Meghalaya RURAL

ANALYSIS BASED ON DATA FROM HOUSEHOLDS. 5 OUT OF 7 DISTRICTS
Data has not been presented where sample size was insufficient.

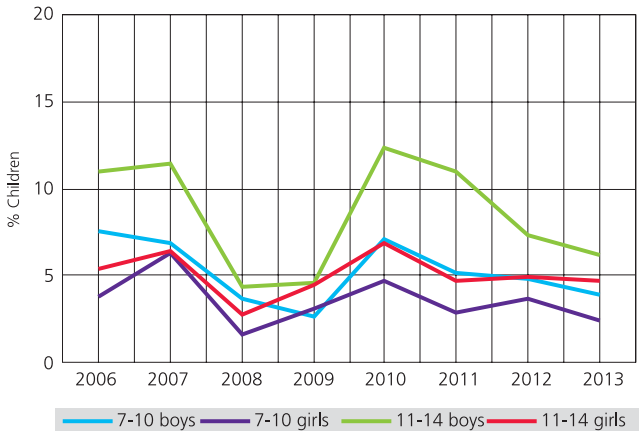
School enrollment and out of school children

Table 1: % Children in different types of schools 2013

Age group	Govt.	Pvt.	Other	Not in school	Total
Age: 6-14 ALL	49.8	45.3	0.9	4.1	100
Age: 7-16 ALL	48.2	45.4	0.9	5.5	100
Age: 7-10 ALL	50.7	45.1	1.1	3.1	100
Age: 7-10 BOYS	51.1	43.8	1.3	3.9	100
Age: 7-10 GIRLS	49.6	47.1	0.9	2.4	100
Age: 11-14 ALL	49.7	44.3	0.6	5.4	100
Age: 11-14 BOYS	50.4	43.3	0.2	6.1	100
Age: 11-14 GIRLS	48.4	45.9	1.0	4.7	100
Age: 15-16 ALL	38.5	48.7	1.1	11.8	100
Age: 15-16 BOYS	37.5	46.0	0.9	15.7	100
Age: 15-16 GIRLS	39.7	51.5	1.4	7.4	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 2006-2013



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 was 5.4% in 2006, 6.8% in 2010, 5% in 2012 and is 4.7% in 2013.

Chart 2: Trends over time
% Children enrolled in private schools in Std I-V and Std VI-VIII 2009, 2011 and 2013

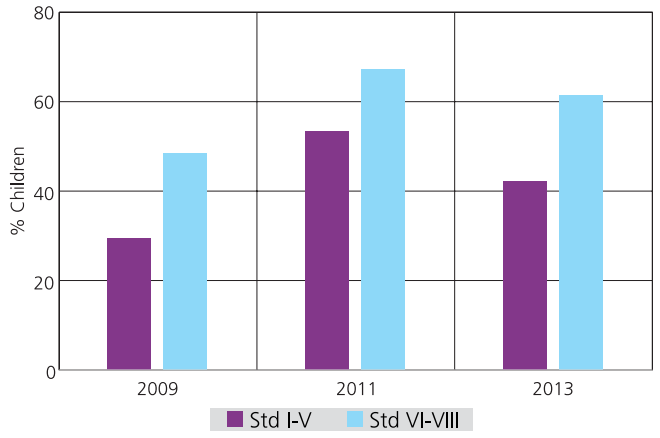


Table 2: Sample description
% Children in each class by age 2013

Std	5	6	7	8	9	10	11	12	13	14	15	16	Total
I	8.3	20.8	23.0	19.4	10.5	9.0	9.2						100
II	4.8	9.4	11.9	22.0	17.7	14.3	7.0	7.7	5.3				100
III	2.7		5.9	15.1	15.6	24.5	11.3	11.8	6.3	6.9			100
IV	5.9				7.3	24.4	14.7	18.3	12.1	8.7	5.7	3.0	100
V	8.4					12.8	14.1	20.5	20.2	14.2	6.1	3.7	100
VI	1.7					5.1	8.6	20.0	18.2	15.8	16.8	13.8	100
VII	5.5							13.7	21.8	27.5	16.3	15.4	100
VIII	8.1								12.0	29.4	28.3	22.3	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, 15.1% children are 8 years old but there are also 5.9% who are 7, 15.6% who are 9, 24.5% who are 10 and 36.3% who are older.

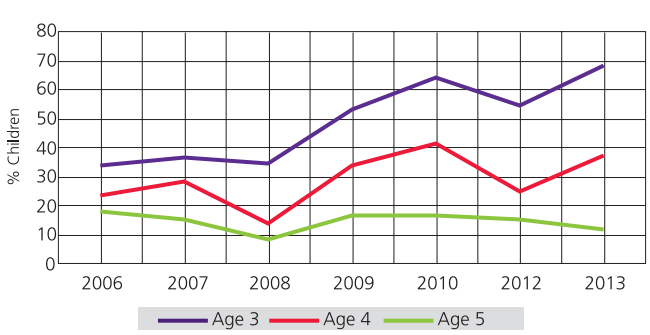
Young children in pre-school and school

Table 3: % Children age 3-6 who are enrolled in different types of pre-school and school 2013

	In balwadi or anganwadi	In LKG/ UKG	In school			Not in school or pre-school	Total
			Govt.	Pvt.	Other		
Age 3	18.1	13.7				68.2	100
Age 4	16.1	46.5				37.4	100
Age 5	5.4	41.3	18.8	22.9	0.0	11.6	100
Age 6	4.3	27.2	29.0	33.6	0.6	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 2006-2013*



* Data for 2011 is not comparable to other years and therefore not included here.

Meghalaya RURAL

Data has not been presented where sample size was insufficient.

Reading

Table 4: % Children by class and READING level
All schools 2013

Std	Not even letter	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	10.4	37.4	33.9	14.3	4.0	100
II	7.9	21.8	26.9	28.9	14.4	100
III	3.3	7.3	21.2	30.7	37.5	100
IV	0.4	3.2	13.5	32.3	50.6	100
V	0.0	2.2	6.8	28.4	62.7	100
VI	2.0	2.0	3.4	26.8	65.9	100
VII	0.0	0.0	2.2	16.7	81.1	100
VIII	0.0	0.0	1.3	9.5	89.2	100
Total	4.4	13.8	18.1	24.1	39.7	100

How to read this table: Each cell shows the highest level in reading achieved by a child. For example, in Std III, 3.3% children cannot even read letters, 7.3% can read letters but not more, 21.2% can read words but not Std I level text or higher, 30.7% can read Std I level text but not Std II level text, and 37.5% can read Std II level text. For each class, the total of all these exclusive categories is 100%.

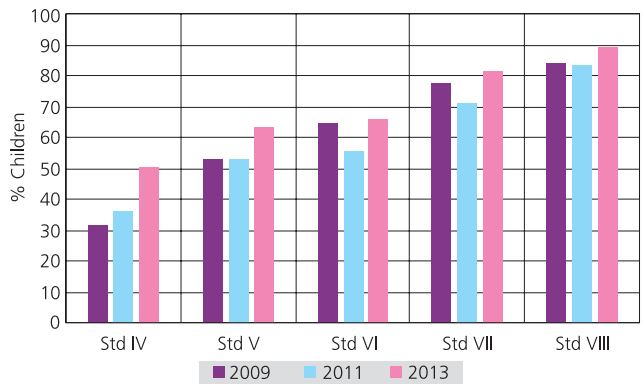
Reading Tool

Table 5: Trends over time
% Children in Std III and V at different READING levels by school type 2009-2013

Year	% Children in Std III 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.*
2009	39.1	64.3	46.4	50.3	56.3	52.7
2010	47.6	62.2	53.8	65.7	63.7	64.6
2011	50.8	46.0	48.4	46.1	56.9	52.9
2012	43.0	64.9	52.3	58.4	69.3	64.5
2013	64.0	75.0	68.7	57.7	68.9	62.9

* This is the weighted average of govt. and pvt. schools only.

Chart 4: Trends over time
% Children who can READ Std II level text by class
All schools 2009, 2011 and 2013



To interpret the chart alongside (Chart 4), several things need to be kept in mind:

The highest level in the ASER reading tool is the ability to read a Std II level text. ASER is a "floor" level test. All children (age 5 to 16) are assessed using the same tool; grade-level tools are not used in ASER.

We can see that the proportion of children who can read at least Std II level text increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a high proportion of children are able to read the Std II level text. It is possible that many children in Std VIII are reading at higher levels, but ASER reading tests do not assess higher than Std II level.

This chart allows us to compare proportions of children reading at least Std II level texts in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Meghalaya RURAL

Data has not been presented where sample size was insufficient.

Arithmetic

**Table 6: % Children by class and ARITHMETIC level
All schools 2013**

Std	Not even 1-9	Recognize numbers		Can subtract	Can divide	Total
		1-9	10-99			
I	9.0	34.6	50.7	5.4	0.2	100
II	8.5	20.7	55.0	15.4	0.3	100
III	3.0	5.9	54.5	31.0	5.6	100
IV	0.7	2.9	50.6	40.3	5.5	100
V	0.0	2.5	36.9	43.7	16.9	100
VI	0.7	1.7	26.9	46.7	24.0	100
VII	0.0	0.0	19.8	52.6	27.6	100
VIII	0.0	0.0	14.3	46.8	38.9	100
Total	4.1	12.8	43.8	29.3	10.1	100

How to read this table: Each cell shows the highest level in arithmetic achieved by a child. For example, in Std III, 3% children cannot even recognize numbers 1-9, 5.9% can recognize numbers up to 9 but not more, 54.5% can recognize numbers up to 99 but cannot do subtraction, 31% can do subtraction but cannot do division, and 5.6% can do division. For each class, the total of all these exclusive categories is 100%.

Math Tool

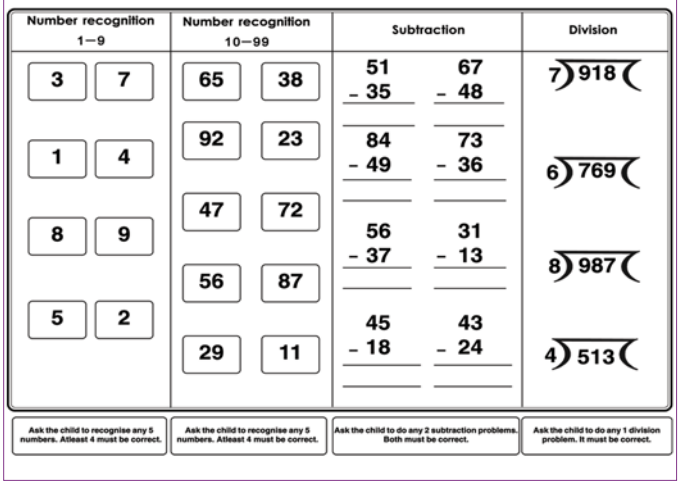
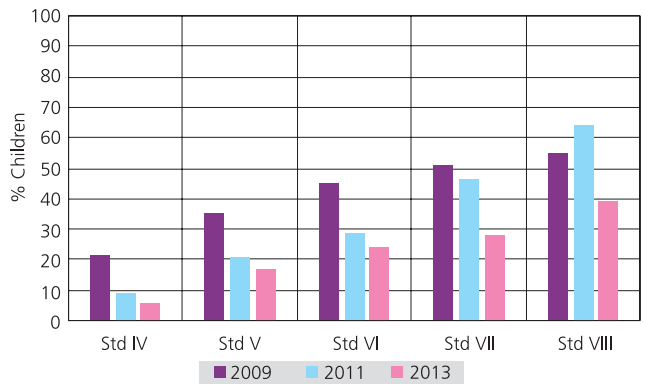


**Table 7: Trends over time
% Children in Std III and V who can do at least SUBTRACTION and DIVISION respectively by school type 2009-2013**

Year	% Children in Std III who can do at least subtraction			% Children in Std V who can do division		
	Govt.	Pvt.	Govt. & Pvt.*	Govt.	Pvt.	Govt. & Pvt.*
2009	38.1	59.5	44.4	34.0	37.7	35.5
2010	32.9	42.6	37.0	40.0	38.5	39.2
2011	28.4	34.0	31.2	14.5	24.3	20.7
2012	27.7	32.7	29.9	17.3	20.1	18.8
2013	30.8	44.3	36.6	16.9	17.1	17.0

* This is the weighted average of govt. and pvt. schools only.

**Chart 5: Trends over time
% Children who can do DIVISION by class
All schools 2009, 2011 and 2013**



To interpret the chart alongside (Chart 5), several things need to be kept in mind:

The highest level in the ASER arithmetic 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 does not assess children using grade-level tools.

We can see that the proportion of children who can do this level of division increases in successive standards. This is true for every year for which data is shown.

By Std VIII, when children have completed eight years of schooling, a substantial proportion of children are able to do division problems at this level. 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.

This chart allows us to compare proportions of children who can do division in different standards across years. For example, see Std V in 2009, 2011 and 2013.

Meghalaya RURAL

Data has not been presented where sample size was insufficient.

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 8: Trends over time
% Children attending PAID TUITION CLASSES by school type 2010-2013

% Children attending paid tuition classes in Std I-V	2010	2011	2012	2013
Govt. schools	7.9	8.4	7.6	4.7
Pvt. schools	19.3	21.6	19.9	23.3
All schools	13.5	15.4	13.9	12.7
% Children attending paid tuition classes in Std VI-VIII	2010	2011	2012	2013
Govt. schools	16.4	28.0	4.8	5.6
Pvt. schools	18.0	24.2	19.4	15.4
All schools	17.4	25.4	13.5	11.7

Table 9: Trends over time
% Children by school type and TUITION 2010-2013

	Category	2010	2011	2012	2013
Std I-V	Govt. no tuition	47.2	43.1	45.1	54.4
	Govt. + Tuition	4.1	4.0	3.7	2.7
	Pvt. no tuition	39.3	41.5	41.1	33.0
	Pvt. + Tuition	9.4	11.4	10.2	10.0
	Total	100	100	100	100
Std VI-VIII	Govt. no tuition	34.7	23.8	38.7	35.8
	Govt. + Tuition	6.8	9.3	1.9	2.1
	Pvt. no tuition	48.0	50.8	47.8	52.5
	Pvt. + Tuition	10.5	16.2	11.5	9.6
	Total	100	100	100	100

Table 10: TUITION EXPENDITURES by school type in rupees per month 2013

	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.		Data Insufficient			
Std VI-VIII	Pvt.					

Chart 6: Trends over time
% Children in Std III-V who can READ at least Std I level text by school type and TUITION 2010-2013

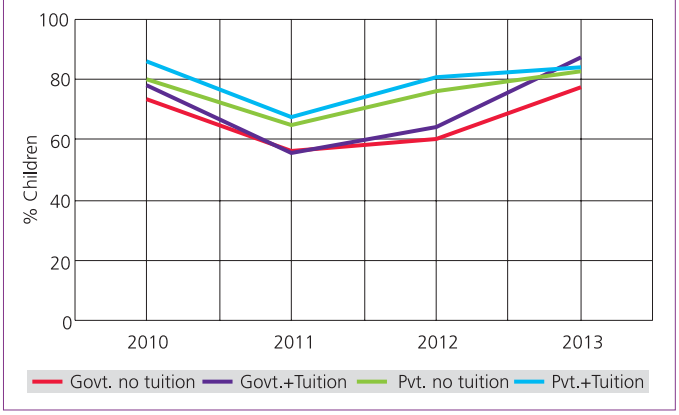
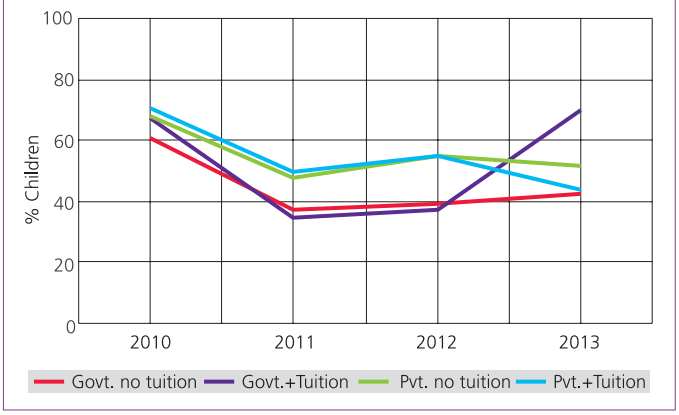


Chart 7: Trends over time
% Children in Std III-V who can do at least SUBTRACTION by school type and TUITION 2010-2013



Meghalaya RURAL

ANALYSIS BASED ON DATA FROM GOVERNMENT SCHOOLS. 5 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 11: Number of schools visited 2010-2013

Type of school	2010	2011	2012	2013
Std I-IV/V: Primary	101	76	109	104
Std I-VII/VIII: Primary + Upper primary	9	9	20	10
Total schools visited	110	85	129	114

Table 12: Student and teacher attendance on the day of visit 2010-2013

Type of school	Std I-IV/V and Std I-VII/VIII			
	2010	2011	2012	2013
% Enrolled children present (Average)	75.5	76.7	74.2	72.5
% Teachers present (Average)	93.0	93.5	87.2	86.5

Table 13: Small schools and multigrade classes 2010-2013

School characteristics	Std I-IV/V and Std I-VII/VIII			
	2010	2011	2012	2013
% Schools with total enrollment of 60 or less	71.0	66.3	65.1	71.9
% Schools where Std II children observed sitting with one or more other classes	64.7	77.2	69.3	64.6
% Schools where Std IV children observed sitting with one or more other classes	61.3	75.6	66.1	63.9

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 14: Schools meeting selected RTE norms 2010-2013

% Schools meeting the following RTE norms:		2010	2011	2012	2013
PTR & CTR	Pupil-teacher ratio (PTR)	54.3	51.4	65.1	50.0
	Classroom-teacher ratio (CTR)	84.2	62.9	72.7	84.3
Building	Office/store/office cum store	34.6	42.1	42.4	46.0
	Playground	45.8	40.0	36.8	52.6
	Boundary wall/fencing	14.2	14.1	12.7	5.3
Drinking water	No facility for drinking water	70.6	77.8	82.4	68.8
	Facility but no drinking water available	5.5	12.4	4.8	8.0
	Drinking water available	23.9	9.9	12.8	23.2
	Total	100	100	100	100
Toilet	No toilet facility	34.9	23.1	23.6	16.8
	Facility but toilet not useable	40.6	52.6	44.7	35.4
	Toilet useable	24.5	24.4	31.7	47.8
	Total	100	100	100	100
Girls' toilet	No separate provision for girls' toilet	64.8	44.1	46.6	39.2
	Separate provision but locked	9.1	33.9	26.1	23.5
	Separate provision, unlocked but not useable	11.4	3.4	6.8	6.9
	Separate provision, unlocked and useable	14.8	18.6	20.5	30.4
	Total	100	100	100	100
Library	No library	78.0	63.8	76.0	62.0
	Library but no books being used by children on day of visit	6.4	5.0	8.8	3.5
	Library books being used by children on day of visit	15.6	31.3	15.2	34.5
	Total	100	100	100	100
Mid-day meal	Kitchen shed for cooking mid-day meal	60.6	70.5	69.1	77.0
	Mid-day meal served in school on day of visit	51.9	35.0	30.5	46.5

In each visited school, we asked a teacher/HM a few questions about Continuous & Comprehensive Evaluation (CCE).

Chart 8: Continuous & Comprehensive Evaluation (CCE) in schools 2013