Tripura RURAL

ALL 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 2012

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	96.3	3.0	0.1	0.6	100
Age: 7-16 ALL	96.0	2.2	0.0	1.8	100
Age: 7-10 ALL	96.0	4.0	0.0	0.1	100
Age: 7-10 BOYS	96.2	3.8	0.0	0.0	100
Age: 7-10 GIRLS	95.6	4.3	0.0	0.2	100
Age: 11-14 ALL	97.5	1.1	0.1	1.2	100
Age: 11-14 BOYS	97.5	1.7	0.2	0.7	100
Age: 11-14 GIRLS	97.9	0.6	0.0	1.5	100
Age: 15-16 ALL	92.6	0.4	0.0	7.0	100
Age: 15-16 BOYS	92.8	0.0	0.0	7.2	100
Age: 15-16 GIRLS	93.3	0.8	0.0	5.9	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

7-10 boys — 7-10 girls — 11-14 boys — 11-14 girls
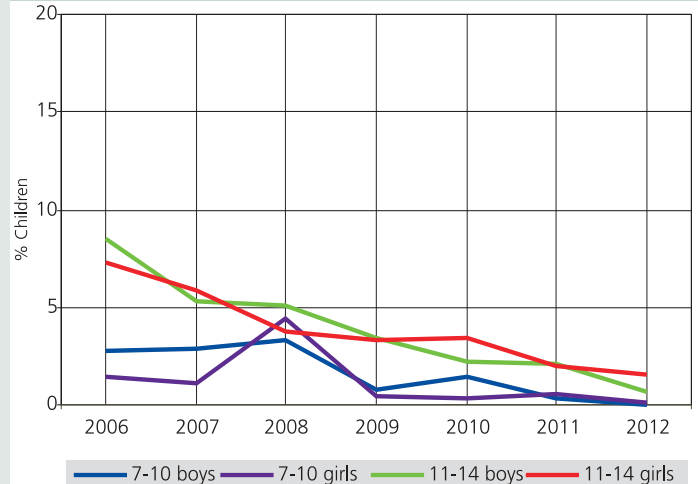
How to read this chart: Each line shows trends in the proportion of children out of school for a particular subset of children. For example, the proportion of girls (age 11-14) not in school has changed from 7.3% in 2006 to 5.8% in 2007 to 3.8% in 2008, 3.4% in 2009 and to 3.4% in 2010 to 1.5% in 2012.

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	2.4	43.4	49.5	4.7									100
II		2.0	21.9	64.9	7.9	3.3							100
III		2.9		19.8	56.3	16.8	4.2						100
IV			3.2		12.5	69.1	9.7	5.6					100
V			2.4			21.6	53.5	18.9	3.7				100
VI				2.4			17.3	65.3	11.4	3.7			100
VII				2.6				18.0	52.3	16.6	8.9	1.6	100
VIII					4.8				18.2	56.7	13.5	6.9	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, 19.8% children are 8 years old but there are also 2.9% who are younger, 56.3% who are 9, 16.8% who are 10 years old and 4.2% 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	81.7	9.8				8.6	100
Age 4	71.0	22.3				6.7	100
Age 5	45.7	13.0	27.5	11.2	0.0	2.5	100
Age 6	14.7	8.5	68.7	6.2	0.5	1.4	100

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

Age 3 — Age 4 — Age 5
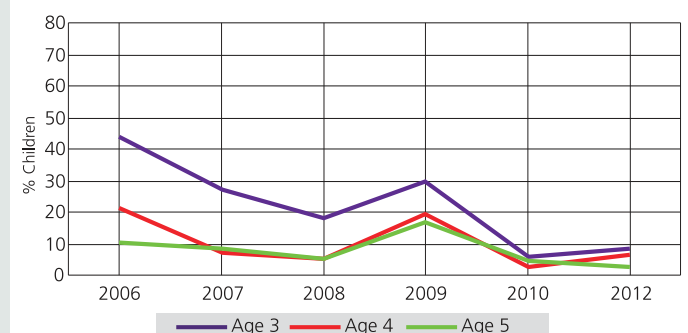
* Data for 2011 is not comparable and therefore excluded here.

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ASER 2012 RURAL
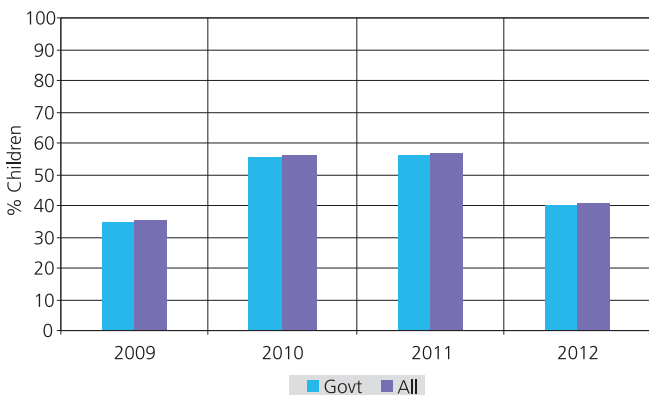Facilitated by PRATHAM

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	20.0	55.0	18.6	5.3	1.1	100
II	7.7	39.2	26.2	14.9	12.0	100
III	7.2	22.3	29.8	23.7	17.0	100
IV	1.8	13.9	25.6	31.1	27.5	100
V	2.6	8.5	21.7	30.4	36.8	100
VI	0.7	4.3	11.5	31.9	51.7	100
VII	0.0	2.8	3.8	29.1	64.3	100
VIII	0.4	0.9	5.8	26.9	66.0	100
Total	5.6	20.2	18.3	23.4	32.5	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 7.2% children cannot even read letters, 22.3% can read letters but not more, 29.8 % can read words but not Std I text or higher, 23.7 % can read Std I text but not Std II level text, and 17.0% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

Reading Tool

ভাষা মূল্যায়ণ

কাহিনী

মনু দাদুর বাগানে অনেক গাছ। দাদু নিজে গাছ লাগান। ফুলে ফলে ভরা দাদুর বাগান। একদিন দাদু ভোরে বাগানে কাজ করেছিলেন। পাড়ার ছেলেমেয়েরা এসে জড়ো হল। সবার ইচ্ছা দাদুর সাথে বাগানে কাজ করবে। দাদু রাজি হলেন। একজন কোদাল দিয়ে মাটি কাটল। কয়েকজন গাছের চারা লাগাল। দুইজন একছুটে জল নিয়ে এল। অনেক দৌড় ঝাঁপ করে কাজ শেষ হল। সবার মুখে হাসি। দাদুও ভারি খুশি।

অনুচ্ছেদ

পুকুরে শালুক ফুল ফুটে আছে। ফুলের নিচে বড় ডাটাও আছে। লোকেরা ফুল তুলে নিয়ে যায়। শালুক ডাটাও ভেজে খায়।

ই	য	গ
ভ	ড	
দ	ন	ব
শ	জ	

মেঘ	চিনি
চোখ	সাপ
কুল	দৌড়
লেবু	মালী
খোকা	পাতা

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
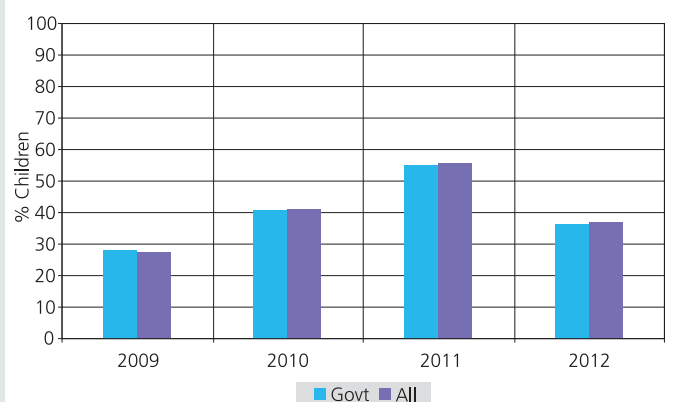
Reading in English

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	28.6	34.1	28.4	8.3	0.7	100
II	14.1	25.8	39.4	17.3	3.4	100
III	7.5	15.9	43.0	27.1	6.6	100
IV	3.6	8.6	32.8	42.9	12.2	100
V	4.5	4.4	27.8	45.3	18.0	100
VI	1.1	4.7	17.8	49.5	27.0	100
VII	0.7	1.8	12.3	40.7	44.5	100
VIII	0.9	1.9	12.3	37.4	47.6	100
Total	8.5	13.3	27.2	32.5	18.5	100

English Tool

Give this text 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.

B	H	R	z	j	o
	L	V		w	g
M	P	F	u	s	k

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

cow	wet
	big
hat	man
	pen

Where is your house?
This is a long road.
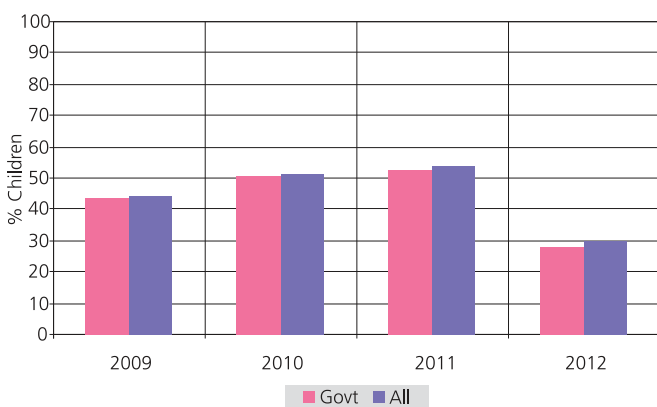I like to play.
She has a green kite.

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	11.3	55.3	26.4	6.4	0.6	100
II	4.1	35.7	43.2	14.2	2.7	100
III	3.2	18.0	49.0	25.3	4.5	100
IV	0.5	10.1	36.6	44.5	8.3	100
V	1.0	7.1	34.4	36.8	20.8	100
VI	0.3	3.8	21.4	44.3	30.2	100
VII	0.0	0.3	16.5	45.0	38.2	100
VIII	0.4	0.4	23.0	33.6	42.7	100
Total	2.9	18.2	31.6	30.0	17.3	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std 3, 3.2% children cannot even recognize numbers 1-9, 18% can recognize numbers up to 9 but not more, 49% can recognize numbers to 99 but cannot do subtraction, 25.3% can do subtraction but not division, and 4.5% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

গণিতের মূল্যায়ণ

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
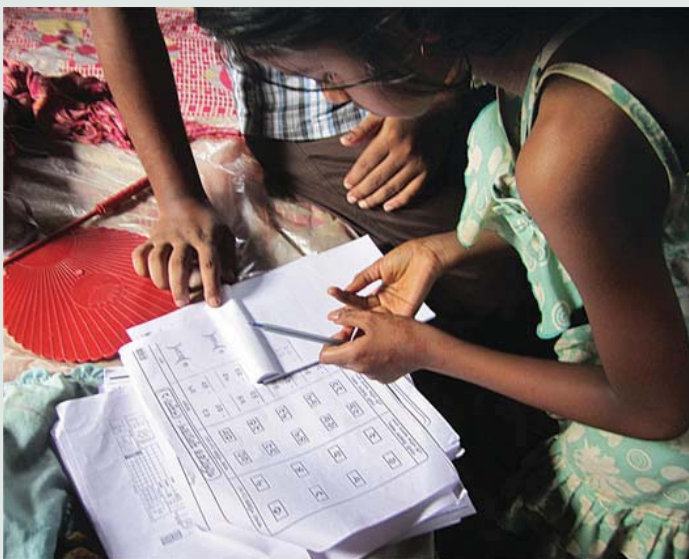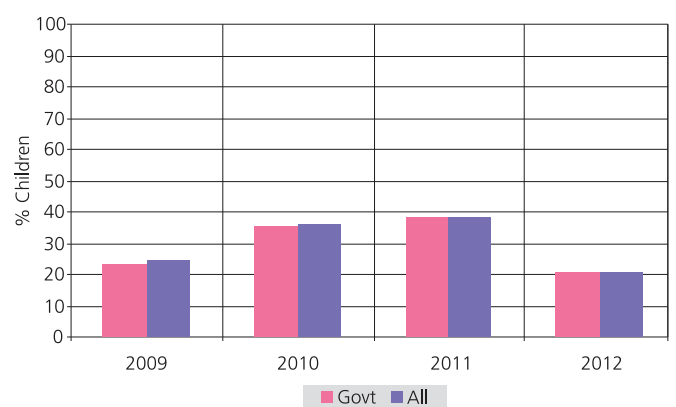
Type of school and paid tuition classes

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 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	34.6	33.9	14.2	26.7
		Tuition	61.9	62.8	84.3	70.4
	Pvt.	No tuition	2.0	0.9	0.0	0.7
		Tuition	1.5	2.5	1.5	2.3
	Total		100	100	100	100
2010	Govt.	No tuition	31.2	26.0	15.6	26.7
		Tuition	65.4	71.7	83.3	71.0
	Pvt.	No tuition	0.0	0.3	0.0	0.2
		Tuition	3.4	2.1	1.1	2.1
	Total		100	100	100	100
2011	Govt.	No tuition	35.1	27.2	17.0	26.8
		Tuition	59.1	70.0	79.8	69.3
	Pvt.	No tuition	0.6	0.0	1.3	0.9
		Tuition	5.2	2.7	1.9	3.1
	Total		100	100	100	100
2012	Govt.	No tuition	36.3	28.3	21.2	29.5
		Tuition	60.5	69.9	77.9	68.0
	Pvt.	No tuition	0.1	0.5	0.0	0.3
		Tuition	3.1	1.3	0.9	2.2
	Total		100	100	100	100

Chart 8: Trends over time
% Children in Std I-VIII by school type and tuition 2009-2012
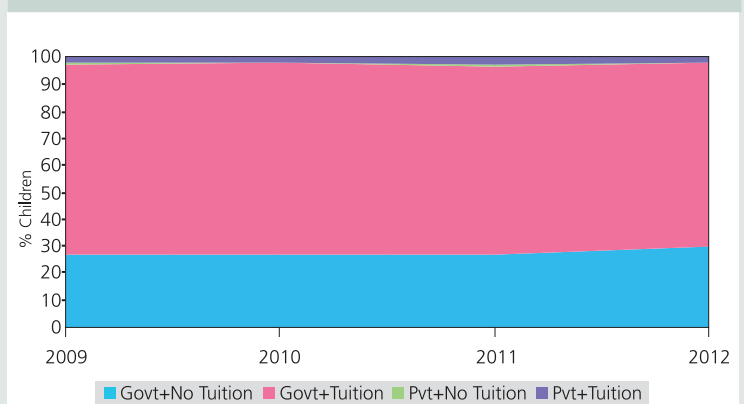
How to read this chart: This chart is a visual representation of the last column of Table 9. For a given year, the width of each colour band represents the % of children in the corresponding category. For each year, these four categories add upto 100%.

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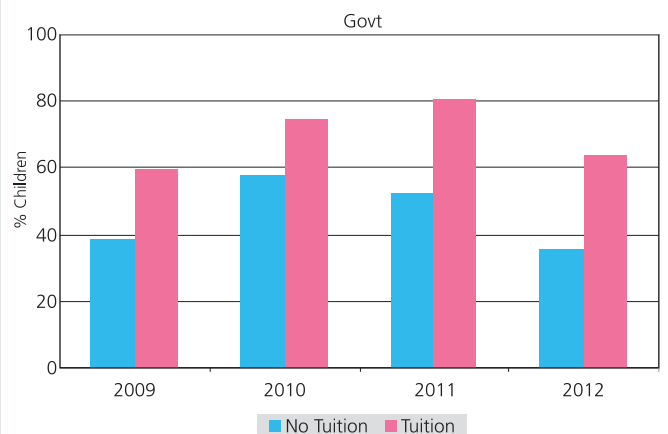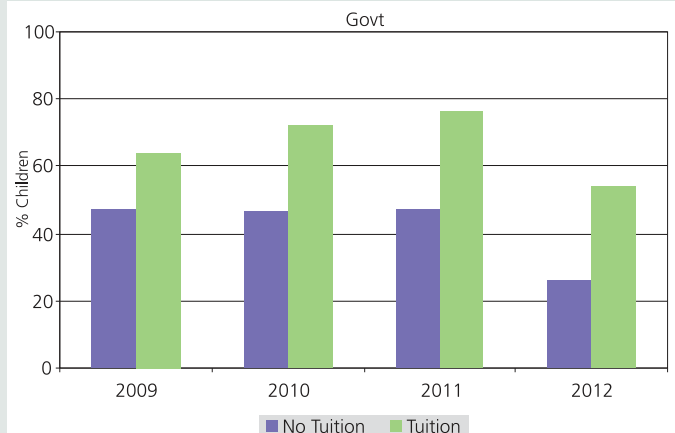**By school type and tuition 2009-2012**

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	58	44	46	36
Std I-VII/VIII: Primary + Upper primary	44	54	48	66
Total schools visited	102	98	94	102

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

Type of school	Std I-VII/VIII			
	2009	2010	2011	2012
% Enrolled children present (Average)	73.8	62.4	63.3	61.9
% Teachers present (Average)	84.3	81.5	79.0	81.7

Table 12: Small schools and multigrade classes 2009-2012

School characteristics	Std I-VII/VIII			
	2009	2010	2011	2012
% Schools with total enrollment of 60 or less	7.5	0.0	8.3	7.8
% Schools where Std II children observed sitting with one or more other classes	62.5	44.0	54.6	33.3
% Schools where Std IV children observed sitting with one or more other classes	35.1	21.3	50.0	25.0

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	68.5	75.0	82.6
	Classroom-teacher ratio	60.0	46.2	63.6
Building	Office/store/office cum store	89.6	76.6	83.7
	Playground	89.5	78.7	92.0
	Boundary wall/fencing	19.4	25.3	20.0
Drinking water	No facility for drinking water	32.6	41.3	34.7
	Facility but no drinking water available	27.4	18.5	16.8
	Drinking water available	40.0	40.2	48.5
Toilet	No toilet facility	8.6	15.4	9.0
	Facility but toilet not useable	48.4	53.9	41.0
	Toilet useable	43.0	30.8	50.0
Girls toilet	% Schools with no separate provisions for girls toilets	48.5	35.9	39.8
	Of schools with separate girls toilets, % schools with			
	Toilet locked	15.2	28.1	13.6
	Toilet not useable	6.1	14.1	13.6
	Toilet useable	30.3	21.9	33.0
Library	No library	64.6	71.7	67.7
	Library but no books being used by children on day of visit	15.6	4.4	5.9
	Library books being used by children on day of visit	19.8	23.9	26.5
Mid-day meal	Kitchen shed for cooking mid-day meal	88.2	90.4	95.0
	Mid-day meal served in school on day of visit	74.7	96.8	95.0

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	72	76.4	16.7	6.9	91	61.5	28.6	9.9	102	76.5	13.7	9.8
Development grant	68	63.2	25.0	11.8	88	56.8	31.8	11.4	99	67.7	18.2	14.1
TLM grant	74	82.4	8.1	9.5	91	79.1	11.0	9.9	102	93.1	1.0	5.9

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]

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	74	37.8	50.0	12.2	80	18.8	67.5	13.8	100	60.0	29.0	11.0
Development grant	68	36.8	51.5	11.8	78	23.1	61.5	15.4	98	58.2	28.6	13.3
TLM grant	74	48.7	41.9	9.5	79	29.1	57.0	13.9	101	77.2	14.9	7.9

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

Type of Activity		% Schools		
		Yes	No	Don't know
Const.	New Classroom	29.0	69.0	2.0
Repairs	Repair of building (roof, floor, wall etc.)	48.5	47.5	4.0
	Repair of doors & windows	45.1	52.9	2.0
	Repair of boundary wall	16.0	83.0	1.1
	Repair of drinking water facility	35.3	63.7	1.0
	Repair of toilet	40.6	57.4	2.0
Painting & white-wash	White wash/plastering	44.1	54.9	1.0
	Painting blackboard/Display board/Painting on wall	44.1	54.9	1.0
	Painting of doors & walls	25.7	73.3	1.0
Purchase	Purchase of furniture (cupboard etc.)	42.2	55.9	2.0
	Purchase of electrical fittings	16.8	81.2	2.0
	Purchase of chalk, duster, register etc.	89.2	9.8	1.0
	Purchase of sitting mats/Tat patti	13.9	85.2	1.0
	Purchase of charts, globes & other teaching material	74.3	23.8	2.0
Other	Expenditure on school events	71.3	26.7	2.0
	Payment of bills (electricity, water, cleaning etc.)	23.2	70.7	6.1

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.

[1] For more information see www.accountabilityindia.in