

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 14 OUT OF 14 DISTRICTS
 Data has not been presented where sample size was insufficient.

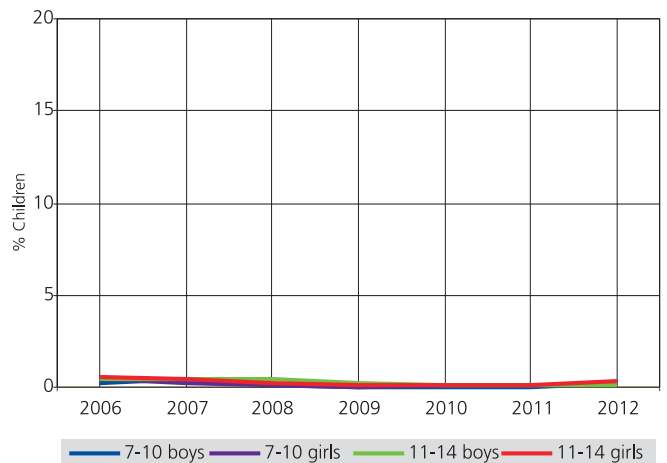
School enrollment and out of school children

Table 1: % Children in different types of schools 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	40.0	59.6	0.2	0.2	100
Age: 7-16 ALL	41.8	57.6	0.2	0.3	100
Age: 7-10 ALL	38.3	61.3	0.3	0.2	100
Age: 7-10 BOYS	39.0	60.6	0.2	0.2	100
Age: 7-10 GIRLS	37.6	61.9	0.3	0.2	100
Age: 11-14 ALL	42.5	57.1	0.2	0.2	100
Age: 11-14 BOYS	42.3	57.4	0.2	0.1	100
Age: 11-14 GIRLS	42.8	56.9	0.1	0.3	100
Age: 15-16 ALL	48.1	50.6	0.3	1.0	100
Age: 15-16 BOYS	44.6	54.1	0.1	1.3	100
Age: 15-16 GIRLS	51.7	47.1	0.5	0.7	100

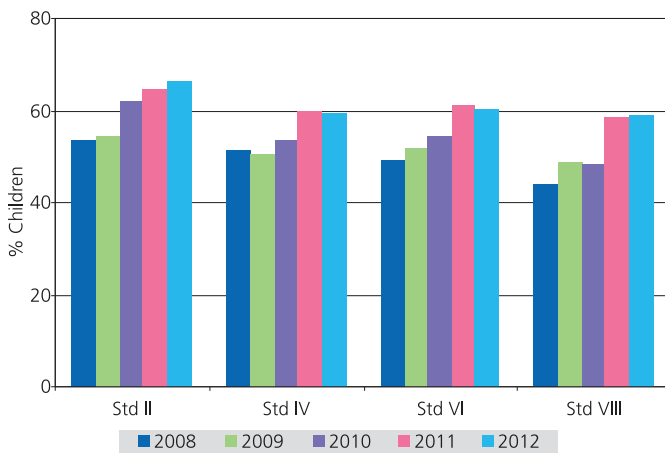
Note: 'Other' includes children going to madarsa and EGS.
 'Not in school' = dropped out + never enrolled.

**Chart 1: Trends over time
 % Children out of school by age group and gender 2006-2012**



How to read this chart: 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 has changed from 0.6% in 2006 to 0.4% in 2007 to 0.2% in 2008, 0.2% in 2009 and to 0.1% in 2010 to 0.3% in 2012.

**Chart 2: Trends over time
 % Children enrolled in private schools by class 2008-2012**



**Table 2: Sample description
 % Children in each class by age 2012**

Std.	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	12.2	68.0	17.5	2.3									100
II	1.1	13.9	61.6	19.3	4.1								100
III	0.5	11.2	66.4	18.7	3.2							100	
IV	1.3		12.9	62.5	20.1	3.2						100	
V	1.9			9.7	65.3	19.9	3.3					100	
VI	1.0				12.3	57.0	26.4	3.3				100	
VII	1.8					10.6	67.1	17.7	2.8			100	
VIII	1.7						16.1	67.8	12.7	1.8		100	

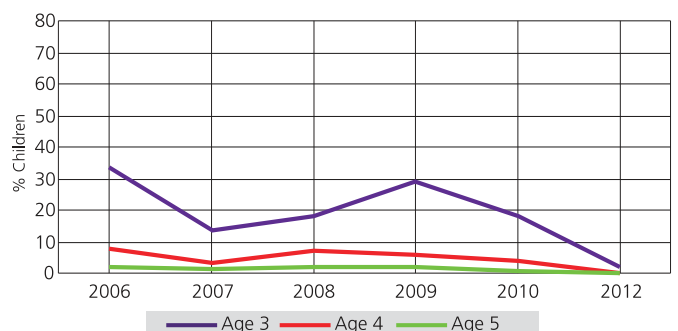
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 66.4% children are 8 years old but there also 11.2% who are 7, 18.7% who are 9 and 3.2% who are older.

Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2012

	In balwadi or anganwadi	In LKG/UKG	In School			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	85.7	12.0				2.2	100
Age 4	41.1	58.6				0.3	100
Age 5	6.3	25.3	18.3	49.6	0.4	0.1	100
Age 6	0.4	6.6	32.2	60.3	0.3	0.3	100

**Chart 3: Trends over time
 % Children age 3, 4 and 5 not enrolled in school or pre-school 2006-2012***



* Data for 2011 is not comparable and therefore excluded here.

Reading

Table 4: % Children by class and READING level All schools 2012

Std.	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	5.1	35.7	43.4	9.4	6.4	100
II	2.5	15.0	40.9	22.0	19.7	100
III	1.3	7.9	23.7	25.9	41.2	100
IV	1.4	4.8	14.1	22.0	57.7	100
V	0.6	2.9	9.8	21.4	65.2	100
VI	0.6	1.2	6.7	14.8	76.7	100
VII	1.0	2.5	5.5	15.8	75.2	100
VIII	0.6	1.0	2.0	12.1	84.3	100
Total	1.5	7.9	16.8	18.0	55.8	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, 7.9% can read letters but not more, 23.7% can read words but not Std I text or higher, 25.9% can read Std I text but not Std II level text, and 41.2% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Chart 4: Trends over time % Children in Std III who CAN READ Std I level text By school type 2009-2012

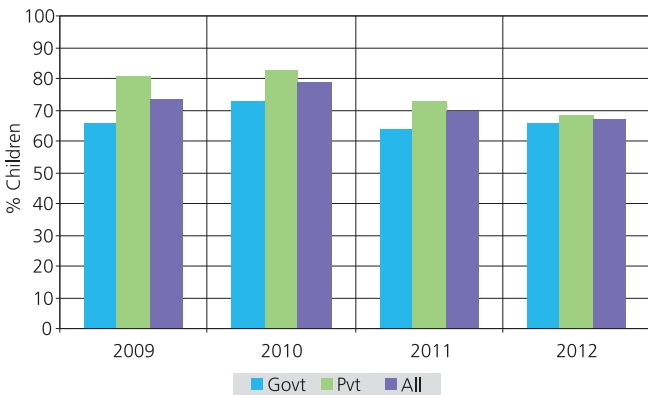
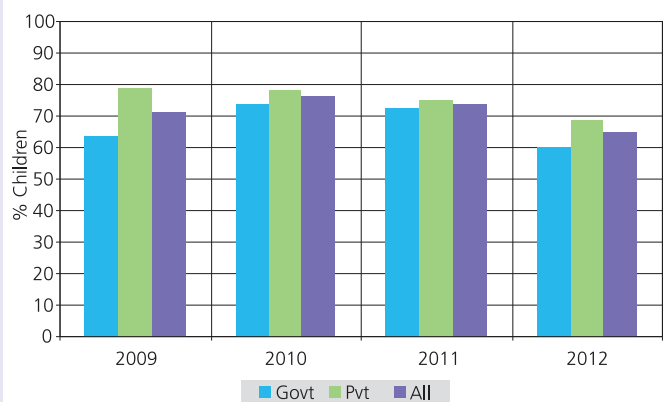


Chart 5: Trends over time % Children in Std V who CAN READ Std II level text By school type 2009-2012



Reading Tool

കഥ

മലയാള നാട്ടിൽ ചിങ്ങം വന്നെത്തി. പൊന്നോണക്കാലം ആണ്. തൊടിയിൽ നിറയെ പൂക്കളാണ്. പുമ്പാറ്റയും ഓണത്തുമ്പിയും പാറി നടക്കുന്നു. പൂക്കളും ഒരുക്കി മാവേലി തമ്പുരാൻ വരവേൽക്കണം. തിരുവോണത്തിന് ഓണത്തപ്പുനു ചുറ്റും പൂക്കൾ വയ്ക്കണം. കുട്ടുകാരോടൊത്ത് ആടിച്ചാടി ഉറങ്ങാലാടി കളിക്കണം. പുത്തൻ ഉടുപ്പുകൾ സമ്മാനമായി കിട്ടും. അമ്മ ഓണസദ്യ ഒരുക്കും. ഓണക്കാലം എന്ത് രസമാണ്.

വണ്ഡിക

അത്തം വന്നെത്തി. പറമ്പിൽ നിറയെ പൂക്കളാണ്. പൂക്കൾ പറിച്ച് മാളു അത്തപ്പുക്കളും ഒരുക്കി. കുട്ടുകാർക്ക് പൂക്കളും ഇഷ്ടമായി.

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Reading and comprehension in English

Table 5: % Children by class and READING level in ENGLISH All schools 2012

Std.	Not even capital letters	Capital letters	Small letters	Simple words	Easy sentences	Total
I	10.9	26.9	25.2	29.3	7.8	100
II	4.7	16.9	23.7	30.2	24.6	100
III	2.8	10.5	17.1	31.1	38.4	100
IV	2.4	6.6	11.8	28.1	51.1	100
V	1.6	4.9	8.3	22.6	62.7	100
VI	1.1	2.9	5.1	18.1	72.8	100
VII	1.5	2.7	4.8	14.2	76.7	100
VIII	0.8	0.9	1.3	11.0	86.0	100
Total	2.9	8.2	11.4	22.5	55.0	100

Table 6: % Children by class who CAN COMPREHEND ENGLISH All schools 2012

Std.	Of those who can read words, % who can tell meanings of the words	Of those who can read sentences, % who can tell meanings of the sentences
I	79.6	
II	70.9	
III	80.8	72.4
IV	81.9	79.0
V	78.9	82.6
VI	80.2	83.4
VII	71.8	86.1
VIII	75.7	88.4
Total	77.8	82.3

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 OR sentences depending on the child's highest reading level.

D	L	T	y	f	i
K	G		s	v	
X	P	N	m	a	h

Ask the child to read any 3. At least 4 must be correct.

dog	fat	What is the time?
cup		This is a small door.
boy	out	I like to sleep.
box		He has a blue shirt.

Ask the child to read any 5 words. At least 4 must be correct. Ask the child to say the meaning of those words in the local language, if able to do 'Word level' reading.

Ask the child to read any 5 sentences. At least 2 must be correct. Ask the child to say the meaning of those sentences in the local language, if able to do 'Sentence level' reading.

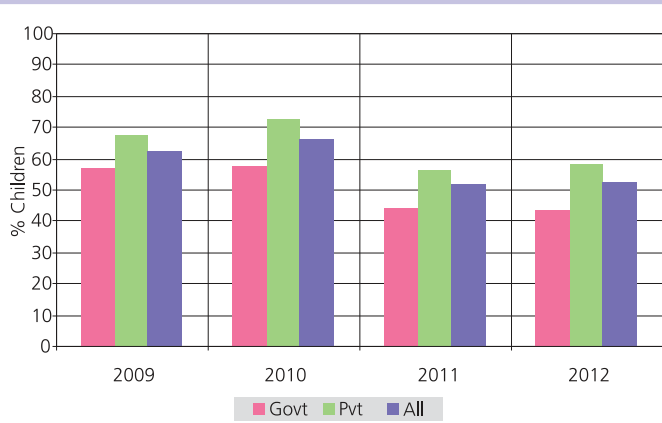
Arithmetic

Table 7: % Children by class and ARITHMETIC level All schools 2012

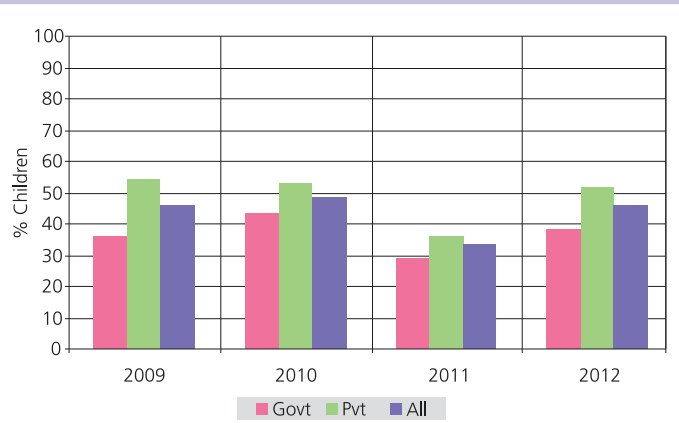
Std.	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	5.4	33.2	52.4	6.8	2.2	100
II	2.1	14.5	52.1	23.7	7.7	100
III	1.2	7.2	38.9	35.6	17.1	100
IV	1.2	3.9	24.4	40.5	30.0	100
V	0.7	3.4	17.5	32.5	45.9	100
VI	0.7	1.0	13.9	29.4	55.0	100
VII	1.1	1.4	11.2	23.9	62.5	100
VIII	0.4	0.7	6.4	17.6	75.0	100
Total	1.5	7.2	25.5	26.8	39.1	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 1.2% children cannot even recognize numbers 1-9, 7.2% can recognize numbers up to 9 but not more, 38.9% can recognize numbers to 99 but cannot do subtraction, 35.6% can do subtraction but not division, and 17.1% can do division. For each class, the total of all these exclusive categories is 100%.

**Chart 6: Trends over time
 % Children in Std III who CAN DO SUBTRACTION or more
 By school type 2009-2012**



**Chart 7: Trends over time
 % Children in Std V who CAN DO DIVISION
 By school type 2009-2012**



Math Tool

സംഖ്യ തിരിച്ചറിയൽ 1 - 9	സംഖ്യ തിരിച്ചറിയൽ 10 - 99	വ്യവകരണം		മരണം
1 4	52 83	56 - 29	64 - 39	8) 979
7 3	37 27	43 - 28	45 - 17	6) 823
6 9	55 28	93 - 76	75 - 57	7) 975
5 2	91 65	52 - 15	66 - 49	4) 513
	36 43			



Type of school and paid tuition classes

The ASER survey recorded information about tuition 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 children may have received.

Table 8: Trends over time
% Children attending paid tuition classes
By school type 2009-2012

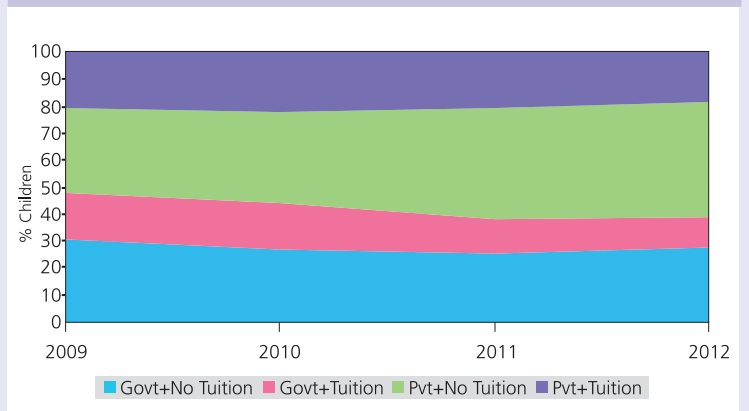
Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	35.0	39.0	33.6	29.8
Private schools: % Children attending paid tuition classes	39.9	39.5	33.1	30.8
All schools: % Children attending paid tuition classes	37.6	39.3	33.3	30.4

Table 9: Trends over time
% Children by school type and tuition 2009-2012

Year	Category	Std II	Std V	Std VIII	Std I-VIII	
2009	Govt.	No tuition	30.7	28.3	30.0	30.8
		Tuition	15.2	20.3	21.3	16.6
	Pvt.	No tuition	36.6	29.3	25.4	31.6
		Tuition	17.6	22.1	23.3	21.0
	Total		100	100	100	100
2010	Govt.	No tuition	27.4	25.2	27.1	26.7
		Tuition	8.5	20.0	23.2	17.1
	Pvt.	No tuition	43.5	30.7	29.9	33.9
		Tuition	20.6	24.2	19.8	22.2
	Total		100	100	100	100
2011	Govt.	No tuition	27.0	23.8	25.6	25.1
		Tuition	8.4	16.4	14.9	12.7
	Pvt.	No tuition	47.3	38.1	34.9	41.6
		Tuition	17.3	21.8	24.6	20.6
	Total		100	100	100	100
2012	Govt.	No tuition	23.2	28.9	25.5	27.3
		Tuition	9.3	12.0	15.3	11.6
	Pvt.	No tuition	50.9	41.2	35.9	42.4
		Tuition	16.6	18.0	23.4	18.8
	Total		100	100	100	100



Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012



How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

Chart 9: Trends over time
% Children in Std III-V who CAN READ a Std I level text or more
By school type and tuition 2009-2012

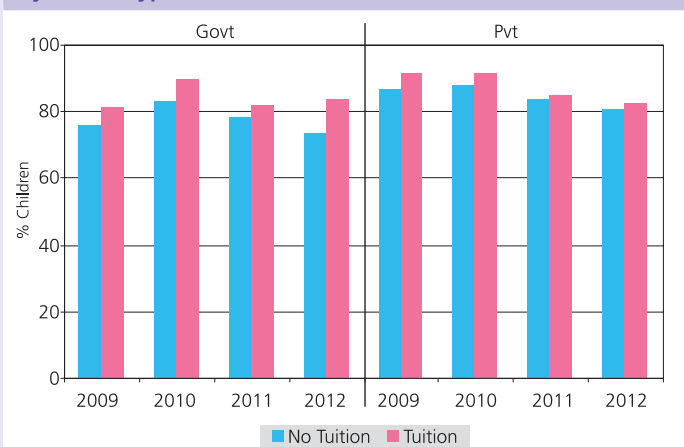
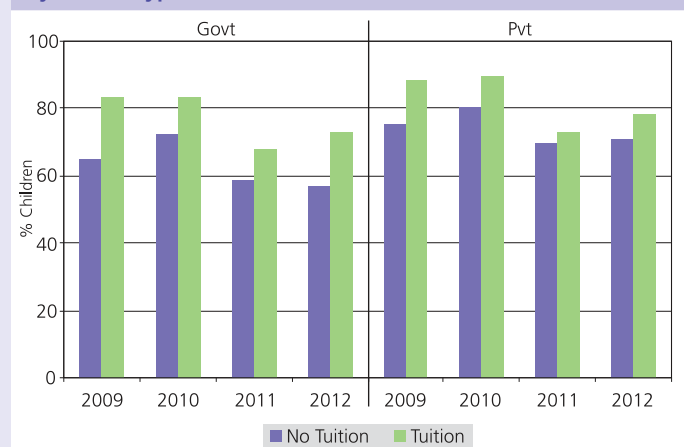


Chart 10: Trends over time
% Children in Std III-V who CAN DO SUBTRACTION or more
By school type and tuition 2009-2012



School observations

In each year's ASER, from 2009 onwards, in each sampled village, the largest government school with primary sections was visited on the day of the survey. Information about schools in this report is based on these visits.

Table 10: Number of schools visited 2009-2012

Type of school	2009	2010	2011	2012
Std I-IV/V: Primary	178	176	177	167
Std I-VII/VIII: Primary + Upper primary	78	99	151	180
Total schools visited	256	275	328	347

Table 11: Student and teacher attendance on the day of the visit 2009-2012

Type of school	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Enrolled children present (Average)	91.9	93.1	91.9	94.4	91.8	91.2	90.8	93.3
% Teachers present (Average)	87.1	94.0	92.8	90.8	92.6	90.2	92.7	91.2

Table 12: Small schools and multigrade classes 2009-2012

School characteristics	Std I-IV/V				Std I-VII/VIII			
	2009	2010	2011	2012	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	21.8	29.0	33.7	48.8	6.5	4.1	6.7	6.3
% Schools where Std II children observed sitting with one or more other classes	4.6	7.9	6.7	6.8	3.9	6.3	9.4	7.3
% Schools where Std IV children observed sitting with one or more other classes	3.6	7.1	6.3	8.9	1.3	2.2	8.7	7.5

RTE indicators

Table 13: Schools meeting selected RTE norms 2010-2012

% Schools meeting the following RTE norms:		2010	2011	2012
Pupil-teacher & classroom-teacher norms	Pupil-teacher ratio	89.2	94.1	92.0
	Classroom-teacher ratio	80.3	77.6	89.5
Building	Office/store/office cum store	88.4	90.2	91.3
	Playground	76.3	79.1	66.5
	Boundary wall/fencing	81.8	86.1	72.9
Drinking water	No facility for drinking water	2.6	1.9	6.4
	Facility but no drinking water available	11.7	4.4	8.5
	Drinking water available	85.7	93.8	85.1
Toilet	No toilet facility	0.4	0.3	0.3
	Facility but toilet not useable	41.4	28.1	24.0
	Toilet useable	58.2	71.6	75.7
Girls toilet	% Schools with no separate provisions for girls toilets	5.1	0.9	1.5
	Of schools with separate girls toilets, % schools with			
	Toilet locked	8.7	15.4	3.0
	Toilet not useable	42.3	15.1	22.1
	Toilet useable	43.9	68.6	73.5
Library	No library	16.9	1.9	4.3
	Library but no books being used by children on day of visit	20.7	27.3	1.7
	Library books being used by children on day of visit	62.4	70.8	93.9
Mid-day meal	Kitchen shed for cooking mid-day meal	98.1	97.8	95.6
	Mid-day meal served in school on day of visit	100	100	98.2



The Right of Children to Free and Compulsory Education Act, 2009 specifies a series of norms and standards for a school.

Norms for number of teachers vary according to the level of the school (primary or upper primary) and total student enrollment.

Norms for classrooms require the school to have at least one classroom for every teacher.

Norms for facilities require schools to provide each of the facilities mentioned in Table 13, among others.

RTE norms regulate provision of facilities but not their useability. ASER school observations also include whether facilities could be used. This information is included in Table 13.

School funds and activities (PAISA)

Table 14: % Schools that report receiving SSA grants - Full financial year

SSA school grants	April 2009 to March 2010				April 2010 to March 2011				April 2011 to March 2012			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	218	94.5	4.1	1.4	323	95.1	4.3	0.6	335	93.1	6.0	0.9
Development grant	195	91.8	6.7	1.5	301	82.4	15.3	2.3	319	77.7	19.4	2.8
TLM grant	222	99.1	0.5	0.5	323	96.6	2.8	0.6	337	98.2	0.9	0.9

Table 15: % Schools that report receiving SSA grants - Half financial year

SSA school grants	April 2010 to date of survey (2010)				April 2011 to date of survey (2011)				April 2012 to date of survey (2012)			
	No. of Sch.	% Schools			No. of Sch.	% Schools			No. of Sch.	% Schools		
		Yes	No	Don't know		Yes	No	Don't know		Yes	No	Don't know
Maintenance grant	202	89.1	8.9	2.0	303	79.5	16.2	4.3	306	87.3	11.4	1.3
Development grant	188	86.2	11.7	2.1	275	72.0	22.9	5.1	283	76.0	21.6	2.5
TLM grant	204	96.6	2.9	0.5	299	89.6	6.7	3.7	299	95.3	3.7	1.0

Table 16: % Schools carrying out different activities since April 2011

Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	14.9	84.5	0.6
Repairs	Repair of building (roof, floor, wall etc.)	81.1	18.6	0.3
	Repair of doors & windows	66.3	33.3	0.3
	Repair of boundary wall	25.6	74.1	0.3
	Repair of drinking water facility	65.1	34.2	0.7
	Repair of toilet	65.6	33.8	0.7
Painting & white-wash	White wash/plastering	77.5	22.2	0.3
	Painting blackboard/Display board/Painting on wall	82.6	17.1	0.3
	Painting of doors & walls	68.8	30.9	0.3
Purchase	Purchase of furniture (cupboard etc.)	44.1	55.6	0.3
	Purchase of electrical fittings	64.4	35.3	0.3
	Purchase of chalk, duster, register etc.	93.7	6.0	0.3
	Purchase of sitting mats/Tat patti	30.7	68.9	0.4
	Purchase of charts, globes & other teaching material	89.5	10.2	0.3
Other	Expenditure on school events	77.9	21.7	0.4
	Payment of bills (electricity, water, cleaning etc.)	92.0	7.7	0.3

The PAISA section of ASER tracks receipt and spending of Sarva Shiksha Abhiyan (SSA) grants at the school level. This information is collected from schools visited during the survey. This page reports proportion of schools receiving the grants and carrying out specified activities in the schools. More detailed analysis of the PAISA data will be available in the PAISA 2012 report which will be released in March 2013.¹

EVERY RURAL GOVERNMENT PRIMARY/UPPER PRIMARY SCHOOL IS ENTITLED TO EACH OF THESE SSA GRANTS EVERY YEAR.

How much goes to each school	For what purposes
SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT	
Rs.5000 per year per primary school	This grant can be used for buying school equipment such as blackboard, sitting mats etc. Also for buying chalk, duster, registers and other office equipment.
Rs.7000 per year per upper primary school	
Rs 5000 + Rs 7000 = Rs 12000 if the school is Std I-VII/VIII.	The grant amount varies by type of school: whether it is a primary or upper primary school.
Note: Primary and Upper Primary schools are treated as separate schools even if they are in the same premises.	
SCHOOL MAINTENANCE GRANT	
Rs.5000 - Rs 7500 per school per year if the school has upto 3 classrooms.	This grant can be used for maintenance of school building, including whitewashing; beautification; and repair of toilets, hand pump, boundary wall, playground etc.
Rs 7500 - Rs.10000 per year if the school has more than 3 classrooms.	
Primary and Upper Primary schools are treated as separate schools even if they are in the same building.	The grant amount depends on number of classrooms (excluding Headmaster room and office room)
TLM GRANT	
Rs.500 per teacher per year in primary and upper primary schools.	This grant can be used by teachers to buy teaching aids, such as charts, globes, posters, models etc.

¹For more information see www.accountabilityindia.in