

ALL ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 33 OUT OF 33 DISTRICTS  
 Data has not been presented where sample size was insufficient.

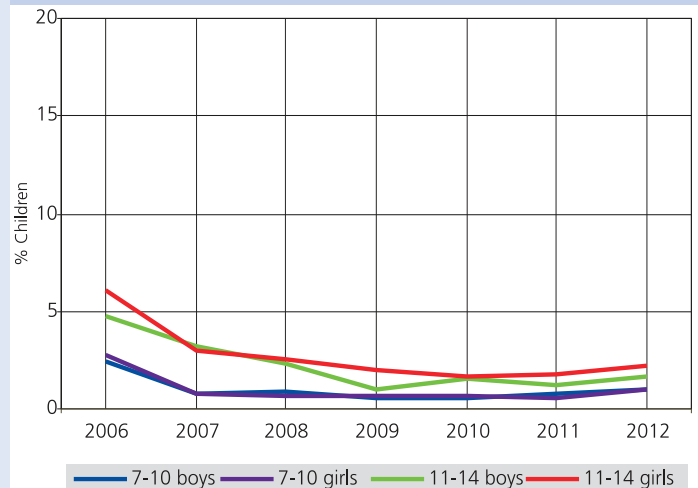
## School enrollment and out of school children

**Table 1: % Children in different types of schools 2012**

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	62.9	35.4	0.3	1.5	100
Age: 7-16 ALL	54.1	43.1	0.2	2.6	100
Age: 7-10 ALL	81.8	16.9	0.3	1.0	100
Age: 7-10 BOYS	79.9	18.7	0.3	1.0	100
Age: 7-10 GIRLS	83.9	14.9	0.3	1.0	100
Age: 11-14 ALL	42.1	55.8	0.2	1.9	100
Age: 11-14 BOYS	41.1	57.0	0.2	1.7	100
Age: 11-14 GIRLS	43.5	54.1	0.2	2.2	100
Age: 15-16 ALL	19.0	72.6	0.2	8.2	100
Age: 15-16 BOYS	19.8	72.0	0.4	7.8	100
Age: 15-16 GIRLS	18.9	72.6	0.1	8.5	100

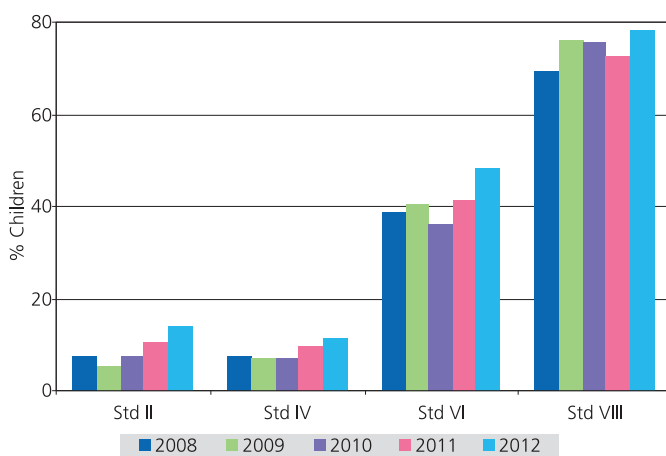
Note: 'Other' includes children going to madarsa and EGS.  
 'Not in school' = dropped out + never enrolled.

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



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 6.1% in 2006 to 3.0% in 2007 to 2.6% in 2008, 2.0% in 2009 and to 1.7% in 2010 to 2.2% 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	12.8	55.5	29.1	2.7									100
II	4.9	38.9	50.7	5.5									100
III	5.2	32.4	56.4	6.1									100
IV	4.1	30.1	59.4	6.5									100
V	3.1	30.6	55.9	8.3	2.1								100
VI	3.8	23.8	64.0	6.7	1.7							100	
VII	4.6	32.1	52.5	9.0	1.8						100		
VIII	1.8	8.1	34.3	48.7	5.5	1.5	100						

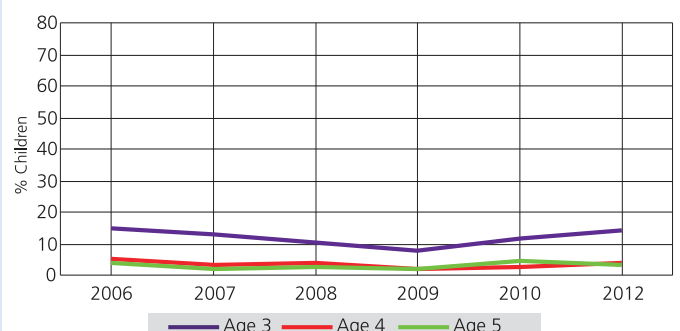
How to read this table: If a child started school in Std I at age 6, she should be of age 8 in Std III. This table shows the age distribution for each class. For example, in Std III, 32.4% children are 8 years old but there are also 5.2% who are younger, 56.4% who are 9 and 6.1% who are older.

## 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	78.6	7.3				14.1	100
Age 4	84.8	11.4				3.8	100
Age 5	36.8	8.5	34.5	16.6	0.1	3.5	100
Age 6	10.0	3.0	70.3	14.4	0.4	1.9	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.

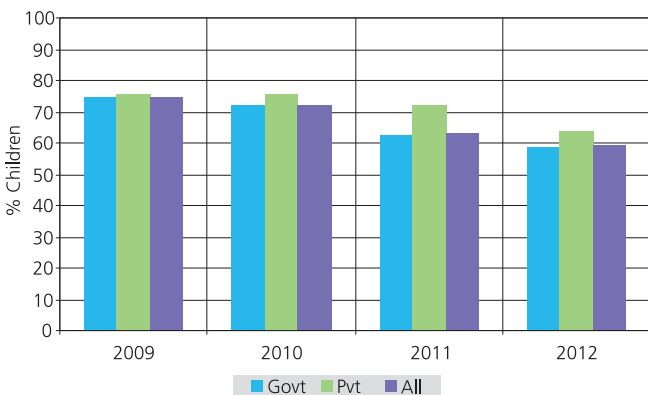
## Reading

**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	33.7	40.2	18.6	4.3	3.2	100
II	9.5	25.7	29.9	19.4	15.5	100
III	6.6	13.2	21.0	23.9	35.3	100
IV	4.2	8.1	14.9	22.0	50.9	100
V	2.8	5.5	11.1	22.2	58.3	100
VI	1.2	4.4	7.0	15.4	72.0	100
VII	0.8	2.4	4.9	13.3	78.7	100
VIII	0.9	1.6	3.7	10.7	83.2	100
Total	7.9	13.0	14.0	16.4	48.7	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 6.6% children cannot even read letters, 13.2% can read letters but not more, 21% can read words but not Std I text or higher, 23.9% can read Std I text but not Std II level text, and 35.3% 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**



## Reading Tool

**गोष्ट**

दाजी आजोबा आजारी असतात. ते खूप थकलेले दिसतात. हल्ली त्यांना नीट दिसत नाही. आजोबांचा नातू रमेश त्यांची खूप काळजी घेतो. त्यांना खूप खोकलाही झाला आहे. रमेश त्यांना वेळेवर औषध देतो. नीट दिसत नसल्यामुळे आजोबा घरात बसून असतात. रमेश त्यांच्या हाताला धरून घरातल्या घरात फिरवतो. घरात बसून आजोबा जुनी गाणी ऐकतात. त्यांना नवीन गाणीही ऐकायला आवडतात. आजोबांना बरे वाटल्यावर दोघे लांबवर फिरायला जाणार आहेत.

**परिच्छेद**

आज गावाहून मामा आला. मला खाऊ व फुगे घेऊन आला. ताईला बाहुली घेऊन आला. आईला छान साडी आणली.

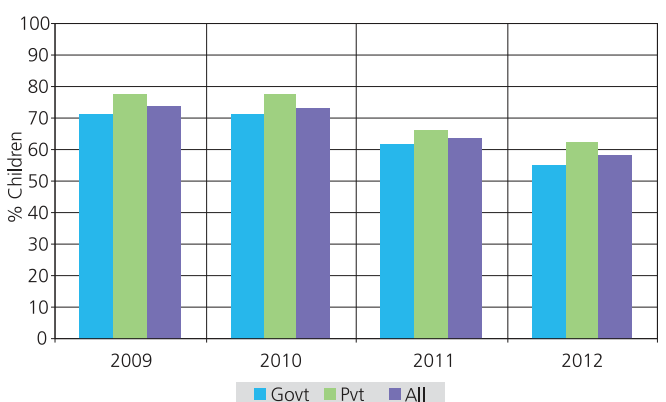
**समई**

बस      गरम  
कैरी    मोती  
दिवा    किरण  
चिमटा    तूप  
मौज

**श**

प      स  
ड      द  
य      ज  
ह      त  
म

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



## 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	61.7	21.7	9.9	5.4	1.3	100
II	38.0	29.8	20.8	8.7	2.7	100
III	21.8	26.1	28.0	18.2	5.9	100
IV	16.0	19.2	27.9	29.3	7.6	100
V	11.0	12.7	23.7	31.5	21.2	100
VI	6.1	10.7	19.3	31.9	32.0	100
VII	4.0	8.0	16.9	30.5	40.6	100
VIII	3.6	5.2	15.2	26.1	50.0	100
Total	20.9	16.9	20.3	22.6	19.3	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		
II	66.8	
III	62.2	
IV	67.4	
V	64.4	59.4
VI	62.2	62.0
VII	67.2	63.6
VIII	69.1	64.7
Total	65.4	62.4

## 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.

C	K	S	n	p	g
Q	F		v	e	
W	O	Z	j	r	b

Ask the child to read any 5. At least 4 must be correct.      Ask the child to read any 5. At least 4 must be correct.

day      old sit run      rat bag	Where is your house? This is a tall tree. I like to sing. She has a red dress.
--	---

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' in reading.      Ask the child to read all 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' in reading.

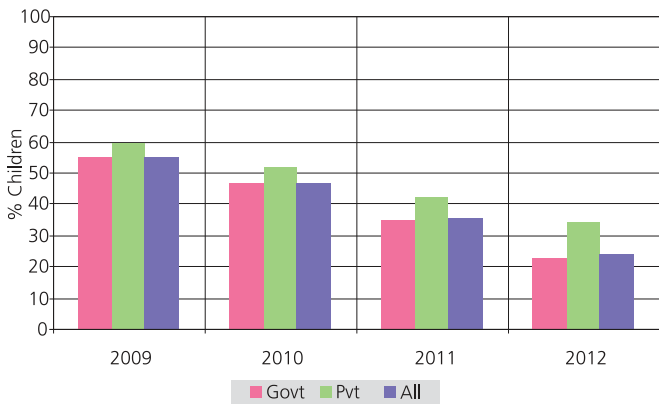
## Arithmetic

**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	30.2	54.9	12.9	1.7	0.3	100
II	8.7	41.3	42.4	6.3	1.3	100
III	5.6	25.6	44.8	21.8	2.2	100
IV	3.5	19.0	36.8	28.7	12.1	100
V	2.7	12.8	34.0	28.0	22.6	100
VI	1.2	9.3	33.1	25.4	31.0	100
VII	0.9	5.8	29.8	25.6	37.9	100
VIII	0.9	4.6	24.9	25.3	44.4	100
Total	7.1	22.2	32.2	20.2	18.3	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 5.6% children cannot even recognize numbers 1-9, 25.6% can recognize numbers up to 9 but not more, 44.8% can recognize numbers to 99 but cannot do subtraction, 21.8% can do subtraction but not division, and 2.2% 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**

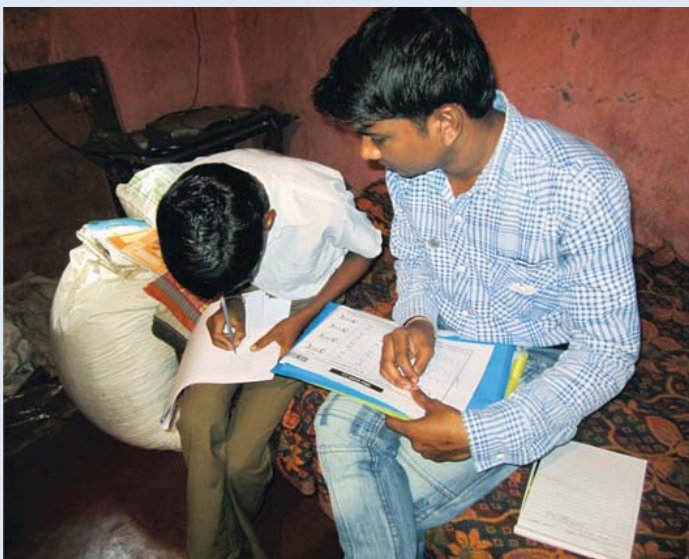
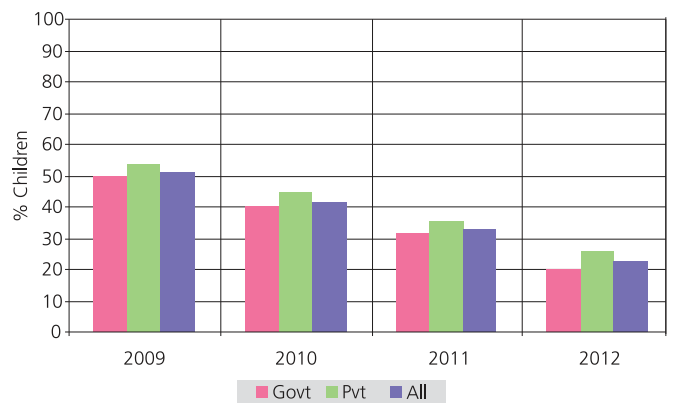


## Math Tool

अंक ओळखा १ ते ९	संख्या ओळखा १० ते ९९	दोन अंकी, हातच्यांची घनावाकी	भागकार
२ ७	७६ ५८	७३ ८३ - ५६ - ३४	४) ६५३
३ ५	६९ ९९	४६ ५४ - २९ - ३५	६) ८५९
९ ८	३४ ६९	३६ २७ - १८ - १८	७) ८६२
४ १	४६ ८४	५६ ४८ - १८ - २९	४) ४९८

बोलावरी पार अंक विचारणे. ५ अंकावरी पार संख्या ओळखणे करता येते आहे.  
 बोलावरी पार संख्या विचारणे. ५ फेरी पार संख्या ओळखणे करता येते आहे.  
 बोलावरी दोन उदाहरणे सोडवण्यास कारणी. दोन्ही सोडवणे पाहणे आहे.  
 एक उदाहरण सोडवण्यास पार. ते करीत सोडवणे पाहणे आहे.

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



## 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**

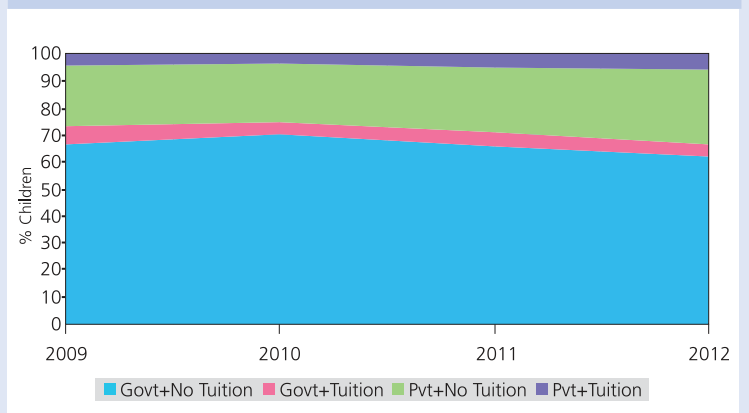
Children in Std I-VIII	2009	2010	2011	2012
Govt. schools: % Children attending paid tuition classes	9.6	6.0	6.7	6.8
Private schools: % Children attending paid tuition classes	16.2	15.3	16.8	17.3
All schools: % Children attending paid tuition classes	11.4	8.4	9.6	10.4

**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	87.8	55.9	20.1	66.1
		Tuition	6.7	6.8	3.6	7.0
	Pvt.	No tuition	3.8	30.9	66.0	22.5
		Tuition	1.7	6.4	10.3	4.4
	Total		100	100	100	100
2010	Govt.	No tuition	87.8	61.4	20.6	70.2
		Tuition	4.3	5.4	2.6	4.5
	Pvt.	No tuition	6.0	29.0	66.9	21.4
		Tuition	1.9	4.3	9.9	3.9
	Total		100	100	100	100
2011	Govt.	No tuition	84.4	59.2	23.3	65.9
		Tuition	4.8	4.7	3.9	4.7
	Pvt.	No tuition	8.4	29.9	63.0	24.5
		Tuition	2.5	6.2	9.9	4.9
	Total		100	100	100	100
2012	Govt.	No tuition	80.0	52.5	19.2	61.6
		Tuition	5.1	4.5	2.1	4.5
	Pvt.	No tuition	10.2	37.4	69.4	28.0
		Tuition	4.7	5.6	9.3	5.8
	Total		100	100	100	100

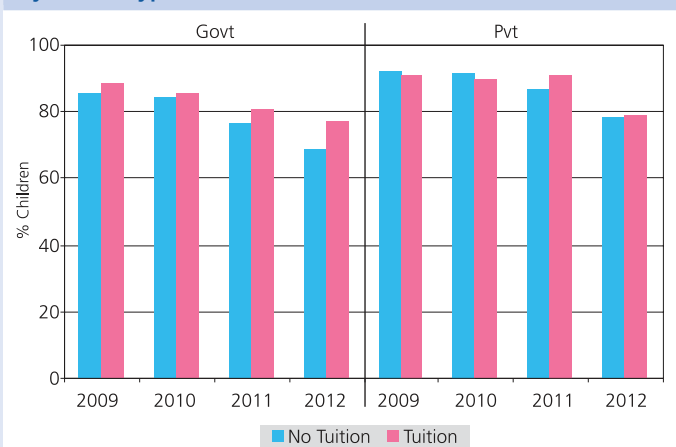


**Chart 8: Trends over time**  
**% Children in Std I-VIII by school type and tuition 2009-2012**

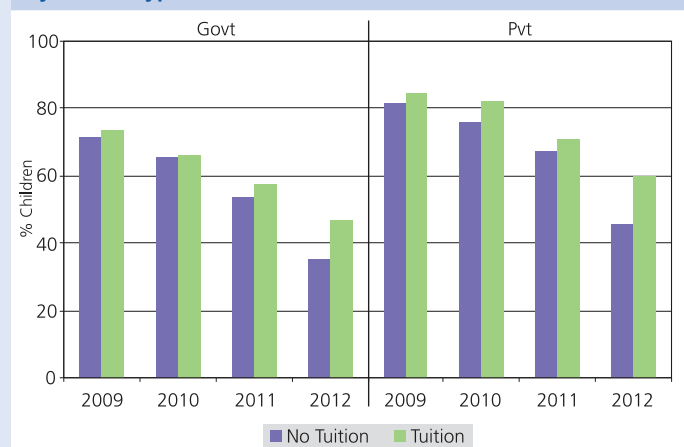


How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

**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	485	435	408	400
Std I-VII/VIII: Primary + Upper primary	450	467	421	423
Total schools visited	935	902	829	823

**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)	90.7	91.5	89.6	90.5	90.6	92.4	90.0	90.7
% Teachers present (Average)	94.9	93.8	89.8	92.3	92.8	91.7	89.0	91.9

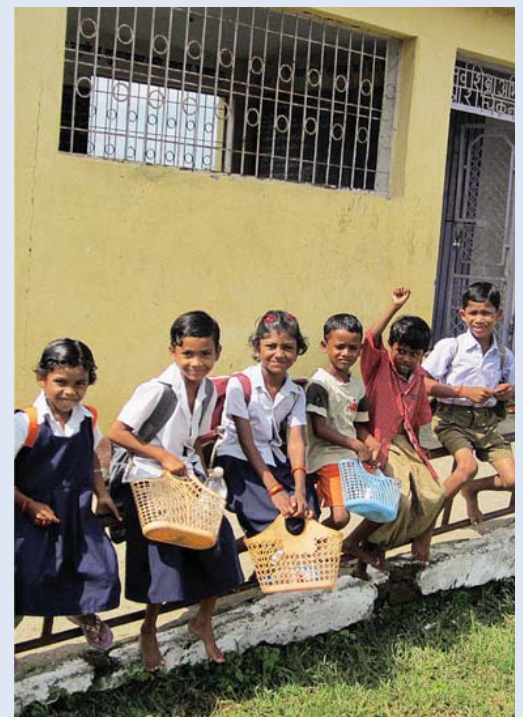
**Table 12: Small schools and multigrade classes 2009-2012**

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	29.7	33.0	38.7	37.7	1.8	1.3	3.7	5.3
% Schools where Std II children observed sitting with one or more other classes	46.7	47.5	47.6	52.0	26.7	34.3	41.3	35.6
% Schools where Std IV children observed sitting with one or more other classes	42.9	46.8	45.6	46.5	22.7	26.9	36.0	30.6

## 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	58.9	62.9	63.2
	Classroom-teacher ratio	87.6	81.9	83.4
Building	Office/store/office cum store	34.3	33.3	27.0
	Playground	84.7	82.9	84.0
	Boundary wall/fencing	57.5	58.1	52.8
Drinking water	No facility for drinking water	18.7	16.7	17.2
	Facility but no drinking water available	12.3	10.2	13.3
	Drinking water available	69.0	73.1	69.6
Toilet	No toilet facility	2.9	3.1	1.9
	Facility but toilet not useable	44.1	52.1	40.8
	Toilet useable	53.0	44.9	57.3
Girls toilet	% Schools with no separate provisions for girls toilets	13.7	9.0	7.2
	Of schools with separate girls toilets, % schools with			
	Toilet locked	32.3	34.4	26.2
	Toilet not useable	10.8	14.1	13.6
	Toilet useable	43.2	42.6	53.1
Library	No library	14.0	16.2	13.7
	Library but no books being used by children on day of visit	19.6	29.5	33.2
	Library books being used by children on day of visit	66.5	54.3	53.1
Mid-day meal	Kitchen shed for cooking mid-day meal	78.2	74.8	70.8
	Mid-day meal served in school on day of visit	90.7	95.8	93.2



**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	772	92.1	2.5	5.4	777	92.4	3.2	4.4	809	94.4	2.5	3.1
Development grant	747	89.6	4.3	6.2	753	76.1	17.7	6.2	787	82.2	13.7	4.1
TLM grant	770	95.2	1.2	3.6	765	93.5	2.9	3.7	806	96.5	1.2	2.2

**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	733	65.4	27.2	7.5	734	65.7	29.3	5	782	60.2	35.3	4.5
Development grant	715	64.1	28.5	7.4	707	57.6	37.1	5.4	762	60.6	34.7	4.7
TLM grant	735	69.4	24.8	5.9	719	66.3	29.4	4.3	780	68.3	28.1	3.6

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

Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	21.8	76.5	1.7
Repairs	Repair of building (roof, floor, wall etc.)	48.1	49.7	2.2
	Repair of doors & windows	52.9	45.1	2.0
	Repair of boundary wall	21.7	76.4	1.9
	Repair of drinking water facility	47.6	50.4	2.0
	Repair of toilet	46.3	52.0	1.8
Painting & white-wash	White wash/plastering	66.0	32.1	1.9
	Painting blackboard/Display board/Painting on wall	75.9	22.2	1.9
	Painting of doors & walls	51.8	46.3	1.9
Purchase	Purchase of furniture (cupboard etc.)	29.9	68.1	2.0
	Purchase of electrical fittings	38.1	59.6	2.3
	Purchase of chalk, duster, register etc.	94.3	4.0	1.7
	Purchase of sitting mats/Tat patti	33.8	64.0	2.2
	Purchase of charts, globes & other teaching material	83.9	14.0	2.1
Other	Expenditure on school events	76.3	20.9	2.8
	Payment of bills (electricity, water, cleaning etc.)	38.0	59.0	3.0

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.<sup>1</sup>

### 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
<b>SCHOOL DEVELOPMENT GRANT / SCHOOL GRANT</b>	
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.	
<b>SCHOOL MAINTENANCE GRANT</b>	
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)
<b>TLM GRANT</b>	
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.

<sup>1</sup>For more information see [www.accountabilityindia.in](http://www.accountabilityindia.in)