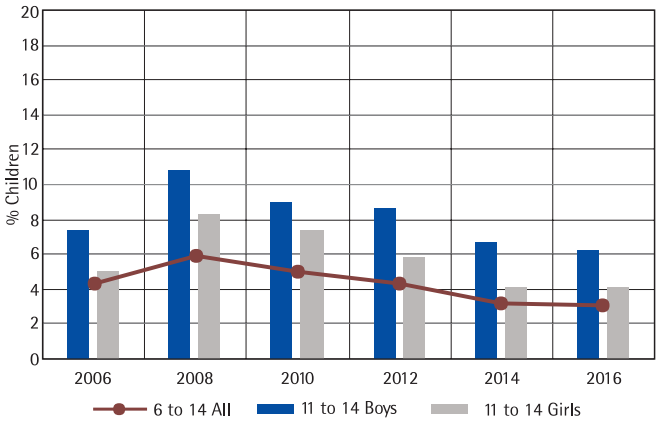
School enrollment

Table 1: % Children enrolled in different types of schools by age group and gender 2016

Age group	Govt.	Pvt.	Other	Not in school	Total
Age 6-14: All	73.2	22.0	1.8	3.1	100
Age 7-16: All	72.5	20.4	2.0	5.2	100
Age 7-10: All	73.6	23.9	0.9	1.6	100
Age 7-10: Boys	71.1	26.0	1.1	1.8	100
Age 7-10: Girls	76.2	21.8	0.7	1.4	100
Age 11-14: All	73.2	18.7	3.0	5.1	100
Age 11-14: Boys	71.0	19.5	3.3	6.3	100
Age 11-14: Girls	74.7	18.4	2.7	4.1	100
Age 15-16: All	67.5	14.7	2.5	15.3	100
Age 15-16: Boys	63.8	15.9	2.5	17.9	100
Age 15-16: Girls	71.8	13.7	2.5	12.0	100

'Other' includes children going to Madarsa and EGS.
'Not in school' includes children who never enrolled or have dropped out.

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



Bars show the proportion of boys and girls age 11-14 who were not enrolled in school in a given year. The line shows how the proportion of children age 6-14 who were not enrolled in school has changed over the period 2006-2016.

Chart 2: Trends over time
% Children enrolled in private schools in Std I-V and Std VI-VIII 2010, 2012, 2014 and 2016

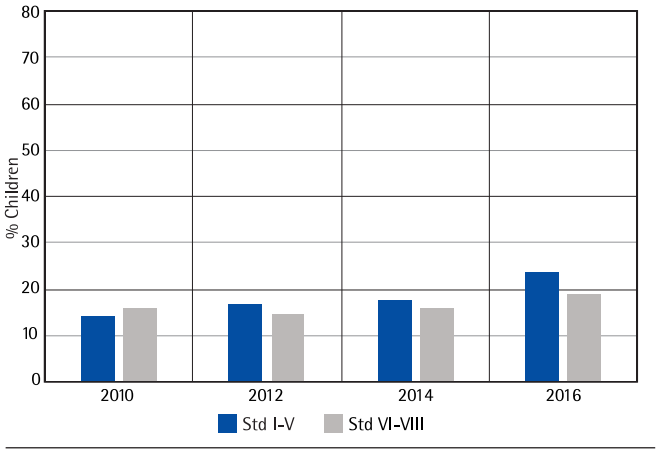


Table 2: Age-grade distribution
% Children in each grade by age 2016

Std \ Age	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	24.7	37.9	24.4	9.0	4.1								100
II	3.9	12.6	37.8	29.5	10.0	6.2							100
III	1.8		10.9	40.4	28.0	12.2	6.7						100
IV	4.0			11.9	30.6	36.9	8.5	5.1	3.1				100
V	3.0				7.9	39.6	28.3	14.0	7.1				100
VI	2.9					9.2	28.9	38.5	14.1	6.4			100
VII	2.4						7.5	40.3	32.8	12.4	4.5		100
VIII	2.4							10.5	39.0	35.6	9.0	3.5	100

This table shows the age distribution for each grade. For example, in Std III, 40.4% children are 8 years old but there are also 10.9% who are 7, 28% who are 9, 12.2% who are 10, and 6.7% who are 11 or older.

Young children in pre-school and school

Table 3: % Children age 3-6 enrolled in different types of pre-school and school 2016

Age	In balwadi or anganwadi	In LKG/ UKG	In school			Out of school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	66.1	3.3				30.7	100
Age 4	71.4	11.9				16.7	100
Age 5	13.6	2.8	54.6	23.2	0.5	5.4	100
Age 6	4.3	2.1	66.1	25.3	0.6	1.7	100

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

Assam RURAL

Data is not presented where sample size is insufficient.

Annual Status of Education Report
असर ASER 2016 RURAL
Facilitated by PRATHAM

Reading

ASER assessments are conducted in the household. The type of school in which children are enrolled (government or private) is also recorded.

Table 4: % Children by grade and reading level
All children 2016

Std	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	45.3	29.7	17.0	5.0	3.1	100
II	22.0	31.6	26.5	11.3	8.5	100
III	12.8	21.1	27.8	21.1	17.2	100
IV	9.0	14.4	26.8	20.1	29.7	100
V	5.5	11.6	22.7	22.2	38.0	100
VI	4.3	7.6	19.9	23.2	44.9	100
VII	2.5	5.6	13.1	21.8	56.9	100
VIII	1.7	3.5	10.8	20.3	63.6	100

Each row shows the variation in children's reading levels within a given grade. For example, among children in Std III, 12.8% cannot even read letters, 21.1% can read letters but not words or higher, 27.8% can read words but not Std I level text or higher, 21.1% can read Std I level text but not Std II level text, and 17.2% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Reading Tool

Std II level text

জোন আৰু বুবু দুয়ো ককাই-ভাই। জোন পঢ়াত আৰু খেলাত খুউব ভাল। বুবুৰে পঢ়িবলৈ আৰু লিখিবলৈ ভালদৰে নাজানে। বুবুক যদি জোনে পঢ়িবলৈ কয় সি খেলিবলৈহে ধৰে। সেইবাৰে জোনে তাৰ এটা উপায় উলিয়ালে। পিছদিনাৰ পৰা সি তাৰ লগত খেলিবলৈ ধৰিলে। খেলাৰ মাজেৰে সি বুবুক পঢ়িবলৈ আৰু লিখিবলৈ শিকালে। ইয়াৰ ফলত সঁচাকৈয়ে বুবুৰে বৰ্ণ আৰু সংখ্যা চিনি পোৱা হ'ল।

Std I level text

জুমিয়ে গাখীৰ খায়।
গাখীৰ দেখিবলৈ বগা।
গাখীৰৰ পৰা মাখন হয়।
তাই মাখন ভাল পায়।

Letters

ঠ ফ দ
চ ৰ
ক্ষ য ত
হ জ

Words

কাপ খালৈ
বৃক্ষ
নীলা ৰেল
জুই হাতী
পাখি
মূঢ়া ঢোল

Table 5: Trends over time
Reading in Std III by school type
2010, 2012, 2014 and 2016

Year	% Children in **Std III** who can read Std II level text		
	Govt.	Pvt.	Govt. & Pvt.*
2010	15.1	29.9	16.9
2012	10.4	32.1	14.5
2014	10.7	35.2	14.8
2016	12.8	32.2	17.2

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

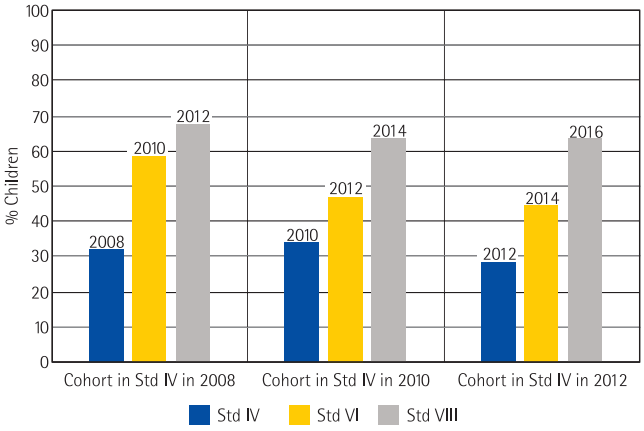
The highest level in the ASER reading assessment is a Std II level text. Table 5 shows the proportion of children in Std III who can read Std II level text. This figure is a proxy for "grade level" reading for Std III. Data for children enrolled in government schools and private schools is shown separately.

Table 6: Trends over time
Reading in Std V and Std VIII by school type
2010, 2012, 2014 and 2016

Year	% Children in **Std V** who can read Std II level text			% Children in **Std VIII** who can read Std II level text		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2010	42.6	57.0	45.1	76.6	78.7	76.9
2012	33.3	52.9	36.4	66.2	77.6	67.8
2014	30.6	52.2	33.4	62.2	73.3	63.9
2016	32.3	61.1	37.9	62.4	68.1	63.4

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

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



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

Data is not presented where sample size is insufficient.

Arithmetic

ASER assessments are conducted in the household. The type of school in which children are enrolled (government or private) is also recorded.

Table 7: % Children by grade and arithmetic level
All children 2016

Std	Not even 1-9	Recognize numbers		Subtract	Divide	Total
		1-9	10-99			
I	40.5	36.3	19.1	3.7	0.5	100
II	18.2	36.0	31.8	12.9	1.1	100
III	10.7	26.8	36.0	23.5	3.0	100
IV	6.9	19.6	37.6	26.7	9.2	100
V	4.0	16.4	37.6	28.4	13.6	100
VI	3.4	10.8	36.0	32.1	17.7	100
VII	1.7	8.0	32.1	35.6	22.6	100
VIII	1.4	6.5	30.4	33.1	28.6	100

Each row shows the variation in children's arithmetic levels within a given grade. For example, among children in Std III, 10.7% cannot even recognize numbers 1-9, 26.8% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 36% can recognize numbers up to 99 but cannot do subtraction, 23.5% can do subtraction but cannot do division, and 3% can do division. For each grade, the total of these exclusive categories is 100%.

Arithmetic Tool

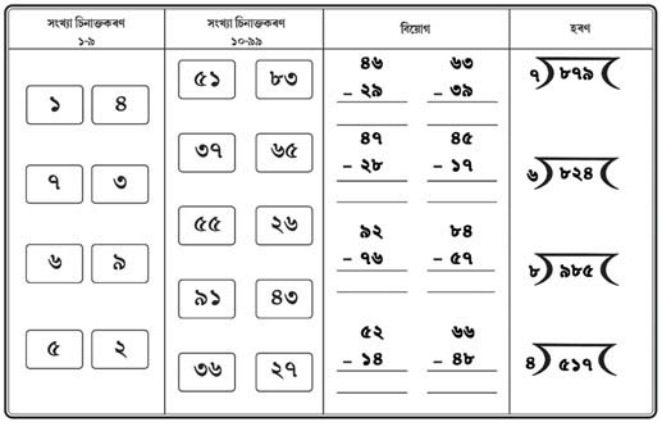


Table 8: Trends over time
Arithmetic in Std III by school type
2010, 2012, 2014 and 2016

Year	% Children in **Std III** who can do at least subtraction		
	Govt.	Pvt.	Govt. & Pvt.*
2010	29.1	50.6	31.8
2012	15.1	39.9	19.8
2014	15.6	43.3	20.3
2016	19.8	50.0	26.6

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

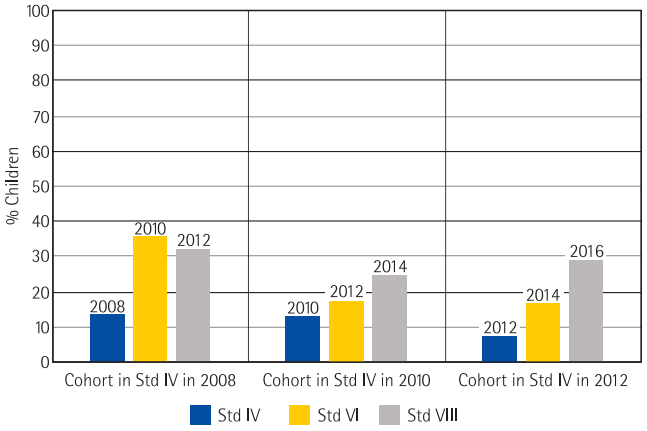
In most states, children are expected to do 2-digit by 2-digit subtraction with borrowing by Std II. Table 8 shows the proportion of children in Std III who can do subtraction. This figure is a proxy for "grade level" arithmetic for Std III. Data for children enrolled in government schools and private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

Table 9: Trends over time
Arithmetic in Std V and Std VIII by school type
2010, 2012, 2014 and 2016

Year	% Children in **Std V** who can do division			% Children in **Std VIII** who can do division		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2010	22.6	36.9	25.1	54.4	51.6	54.0
2012	8.9	26.9	11.7	29.5	49.2	32.2
2014	9.0	30.3	11.8	21.7	43.8	25.0
2016	9.1	32.9	13.7	25.3	44.3	28.8

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

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



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

Data is not presented where sample size is insufficient.

Reading and comprehension in English

ASER assessments are conducted in the household. The type of school in which children are enrolled (government or private) is also recorded.

Table 10: % Children by grade and reading level in English All children 2016

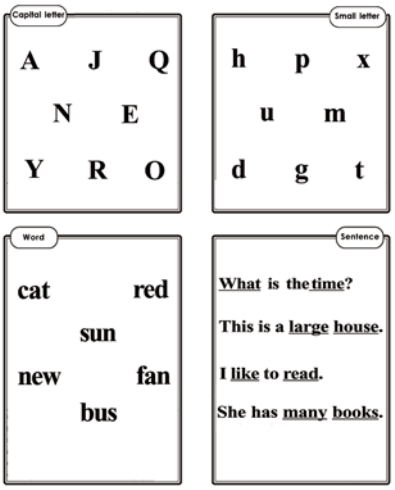
Std	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	54.2	20.1	15.0	8.7	2.1	100
II	32.9	23.8	21.9	16.3	5.1	100
III	21.6	21.8	25.2	22.0	9.4	100
IV	14.9	19.3	24.6	25.5	15.8	100
V	10.7	14.4	25.4	27.2	22.3	100
VI	7.8	10.3	21.4	30.9	29.6	100
VII	3.7	8.9	15.9	32.2	39.3	100
VIII	2.7	5.8	15.4	28.3	47.8	100

Each row shows the variation in children's reading levels in English within a given grade. For example, among children in Std III, 21.6% cannot even read capital letters, 21.8% can read capital letters but not small letters or higher, 25.2% can read small letters but not words or higher, 22% can read words but not sentences, and 9.4% can read sentences. For each grade, the total of these exclusive categories is 100%.

Table 11: % Children by grade who can comprehend English All children 2016

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	63.7	
II	59.2	
III	58.6	59.7
IV	63.3	51.6
V	53.2	54.2
VI	56.4	60.3
VII	61.6	55.6
VIII	56.2	59.8

English Tool



Type of school and paid additional tuition classes

ASER records 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 2010, 2012, 2014 and 2016

Std	Category	2010	2012	2014	2016
Std I-V	Govt. no tuition	75.3	73.5	71.7	66.8
	Govt. + Tuition	10.4	9.0	9.6	8.6
	Pvt. no tuition	10.3	12.3	11.6	16.7
	Pvt. + Tuition	4.0	5.2	7.2	7.9
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	64.8	69.3	68.6	66.3
	Govt. + Tuition	18.6	15.1	14.9	14.0
	Pvt. no tuition	11.8	9.3	9.4	12.2
	Pvt. + Tuition	4.8	6.4	7.1	7.6
	Total	100	100	100	100

Table 13: Tuition expenditures by school type 2016

Std	Type of school	% Children in different tuition expenditure categories (in Rupees per month)				
		Rs. 100 or less	Rs.101-200	Rs. 201-300	Rs. 301 or more	Total
Std I-V	Govt.	11.1	44.1	26.7	18.2	100
Std I-V	Pvt.	2.7	15.9	26.3	55.1	100
Std VI-VIII	Govt.	2.7	20.1	40.2	37.1	100
Std VI-VIII	Pvt.	1.8	8.7	22.7	66.9	100

School observations

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

Table 14: Trends over time
Number of schools visited
2010, 2012, 2014 and 2016

Type of school	2010	2012	2014	2016
Primary schools (Std I-IV/V)	503	468	567	662
Upper primary schools (Std I-VII/VIII)	16	24	30	38
Total schools visited	519	492	597	700

Table 15: Trends over time
Student and teacher attendance on the day of visit
2010, 2012, 2014 and 2016

All schools (Std I-IV/V and Std I-VII/VIII)	2010	2012	2014	2016
% Enrolled children present (Average)	69.0	71.1	70.8	72.1
% Teachers present (Average)	90.0	90.4	87.5	89.7

Table 16: Trends over time
Small schools and multigrade classes
2010, 2012, 2014 and 2016

All schools (Std I-IV/V and Std I-VII/VIII)	2010	2012	2014	2016
% Schools with total enrollment of 60 or less	40.9	33.7	36.1	44.7
% Schools where Std II children were observed sitting with one or more other classes	43.8	56.1	58.9	58.6
% Schools where Std IV children were observed sitting with one or more other classes	41.0	54.3	55.4	53.8

School facilities

Table 17: Trends over time
% Schools with selected school facilities
2010, 2012, 2014 and 2016

% Schools with		2010	2012	2014	2016
Mid-day meal	Kitchen shed for cooking mid-day meal	80.2	84.1	82.7	86.7
	Mid-day meal served in school on day of visit	67.3	67.4	61.7	70.9
Drinking water	No facility for drinking water	23.2	23.5	19.4	21.0
	Facility but no drinking water available	16.0	11.0	15.4	12.4
	Drinking water available	60.9	65.4	65.3	66.7
	Total	100	100	100	100
Toilet	No toilet facility	19.1	8.6	8.0	3.6
	Facility but toilet not useable	47.8	38.6	33.3	34.8
	Toilet useable	33.1	52.8	58.7	61.6
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	52.2	30.1	22.8	11.7
	Separate provision but locked	18.5	14.1	19.0	18.4
	Separate provision, unlocked but not useable	15.6	15.3	11.3	15.6
	Separate provision, unlocked and useable	13.7	40.4	47.0	54.3
	Total	100	100	100	100
Library	No library	79.2	60.4	54.7	40.8
	Library but no books being used by children on day of visit	10.3	18.6	21.7	24.7
	Library books being used by children on day of visit	10.5	21.0	23.6	34.5
	Total	100	100	100	100
Electricity	Electricity connection				23.6
	Of schools with electricity connection, % schools with electricity available on day of visit				71.4
Computer	No computer available for children to use	98.3	97.2	97.7	98.9
	Available but not being used by children on day of visit	1.6	2.0	1.7	0.9
	Computer being used by children on day of visit	0.2	0.8	0.7	0.3
	Total	100	100	100	100

School funds and activities

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

Table 18: Trends over time
% Schools reporting receipt of SSA grants - Full financial year

Full financial year	Maintenance grant	Development grant	TLM grant
April 2010 to March 2011	78.7	70.9	87.0
April 2011 to March 2012	77.6	63.4	85.9
April 2013 to March 2014	65.4	48.0	18.1
April 2015 to March 2016	62.7	38.8	11.8

Table 19: Trends over time
% Schools reporting receipt of SSA grants - Half financial year

Half financial year	Maintenance grant	Development grant	TLM grant
April 2011 to date of survey (2011)	42.0	40.0	55.0
April 2012 to date of survey (2012)	41.7	35.8	51.3
April 2014 to date of survey (2014)	17.5	12.8	8.4
April 2016 to date of survey (2016)	47.7	21.4	7.4

Note for Tables 18 and 19: Grant information was not collected in ASER 2013.

Table 20: % Schools carrying out different activities

Type of activity		April 2013 to date of survey (2014)	April 2015 to date of survey (2016)
Construction	New classroom built	15.2	5.0
Repair	White wash/plastering	26.7	20.7
	Repair of drinking water facility	24.2	25.5
	Repair of toilet	18.5	20.8
Purchase	Mats, Tat patti etc.	23.0	26.0
	Charts, globes or other teaching material	37.7	33.5

Table 21: School Management Committee (SMC) in schools

	2014	2016
% Schools which reported having an SMC	97.8	98.5
Of the schools that have SMC, % schools that had the last SMC meeting		
Before July	30.6	19.5
Between July and September	61.3	57.5
After September	8.1	23.0

Every year schools in India receive three grants. These are the only funds over which schools have any expenditure discretion. Since 2009, ASER has been tracking whether and when this money reaches schools.

How much goes to each school?	For what purpose?
School Maintenance Grant	
(Rs. 5,000 - Rs. 7,500) per school per year if the school has upto 3 classrooms	Maintenance of school building, including whitewashing, bathrooms, hand pump repairs, building, boundary wall, playground etc.
(Rs. 7,500 - Rs. 10,000) per year if the school has more than 3 classrooms	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
School Development Grant/School Facility Grant	
Rs. 5,000 per year per Primary School (Std I-IV/V)	School equipment, such as blackboards, mats etc. Also to buy chalk, dusters, registers, and other office equipment.
Rs. 7,000 per year per Upper Primary School (Std VI-VIII)	
Rs. 5,000 + Rs. 7,000 = Rs. 12,000 if the school is Std I-VII/VIII	
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
Teaching Learning Material (TLM) Grant	
Rs. 500 per teacher per year for teachers in Primary and Upper Primary schools	To buy teaching aids, such as charts, posters, models etc.
Note: In 2014-15 & 2015-16, Government of India withdrew the TLM grant for most states. This was reinstated in 2016-17.